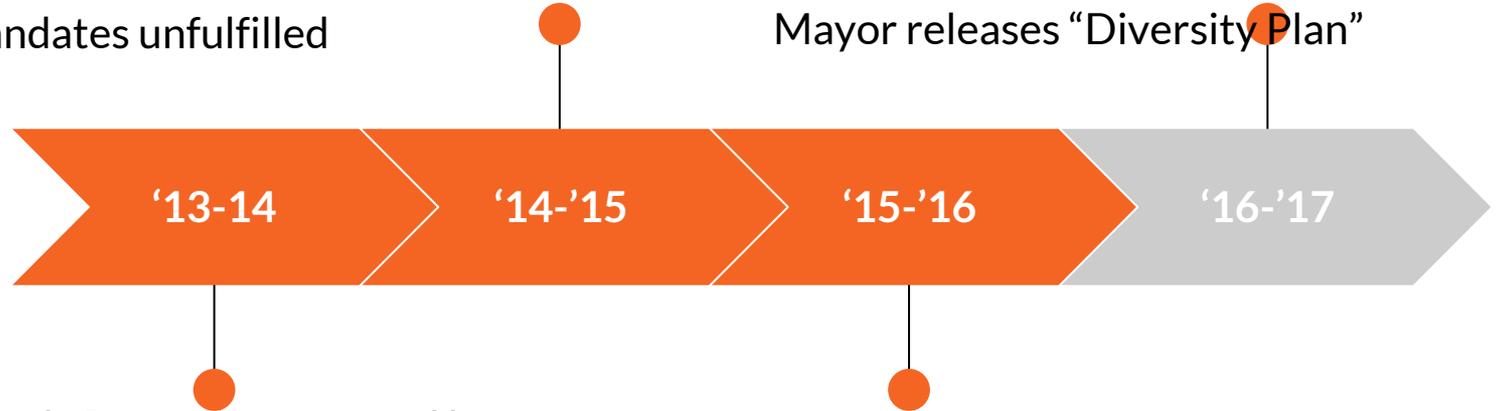

2016-2017 CEC Socioeconomic Integration Report, D1

June 21, 2017

Sept. 2014 Town Hall with Chancellor Farina where CEC rolls out diversity workshops to further establish framework for controlled choice; data further evidences inequities due to open choice policy; **SIPP Grant awarded Aug. 2015**; planning \$ delayed, expert unpaid, other mandates unfulfilled

2016: continued bad faith, a double standard for set-aside model, community edged out; state withholds grant \$; in April '17 DoE floats a still secret new D1 proposal; 6/6/17 Mayor releases "Diversity Plan"



Community controls for equity removed by Mayoral Control led to present outcomes as confirmed by **Oct. 2013** CEC commissioned WXY study to assess impact which found racial/SES "clustering"; DOE legal counsel puts off a TNS set-aside request

Fall 2015 workgroups function and succeed in spite of setbacks and DoE delays; recommendations released in March; Aug. '16 OSE announces (privately) a 95% certainty of no action

Grant hijacked in many ways

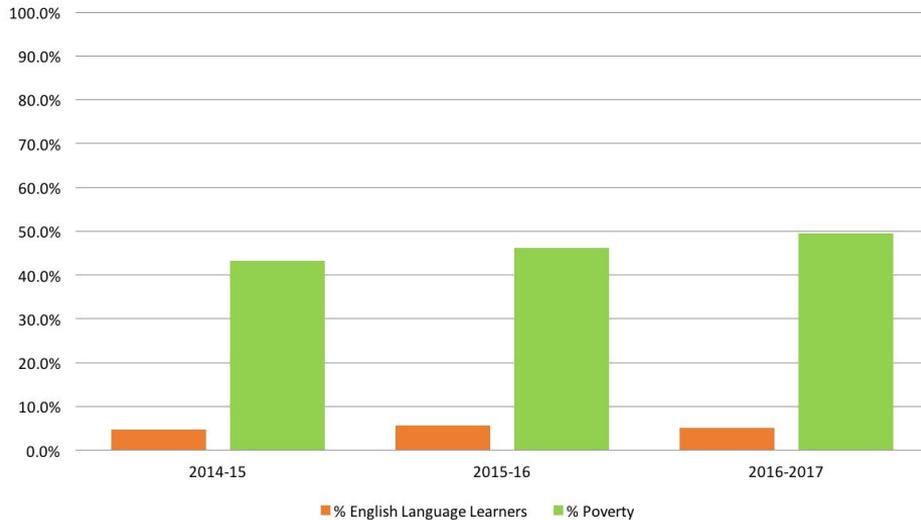
- through funding, secrecy, and access to data
- through mischaracterization of the grant as a magnet grant for PS 15
- after a long stall and refusal to move forward
 - DoE simultaneously expanded set-asides to divide and conquer by race and class and silence the most vocal proponents of diversity
 - with no study or data or proof
 - with targets that are easy to meet but do not yield results in those schools seeking relief and have no impact on the rest of schools either, as their own data confirms
- the DoE took over the Grant, posing as technical advisors
- but actually controlled data and communication and dominated meetings
- causing yet another cycle to be missed
- pushing set asides, tiers, and a FRC to support market choice and not controlled choice
- with attempts to control and decimate community participation and shield the Mayor during an election

Mostly static enrollment of subgroups at schools participating in set-aside program (2017 DOE Data)

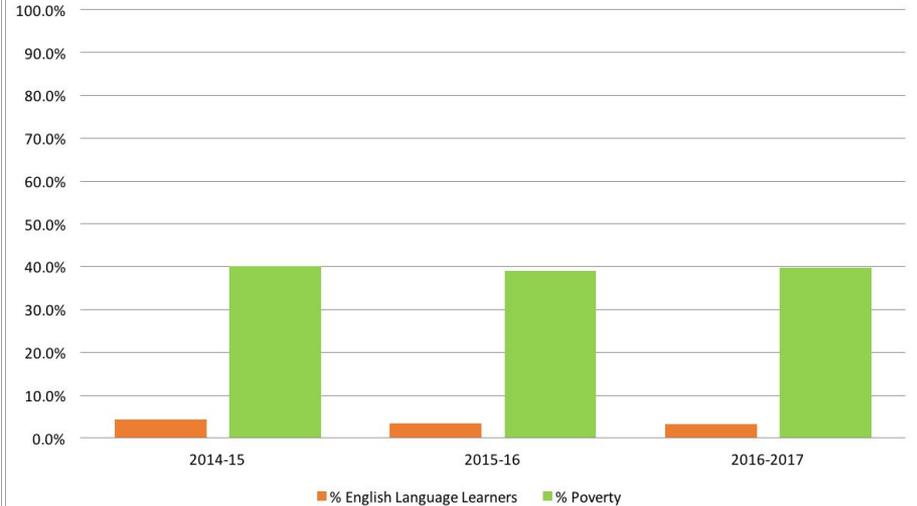
The Earth School

The Neighborhood School

**Earth School's Subgroup Enrollment
(all grades)
2014-2017**



**Neighborhood School's Subgroup Enrollment
(all grades)
2014-2017**



“Tier” Proposal from OSE (4/17)

Key criticisms

- NOT “Controlled Choice” as demonstrated by expert planner
- Did NOT include Pre-K
- Did NOT demonstrate if or how it would accomplish goal of schools that serve fair and proportionate numbers of students
- NOT transparent (“confidential draft,” which the DOE has not consented to share publicly in D1)
- NO action or follow up since April

Key feature

- Assigns students to 3 tiers
- Tier 1 students = 2 “indicators” (FRL, ELL, StH);
- Tier 2 students = either FRL/ELL “indicator”;
- Tier 3 students = no “indicator”
- Uses applicant data to come up with a target tier composition at schools (+/- 5% of districtwide average of Tier distribution)

Mayor's June 6th Diversity Plan

Key criticisms*

- “Sketchily outlined Advisory Commission which will delay much of the plan for a full year while studying what turns out to be a proposal rather than final blueprint”*
- “No budget, no staff, no membership has been announced”*
- Perpetuates “academic screening that largely tracks economic privilege”*

*David Bloomfield, [CityLimits](#), June 16th, “*What’s Wrong with the Mayor’s School Diversity Plan*”

Key feature evaluated for impact on D1 elementary school segregation

- “For a small number of students, creating limited targets for decreasing racial and economic stratification”*
- Even if implemented today (not in the proposal), all but 4 of our currently segregated D1 schools would fit within the proposed “acceptable” range of either racial or economic stratification
- MEANING, THE PLAN WILL NOT IMPACT:
 - D1 school segregation in any meaningful way

Press Release does though make a limited commitment to D1: June 6th, 2016, NYC DoE, “As part of the district work, the DOE will continue to work as a technical advisor to the Socioeconomic Integration Working Group of the District 1 Community Education Council in its effort to [create a district-wide equitable admissions model and Family Resource Center](#) to increase diversity in its elementary schools. The DOE will continue to help the working group craft a proposal [that is fair and feasible](#), and gains the support of school leaders, school communities, and other critical stakeholders, [in time for the admissions cycle for the kindergarten class entering in fall 2018.](#)”



Where do we go from here?

\$500,000

NY State is now said to be set to release \$500,000 on July 1 (\$250,000 for P.S. 15 and \$250,000 to the district) for 2017-18.

How will the socioeconomic integration money be spent?

Controlled Choice in D1

(registration, application, assignment features)

- Applicable to newly enrolling Pre-K and K students (and transfers & late enrollments)
- Maintain sibling priority and grandfathering
- Assign students so that Pre-K and K classes consist of enrollments with equal distribution (+/- 5%) of at-risk subgroups (low-SES*, ELL, StH, and SwD)
- Measure low-SES* by household income, educational attainment of guardian, and number of adults and minors in household
- Register locally at a Family Resource Center
- Accept self-reported at-risk status

Family Resource Center in D1

(still needed: focus groups to explore the needs of at risk families; possible features below)

- Offer support through the enrollment and application process and in the main languages spoken in D1
- Help inform school choice and make choice information available via websites
- Adopt effective takeaways from the Pre- K expansion, such as language supports and expanded signage
- Locate the FRC in one central location with alternate and varying hours
- Offer networking and peer support, and workshops and continuing education
- Provide information on after-school and summer programs, and access to food, housing, and other CBO supports

Next steps

Reinstate regular and collaborative meetings

At parent-friendly times with supports (child care/food)
Allow for outreach, participation, and authentic engagement
Restore community collaboration, rather than DoE control

Provide resources to make good on commitments

Put commitments in writing to the state prior to receiving any \$
Fund a controlled choice expert and project manager
Establish a clear timeline and work plan for implementation

Next steps

Build accountability

Make data transparent and available online (subject to articulated legal restrictions)

Post regular minutes and progress for public review

Agree on an independent monitor to hold parties accountable

Adhere to the terms of the 2015 SIPP grant

Deliver an expert-vetted proposal, and include Pre-K

Establish a Family Resource Center by a specified date

Achieve aims and goals of grant and basic community goal of equity

Next steps

Create an authentic model

A community-driven process for creation vetting/buy-in of an equitable admissions policy can serve as a model for NYC

Without these next steps, D1 remains an object lesson in this administration's lack of commitment to addressing systemic segregation of NYC public schools

Regular, collaborative meetings;
written goals and work plan;
adequate resources to support;
formal accountability measures

Comprehensive outreach to
D1 community continues
(townhalls, daycares, CBOs,
schools)

Pre-K Controlled
Choice Enrollment
Begins

July-August

Sept. 2017

Oct. - Nov.

Dec. 1, 2017

Jan. 1, 2018

Community supported controlled
choice plan for Pre-K, K, and a
related Family Resource Center to
support the plan announced

K Controlled Choice
Enrollment Begins