

**Contracts for Excellence  
District 16  
1010 Lafayette Avenue  
Brooklyn, NY 11221  
Public Comment - 9/21/09**

MS. SANTIAGO:

Good evening, everyone. Welcome to the PC meeting superintendent's report. My name is Evelyn Santiago. I am the superintendent for District 16. We're going to go around and introduce ourselves so that we can get to know who is in the audience.

MS. BROGDON-CRUZ:

My name is Camelia Brogdon-Cruz and I'm the district family advocate for District 16.

MS. ALFORE:

Nicole Alfore (ph.), CVC for District 16.

MS. JOHNSON:

Ms. Johnson for (indiscernible), District 16 (indiscernible).

MR. THOMAS:

Charles Thomas, parent coordinator, PSI/IS 308.

PATRICIA:

Patricia (Indiscernible), (indiscernible) 57 PGS 710.

ADRIENNE:

Adrienne (Indiscernible), CCA, vice president of (indiscernible 57).

MS. SLOCOMBE:

Carol Slocombe, senior vice officer, Brooklyn ISC for District 16.

MR. SPEAKER:

(Indiscernible), Office of (indiscernible).

MS. SHANTA:

Ms. Shanta, (indiscernible) director, Brooklyn.

MS. SPEAKER:

(Indiscernible.)

MS. SHANTA:

Ms. Shanta, LEX/HAM (indiscernible).

MS. SANTIAGO:

Now we don't have forms for the CC. However, I do want to present this -- make this presentation on the Contract for Excellence proposed plan for the 2009/2010 school year. So I'm going to begin by also saying that I really appreciate having Carol Slocombe from our ISC here to answer questions that I might not be able to answer. And we'll begin by giving you an overview of the 2009/2010 Contract for Excellence overview.

The State Education Department, the State, issued money to the city schools and there is criteria for that. There is specific funds that are to be used for specific programs and program initiatives. Those include class size reduction, time on task, teacher and principal quality initiatives, middle and high school restructuring, full day pre-kindergarten program, model programs for English language learning. So the monies received are to be used for those six purposes and programs.

The funds must predominantly benefit students with the greatest educational need. And the students that are identified as having the greatest educational need include English language learners, students in poverty, students with disabilities, students with low academic achievement or at risk of not graduating.

Now, given the severe downturn faced by the state and the country, really, New York State has helped state foundation aid flat between fiscal year 10 and fiscal year 9 and is currently projecting no increase in foundation aid for fiscal year 11, all to say that the monies that were given to and approved for the city last year are the same amounts for this year and for next year. Both for fiscal year 10 and for fiscal year 11, the funds will remain the same. They will not be increased.

The deal we use (indiscernible) 2009/2010 plan is that the maintenance of that (indiscernible) of its approved 2008 and 2009 plan which means whatever services were in place last year, the monies for this year will be utilized to maintain what was in place last year.

Now, how are the monies distributed? The total for the city grant is 387 million dollars. Of the 387 million dollars, the Contracts for Excellence money that the city receives, 242 million is used for discretionary allocations to schools. And so this money goes directly into the schools to select how they're going to use their money based on their need and how they determine the money would best benefit the children most at risk. Then seventy-six million dollars of that money is targeted for the

schools by the city. And then thirty million dollars is for the maintenance of effort allocations and thirty-nine million for district wide initiatives. And this is for the city. So that's how the monies are distributed for all of the schools within our city.

MS. SPEAKER:

(Indiscernible.)

MS. SANTIAGO:

Which going back to the first --

MS. SPEAKER:

That's what the state gives.

MS. SANTIAGO:

The state gives us 387 million dollars for the state. Of the 387 million dollars, sixty-three percent goes directly into the school budget.

MS. SPEAKER:

That goes to the (indiscernible).

MS. SANTIAGO:

To the schools, all the schools in the city.

MS. SPEAKER:

All the schools in the city.

MS. SANTIAGO:

And that total is 242 million dollars.

MS. SPEAKER:

And who will give (indiscernible) portion of it?

MS. SANTIAGO:

No. They get based on the number of schools they have in the city.

MS. SPEAKER:

Okay.

MS. SANTIAGO:

And then seventy-six million, twenty percent, is targeted allocations to schools which is embedded in other programs of the schools.

MS. SLOCOMBE:

And, Ms. (indiscernible), they lack their correct (indiscernible). The discretionary money, in the beginning site, she showed me the six models of who they're going to choose from. So two of them are getting forty-two million dollars that is given directly to the school. For them to choose one or some combination of those six models that they would like those people to get funding. But then (indiscernible) of education has certain programs that they would like to see supported or tabulated in the school based on overall demographics and needs of the system. And so that's what we refer to as the targeted --

MS. SANTIAGO:

Targeted allocations to schools. Thirty million of that goes to the maintenance of effort and thirty-nine million to district wide initiatives. And, of course, this is for all of the schools in the city.

MS. SLOCOMBE:

And as she (indiscernible).

MS. SANTIAGO:

Now here we have, specifically, where the city is -- where most are using the money. 153 million has gone to class size reduction. That's to lower the number of students. Then you have Time on Task, 103 million. That could include after-school programs, for before-school programs. Then we have fifty-six million dollars, fourteen percent, that went for teacher and principal quality, which means improving skills of our own professionals. And I think that's an open-ended. Thirty-nine million went to high school and middle restructuring. Six million, full day pre-K; twenty-seven million for model programs for ELLs. ELLs are English language learners. So children who are not proficient in English and who need support for the English language are in this program. And then these are yet to be determined for many. So that's the break-up for the city and how the funds are being used.

Okay. The schools that have their funds, the 242 million, this is how they've broken it down in terms of how they're using it within the schools. And you have here eighty-five million for class size reduction; seventy-three million, Time on Task; forty-six million for Teacher and Principal Quality; and model programs for ELLS. They even have Middle and High School Restructuring and TBD, to be determined, four million dollars.

MS. SPEAKER:

Why is so much money for class size reduction?

MS. SANTIAGO:

Well, there is a belief that if you lower class size then you increase the ratio -- you decrease the ratio in terms of teacher to student, that you'll get more bang for the buck, if you will. And some schools select to have fewer students in a class. So rather than having a class of twenty-eight, thirty children, they may elect to have a smaller class size.

MS. SPEAKER:

(Indiscernible) class for (indiscernible).

MS. SANTIAGO:

They could, yeah. They could very well mean that they're opening another class in that grade.

And, you know, most parents -- there are a lot of parents out there that do want this.

MS. SPEAKER:

(Indiscernible) seeing they got everybody else in there and everybody talking.

MS. SPEAKER:

(Indiscernible.)

MS. SLOCOMBE:

Madam (indiscernible), the thing (indiscernible) if you (indiscernible) the teacher to pupil ratio for a class so that the class size may still be large --

MS. SANTIAGO:

The same.

MS. SLOCOMBE:

-- or the same but they may have more adults working more (indiscernible).

MS. SPEAKER:

Okay.

MS. SLOCOMBE:

So that you still have the relationship or the time, the one-on-one that a child can get, that time is increased because there's two teachers per (indiscernible).

MS. SANTIAGO:

And that is a model that is used for many of our schools.

Any questions so far? Any other questions?

Okay. So the 242 million dollars were released to the schools for the May 2009 and it went to 1400 plus schools. And it was sixty-three percent of the total contract amount. And, of course, as we discussed before, this is to maintain assets. If a school, for whatever the reason -- you know, things happen to change in the schools -- could not maintain that effort or if there was going to be a change in the program then that would be something that it would be considered for reallocation of funds to a different program. But the amounts remain the same.

MS. SPEAKER:

Is it shown broken down by district? How it's broken down?

MS. SANTIAGO:

Yes. It's coming up. So here we have funds -- I mean, what we have in Slide 8. Seventy-six million is our estimate in this category since the preliminary posting of our plan. Schools receiving allocations were chosen based on overall student need and capacity to carry out specific programs, twenty percent of the total contract amount for, as you can see, seventy-six million was for twenty percent of the amount that was allocated.

Now, here, funds allocated by the Department of Education directly to schools for specific uses that are eligible within the C4E programs areas. And here we have sixty-one million went to collaborative team teaching classrooms; six million, full day pre-K programs; seven million to the autism spectrum disorder classrooms; and two million for ELL summer school.

Schools that received targeted C4E allocations in the year 2008/2009 received those allocations again in 2009 and 2010 as long as they maintain the population necessary to maintain the effort.

For example, if a school was funded to support ten mil CTT students then -- in 2008 or 2009 and has a net loss of eight CTT students from 2009/2010, that school received for a fiscal year C4E CTT allocation that is lower in the fiscal year 2009. So if there are changes in the configuration of the number of students or if something is affecting the program then the monies may not be there.

MS. SPEAKER:

How do you explain (indiscernible) collaborative team --

MS. SANTIAGO:

Teaching. Collaborative team teaching is when you have two teachers in the classroom and you have students in the classroom. Some of the students have IEPs and the others don't.

MS. SPEAKER:

Oh, that's -- okay.

MS. SPEAKER:

All right.

MS. SANTIAGO:

Uh-huh. Individual Education Plan.

MS. SPEAKER:

So some have it, some don't.

MS. SANTIAGO:

Now the students with IEP are students that have gone through the process of being evaluated and have received specific instructional education plan, individual education plan, for their instruction. It's a form of special education. And then the other half of the children are mainstreamed children and they're in the same class. And you have two teachers.

MS. SPEAKER:

Could the mainstream students --

MS. SANTIAGO:

This (indiscernible).

MS. SPEAKER:

(Indiscernible)?

MS. SANTIAGO:

Pardon?

MS. SPEAKER:

(Indiscernible) the mainstream students that's in (indiscernible) that they have been (indiscernible) and they have special ed, how ever you put it, special ed (indiscernible), they were mainstreamed (indiscernible)?

MS. SANTIAGO:

If they have an IEP, they still count as special ed students.

MS. SPEAKER:

Okay.

MS. SANTIAGO:

As long as they have an IEP, they're accounted as special ed.

MS. SPEAKER:

And (indiscernible) therapy speech therapy or something like that?

MS. SANTIAGO:

Any child that has the speech therapy (indiscernible) and is being in need of this service, has an IEP.

MS. SPEAKER:

Is this (indiscernible)?

MS. SANTIAGO:

No, no. These are technical terms. You've heard of it in terms of -- you've heard of it in terms of the needs of special education program.

MR. SPEAKER:

Oh, okay.

MS. SANTIAGO:

And you've heard of it in terms of the children having instructional plan. You've heard about the CTT classes. You may have not known what the -- it stood for, the acronym, but you knew what it was, two teachers. One of the teachers is there with the special education child/children; the other one is mainstream teacher with mainstream students but (indiscernible), working together in a collaboration class towards collaborative team teaching.

MS. SPEAKER:

But you have two class -- you have two classes per grade (indiscernible).

MS. SANTIAGO:

Um-hmm.

MS. SPEAKER:

And one child has to go in one of the classes and you'd say well, that's (indiscernible) didn't sound right. (Indiscernible). So I figured he's Christian, like that. I was going to ask -- you know, I really want to know what is this so I know what I'm talking about so I (indiscernible).

MS. SPEAKER:

I like that (indiscernible).

MS. SANTIAGO

I don't know if it's working very well.

MS. SPEAKER:

Huh?

MS. SANTIAGO:

Than it is (indiscernible) high school?

MS. SPEAKER:

(Indiscernible)? I mean, I even would have never known that he was --

MS. SANTIAGO:

(indiscernible) is good for -- good situation --

MS. SPEAKER:

Yes.

MS. SANTIAGO:

-- for all the children.

MS. SPEAKER:

You would never have known that (indiscernible). You would never know. The only thing you know is that there are two teachers.

MS. SPEAKER:

(Indiscernible).

MS. SANTIAGO:

And that's because she has to go through a speech therapist to work with her. But the speech teacher (indiscernible) may have come in as well and sits in with the class. Works with all the children, right? So we have the district wide initiative. Thirty-nine million is our estimate in this category. While these funds will not appear on school budgets, the Department is required to attribute dollars to impacted schools as part of the deal with city-wide C4E plan.

Now, the funds allocated to central programs that directly benefit high need schools were seven million dollars for Multiple Pathways to Graduation Initiative; ten million dollars for Principal Training Initiatives; five million dollars for School Restructuring Initiatives; and

seven million dollars a year to of ELL success and middle school success strengths. Ten million dollars also went to Power (indiscernible) Press for High Needs, nine to twelve students. Please note, this is new in '09/10 and it places the higher allocation at '08/'09 for the Middle School Success program of (indiscernible) in its second year.

Thirty million dollars -- I'm going a little too fast here. Thirty million dollars went to eight percent of the total contract amount. The Department proposes to spend these funds to maintain --

(Pause)

Okay. The (indiscernible) proposes to spend these funds to maintain summer school programs impacting the schools with the lowest academic achievements in the city.

Any questions so far?

MR. SPEAKER:

(Indiscernible).

MS. SANTIAGO:

The money's allocated in 2008/2009 and are the same -- you have the same amount for this year. And we're going to have that same amount next year. So there won't be any new pieces.

MR. SPEAKER:

For the years 2008 to 2009 and 2009 to 2010.

MS. SANTIAGO:

Right.

MR. SPEAKER:

And 2010 to 2011.

MS. SANTIAGO:

Exactly. And, of course, we know that's (indiscernible) too well, budget issues facing our -- our state and our country.

MR. SPEAKER:

(Indiscernible) or separate?

MS. SANTIAGO:

Separate. Separate from (indiscernible), yes.

MR. SPEAKER:

Thank you.

MS. SANTIAGO:

You're welcome.

Now, District 16. Schools in this district were allocated the special merit Contract for Excellence funds. Schools have proposed to study those funds as follows. Now, our schools, collectively, include the elementary, middle and the high school. And we were allocated 970,164 dollars for class size reductions. And this is how the schools have proposed to spend that money: thirty-one percent. Time on Task, 20.3 percent of the funds will be utilized for that. This is how our schools have selected to use the money. The Teacher and Principal Quality Initiatives, the schools have selected 34.3 percent of those funds are being used for that. The Middle and High School Restructuring fees, 21.8 percent is going -- of the funds are going for that. And then full day pre-K, we have nothing allocated for that. And 1.3 percent is going for model programs for ELLs. Now, as we know, we have ELLs in our district but they are not a large population of students for the ELL students.

MS. SLOCOMBE:

And I just want to check, so this is the discretionary fund that's going to the schools? So this is how schools in District 16 chose to a selected (indiscernible) school (indiscernible).

MS. SANTIAGO:

And now here's more -- this is more specific in terms of how they have used the money. For example, class size reductions, they've used to create additional classrooms. Our district used 674,284 dollars for that purpose, which was 11.9 percent of the funds. Reducing teacher/student ratio, which Carol had explained earlier, through team teaching strategies, the schools selected to do that a little more in terms of the money utilized for that, 1,610,668 dollars for a total of 28.5 percent. And the total for class size reduction came to 40.4 percent of the allocation which came to an amount of 2,284,952 dollars.

I like saying those numbers.

MS. SPEAKER:

(Indiscernible) District 16 (indiscernible).

MS. SANTIAGO:

Exactly. District 16 gets an amount based on the number of students in the district and the need. And then the schools would take that money which is discretionary funds and then they allocate that money based on

what they see as the highest need in their schools. But it has to be those categories that I showed you at the beginning. It can't deviate from that.

Any more questions?

Okay. So as you can see, a large portion of almost half of the money went to the reduction in class size.

Then you have Time on Task. Now it gets very specific, what does that mean and how did our school spend the money. Well, a total of twenty percent went for Time on Task. And if you break that down into how the money went into the schools or how the schools used that money, you find that fourteen percent, the bulk of that twenty percent, went for before and after school programs. One five percent went to summer school programs; 5.2 percent went to dedicated instructional time. And it says here zero in our district was used for individualized tutoring. And that totaled 1,133,838 dollars.

MS.SPEAKER:

(Indiscernible).

MS. SANTIAGO:

Yeah. The schools have decided through their leadership teams how to use their discretionary funds. And a lot of it is based on their data and what they see as the need for their building. And it doesn't mean that only this money is used for summer school. There are other funds that are used for summer school. Am I correct on saying that, Carol?

MS. SLOCOMBE:

You're correct on saying that. (indiscernible) superintendent says this is the discretionary loans that the individual schools, based on their community and their needs, got proposed. This is preliminary and it's subject to public hearing. And after this (indiscernible) is all about and so the public is able to give their (indiscernible), share their concerns in any format that (indiscernible). And (indiscernible) going to tell you how to get a (indiscernible) the end of the presentation. And that will be taken into consideration.

MS. SANTIAGO:

There's a website where you can write any of the concerns that you have. But coming back to the summer school program. That .5 doesn't mean that only that money goes for summer school for District 16. There were other funding sources for summer school.

MS. SLOCOMBE:

This is just our schools. Have options to use the contract appointment that was available to us.

MS. SPEAKER:

(Indiscernible).

MS. SLOCOMBE:

Okay. But, again, because it's based on each school's children, based on the needs of that school community, (indiscernible) then that school -- the school (indiscernible) poor community will get together and (indiscernible) influence (indiscernible). This is just rolling it up that this is what schools chose. This is not the only thing that schools must do. This is schools saying we want to.

MS. SANTIAGO:

So these are the schools in the district, the school leadership teams, which is the parents and the principal and the staff members, teachers, you know, talking about the data and talking about their needs for the school and planning what they feel would best meet the needs of their school community. And every school is different. Every school has a different --

MS. SPEAKER:

(Indiscernible).

MR. SPEAKER:

(Indiscernible) for 2008, I presume --

MS. SPEAKER:

Yes. That happens (indiscernible).

MR. SPEAKER:

(Indiscernible).

MS. SANTIAGO:

Now, the next category that the schools allocated monies for is the Teacher and Principal Quality Initiatives. And those are group programs to recruit and retain highly qualified teachers, professional lecturing for beginning teachers and principals, instructional coaches for teachers, leadership coaches for principals. And that total came to 17.2 percent of the allocation for a total of 975,770 dollars. So of the three categories, that number was the least in terms of monies allocated.

Now, here is a description of old funds by strategy. The city total was thirty-five million. Our district total was 738,939 dollars for instructional changes, which was 13.1 percent of the funds. Meaning, a reconfiguration or restructuring that could have taken place or would

take place in the regular high schools. And that total for that piece is 20.9 percent.

Then you have full day pre-K for city, spent six million but District 16, we did not allocate the money for that. When I say "spent", these are proposed monies. This is not that they have spent them. This is --

MS. SLOCOMBE:

Set aside.

MS. SANTIAGO:

It's set aside for these purposes and, of course, it's all subject to public opinion and feedback.

And then you have Model Programs for ELLs which are 40,303 dollars for a total of .7 percent of the funds allocated. Again, we don't have as many ELLs as other districts. So that's probably one of the reasons why you won't see too much of in terms of the dollars or allocations that are set aside for ELL.

As teachers' salaries rise, more funds are required to maintain the same number of teachers as last year. Impacted by registered changes and average teacher salary changes, even schools that allocate the same amount of money year over year to class size reduction activities may experience slight increases in class size or pupil/teacher ratio. The severe economic downturn faced by the state and the nation required an average of 4.9 percent cuts to schools causing a larger number of schools to eliminate a teaching position which could also have some impact on class size depending on the position. Many schools chose class size reduction or pupil/teacher ratio strategy to avoid increased class size.

So to answer your question from before, why class size reduction? That's one of the reasons, because as schools took cuts in funds, they had to pay several teachers. They had them for the number of classes they had to maintain so there would be these funds to keep the teacher or to keep the staff member or to keep whatever service the school allocated the funds for.

MS. SPEAKER:

(Indiscernible) set aside for District 16 (indiscernible). That money (indiscernible). Now if they decide (indiscernible) or increase the contract for the year or fiscal year (indiscernible).

MS. SANTIAGO:

Give me an example.

MS. SPEAKER:

Let's say that (indiscernible)

MS. SANTIAGO:

The before and after school program?

MS. SPEAKER:

The six million dollars that they (indiscernible) full day care pre-K -- full day pre-K. Okay. (Indiscernible).

MS. SLOCOMBE:

Remember in the beginning we showed you that the funding was broken into discretionary money and targeted money? (Indiscernible) you saw that on the targeted, what programs were considered targeted -- would fall into the (indiscernible) category. I believe that was by -- I believe that was by eight. So in the money that the (indiscernible) have targeted for services, the (indiscernible) was one of those families (indiscernible) citywide, six million dollars reserved for that.

MS. SPEAKER:

Oh, citywide. Not for the district --

MS. SLOCOMBE:

Citywide. Not for the District 16. District 16, no program is received that targeted pre-K. Now the discretionary money, the school got an option to choose to use the discretionary monies first. But none of the District 16 schools exercised that option.

MS. SPEAKER:

Are the cities (indiscernible).

MS. SANTIAGO:

Make modifications to that project.

MS. SPEAKER:

From 8 to 2010.

MS. SLOCOMBE:

Okay. So the (indiscernible) of modification because this is a funding stream that needs (indiscernible) school community. That school community will discuss it via their school (indiscernible), parlor meetings, talk about it, (indiscernible). And then this is just something that school communities have to research. And that school can request a modification of the budget. They would have to work with the (indiscernible) office in terms of (indiscernible) how this would work.

But, yes, they may be able to reserve some of their discretionary money (indiscernible). For the most part, (indiscernible).

MS. SANTIAGO:

So did everyone understand how it worked in terms of the teacher salaries and the cuts and how some schools use this money to reduce class size? Okay.

Now, we will take public feedback into account in the coming months. I'm talking on behalf of the Department of Education as we continue to develop a citywide maintenance for our Contracts for Excellence plan. The deadline for public comment is October 8th, thirty days from the date that the comprehensive plan was posted to the Department's website. How schools are planning to spend their discretionary funds within the six allowable program areas, how the DOE has allocated targeted contract funds to schools, how the DOE is allocating funds for district wide initiative, the public comment (indiscernible) itself. Educated parents and all other members of the New York City community with feedback for this plan should e-mail at [contractsforexcellence@school.nyc.gov](mailto:contractsforexcellence@school.nyc.gov).

I've given everybody a copy of this project so that you'll have it handy so that if you have any comments or any feedback that you wish to e-mail, by all means, please do so.

Are there any questions?

This was a short presentation. Again, I have given you copies of the slides with the numbers pertaining to District 16 so that you can use those as reference or as you provide feedback in that e-mail address in the last slide that I gave you.

Any questions? Okay. So this ends my presentation. I'd like to thank (indiscernible) for coming out and being part of the presentation, for listening patiently and asking all of your good questions. I'd like to thank my DSA officer, Ms. Cruz. I'd like to thank Ms. Shanta from Office of Family Engagement. And I'd like to thank Carol Slocombe for us for being such a wonderful expert on all of these budget and allocation programs.

MS. SPEAKER:

Thank you for (indiscernible).

MS. SANTIAGO:

(Indiscernible).

[END TAPE]