



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

2015-18
SOCIOECONOMIC INTEGRATION PILOT PROGRAM
(SIPP)

PURPOSE AND FUNDING

- ❖ In December 2014, NYSED announced the SIPP grant program, to increase student achievement in selected Priority and Focus Schools by encouraging greater socioeconomic integration in these schools.
- ❖ 25 Title I Priority and Focus Schools in districts with poverty rates of 60% or higher were eligible to apply for multi-year grants of up to \$1.25 million.
- ❖ The grants support up to 18 months of planning activities and two years of program implementation.

PROGRAM OVERVIEW

DISTRICT	MODEL	PROGRAM(S)	2017-18 STATUS
NYC DOE	INTRA DISTRICT COMMUNITY INNOVATION	HS STEAM/CTE; MS STEM ES ENRICHMENT; DUAL LANGUAGE	YEAR 2 IMPLEMENTATION UNDER REVIEW
BUFFALO	INTRA DISTRICT MAGNET	EXPLORATORY ARTS HIGH SCHOOL STEM	YEAR 2 IMPLEMENTATION
ROCHESTER	INTER DISTRICT TRANSFER (SUBURBAN-URBAN)	HIGH SCHOOL CTE PRE-K ENRICHMENT	YEAR 2 IMPLEMENTATION
SYRACUSE	INTRA DISTRICT MAGNET	MONTESSORI	YEAR 2 IMPLEMENTATION
YONKERS	INTRA DISTRICT MAGNET	HIGH SCHOOL STEAM HS GLOBAL CITIZENSHIP	YEAR 2 IMPLEMENTATION
BINGHAMTON	INTRA DISTRICT MAGNET	MS MARZANO HIGH RELIABILITY	YEAR 1 IMPLEMENTATION
HEMPSTEAD	INTRA DISTRICT MAGNET	ES ARTS & DUAL LANGUAGE	YEAR 1 IMPLEMENTATION
MT. VERNON	INTRA DISTRICT MAGNET	MS PERFORMING ARTS	YEAR 2 IMPLEMENTATION
NEWBURGH	INTRA DISTRICT MAGNET	ELEMENTARY STEM	YEAR 2 IMPLEMENTATION UNDER REVIEW
SCHENECTADY	DISTRICT WIDE REDESIGN	ELEMENTARY-MIDDLE REDESIGN	YEAR 2 IMPLEMENTATION

PROGRAM EVALUATION

- ❖ Upon completion of the grant period, districts are required to provide a final report that demonstrates how the goals of the project were achieved and the impact on student achievement.
 - ❖ Final reports are due July 31, 2018.
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USE OF FUNDS

- **Planning and Community Outreach**
 - **Family Resource Centers**
 - **Professional Development**
 - **Program Materials**
 - **Shared Programs with Partner Schools**
 - **Field Trips**
 - **Recruitment of Transfer Students**
 - **Program and Logistics Coordinators**
 - **Program Specialists (Arts Instructors, Dual Language, etc.)**
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NEXT STEPS

2017-18 New York State Integration Program (NYSIP) Professional Learning Community Grants

Based on the challenges encountered during the SIPP pilot project, the next phase is designed to provide participating districts with more support and training to maximize the impact and sustainability of each new program.

Grants will be provided for up to 30 eligible districts to participate in a professional learning community to receive training about research-based strategies to reduce socio-economic, racial/ethnic, English Language Learner and Students with Disabilities isolation in schools identified for improvement.

Funding for the NYSIP-PLC grant will be \$30,000 to \$50,000 per district depending on their size and expected travel expenses.

After the NYSIP-PLC grant is completed, participating districts will have the opportunity to apply for additional funds to pilot and fully implement plans developed in the training program.

SIPP RECIPIENTS

- Rochester: Michele Alberti
 - West Irondequoit :Jeff Crane
 - Schenectady: Patty Paser
 - New York City District 1: Daniella Phillips
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Rochester Grant Award

DO Partnership <https://www.rcsdk12.org/Domain/11056> Diversity of Opportunity Education Partnership / Urban Suburban Interdistrict Transfer Program

Task Force - Suburban Superintendents, Urban Suburban, U of R, DO Partnership

School 50 / West Irondequoit partnership - WI students attend PreK at 50 (28% of PreK class 16-17 and 17-18 are WI students). Superintendent Jeff Crane a SIPP grant champion and driving force.

Edison / County - slower start but solid interest. Registrations from Gates. Recruitment document wins award (collaboration between RCSD and Panther Press) see artifact.

School 12 / Brighton - Brighton withdrew - financially motivated. Penfield approached with distance learning plan - did not meet grant specs. Finances again prohibitive

A shout out to Ira Schwartz and Mary Wright - who championed our plans from NYSED.

Barriers and Tough Conversations

Title I funds carry strict allowable cost guidelines - transportation was a particular issue - suburbs do not have extra money to put 'skin in the game' for transporting elementary students. PreK worked because parents transport. Secondary - money follows the student. Also for PD for partner district staff, summer collaborations.

Tough Conversations take Time and Patience and Adult Learning - paradigm shifts for both suburban and urban parents, staff, and students. Note the ten year planning implementation timeline that was built into the federal Opening Door Expanding Opportunities SIPP grant (pulled). The Task Force and DO must have a strong internal RCSD grant champion to drive the work. Topics including race, diversity, equality, economic isolation...are at the forefront of getting to the same page.

Maintaining momentum through leadership changes.

What if....

- Great Schools 4 All - ...GS4A ...published a study (last year) indicating that many parents in Monroe County, regardless of race or income, would at least consider sending their children to an integrated magnet school.
- Funding was dedicated to the SIPP without Title restrictions so that a true lower grade partnership (e.g. transportation) pilot could run past Prek?
- A distance learning partnership (perhaps dual language primary) was a starting pilot possibility?
- Starting at the youngest ages as a pilot?
- East High's Culinary Arts, Optics Program, and Teaching & Learning Program were brought onboard for recruiting students through Urban Suburban?
- A state-wide conversation among districts walking this 'path forward' became a sounding board?



Schenectady City School District

Socioeconomic Integration Pilot Program

- Supported the Redistricting Efforts of the District
 - Addressing:
 - Inequities across the district
 - Opportunity Gaps
 - Achievement Gaps



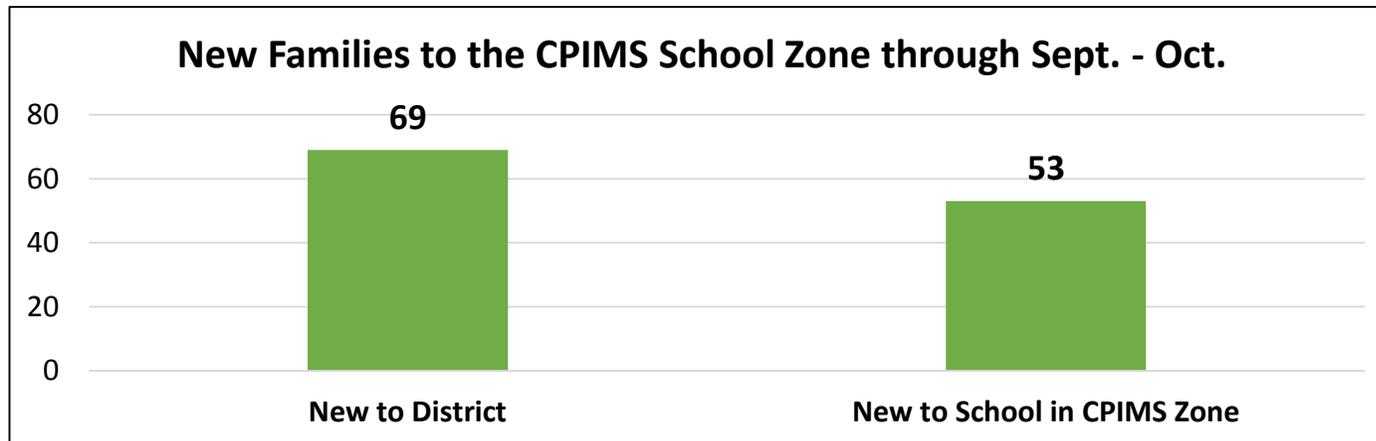
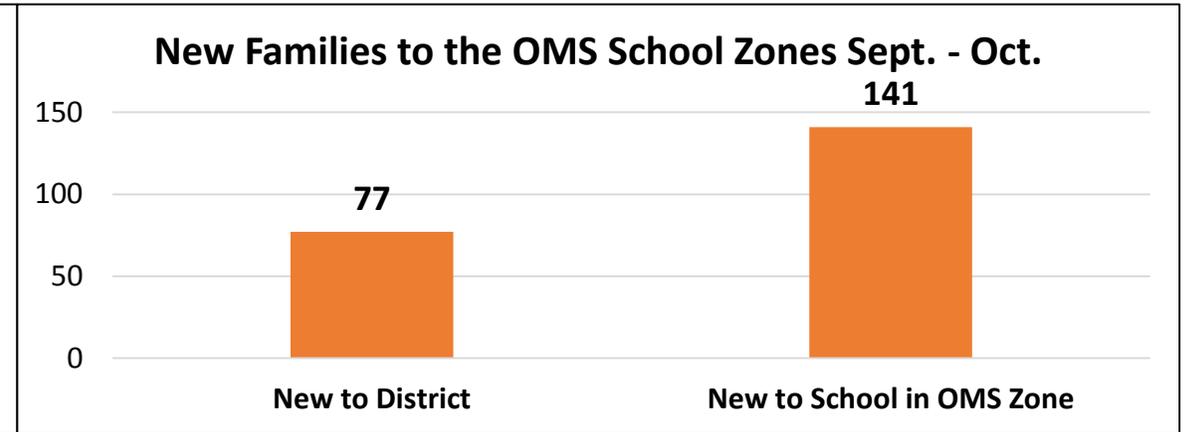
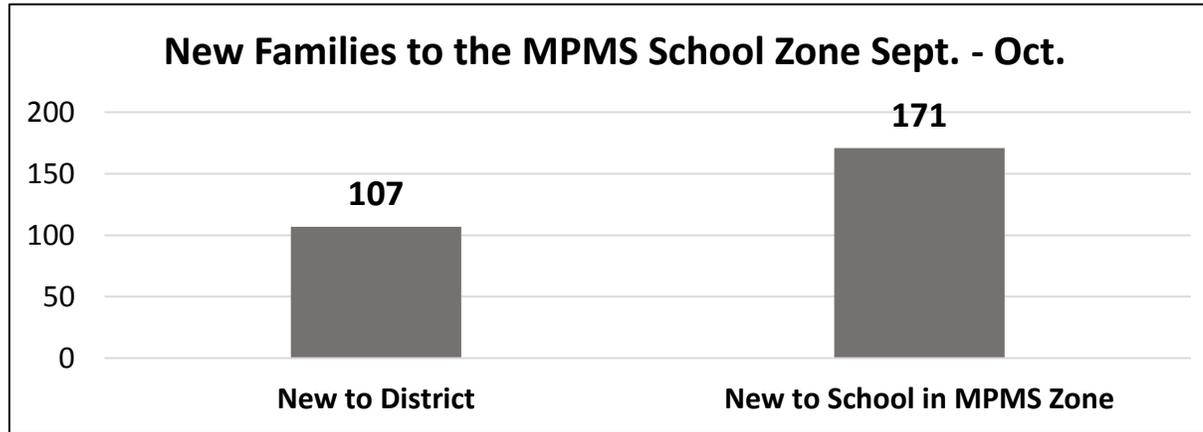
Schenectady City School District

Socioeconomic Integration Pilot Program

- 1 Year Planning – Coordinator for All Schools
 - Transition Planning for Families and Students
 - Organization of “Sister” Schools Concept
 - Communication to Families, Students, and Staff
 - Coordination of Departments
 - Professional Development
- Educator Liaison Positions
- Opening of 3 New Middle Schools
 - Increased Accelerated Course Offerings and Opportunities for All Students
 - **Vision** – All of our middle schools are committed to continuous improvement in order to be recognized for an academic program that is intellectually rigorous, developmentally responsive and provides access to equitable opportunities for all students while actively serving the community.



Schenectady City School District Educator Liaisons





District 1: SIPP grant update

Daniella Phillips
Community Superintendent
November 14, 2017

Community School District 1: Snapshot

Student Enrollment (*PreK – Grade 8*)

- > *9,494 students (as of audited register 2017)*
- > *29 district schools + 5 charter schools serving students PreK – grade 12*
- > *Since 1991, CSD 1 has been an “all choice” district for elementary and middle school enrollment with no geographic zones for schools.*
- > *Despite the choice enrollment policy, there are currently three (3) schools out of sixteen (16) elementary schools that match district-wide demographics.*
- > *Student demographics in grades K- 8:*
 - *7% ELL, 69% FRL, 23% IEP, 9% STH*
 - *17% Asian, 45% Hispanic, 17% Black, 17% White*

SIPP Grant: 2015-18

Our pursuit of **school improvement** and **integration** through the SIPP grant follows **three (3) strategies**:

- > Magnetize **P.S. 15 Roberto Clemente School** with Renzulli School-wide Enrichment Model program
- > Create a welcoming, language-friendly **Family Resource Center** to better inform all families about school choices and support local enrollment
- > Develop and implement a **district-wide Diversity in Admissions plan for PreK/K admissions** in 2017-18

How the District 1 Diversity in Admissions Plan will work:

- Students who qualify for free or reduced lunch (FRL), students in temporary housing (STH), and English Language Learners (ELL) will have **priority for 67% of offers** at every District 1 elementary school for Pre-K and Kindergarten.
- Students who do not meet these criteria will have priority for the remaining **33% of offers**. This will ensure that schools with an applicant pool that is dominantly FRL-eligible, ELL, or STH families are able to make offers to a diverse group of students.
- All District 1 elementary schools will make Kindergarten offers to a **percentage of students with disabilities near the district average** within the 67% and 33% priorities.
- All families will be **encouraged to list at least five choices** on their Pre-K and Kindergarten applications. District 1 families who list at least five choices will maintain a district priority such that they are more likely to get an offer from one of their top five choices.

Problem Statement

“The push toward socioeconomic and racial integration is perhaps the most important challenge facing American public schools. Segregation impedes the ability of children to prepare for an increasingly diverse workforce; to function tolerantly and enthusiastically in a globalized society; to lead, follow, and communicate with a wide variety of consumers, colleagues, and friends. The democratic principles of this nation are impossible to reach without universal access to a diverse, high quality, and engaging education.”

Source: New Century Foundation <https://tcf.org/content/report/a-new-wave-of-school-integration/>

Courageous Conversations

What do you see to be the challenges in this work?

Adriana Villavicencio

The Research Alliance for New York City Schools

“Schools with socioeconomic/poverty segregation are very different from segregated non-poverty schools. Integration may not be the only or best answer for disrupting high concentration of poverty in schools.”



The **Research Alliance** for
New York City Schools

Better Evidence for Better Schools

Matt Gonzales

School Diversity Project,
New York Appleseed

“We need to be clear that segregation occurs in both directions. When we talk about segregation, we frame it through a deficit lens with respect to minority-based schools. We need to think about what we mean by segregation – moving bodies is an incomplete understanding. Beyond diversity, you can fund every school equitably, and have a diverse classroom, but you need to change the way that schools are operated, including curriculum and educators.”



New York Appleseed[®]

Lazar Treschan



**Community
Service
Society** | Fighting Poverty
Strengthening
New York

Community Service Society of New York

“We need to acknowledge that there are many existing policies that institutionalize segregation, while hiding under the guise of terms like “choice” and “merit.”

We have programs like gifted and talented, which in many cases end up segregating what would otherwise be well-integrated schools and districts.”



David Kirkland

NYU Metropolitan Center for Research on Equity and The Transformation of Schools

“The conditions of hyper-segregation that characterize too many school systems across New York State present very real patterns that epitomize a tale of two school systems, separate and unequal. These patterns suggest that while the goal of integration is desirable, the real work of educational equity across New York State must involve expanding the reach of opportunity because the opposite of segregation is not integration; the opposite of segregation is access. Segregated schooling throughout the State limits access to opportunities for less economically advantaged students and students of color. To achieve equity, the State must address a very frank question—a question that deals with not only how to expand diversity, but importantly how to expand opportunity.”

NYU STEINHARDT'S METROPOLITAN CENTER
FOR RESEARCH ON EQUITY AND THE
TRANSFORMATION OF SCHOOLS

Joe Rogers

Center for Educational Equity

“Under NYS law, all students, whether they attend predominantly black and brown schools or schools with any other demographic, have a right to adequate support and resources to meet state standards. The priority should be racial justice and socioeconomic justice: addressing the educational-rights violations that continue to keep so many black and brown students—and students living in poverty—from meeting state standards and reaching their full potential.”



The **Center**
for **Educational**
Equity
TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Amy Stuart-Wells

Columbia University

“Our work at TC focuses on the history toward culturally relevant and sustaining pedagogy. We should address those issues in our accountability system as well: how do we measure good schools, how do we think about good schools? State standards, credentialing, and PD for training in how we think about these issues in the classroom and the curriculum, and move away from narrow measures such as standardized testing – these perpetuate segregation.”



Gary Orfield



The Civil Rights Project at UCLA

“We need to think about how segregation affects all students, including White and Asian students. Only the South ever seriously desegregated, but not New York; there was never a plan for NYC. Getting kids into diverse schools doesn’t do anything if students are treated unequally in those schools.”



at The Civil Rights Project
Proyecto Derechos Civiles

The Education Trust

“When we think about integrated diverse schools, we need to think about educators in addition to students. There is value to having school leaders and teachers who can relate to the students’ experience.”



The Education Trust

Donna Lieberman

New York Civil Liberties Union

“The NYCLU is deeply committed to tackling the issue of NYS as the most segregated in the country. Statewide policies are as challenging because context matters and finding one size to fit all is not possible.”



AMERICAN CIVIL LIBERTIES UNION of NEW YORK

Proposed Revision of the Problem Statement

The mechanics of educational segregation operate both as structural barriers around access and resources, and as internal functions of racism embedded in school policy and practice. These mechanisms have implications for achievement and opportunity, and perpetuate disparities among students based on race, ethnicity, family income, fiscal resources, home zip code, language, and citizenship status.

What social, political, policy, and legal obstacles must the Board of Regents confront to ensure all students have equitable opportunities to prepare for college, careers and civic engagement? What leadership can the Board provide to remove these obstacles?

Next Steps

- Set dates for future workgroup meetings
- Finalize goals and proposed outcomes
- Seek external funding
- Invite Thought Leaders who have authored work aligned to our research goals, to assist in convening a commission on Integration, Diversity and Equity (candidates to include policymakers, researchers, and practitioners)
- Set the Commission's Goals
- Set dates for progress reports to the full board
- Policy recommendations to the full board - Fall of 2018