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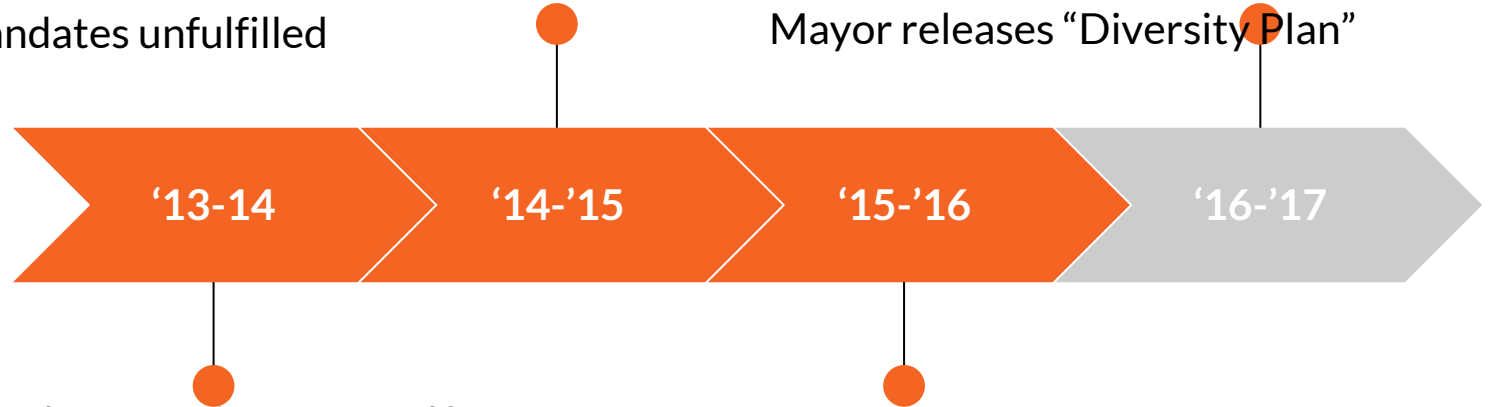
# 2016-2017 CEC Socioeconomic Integration Report, D1

June 21, 2017

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**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

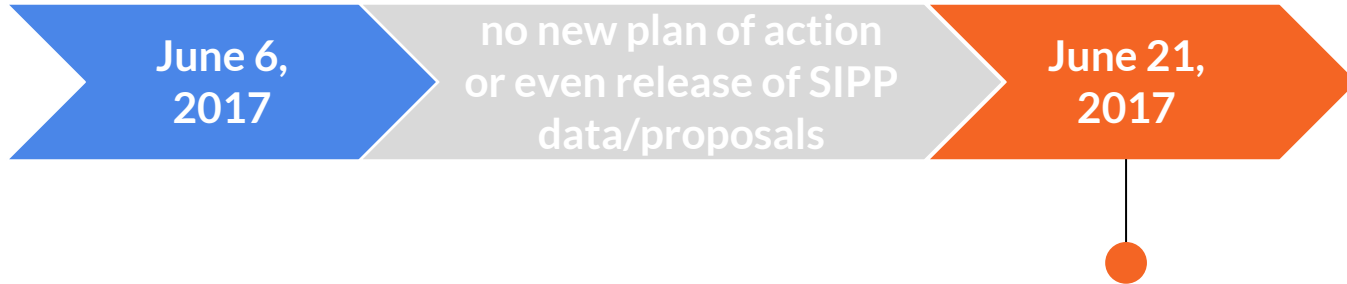
**2016:** continued bad faith, a double standard for set-aside model, community edged out; state withholds grant \$; in April '17 DoE floats a still secret new D1 proposal; 6/6/17 Mayor releases "Diversity Plan"



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

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?

## 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

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# \$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?**

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# 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

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# 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

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# 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

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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