



## Community District Education Council 26

### New York City Department of Education

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<b>Alan Ong</b> <i>President of the Council</i>	<b>Todd Friedman</b> <i>First Vice- President</i>	<b>Cassandra Louie</b> <i>Second Vice President</i>	<b>Adriana Aviles</b> <i>Recording Secretary</i>	<b>Albert Suhu</b> <i>Treasurer</i>
<i>Council Members:</i>				
<b>Norman Cohn</b>	<b>Sulinda Hong</b>		<b>Danielle Giunta</b>	
<b>Dennis Chan</b>	<b>Dilip Nath</b>		<b>Community Superintendent</b>	
<b>Jennifer Catherall</b>	<b>Taeho Hwang</b>		<b>District 26</b>	

**November 9, 2021**

### **Calendar Meeting**

**Meeting called to Order and Roll Call at 7:05 PM by Alan Ong.**

**Present:** Alan Ong, Albert Suhu, Dennis Chan, Norman Cohn, Taeho Hwang, Dilip Nath, Adriana Aviles, Todd Friedman, Cassandra Louie, Sulinda Hong, and Athena Gavros

**Absent:** Jennifer Catherall (excused absent due to health concern)

**Also Present:** Danielle Giunta, Superintendent Tara Davidson, Deputy Superintendent District 26, and District 26 Team

- I. Welcome
- II. Superintendent Report: C4E (see addendum A)
  - **Adriana Aviles-** Did we lose funds due to families moving out? What does it mean by significant changes, is it by school or district? The significant changes aspect is targeting certain populations and if there is a change in that and if you lost some or gain some and can impact that. The district doesn't make those decisions but the school population does. We can look at the difference between the changes.
  - **Dennis Chan:** Time on task- what is that? It's focused on students that require additional time student may require such as after school.
  - Superintendent also shared about op-up vaccine site in the District was available in D26 and G&T upcoming engagement from DOE
  - Teacher surveys and parent surveys are being suspended. We are asking for inputs regarding how do we accelerate the conversation about accelerating our pre-k students.
  - **School Lunch** concern was raised by Taeho Hwang
  - Adding **additional foreign language** classes in middle school was raised by Albert Suhu.
  - Cassandra Louie raised concern about if a **child is vaccinated**, how likely will the child get random screening for covid **and admission policy regarding** screening for the next year.
  - Cathy Grodsky- **DESSA** screener is concerned about what the questions are and how long these questions will stay in the system. What do these questions entails and only rely on teachers to answer questions that the teachers recently met?
  - Dave Waltzer: **Classroom Reduction** and the importance of having lower class size.

Public Comment: JB- raised question about covid screeners: How is it done and what is the procedure for children that are tested multiple times.

III. **Gifted and Talented Parent Engagement Public Comments:** *includes statements from October 12, 2021, and November 9<sup>th</sup> CEC Meeting:*

- **Senator Toby Stavisky:** My position is very clear. As you know, the mayor's had seven years and nine months to come up with a plan, and instead all he gives us a program, he gets rid of a program and replaces it with slogans and nice-sounding terms, whether it be whatever he decides is the clip of the week. I am very troubled by because this. This is a program that kids need. They can't get it tomorrow. They need it to make it really clear. He is saddling his successor whoever that is with uncertainty and the families and the parents with uncertainty. And I don't leave very long to say we've got to have transparency, discussion community input, and I thank you, Alan, and everybody for bringing this all together.
- **Councilmember Barry Grodenchik:** Thank you, Alan, and thank you all for being here, especially on very short notice my views are very similar to the CEC26. This administration, God knows how many hearings over the past, almost six years specializes in promising things that they cannot deliver. And the reason for the most part that they can't deliver them is they're not going to be in office, the mayor is leaving. He has not come up with a plan. And to make a policy change like this. At a time when he is looking for his next job is nothing short of outrageous. There are many issues and concerns that I have with the education of the children and the New York City public school system. I am fortunate to represent a community that has district 26 and district 29, and we have worked very closely with all of you over my time in office to ensure that we don't rest on our constituents and that we continue to move forward. And as we've, we've seen the results we have two new Blue Ribbon Schools and that's very exciting. The education of gifted and talented children should not in any way impede or do anything deleterious to the education of other children. That's not what we're talking about here. This is a program that works. it has worked well for many many years, it continues to work, and to pull the rug out from people at this time is just nothing short of outrageous so I look forward to hearing from the parents tonight and I thank you for listening to my views.
- **Congressman Grace Meng's statement:** I thank you very much. First I'd like to say sorry that she's not able to be here this evening. She asked me to read her statement that she had put out already said that gifted and talented curriculums have provided students was crucial challenges that help them reach their full potential in the classroom, phasing out this program is a mistake, families

in my district and across New York City have anxiously awaited for when the promised public engagement process would begin. Reforming the process would be the harder choice, and instead of making any adjustments. The city is taking the easier way out by implementing a mass elimination of the program. Gifted and talented seats should be expanded to all communities throughout New York City, and the testing process should be improved. All students deserve to benefit from them. They should be an option for every child regardless of where students reside and regardless of the family's socio-economic status. I urge the city to immediately reconsider its decision.

**Senator John Liu:** This is yet another mistake fiasco that de Blasio is wreaking on all of us on his way out. I think all the other speakers have said it so clearly. We knew that the deBlasio was looking at G&T and we've been all very vigilant. In January, he clearly said in his own words that G&T has to be expanded in recognition of the fact that some kids learn at a different pace, at an accelerated pace. That's always been the case for generations of New York City school kids and always had this option. To learn at a faster pace than anybody else it's been called different names, with different generations, the current name is G&T. But whatever it's called, it's about challenging all of our school kids so that they don't get bored so that school doesn't fail them. So the mayor himself promised an intensive public engagement in the spring and the summer. We kept waiting for it my office has been in touch. I have talked with the Blasio himself, as well as the old school chancellor and new schools chancellor's. They said we're going to engage the public and then, of course, on a Friday before a long weekend the Blasio thumps this on all of us and the parents and the school kids of this city. Another thing straight out of the de Blasio playbook and we're not going to stand for it. He announces after he announces the changes, he says Oh, and now we're going to start a two-month engagement process. That is the most laughable thing I have ever heard of. There is not enough time for them to implement anything it's another mess for him to leave the next administration. I think I know who the next mayor is going to be on well and we're going to have a very we're going to have this year on this. And the G&T program you know how or whatever it's called the fact that children. learn at different paces some at an accelerated rate, they have to be recognized, they have to be given the challenges and the programs, as such, and so we're all going to be fighting. In unity to make sure that all of our school kids get the best education possible I don't want to go over my two minutes but. Alan, I'm sure there'll be other meetings about this and I will be part of every single one of them I'll just put a quick note in here that this is yet the biggest. illustration of how, at least, under this current administration mayoral control has failed. has failed the parents has failed the school kids they have not listened at all and that's why, when mayoral control comes up in Albany in the next session it expires on June 20 of June 30, 2022. This is going to be a big item that people will use over and over again to say that we need to get rid of male control so stay tuned for that this is going to be a really important part of a much bigger equation that we need to solve together, thank you.

**November 9, 2021**

**Former District 26 Student Representative Logan Grodsky:**

- 1) **Aarya (PS 188):** What are they planning to do putting siblings in the same schools as Brilliant NYC. My daughter's first grade is PS 188. My question is, I have an older kid who goes to the G&T program citywide and my daughter cannot take the test because of the pandemic, and the then-mayor recently rescinded the program itself. So my question is, how can I put both siblings together in one color school if

there is no testing, and what are the chances and how this brilliant NYC program is going to work out? I the kind of confused about what are they going to do in terms of putting siblings together in one school that's my question.

- 2) **Joe ( PS 203):** My name is Joe Romano and I am a parent at PS 203. I am also on the set at PS 203. I would like to go on the record and say that we need to get rid of G&T and replace it with something more equitable for all students of New York City. The G&T program has been wildly successful in keeping African American and Latino students excluded from the educational literature, including the task, was created by the city to study this issue has found that gap is not successful. And we should be creating, we should not be creating arbitrary cut-offs that put that ultimately pit the haves against the have nots for schooling. At the end of the day, we as New Yorkers can be better than this, and we have to have schools that are excellent for all students, thank you.
- 3) **Vito from PS 188:** I have a child that attending the G&T program and I just want to emphasize that different children have different learning capabilities and different speeds. So if we put all the children, with different learning skills in one classroom is going to hurt people who can read above grade level and do math at the above grade level and same thing for the students who cannot read and to math at a grade level. if you put. If you put them in the same classroom children who struggle are going to be more impacted as their self-esteem is going to be down. It is also quite challenging for teachers. I think the name G&T is kind of overrated, it may be misleading for other parents. The biggest problem is G&T is not available in every district and we need to expand the G&T program to every district. It will benefit all children.
- 4) **Cheere Bugs PS 18:** Good evening everyone. My daughter attends PS 18 which had a G&T program but was phased out.  
I certainly think that there is merit to a gifted and talented Program. But I am totally confused as to how we got here to this kind of program. Now I will tell you that I am an alumnus of district 26 having attended PS 46 is 74 which was then is no it's Ms 74 and Benjamin Cardozo high school. When I was a student at PS 46 and this goes back ages. There was something called IGC or the Intellectually Gifted Children program at that point where every single school had IGC every single school in every single grade. Now the program is called G&T. I have no clue how we got to a point now where there are only certain schools that have the program. Every single school should have such a program in every single grade. The way the program is configured is that some children can do well on the exam and some are not because there are not enough seats.  
How GMT has been configured I don't know who thought it was a good idea to even formulate that way.  
The way it was where all schools had IGC, how I came up, and I am a product of the big city. I didn't do too badly for myself as I am a New York State Supreme Court justice. I didn't do so badly for myself coming out of what was then called the IGC program and it needs to go back to how it was where every school had it and every grade had it. So, that anyone who can be in such a program can be in that program in their school.

- 5) **Asad- PS 133:** I have a happy child who goes to PS 133 in gifted and talented, I believe that it's a fantastic program for those children who are high achievers and it's an accelerated program that enables the child to make continuous progress in this in his or her learning process. I have read your resolution and it's a great piece of writing. I agree with the writing in the resolution. I think we should not or the government should not revoke the G&T program because this program is very, very important for our families. G&T programs are a special program for a child who had special needs and we should have a special and distinct program for those people also who are high achievers. I heard one of the people saying, then it's a selection process and it's not a selection process because it's a merit-based system where the child has to apply and then he has to get certain kinds of marks and be selected. I am for this system, thank you.
- 6) **Lauryn Slothik PS 390Q:** Hi, my name is Lauren. my daughter is three years old and I aim to apply to G&T programs. I am also a product of the IDC program and I completely agree with the speaker before me that we need a program like this in all of the schools. I know that I am not completely familiar with the programs currently because I have been out of school for a while, myself and my daughter's only three. But, I did not even know that there are no programs in every school, so we completely need some gifted and talented programs in every school because there should not be any schools where there is not the option for students, to be able to benefit from these programs. As someone who came through the city schools and became an attorney. some people claim that there is no ability to get into these programs later on, but that's completely false at least the way it used to be run and the way it should be run because I know that even in our experience my in my husband's he was like. From my own experience and my husband who was in the same kindergarten as I was, we understand the benefit the program has and the difficulty that may arise teaching students at a different level. It makes it harder for the teacher to teach advanced students while teaching students that are struggling. My husband would not have been in a good place if he was not in G&T programs. These programs are very beneficial to people and I completely support any sort of gifted and talented programs being in place, and if there are changes that need to be made to how children get into them, then we do need to support any changes to those, but we should be supporting the existence of such programs thinking.
- 7) **Valerie Vlliegas Chan ( PS 188 & MS 158):** I am a parent of a middle schooler and a new elementary school student. My middle schooler was accepted into G&T when he was in elementary school, but we opted not to do it because it was a far location and we couldn't get to it. I was hoping to get into G&T when he took the test in fourth grade but, as you all know that it was eliminated and now he is actually at the stage of middle school where there is no accelerated program and I have to say that he's gotten quite bored with school and has kind of withdrawn from trying to challenge himself, not that i'm saying that this is completely the fault of not having an accelerated program, but when I see him completely bored with classes he's a part of and feeling like he kind of just knows it and not valuing you know, trying to get good grades, it causes me heartache as a parent who was trying to help him to achieve more, but on the other side of it, I have a newly a

kindergarten student who's in PS188 and who is in the gifted and talented program at this point, and he is trying to be diligent with his work, but not only that I see that they're putting in the teachers are actually putting in things like in the curriculum that's an allowing them to engage more creatively, allowing them to actually be a challenge opposed to be being bored in their classes. I agree with the person who spoke before and a lot of the comments that are going on right now saying that, how come there is no G&T type program in all of the schools in New York City? My husband went to schools in New York State during his public schools and G&T programs existed and it benefited him. I went to school in long island and let me tell you, even up to now, they have these accelerated programs, in the majority of the schools and it's working in those situations. Thank you.

- 8) **Burathoki PS 203:** This is a parent who sent a message in the chat. I agree with the resolution. My child attends PS 203. I work six days, 16 hours a week, and to say G&T is a privilege is a slap in my face. I am an immigrant and there is no race restriction to take a G&T test to bring equity and race and all the other grown-up securities to children's education. It's total garbage that rather than raising the education standard for everyone, we eliminate G&T. How is it helpful to eliminate G&T programs? Please support G&T Program.
- 9) **Joyti PS 203:** I am a parent of a student who goes to PS 203. my daughter is in first grade right now, I just want to comment based on the G&T program and I hear sometimes that G&T is a privilege. It is the opposite for me as I am a nurse and I had to compromise in my salary to stay at home and that I can be with my two children. It's not a privileged position for my children. G& program needs to be constituted and supported. I respect what the G&T teachers are doing to support my children. At the end of the day, everyone needs to get what they need and G&T students need different sorts of education and I would like NYC to keep the G&T program.
- 10) Amy Chen PS 159:
- 11) **Michelle Geraldo PS from PS 188 & 67:** I have two daughters: in 4<sup>th</sup> grade and 6<sup>th</sup> grade. both were in the G&T program in elementary and now my middle schooler is no longer in G&T for sixth grade, given the elimination of that year. For a middle school that hasn't been talked about at all; it's kind of a question of what's happening with these kids next year and the years beyond when I've asked MS 67 what they're planning to do. They keep saying well the G&T program had the opportunity for these kids to take regents and advance them to grade levels. And I have said how come, can you, based on their merits provide them more works and advance works. I understand if there's no program but just on their merits and their grades, why can't these kids be advanced based on how well they're doing in sixth grade. As many of the G&T students that were in G&T classes are struggling with just being bored from the curriculum as their current class is repeating what they learned in the previous year. The G&T kids in middle school are forgotten and these poor kids who have been doing their work and now have just been dropped off from the system and were told "okay here you go here's your class everybody's in one situation".
- 12) **Janet Chen PS 203:** Everybody knows receiving a confessed score on the exam doesn't guarantee a child a seat in G&T. My daughter is in fourth grade and I know

how hard she worked to get this chance. And, you know, on October 8 as 21 NBC news reported currently G&T program only accepts a limited of 2,500 out of 65,00-students but you can widen the program to qualify more students. We should teach our students to work hard and give them the opportunity and expand the program.

- 13) **Robin Hamilton PS 18:** I just wanted to know did DOE ever consider raising the standards, the academic standards on general education classes? I see a lot of the concerns of the parents on this forum is that the kids get bored during learning. The kids are learned at an accelerated level. So did DOE ever consider instead of eliminating G&T, raising the bar for what the academic stands is general education for all students, and has those resources applied to classrooms? With new technology advancements that are going on in the world, have we ever considered raising the bar on what educational requirements should be because it starts from the ground up and build up to it, so that way, the students who are advanced right now would be advance if we take a look at our curriculum and what we're teaching and concentrate more on academic advancement within general education classes and less social-emotional approach.
- 14) **Tomas Trinidad PS 115:** Evening everyone, so my experience with G&T is that I originally lived in the Kew Gareardens area, and then, when my first child try it out for G&T, he er grades are enough for it, but there was nothing available in the district where we lived. But, amazingly there was a space at PS 115 and the out-of-district school offered us the opportunity to send here there and it was one of the greatest choices we made eventually. We had another child and we decided we're just going to move to bayside to a new home to try to give our kids the best education. Now you know, in light of how the world is nowadays, as far as a global economy people outsourcing to other countries with higher educational standards. I don't mind the idea of the G&T, ultimately, we want to always provide for our children, better than what we had and certainly G&T or even starting with this thing the core system which I never even heard of when I was a kid. You know how to do a math problem with blocks and grids and I am like what is this? But you know that that method of learning and thought processes with G&T are different and I feel G&T have greatly impacted my children on a positive level and, frankly, I would, I would just love to see it keep going because ultimately the programs help my children to have a much better future than I. Thank you very much.
- 15) **Maria T PS 188 & MS 172:** I support G&T.
- 16) **Doris Saintil:** Thank you and good evening. I have benefited greatly from the gifted program my son attends MS 67 I am also a mother of children of color and I recognize that the reason that my kids did so well, is because ,I went through the New York City school system and I knew very well what I had to do what hoops I had to jump through to get him that good education and we worked very hard on it.I agree that gifted and gifted programs are very helpful and gave him a boost it boosted my daughter getting her into great schools as well. I also agree that parents of color students of color are disadvantaged and there needs to be another way to manage this, so the resolution that was written. As I said, I agree gifted programs are great but there needs to be other options, so that more students have access and us as parents don't have to jump through hoops to get

our children a quality education. I also moved to district 26 so I could get that quality education and every parent does not have the ability to do that. I also am a product of a New York City school system, I also went through those accelerated programs, and what studies have shown is that even in the gifted programs they separate the kids by ability. There were certain programs certain courses where my son was in a higher reading level or lower reading level they separated the kids and what made the difference is the quality of the teachers, so the gifted teachers did amazing work with our students more teachers need to have access to the tools and resources that the gifted teachers. So there can be a more equitable system and more parents have the opportunity to get their children amazing education, as is given in district 26 so thank you.

- 17) **Meena Banarsi PS: 203:** Hi, i'm a parent from PS 203 and I believe every child is gifted in their own way, rather than separating the students by gifted and talented program, how about we come up with a curriculum to help support and encourage all students in NYC so that every student enjoys learning and is challenged in their own way at the end of the day. We should want all kids to do their best and succeed in school. We have to think about the emotional effect the students can project. We have to think about the emotion and the emotional effect that students can sometimes go through, and no child should have to feel like they're not getting the best education possible. As a community, we should come together and do better to support all children, thank you very much for your time.
- 18) **Eleni Kruffy PS 203:** hi my son is in G&T class and I actually didn't do anything to help him to get in. I didn't buy any extra books or anything like that. At the time myself my husband and I lived in a one bedroom apartment and I just happened to hear from another parent that these tests are going on, and she thinks I should try it. He passed them and he got in. I was very surprised how it's not very diverse at all the class and it actually made me want to take him out because of it, but then I was thinking, this should be everywhere. Like some of the speakers mentioned before that these classes were available in the past a lot more than the amount available now. Now the few remains, it will go away. And I feel like the whole system is kind of failed in that way, all these g&t and the gifted classes, should have been more accessible just like regular school. If we get rid of it, what is it saying about how hard we want to make our kids work like how much time you want to put into them learning, I believe that more kids would be able to get in if they knew about the test. I also know there's a lot of kids that get in and don't have seats so, then there will also need to have more seats, I feel like we should have been pushing in that direction.
- 19) **Tina Morgan Aziz- MS 67 & PS 203:** Thank you for holding this meeting, I am a mom of a third grader at PS 203 and a sixth grader at MS 67. I myself also grew up in Queens product of the IDC Program which was a very good program and accessible everywhere. I was really surprised, actually, that when it came time for my kids go to school, I had to put my four year olds to take test in order to get the same kind of quality accelerated Program. I am in favor of the G&T program and I would love for it to be expanded, so that all districts have it. I do think just basing it solely on an exam, especially at that age is very difficult for a lot of parents. And



then, by the time you got to first and second grade, a lot of the spots fill up, so it definitely has to be expanded and then also the DOE had a huge push the past few years for social emotional learning, I myself have a certification in positive psychology which is the science of wellbeing and we apply that to children, all children should definitely have all of the services and education that they deserve, and this includes kids who are working at an accelerated pace, so when you're looking at the social and emotional health of a child, part of the positive psychology says that they need to be engaged and achievement is very necessary. If not we're going to have kids who are depressed who feel like they don't have to work hard to get certain places, and they deserve to be happy and motivated and pushed as well,

- 20) **J Marzzo MS 216:** my son attends middle school 216 and I support the G&T and I feel that it should be expanded all schools for equity.
- 21) **Amy Chen:** First of all, media want to remove this program because they want to provide equal and fair program to all student, but I want to say is In this world is no bear resemblance to reality because as we are an adult there are people who receives higher salary and some can lower salary because based on your knowledge and ability. For thse children get into this program and they work very hard and they work very hard to do all these tests. And I think the G&T program should be expanded, because even though my child didn't do well , she is motivated and works hard to try to get into the program. I want to continue to help my child to motivate to learn.
- 22) **Lauren Tobing-Puent PS 188 & MS 74:** I a parent who recently completed the SLT to year position at PS 188 and I am licensed psychologist who specializes in working with children with different learning styles/ I hear the concern about eliminating a program and what to do with the children who are already in it and used to this accelerated fashion of learning . But, what's most important is for all children to receive equitable high quality education that matches their learning style and there's a huge concern about the difficulties kids specialized education plan and IEPs, and they're not receiving the services that they need. I know the incoming mayor has expressed concerns about G&T and the definition of gifted has changed so much over the. Make thid available to to all children and understand gifted in many different ways of children can be gifted not just from a test that children take one there for eight years old, thank you for your time.
- 23) **Stacy K from PS 162:** My son , his nursery and pre-K didn't really promote G&T and I didn't even know what it was so he was already late in the game, when he passed exam two times, there was no seats available both in kindergarten and 1<sup>st</sup> grade. There was no reason to even offer it to first graders because there was almost no chance you would even get in now he's in a situation where he's in a class of 31. We've actually because a Covid, and everything that happened with remote learning there are kids that are actually behind. I was actually told that we can't even check his homework and we can't even look at what he's doing, because we have other problems. So I feel sometimes they're left out and they are ignored . I do also feel that children are different and they are gifted in different way. I don't believe in the one test. I grew up in bayside and I hold two jobs to continue to live

here. I feel like if the system is kind of failing us all and was not ready to leave bayside. I don't know when the social emotional learning part of it came in, but it seems to have eliminated or G&T even before all of this. For G&T, I feel like there wasn't enough space to begin with, but I feel that time we can kind of tie this into integrated classrooms where children can go into integrated classrooms and they go back into the home room with the regular homeroom maybe can eliminate the crowding or help with the crowding issue and also not eliminate the social emotional learning. I think there should be a balance and a middle ground. Thank you.

- 24) **Andy PS 203:** Teachers who can voice their opinion brilliant nyc is dependent on teacher training and I am not sure how brilliant nyc as practical as it is very difficult to manage children at varying learning levels in the same classroom. we do not have enough paraprofessional to aid to a teachers. We have extremely large classroom size; brilliant nyc is theoretically good, but maybe when every classroom has 20 students with one pair of professional it will be effective. We are putting more stress on a teacher and how's that going to help all of our children.
- 25) **Assad MS 216:** Good evening everyone, I am a parent of student at MS 216. My son goes to grade six and IDC. Before he was going to the normal school and I, I see that every time I have to work with him, he didnt enjoy the class the and the learning environment but ever, since he is in the IDC, he's been challenged every day and he is learning great especially math teachers are doing a great job. This program is furthering the progress in education for my son. If the NYC wants to abolish the G&T, they should think about the merit system in colleges like Harvard and MIT. Every Ivy league college is based on merit system and I don't know if they will eliminate the program how our children will be able to accomplish to that level so. I think this, this is very important to expand this program rather than eliminating G&T.
- 26) **Karen Liao PS 390Q:** Hi, I I am parents who has four kids my oldest was in 67 G&T program my two other kids is in PS 203 G&T program I can only say my boys really get a lot of benefits from the G&T program now my youngest daughter was in PS 390 K and I really hope when she like grows a little bit, she can also get into the G&T program.
- 27) **Teresa Ajero PS 203:** I have two children and 203 and both in G&T classes . I too am a teacher at PS 169 in different district. I was wondering ife we can try to make this into the G&T to expand abd it to make it into like like the ICT model where there's two teachers. A G&T teacher and a regular ED teacher and then maybe put in all schools, so that it's something that can be expanded to all schools. The model would be used, just like as an ICT class where you have again one teacher who is teaching gifted and then another teacher that's teaching regular ED Then that gives us kids an opportunity to mix with the other kids but also have a gifted teacher in the class. And also have the opportunity to work with general ED kids through the school, rather than being lumped into one class and traveling through that through the school for like six years.

Addendum A: C4E (contracts for Excellence):

## Contracts for Excellence (C4E) Overview

NYCDOE receives Foundation Aid from the State, making up a portion of the overall budget.

A November 2006 Court of Appeals decision stated that every public school child in the State has a right to a "sound basic education" and that the State has the responsibility to increase funding for New York City's public schools.

>As a result of this court decision, the New York State Legislature passed legislation requiring that, for each school district that has at least one school that requires academic progress or is in need of improvement, the school district would receive an increase in foundation aid and a portion of that foundation aid would be subject to the categorical spending requirements of the Contract for Excellence. Funds were first received in the 2007-2008 school year.

>DOE has not received additional funding subject to the requirements of the Contract for Excellence since FY2012.

>C4E is a set-aside amount from State Foundation Aid. According to the C4E statute, the amount of the C4E set-aside may not be less than the prior year's set-aside amount, unless the Commissioner expressly establishes a different set-aside amount.

These funds, under State law, must be distributed to schools that meet certain requirements and must be spent by those schools in designated program areas, as set forth in the Contract for Excellence legislation.

## Contracts for Excellence Requirements (cont'd)

1. Funds should be used towards meeting schools' overall educational goals as outlined in the School Comprehensive Educational Plan (SCEP) and must be allocated predominantly to students with the greatest educational needs, such as

- English Language Learners
- Students in Poverty
- Students with Disabilities
- Students with Low Academic Achievement or At Risk of Not Graduating

2. Funds must supplement, not supplant, local funding or other grants:

- Expenditures made using C4E funds must "supplement, not supplant" funding by the school district: however, SED has provided guidance explaining that certain expenditures may be paid for with C4E funds even though these programs or expenditures were originally or have been typically paid for by the district or by other grants. For example, if a program had been funded by a different grant, but that grant funding has been cut, then C4E funds can be used to fund the program.
- For new or expansion of existing programs only.

## Contracts for Excellence (C4E) Requirements

### 1. Funds must support specific program initiatives:

- > **Class Size Reduction** – opening additional class sections, creating more classrooms or school buildings, assigning more than one teacher to a classroom, and other approved methods, to facilitate student attainment of State learning standards, with priority given to pre-K through grade 12 students in overcrowded schools, particularly those requiring academic progress, schools in need of improvement, schools in corrective action, and schools in restructuring status
- > **Time on Task** – programs focusing on students who may require additional or increased individualized attention in order to raise achievement
- > **Teacher & Principal Quality Initiatives** – programs supporting development & retention of high quality teachers and principals for raising achievement in struggling schools
- > **Middle & High School Restructuring** – instructional and structural changes in middle and high schools to support class size reduction and raise achievement in struggling schools
- > **Full-Day Pre-Kindergarten Program**
- > **Model Programs for English Language Learners** – programs supporting schools in adopting “best practices” for raising achievement among English Language Learners.

## State C4E Funding Breakdown 2021-22

Total = \$531 million



- Unrestricted funds are not subject to C4E rules and may be used as needed. \$183 million is embedded in Fair Student Funding, which is the primary funding source for schools. Details for Fair Student Funding can be found by visiting:
- Restricted funds must comply with C4E guidelines. \$348 million is distributed through school allocations. The State has not given DOE any additional C4E funding above the amount it provided last year.
- NYCDOE is in “Maintenance of Effort” status, meaning that C4E funds will be used to maintain programs that were approved in prior years.

# NYC's 2021-22 Preliminary C4E Plan

How We Propose to Allocate the \$348 Million Restricted Funds



The FY 2022 Contracts for Excellence allocations described in this plan are preliminary. Funds are subject to a public engagement process and approval by the State Education Department. Please note that distribution of all funds is subject to allocation guidelines as specified in State regulations.

## Proposed Discretionary Spending CEC 26\*

Schools were allocated discretionary Contracts for Excellence funds. Schools have proposed to spend those funds as follows

C4E Program Area	Amount Budgeted	% Total
Class Size Reduction	\$866,819	29.00%
Time on Task	\$1,858,949	62.20%
Model Programs for ELLs	\$127,543	4.27%
Teacher and Principal Quality Initiatives	\$135,228	4.52%
Middle School and High School Restructuring	\$0	0.00%
Full – Day Pre-K	\$0	0.00%
<b>Total</b>	<b>\$2,988,539</b>	<b>100.00%</b>

Comprehensive information about these proposed allocations – including school-level program strategies and performance targets – are available online at

<https://infohub.nyced.org/reports/financial/contracts-for-excellence>

\*All proposed allocations described in this plan preliminary and contingent on further analysis of school-based conditions



## 1. School Year 21-22 C4E Plan: All Funds By Program Strategy – CEC 26\*

Class Size Reduction Program Strategy	Citywide Total	CEC 26 Total	CEC 26 %
Reduced Class Size	\$103,213,981	\$2,188,675	91.38%
Reduced PTR	\$26,746,403	\$176,107	7.35%
Maintain Class Size	\$9,335,458	\$30,380	1.27%
Maintain PTR	\$2,349,789	\$0	0.00%
Minimize Class Size Growth	\$870,771	\$0	0.00%
Team Teaching Strategies**	\$58,041,297	\$1,122,852	- -
<b>Total</b>	<b>\$142,516,402</b>	<b>\$2,395,162</b>	<b>100.00%</b>

Time on Task Program Strategy	Citywide Total	CEC 26 Total	CEC 26 %
Dedicated Instruction	\$69,928,184	\$1,858,802	99.99%
Before & After School	\$5,445,811	\$0	0.00%
Summer School	\$819,084	\$147	0.01%
Individualized Tutoring	\$373,442	\$0	0.00%
<b>Total</b>	<b>\$76,566,521</b>	<b>\$1,858,949</b>	<b>100.00%</b>

I proposed allocations described in this plan are preliminary and contingent on further analysis of school based conditions. Targeted Allocations (CTT and ASD Classrooms + school level discretionary allocations – Not included in total sum.

## 2. School Year 21-22 C4E Plan: All Funds By Program Strategy – CEC 26\*

Teacher and Principal Quality Initiatives Program Strategy	Citywide Total	CEC 26 Total	CEC 26 %
Teacher Coaches	\$14,056,255	\$42,347	31.32%
Leadership Coaches	\$1,926,170	\$2,796	0.49%
Mentoring New Staff	\$1,370,609	\$92,881	68.68%
Recruit & Retain HQT	\$37,476	\$0	0.00%
<b>Total</b>	<b>\$17,390,510</b>	<b>\$135,228</b>	<b>100.00%</b>

Middle & High School Restructuring Program Strategy	Citywide Total	CEC 26 Total	CEC 26 %
MSHS Struct Changes	\$1,346,082	\$0	0.00%
MSHS Instruct Changes	\$1,079,433	\$0	0.00%
<b>Total</b>	<b>\$2,425,515</b>	<b>\$0</b>	<b>0.00%</b>

\* All proposed allocations described in this plan are preliminary and contingent on further analysis of school-based conditions.

### 3. School Year 21-22 C4E Plan: All Funds By Program Strategy – CEC 26\*

Full-Day Pre-K Program Strategy	Citywide Total	CEC 26 Total	CEC 26 %
Full-Day Pre-Kindergarten	\$9,213,549	\$1,011,897	100.00%

Model Programs for ELLs Program Strategy	Citywide Total	CEC 26 Total	CEC 26 %
ELL Innovative Programs	\$34,868,184	\$127,543	100.00%
ELL Parent Involvement	\$627,277	\$0	0.00%
ELL Teacher Recruitment	\$285,246	\$0	0.00%
<b>Total</b>	<b>\$36,780,707</b>	<b>\$127,543</b>	<b>100.00%</b>

\*All proposed allocations described in this plan are preliminary and contingent on further analysis of school-based conditions.

#### Class Size as an Allowable Activity During the 2021-2022 School Year

For the 2021-2022 school year, the DOE will continue its efforts to reduce class size, one of the allowable activities for which Contracts for Excellence funds may be spent pursuant to the C4E legislation. Principals may use C4E funds to reduce class sizes or student teacher ratios in their schools.

The New York State Commissioner of Education has determined that the five-year Class Size Plan created in 2007, when the C4E legislation was issued, is no longer in effect.

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## Public Comment

We will take public feedback into account in the coming months as we continue to develop a citywide Contracts for Excellence plan.

The deadline for submitting public comment will be December 9, 2021.

The public may comment on any aspect of the plan, including:

- >How schools are planning to spend their discretionary funds within the six allowable program areas
- >How the DOE is allocating the targeted Contract for Excellence funds to schools
- >The public comment process

Educators, parents, and all other members of the New York City community may submit their comments by email to [ContractsForExcellence@schools.nyc.gov](mailto:ContractsForExcellence@schools.nyc.gov)