

**Contracts for Excellence
District 32 Public Meeting, 9/17/09
PS 299, 88 Woodbine St
2009 - 2010 CEC Proposed Plan**

MS. LILLIAN DRUCK:

Okay good evening everyone. This -- during this part of the meeting, the CEC meeting, I will be presenting the 2009-2010 Contracts for Excellence proposed plan. This year the Department of Ed invited the CECs to host the Contracts for Excellence hearings. This arrangement will further encourage parental and community involvement. In addition parents, educators, and New Yorkers will have the opportunity to comment on the city's preliminary plan. The DOE will use the feedback in refining its final Contracts for Excellence plan.

As you are aware, these meetings are recorded, thereby facilitating your feedback to the Department of Education. Today, Ms. Tiffany Woolfolk from the Brooklyn ISC and Dr. Roseanne Napolitano, District Improvement Liaison for District 32, are at the meeting to assist in addressing your questions and comments at the end of the presentation. Before starting want you to know that all proposed allocations described in the Contracts for Excellence plan are preliminary and contingent on further analysis of school based commissions.

So we have the Contracts for Excellence overview. First we're going to look at how school funds should be spent. Funds must support the six specific program initiatives; class-size reduction, time on task, teacher and principal quality initiatives, middle and high school restructuring, full-day pre-kindergarten programs, and modeled programs for English language learners. CEC members you have this packet in your folders so that you can follow, unless you just want to sit and look at the color this year. Okay.

The funds must be predominantly benefitting students with the greatest educational need, such as English language learners, students in poverty, students with disabilities, and students with low academic achievement or at risk of not graduating. The Contracts for Excellence 2009-2010, given the severe economic downturn faced by the state and the nation, New York State held state foundation aid flat between fiscal year '10 and fiscal year '09 and is currently projecting no increase in foundation aid for fiscal year '11. This means that for this current fiscal year '10, and next, there are no Contract for Excellence funds to apply towards new or expanded programs. The DOE's '09-'10 plan is thus a maintenance of effort of its approved 2009 -- 2008-2009 plan. Again please note that all proposed allocations described in this plan

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are preliminary and contingent -- contingent on further analysis of school based conditions.

Let's take a look at this pie-chart which basically describes the city-wide Contract for Excellence plan by allocation type. The total fiscal year '10 contract is 387 million dollars and this is how it is divided by allocation types. Sixty-three percent go towards discretionary allocations to schools. Ten percent district-wide initiatives. Eight percent maintenance of effort allocation and twenty percent targeted allocations to schools.

If we look by program area, thirty-nine percent of the 387 million dollars will go towards class-size reduction, twenty-seven percent for time on task, fourteen percent toward teacher efforts of equality programs, ten percent towards middle and high school restructuring, two percent toward full-day pre-K, seven percent toward model programs for English language learners, and one percent that is still to be determined and has not been scheduled as of September of this year.

The next line shows the 242 million dollars discretionary funds allocated to schools. This time we see that thirty percent has been allocated for time on task activities, nineteen percent for teacher and principal quality, four percent for middle and high school restructuring, ten percent model programs for English language learners, two percent to be determined, and thirty-five percent for class-size reduction.

The -- in terms of the -- that pie-chart of the discretionary allocations to schools, the 242 million in restricted Contracts for Excellence funds were released to 1400 plus schools in May of 2009, and that, as we saw in the previous slide, constitutes sixty-three percent of the total contract amount.

The guidance to schools was that Contracts for Excellence funds should be used to establish continuity of service for existing C for E programs. However, if a school could not maintain effort due to significant changes in its student population, or its overall instructional strategy, it could choose to reallocate the funds to a different program area. The amount per school was the same as 2008-2009 and was determined using a formula based on student need and defined by the State Education Department and Contract for Excellence regulations.

Targeted allocations to school, that was twenty percent of the total contract amount. Seventy-six million dollars is the estimate in this category since the preliminary posting of the plan. Schools receiving allocations were chosen based on overall student need and the capacity of the school to carry out the specific program. The funds were allocated by the Department of Ed directly to schools for the specific uses that are eligible within the following program areas; sixty-one

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million dollars toward collaborative team teaching classrooms, six million dollars toward full-day Pre-K, seven million dollars toward the autism spectrum disorder classrooms, and two million dollars toward English language learners summer school.

Schools that received targeted C for E allocations in '08-'09 received those same allocations in '09-'10 as long as they retained the population necessary to maintain the effort. For example, if a school was funded to support ten new CTT students in '08-'09, but had a net loss of 8 CTT students in '09-'10, that school received an allocation that is lower than fiscal year '09.

Under district-wide initiatives, which is ten percent of the total contract amount, thirty-nine million is the estimate in this category. While these funds will not appear on school's budget, the department is required to attribute dollars to impact its schools as part of the DOE's city-wide plan.

Funds allocated to central programs that directly benefit high-need schools include multiple pathways to graduation initiatives, that's for overage and under-credit students, principal training initiatives, school restructuring initiatives, and year two of English language learners success, and middle school success grants, as well as college and AP preparation for high-needs 9 through 12 students. Since this is a new 2009-2010 program and replaces the higher allocation in 2008-2009 for the middle school success program which basically tapers down in its second year.

Under maintenance of effort, which is eight percent of the total contract, or thirty million dollars, the department proposes to spend these funds to maintain summer programs impacting the students with the lowest academic achievements in the city.

So the proposed discretionary spending in District 32 is as follows. Schools in this district were allocated discretionary Contracts for Excellence funds and have proposed to spend the funds as follows on the table. So you can see 35.5 percent for class-size reduction, 17.2 percent for time on task, 17.6 percent teacher and principal quality initiatives, 4.3 percent for middle and high school restructuring, and 24.7 percent for model programs for English language learners.

You have in your packet, we went on-line, and you have the information in front of you, as well, on the long sheets. For the '09 -- the programs by -- the funds by program strategy are broken down a bit more on this particular slide and on the following slide. You can see how class size reduction is broken down, time on task, what falls under time on task, such as before and after school programs, summer school programs, dedicated instructional time, and individualized tutoring.

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Then you have the teacher and principal quality initiatives, again broken down to the aspects that fall under that particular area. The following slide shows the middle and high school restructuring, again this is specific to District 32, full-day pre-kindergarten, and model programs for English language learners. And again all proposed allocations described in the plan are preliminary and contingent on a further analysis of school based conditions.

So the special note here in terms of class-size planning, as teacher's salaries rise more funds are required to maintain the same number of teachers as last year. Impacted by registered changes and average teacher's salary changes, even schools that allocate the same amounts of money, year over year, to class-size reduction activities may experience slight increases in class size or pupil-teacher ratio. In addition the severe economic downturn faced by the state and the nation required an average 4.9 percent cut to schools, causing a large number of schools to eliminate a teaching position which could have also -- have some impact on class size depending on the position that was cut. Many schools chose class-size reduction or pupil-teacher ratio strategy to avoid increased class size.

Finally, in terms of public comments we will take public feedback into account in the coming months as we continue to develop a city-wide maintenance of effort Contracts for Excellence plan. The deadline for public comments is October 8th, which is thirty-days from the date that the comprehensive 2009-2010 plan was posted to the department's website. The public may comment on any aspect of the maintenance of effort plan, including how schools are planning to spend their discretionary funds within the six allowable program areas, how the DOE is allocating targeted contract funds to schools, how the DOE is allocating funds for district-wide initiatives.

The public comments process itself. Educators, parents, and all members of the New York City community with feedback should e-mail ContractsforExcellence@schools.nyc.gov We also have paper here, available, if you just want to write a comment and submit it to us at the end of the meeting or before you leave, and right now I will pause and see if there are any comments or questions and I invite Dr. Rosanne Napolitano to assist and Tiffany Woolfolk from the Brooklyn ISC in responding to your comments or questions or feedback regarding the proposed plan.

MS. SPEAKER:

My question is how long are you going to be taking questions or input about this (indiscernible). How long is it to basically, you said to give in questions or comments?

MS. LILLIAN DRUCK:

The deadline is October 8th if you want to repeat it. The deadline is October 8th. The deadline for public comments is October 8th, it was first posted on September 8th, that date gives us thirty days from the date that it was posted on the Department of Ed website.

MS. SPEAKER:

And when is it going to be final? My question is when is it going to final?

MS. SPEAKER:

I was asked to present this to the CEC board, a certain (indiscernible) that the state does not been approved, cities, C-14 proposal nor have they released these (indiscernible). The city has to (indiscernible) Haitian under the C-14 law (indiscernible). There is a packet of information that is here that they want to submit to secrecy stating how these hearings should have been held in June, and the (indiscernible) claimed that they didn't have to hold them at all since their proposal did not change materially from last year, but the state insisted that they were indeed required to hold these hearing so they're happening now. So I was given this packet of information to give to CEC to overlook -- to oversee (indiscernible).

MS. LILLIAN DRUCK:

So we'll take a copy of that as well so that we can submit it along with the recording for this meeting.

DR. HARTMAN:

Good evening. My name is Dr. Hartman (ph.) I just have two questions. Going over this discretionary fund I see nothing for full-day pre-K. This neighborhood, 32, have (sic) a lot of young kids and what are we going do, are we going to accept this? That, you know, they're not making anything for our younger kids? You know some parents have to go to work and don't have the options of having parents, you know, babysitters at home. So looking at this, there's nothing for pre-K or, you know, for little toddlers, what do we do? If we don't start with little toddlers where do we compete?

And another thing, when you look at this, the bulk of the money is going to before and after school. What is that? Class sizes in District 32 has not changed and if I go around it, it's starting; I'm sure at schools the classes have been getting bigger. This is just unacceptable and I really would like to know who, when you sit down, how you come up with these numbers, and what statistics do you use to come up with

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these, because we -- we're in 32, and we understand you're doing a whole budget but it's outrageous to have such amounts of money for before and after school and there's kids who may need an extra something in a math lab or an English lab, and it's just -- I don't understand. This -- these numbers just don't add up.

MR. SPEAKER:

Same question, somebody's got to answer it.

MS. TIFFANY WOOLFOLK:

Good evening. My name is Tiffany Woolfolk and I'm the Senior Grants Officer for District 32 and I represent the Brooklyn ISC. Just a point of clarification, if you look on page 11, I'm sorry page 12, there was a small allocation for the full-day pre-K, so there were no funds in the actual school's budget, but for the city there were funds attributed to schools for a full-day pre-K. Also keep in mind that there are other funds that support the pre-K program throughout the city. Contracts for Excellence is just a small part of the school's budget.

And why depend on the school. Also, I wanted to make note that when you look at the program strategy, these are strategies that were developed by the school and yet SLT, in terms of meeting the needs of their student population so schools received Contract for Excellence funds and then it was decided amongst the school SLT how schools to connect those funds. So if you see funds in time on task that's the program strategy that was chosen by the specific school and that's how they chose to use the funds. We know that these are still preliminary numbers, and it may change based on the need of the school.

MS. ALICE NIEVES:

Is there any more questions? (Indiscernible) no questions?

MS. LILLIAN DRUCK:

So there aren't any more questions right now, or feedback or comments this will conclude the Contracts for Excellence plans -- proposed plan presentation and I just want to remind you that we do have paper here as well. Ms. Nieves is available if you need to comment and prefer to submit a written comment. And you can submit it before you leave this evening either to Ms. Nieves or to myself so that we may forward these -- your comments and feedback as well before October 8th. Okay. Thank you.

(END TAPE)