

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Opening Doors Expanding Opportunities

CFDA # 84.377C

PR/Award # S377C170025

Grants.gov Tracking#: GRANT12340668

OMB No. , Expiration Date:

Closing Date: Feb 13, 2017

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1236-New York City Department of Education_Congressional District)</i>	e6
2. Standard Budget Sheet (ED 524)	e7
3. Assurances Non-Construction Programs (SF 424B)	e9
4. Disclosure Of Lobbying Activities (SF-LLL)	e11
5. ED GEPA427 Form	e12
<i>Attachment - 1 (1237-GEPA427Attachments-1235-ED_GEPA_427_)</i>	e13
6. Grants.gov Lobbying Form	e14
7. Dept of Education Supplemental Information for SF-424	e15
8. ED Abstract Narrative Form	e16
<i>Attachment - 1 (1239-Abstract_FINAL)</i>	e17
9. Project Narrative Form	e18
<i>Attachment - 1 (1238-Program Narrative_FINAL)</i>	e19
10. Other Narrative Form	e20
<i>Attachment - 1 (1235-NYU Metro Center Letter of Support (NYCDOE) 2017)</i>	e21
11. Budget Narrative Form	e22
<i>Attachment - 1 (1234-Opening Doors Federal Budget Narrative)</i>	e23

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1234-Opening Doors Federal Budget Narrative.docx, 1238-Program Narrative_FINAL.docx, 1237-GEPA427Attachments-1235-ED_GEPA_427_.doc, 1236-New York City Department of Education_Congressional District.docx, 1235-NYU Metro Center Letter of Support (NYCDOE) 2017.docx, 1239-Abstract_FINAL.docx

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/13/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: New York City Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

136400434

* c. Organizational DUNS:

1036692890000

d. Address:

* Street1: 52 Chambers Street

Street2:

* City:

New York

County/Parish:

* State:

NY: New York

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code: 10007-1222

e. Organizational Unit:

Department Name:

Office of Student Enrollment

Division Name:

Division of Strategy & Policy

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Ms.

* First Name:

Jessica

Middle Name:

* Last Name:

Lee

Suffix:

Title: Chief of Staff, Student Enrollment

Organizational Affiliation:

* Telephone Number: 212-374-5567

Fax Number:

* Email: jlee41@schools.nyc.gov

PR/Award # S377C170025

Page e3

Application for Federal Assistance SF-424			
* 9. Type of Applicant 1: Select Applicant Type: <input type="text" value="G: Independent School District"/>			
Type of Applicant 2: Select Applicant Type: <input type="text"/>			
Type of Applicant 3: Select Applicant Type: <input type="text"/>			
* Other (specify): <input type="text"/>			
* 10. Name of Federal Agency: <input type="text" value="Department of Education"/>			
11. Catalog of Federal Domestic Assistance Number: <input type="text"/>			
CFDA Title: <input type="text"/>			
* 12. Funding Opportunity Number: <input type="text" value="ED-GRANTS-121416-001"/>			
* Title: <input type="text" value="Office of Elementary and Secondary Education (OESE): Opening Doors, Expanding Opportunities CFDA Number 84.377C"/>			
13. Competition Identification Number: <input type="text" value="84-377C2017-1"/>			
Title: <input type="text" value="Opening Doors Expanding Opportunities"/>			
14. Areas Affected by Project (Cities, Counties, States, etc.): <div> <input type="text"/> <input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/> </div>			
* 15. Descriptive Title of Applicant's Project: <input type="text" value="New York City Department of Education: Socio-economic Integration and School Diversity Plan"/>			
Attach supporting documents as specified in agency instructions. <div> <input type="button" value="Add Attachments"/> <input type="button" value="Delete Attachments"/> <input type="button" value="View Attachments"/> </div>			

Application for Federal Assistance SF-424	
16. Congressional Districts Of:	
* a. Applicant: <input type="text" value="NY-010"/>	* b. Program/Project: <input type="text" value="NY-010"/>
Attach an additional list of Program/Project Congressional Districts if needed.	
<input type="text" value="1236-New York City Department of Education"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
17. Proposed Project:	
* a. Start Date: <input type="text" value="10/01/2017"/>	* b. End Date: <input type="text" value="12/31/2019"/>
18. Estimated Funding (\$):	
* a. Federal	<input type="text" value="1,500,000.00"/>
* b. Applicant	(b)(4)
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	
* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on <input type="text"/> .	
<input checked="" type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input type="checkbox"/> c. Program is not covered by E.O. 12372.	
* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes", provide explanation and attach	
<input type="text"/>	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
Authorized Representative:	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Jessica"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Lee"/>	
Suffix: <input type="text"/>	
* Title: <input type="text" value="Chief of Staff"/>	
* Telephone Number: <input type="text" value="212-374-5567"/>	Fax Number: <input type="text"/>
* Email: <input type="text" value="jlee41@schools.nyc.gov"/>	
* Signature of Authorized Representative: <input type="text" value="Lauren Siciliano"/>	* Date Signed: <input type="text" value="02/13/2017"/>

PR/Award # S377C170025

Page e5

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization
New York City Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	371,467.00	117,723.40				489,190.40
2. Fringe Benefits	74,516.28	23,615.31				98,131.59
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	211,125.00	70,375.00				281,500.00
6. Contractual	414,175.00	174,954.53				589,129.53
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	1,071,283.28	386,668.24				1,457,951.52
10. Indirect Costs*	29,048.35	13,000.13				42,048.48
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	1,100,331.63	399,668.37				1,500,000.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2017 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 2.90%.

- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages? ☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

ED 524

Page e7

Name of Institution/Organization New York City Department of Education		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable

Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

PR/Award # S377C170025

Page e9

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Lauren Siciliano	Chief of Staff
APPLICANT ORGANIZATION	DATE SUBMITTED
New York City Department of Education	02/13/2017

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="New York City Department of Education"/> * Street 1 <input type="text" value="52 Chambers Street"/> Street 2 <input type="text"/> * City <input type="text" value="New York"/> State <input type="text" value="NY: New York"/> Zip <input type="text" value="10007"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text"/> CFDA Number, if applicable: <input type="text"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text" value="1,500,000.00"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Jessica"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Lee"/> Suffix <input type="text"/> * Street 1 <input type="text" value="52 Chambers Street"/> Street 2 <input type="text"/> * City <input type="text" value="New York"/> State <input type="text" value="NY: New York"/> Zip <input type="text" value="10007"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="Jessica"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Lee"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Lauren Siciliano"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Jessica"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Lee"/> Suffix <input type="text"/> Title: <input type="text" value="Chief of Staff"/> Telephone No.: <input type="text" value="212-374-5567"/> Date: <input type="text" value="02/13/2017"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S377C170025

Page e11

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1237-GEPA427Attachments-1235-ED_GEPA_427_.

Add Attachment

Delete Attachment

View Attachment

PR/Award # S377C170025

Page e12

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
New York City Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Jessica"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Lee"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Chief of Staff"/>	
* SIGNATURE: <input type="text" value="Lauren Siciliano"/>	* DATE: <input type="text" value="02/13/2017"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Jessica		Lee	

Address:

Street1:	52 Chambers Street
Street2:	
City:	New York
County:	
State:	NY: New York
Zip Code:	10007
Country:	USA: UNITED STATES

Phone Number (give area code)

212-374-5567

Fax Number (give area code)

Email Address:

jlee41@schools.nyc.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

--

Add Attachment

Delete Attachment

View Attachment

PR/Award # S377C170025

Page e15

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: 1239-Abstract_FINAL.docx

Add Attachment

Delete Attachment

View Attachment

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

New York City Department of Education
Opening Doors Federal Grant Budget Narrative

1. Personnel	\$489,190.40
▪ Per Session	
Staff development/Recruitment 9,740 hrs. @ \$46	
School Leader Recruitment Planning 940 hrs. @\$47	
2. Fringe Benefits	\$98,131.59
▪ Fringe benefits calculated at the standard NYCDOE rate of 20.06%	
3. Supplies	\$281,500.00
▪ Outreach supplies and materials for Diversity School Initiative and School Partnership schools	
4. Contractual Services	\$589,129.53
▪ Program Evaluation by NYU - \$200,000	
▪ School Partnerships Curriculum Development - \$200,00	
▪ Recruitment Toolkit Marketing Consultant and Web Design - \$87,029.53	
▪ Project Manager - \$65,000	

February 13, 2017

Dear Deputy Chancellor Wallack,

I write this letter to express my enthusiastic support of your proposal for the U.S. Department of Education's "Opening Doors, Expanding Opportunities" competition. As Executive Director of NYU Metro Center, I am very pleased to collaborate with the New York City Department of Education and offer resources to your proposed project.

Project support will be made available to you through our capable research and evaluation staff, as well as our technical assistance centers. We invite this opportunity to add our forty years of experience advancing integration work to the important project you propose to undertake.

We look forward to working with you to outline a blueprint for increasing socioeconomic diversity in NYC schools.

Sincerely,

(b)(6)

David E. Kirkland PhD, JD
Executive Director
Metropolitan Center for Research on Equity and the Transformation of Schools
Associate Professor of English and Urban Education
Steinhardt School, New York University

New York City Department of Education

Opening Door, Expanding Opportunities

The Congressional Districts Impacted by the project are NY-050, NY-060, NY-070, NY-080, NY-090, NY-010, NY-011, NY-012, NY-013, NY-014 and NY-015.

**New York City Department of Education
Opening Doors, Exploring Opportunities
Program**

**General Education Provisions Act (GEPA)
Requirement**

The New York City Department of Education proposing a citywide Opening Doors, Exploring Opportunities program that will meet the requirement of Section 427 of GEPA to ensure that there will be no barriers that will impede equitable access to participation having to do with gender, race, national origin, color, disability or age. The project is designed to ensure that all students will be taught the same content, will be held to the same high standards and have access to the same rigorous curricula. The following is a non-exhaustive list of specific activities that will ensure equitable access to all participants, regardless of gender, race, national origin, color, disability or age:

- All materials developed as part of the project will be adapted for use with students with disabilities according to their individual IEPs.
- All materials will be reviewed by the project director to ensure that they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues.
- Materials sent out to parents and other community members explaining the program and inviting them to participate will be translated into the major native languages of the schools.
- Professional development, curriculum development/alignment and other activities have been designed to include all teaching staff regardless of gender, race, national origin, color, disability or age, in order to ensure that *all* students have equal access to high quality instruction.
- These and other project features and activities can be found throughout the application.

Satisfying Absolute Priorities

1. Absolute Priority 1: Increasing Socioeconomic Diversity in Schools

This project satisfies Absolute Priority 1 through implementation of the approach described in section (c).

The NYC Department of Education (NYCDOE) in collaboration with NYU Metro Center, and New York Appleseed, will provide a blueprint for diversity through research and evaluation strategies designed to increase socioeconomic diversity in schools and based on robust community involvement and consultation carried out through community education council (CEC) meetings, and engagement in impacted communities,. We will achieve the goal of greater socioeconomic integration for New York City students by building on the NYCDOE's Diversity in Admissions initiative, which includes improving access to information, and creating resources and informational tools for families, schools, and communities.

The Diversity in Admissions initiative solicited proposals from school leaders interested in using admissions priorities to promote diversity in their schools. During the 2015-16 school year, seven elementary schools gave priority in their admissions processes to students who qualified for Free and Reduced Lunch (FRL), English Language Learners (ELLs) and/or were in the child welfare system or impacted by having incarcerated family members. Six of the 7 schools met or exceeded their targets. The seventh school did not meet its target due to difficulties in recruitment of the targeted population (students impacted by incarceration). For the 2016-17 admissions cycle, twelve additional schools—2 high schools, 4 middle schools, 1 citywide gifted and talented school, and 5 elementary schools—implemented admissions priorities to increase socioeconomic and other types of diversity in their schools by prioritizing students who qualified for FRL, Free Lunch (FL), and ELLs. The NYCDOE will use Opening

Doors, Expanding Opportunities grant funds to add an evidence base to our diversity in admissions strategies.

The NYCDOE, in collaboration with NYU Metro Center and New York Appleseed, will also satisfy Absolute Priority 1 through research and the consideration of national practices to evaluate the potential of the Diversity in Admissions initiative. We will accomplish this using a qualitative analysis of school experiences and conditions that help make implementation successful to propose new ways to consider increasing socioeconomic diversity in NYC schools in ways linked to improved student achievement. The NYCDOE will also leverage grant funds and its partnership with NYU Metro Center and New York Appleseed to perform qualitative analysis of schools and programs not participating in the Diversity in Admissions initiative that have demonstrated overall or targeted programmatic success in cultivating diverse student bodies and cultures of inclusion. This combined with examination of the Diversity in Admissions initiative will enhance NYCDOE's ability to engage additional schools around potential successful implementation models.

The Opening Doors, Expanding Opportunities grant will also help the NYCDOE expand and improve upon other existing efforts to increase socioeconomic diversity. This includes efforts to build awareness by increasing the availability of resources, tools, and information for families, schools, and communities. Current NYCDOE efforts include a partnership with the Department of Homeless Services and Human Resources Administration to create and implement a comprehensive strategy to increase access to Pre-K-12 admissions processes for students and families living in temporary housing. Efforts included training of shelter staff and social workers, and assistants to support families throughout the admissions processes. We also provided shelter-based workshops and one-on-one counseling focused and direct outreach to

families and bus transportation to and from school fairs. The first year of efforts resulted in an increase in receipt of “on-time” Kindergarten applications from 12% to 41%. At the time of this writing, New York City’s other admissions processes (for entry to pre-kindergarten, gifted and talented programs, middle school and high school) are still in process, but we are hopeful of improved outcomes for our students living in temporary housing. We and our partners will use grant funds to evaluate these and other outreach/engagement efforts to identify resources and best practices for promoting school diversity.

The NYCDOE also launched School Finder, which is an online, mobile-ready tool that enables families to more easily gain access to information about school options and helps families make informed decisions when completing their enrollment applications. As of this writing, the tool is also translated in Spanish, but is available only for the High School admissions process. The tool was developed incorporating feedback from school counselors, students and families. Based on these feedback channels, the NYCDOE continues to refine it.

Finally, in an effort to expand access to information and available admissions resources, the NYCDOE will use Opening Doors, Expanding Opportunities grant funds to provide additional training and support to schools around adoption of School Finder as both a family resource and school guidance tool. The NYCDOE will create and provide training and professional development about recruitment strategies to foster and maintain diverse learning communities throughout NYCDOE schools. This will include the creation of a recruitment toolkit for schools with outreach plans, promotional materials, and strategies for recruiting and supporting diverse student bodies. The NYCDOE will also develop working groups that include parents, students, school leaders, guidance counselors, and teachers to sustain a continued dialogue around diversity, particularly as it relates to school admissions.

2. Absolute Priority 3: Improving Schools by Increasing Student Diversity—Blueprint and Pre-implementation

Admissions Strategies: A qualitative analysis of the schools currently participating in the Diversity in Admissions initiative, in order to gain a deeper understanding of what is happening on the ground and how to better support these schools in recruiting and supporting a diverse student population are critical to sustaining and promoting socioeconomic integration in schools. Similarly, a qualitative analysis of seemingly diverse schools not participating in the Diversity in Admissions initiative to identify efforts, programming and environments that lead to diversity and that might be replicated through the Diversity in Admissions initiative is crucial for understanding what works in terms of best practices for promoting socioeconomic integration of schools. In addition, using a place-based framework for determining student disadvantage, we propose to explore potential new measure(s) of student disadvantage for participating community school districts. We will consider a combination of publicly available census data (e.g., household income, parental education attainment, English language ability, single parent household, home ownership), family reported data, and data gathered by and shared between NYC agencies.

Outreach & Engagement Strategies: A vital component of creating diverse schools in a choice-based system is effective outreach and community engagement efforts at both the school and central NYCDOE levels. The NYCDOE plans to leverage the partnership formed through this grant to continue to evaluate how existing initiatives may contribute to diverse schools, such as the efforts to increase awareness and support throughout the various admissions processes for students in temporary housing, and continue to build upon tools, such as School Finder to make information about schools more accessible—easier to find, digest, and understand. Additionally,

the NYCDOE will provide training and support to school leaders and staff for recruiting a diverse applicant pool so that the needs and preferences of families and schools are met. This will include the development of a recruitment toolkit for schools. The NYCDOE will also convene a working group of parents, students, teachers, school leaders, guidance counselors, and community leaders to sustain a continued dialogue around diversity.

a. Describe how each pre-implementation activity will promote student diversity at targeted schools

Admissions Strategies: The evaluation of schools that have implemented diversity targets through the Diversity in Admissions initiative and other schools with diverse student bodies not yet participating in the initiative, will help develop concrete strategies for successful implementation of such efforts in additional schools. It will provide these schools and future participants with best practices around planning, engaging the community for promoting student diversity. Research into a new measure for socioeconomic disadvantage will have positive short and long term impacts on NYCDOE's ability to encourage community-led school diversity efforts. In the short term, an evaluation and amalgamation of more nuanced indicators of student disadvantage will enable participating schools to more accurately gauge the demographics of their student body, and set more effective admissions preferences in future lotteries. In the long term, development of a nuanced, place-based measure of student disadvantage will enable NYCDOE to transition away from using Free and Reduced Price Lunch data to determine socioeconomic status. This transition will help NYCDOE promote socioeconomic diversity in schools in the event that NYC transitions to utilizing the Community Eligibility Provision (CEP).¹ When a predominately low-income school adopts CEP, the percentage of FRL students

¹ <http://www.nycfoodpolicy.org/wp-content/uploads/2013/09/MindyHuber-CEP-Policy-Brief-for-posting-12.2.15.pdf>

they report increases to 100%, and widespread adoption of CEP has a significant negative impact on FRL data quality. By working now to create a high-quality, place-based measure of students' socioeconomic status, NYCDOE can evade future data problems in the event of CEP adoption, and simultaneously develop a more accurate indicator of student need.

Outreach & Engagement Strategies: Engagement with partners around current efforts to increase access to information for families about the benefits of diverse schools will make families more aware of the school options available to them and the unique opportunities offered at the schools. This in turn will promote student diversity in targeted schools, as families that may not have considered a particular school may become open to applying. In the same light, school leaders and staff who are equipped with the strategies and tools to recruit diverse student bodies will result in increased diversity in schools. School leaders and staff will also be trained to create school cultures that are welcoming to diverse student bodies. Additionally, the NYCDOE will look at replicating successful supportive environments in order to facilitate not only access, but transition and sustainable support for students that previously did not have access and schools that traditionally have not served.

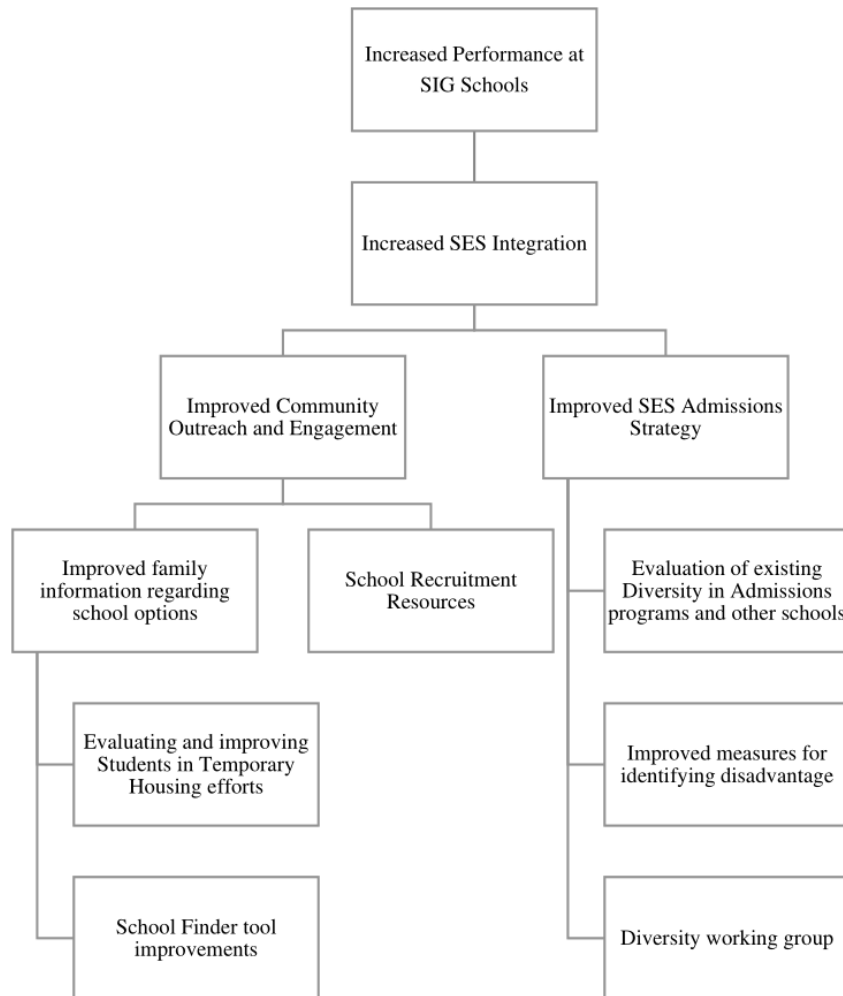
**b. How each pre-implementation activity will contribute to full
implementation of blueprint**

Admissions Strategies: The qualitative analysis of schools currently implementing diversity targets, of diverse schools that are not participating in the initiative and an exploration of a new data measures for identifying disadvantaged students will contribute to full implementation of NYCDOE's socioeconomic integration blueprint through the establishment and understanding of current best practices and by providing improved data regarding school demographics. Evaluating the existing diversity in admissions participants and other schools with diverse

student bodies and developing new metrics for student socioeconomic status will enable NYCDOE to better focus on what works to encourage socioeconomic integration in different communities.

Outreach & Engagement Strategies: Critical engagement with stakeholders and partners and targeted outreach and support to families and communities around the admissions process and school options in combination with outreach and recruitment strategies for school leaders and school staff will contribute to the full implementation of NYCDOE's blue print by giving targeted schools the applicant pool to reach their diversity goals.

c. Theory of action



d. Description of anticipated challenges and potential solutions to pre-implementation activities

Activities outlined in this proposal focus on voluntary and community-led initiatives. The consortium of organizations supporting this proposal have done extensive engagement with community stakeholders across the city, and have already secured varying levels of interest to participate from parent, school, community, and district leaders. Furthermore, we will work with

our family engagement and outreach teams as well as our partners from New York Appleseed to engage leaders and school communities.

e. Timeline for each PIA

Admissions Strategies: In year 1 of this grant, we will evaluate the 19 current schools participating in the Diversity in Admissions initiative and continue to support these schools for improved outcomes in year 2. Additionally, in year 1, we will expand our efforts to examine diverse schools not participating in the initiative and work with additional schools to implement diversity targets so that by year 2, we will have 25 additional schools participating in the Diversity in Admissions initiative and a thorough understanding of best planning and implementation practices in order to promote student diversity.

Outreach & Engagement Strategies: In year 1 of this grant, we will evaluate how the current efforts to better support Students in Temporary Housing (and their families) impacts school diversity, so that come year 2, we can incorporate best practices into trainings and workshops with shelter staff and families. In year 1, we will research and leverage practitioners in this field that will be able to train and develop recruitment strategies and materials for schools to better engage their communities and recruit diverse students. By year 2, we will have a working toolkit that all schools will be able to access as a resource to increase diversity in their schools. In both years 1 and 2, we will convene a committee consisting of parents, students, community leaders, school leaders, and policy makers in a bi-monthly meeting to ensure continued dialogue around using admissions as a lever to increase diversity in schools.

f. Cost for each pre-implementation activities – see Budget Narrative

**g. Significance of anticipated impact of pre-implementation activities on
LEAs/Schools**

See Charts 1 and 2 for details on the numbers of pre-K and Kindergarten students attending the pilot Diversity in Admissions schools. In total, from Cohort 1, over 600 students are already enrolled in schools where their cohort was admitted using a Diversity in Admissions plan. Through Cohort 2 (to be evaluated in year 1), we expect the number of impacted students to double for the fall of 2017. As we continue to expand the pool of schools further to Cohort 3 in year 2, we expect the number of impacted students to increase as well. Furthermore, year 2 of the grant will represent a time when many of our Cohort 1 schools will have a majority of their school admitted under Diversity in Admissions, allowing us to begin to understand the longer-term impact of socioeconomic integration.

h. Current socio-economic integration plans

Cohort 1		
School	Grade Level	School Proposal
Neighborhood School (01M363)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Earth School (01M364)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Castle Bridge School (06M513)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 10% of seats for families impacted by incarceration and 60% of seats for Free Reduced Lunch (FRL). Any seats remaining after families impacted by incarceration and FRL priority is given will be considered as part of the larger applicant pool.
Academy of Arts and Letters (13K492)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any seats remaining after FRL priority is given

		will be considered as part of the larger applicant pool.
Brooklyn New School (15K146)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Students eligible for Free Reduced Lunch (FRL) will be prioritized within their priority group, after all zoned students are admitted.
The Children's School (15K418)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 33% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Brooklyn Arts and Science Elementary School (17K705)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 20% of seats for ELL students and students living in child welfare system. Any seats remaining after ELL and students in child welfare system priority is given will be considered as part of the larger applicant pool.
Cohort 2		
School	Grade Level	School Proposal
East Village Community School (01M315)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
The Children's Workshop School (01M361)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Charrette School (02M003)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Students eligible for Free Reduced Lunch (FRL) will be prioritized within their priority group, after all zoned students are admitted.
East Side School for Social Action (02M527)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Students eligible for Free Reduced Lunch (FRL) will be prioritized within their priority group, after all zoned students are admitted.
New American Academy	Pre-K & Kindergarten	<ul style="list-style-type: none"> • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any seats remaining after FRL priority is given

(17K770)		will be considered as part of the larger applicant pool.
Brooklyn School of Inquiry (20K686)	Gifted & Talented	<ul style="list-style-type: none"> • All seats will be filled using standard Gifted & Talented admissions priorities. • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any seats remaining after FRL priority is given will be considered as part of the larger applicant pool.
East Side Community School (01M450)	Middle School	<ul style="list-style-type: none"> • Prioritize 62% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool.
East Side Middle School (02M114)	Middle School	<ul style="list-style-type: none"> • Prioritize 10% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool.
The Math & Science Exploratory School (15K447)	Middle School	<ul style="list-style-type: none"> • Prioritize 30% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool. • Additionally, school will rank a diverse range of learners in their admissions process.
M.S. 839 (15K839)	Middle School	<ul style="list-style-type: none"> • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool.
Harvest Collegiate High School (02M534)	High School	<ul style="list-style-type: none"> • Prioritize 64% of seats for students eligible for Free Lunch (FL). Any FL applicants remaining after FL priority is given will be considered as part of the larger applicant pool.
Central Park East High School (04M555)	High School	<ul style="list-style-type: none"> • Prioritize 64% of seats for students eligible for Free Lunch (FL). Any FL applicants remaining after FL priority is given will be considered as part of the larger applicant pool.

i. Description of how NYCDOE will leverage partnerships to execute pre-implementation activities

NYCDOE will partner with NYU Metro Center and NY Appleseed to execute the pre-implementation activities. NYCDOE will leverage community members and organizations across the city who are knowledgeable and passionate about integration to serve an informal advisory role and ensure broad and organized community feedback.

3. Competitive Priority 1: Inter-district plans

Currently, there are varying amounts of movement of students across NYC's community school districts at the Elementary and Middle School levels and borough lines at the High School level that, through increased Diversity in Admissions schools participating and better recruitment strategies, are likely to see an even higher level of movement across these boundaries. Schools may propose Diversity in Admissions plans that involve explicitly recruiting and admitting students from multiple community school districts.

4. Opening Doors, Expanding Opportunities Selection Criteria

Diverse schools help prepare children for the diverse nation in which they will be living and working – a nation in which by 2042 no single ethnic group will predominate. Diverse schools offer children the opportunity to develop the kind of critical-thinking skills that arise from multiple perspectives expressed by students of different backgrounds and allow children (and their parents) the opportunity to learn how to foster welcoming, safe environments where all people feel valued. The benefits of such environments extend to people of different races and incomes, as well as to students with disabilities, LGBT students, English language learners and others.

Students in diverse schools are less likely to employ stereotypes about the “others” with whom they share the city and are able to develop the kind of cross-racial understanding that comes naturally with positive daily interaction with children of other races and backgrounds. Students who attend integrated schools are more likely to live in diverse neighborhoods later in their lives.

a. Addressing needs of disadvantaged students

Socioeconomic integration has been noted as a means for improving student performance

since at least 1966, when the Coleman Report found the social composition of a classroom was the most important influencing factor on a student's academic achievement.² In fact, a robust body of research developed over several decades indicates that all students attending diverse schools have higher achievement in mathematics, science, language, and reading, even high-SES and white students, with benefits accruing at every grade level.³

Students attending diverse schools benefit from an array of advantages, including higher rates of experienced and qualified teachers, less teacher turnover, more stable student populations, supportive school climates, and high rates of parental involvement. Students attending diverse schools have higher rates of high school graduation, as well as college attendance and graduation, are more likely to enter STEM fields, and have higher average occupational attainment and income.⁴ Furthermore, socioeconomic integration has been recognized as a positive and effective school intervention by the U.S. Department of Education itself.⁵

In addition to educational benefits, socioeconomically and racially diverse schools convey a plethora of social and political benefits in a democratic society.⁶ Studies indicate that students who attend diverse schools are more likely to live in racially and socioeconomically mixed neighborhoods and work in racially integrated professional spaces. In a city as diverse as

² James S. Coleman, et al., *Equality of Educational Opportunity* (Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education/National Center for Education Statistics), 325, <http://eric.ed.gov/?id=ED012275>.

³ Marcus, A. F., Echeverria, S. E., Holland, B. K., Abraido-Lanza, A. F., & Passannante, M. R. (2016). The joint contribution of neighborhood poverty and social integration to mortality risk in the United States. *Annals of epidemiology*, 26(4), 261-266; Steel, K. C., Fernandez-Esquer, M. E., Atkinson, J. S., & Taylor, W. C. (2017). Exploring relationships among social integration, social isolation, self-rated health, and demographics among Latino day laborers. *Ethnicity & Health*, 1-17; Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). How racially diverse schools and classrooms can benefit all students. *The Education Digest*, 82(1), 17.

⁴ <http://school-diversity.org/pdf/DiversityResearchBriefNo5Oct2016Big.pdf>

⁵ <https://blog.ed.gov/2016/03/socioeconomic-diversity-as-a-school-turnaround-strategy/>

⁶ <http://www.school-diversity.org/pdf/DiversityResearchBriefNo3.pdf>

New York, the social and cultural dexterity conveyed by integrated school settings is an arguably priceless advantage students will employ throughout their lives.

b. Significance of Project

The proposed project is significant because there is overwhelming evidence that diverse schools are strong schools. Research has demonstrated that students thrive academically in diverse learning environments, and this diversity helps create stronger school communities. Students learn more in diverse classrooms. Surrounded by peers of different backgrounds, students are exposed to new information and perspectives. Researchers believe this contributes to positive effects on students' social relationships and motivation to succeed.⁷ Students' exposure to different perspectives helps to build critical thinking skills and to grow intellectual engagement.⁸

Diverse schools help our students to be better citizens. Classroom diversity reduces prejudice and bias in students of all backgrounds by promoting greater contact between students who are different from each other—both informally and in classroom settings—and by encouraging relationships across group lines. Columbia University researchers, for example, found that school diversity had more impact on a child's perception of race than neighborhood diversity.⁹ For families, diverse schools are often more welcoming schools.

Diversity in students' school years has a long-term effect. Exposure to diverse school environments in the K-12 school years encourages and strengthens college students' emotional

⁷ Kathryn R. Wentzel, "Adolescent Classroom Goals, Standards for Performance and Academic Achievement: An Interactionist Perspective," *Journal of Educational Psychology* 81, no. 2 (1989): 131-42; Wigfield et al., "Development of Achievement Motivation;" Allan Wigfield and Jacquelynne S. Eccles, "Students' Motivation during the Middle School Years," in *Improving Academic Achievement: Impact of Psychological Factors on Education*, ed. Joshua Aronson (San Diego: Academic Press, 2002): 160-85.

⁸ Patricia Gurin, "Expert Report of Patricia Gurin," submitted in *Gratz, et al. v. Bollinger, et al.*, No. 97-75231 (E.D. Mich. 1999) and *Grutter, et al. v. Bollinger, et al.*, No. 97-75928 (E.D. Mich. 1999)

⁹ <http://eric.ed.gov/?id=EJ891842>

well-being and perceptions of peers who are different from them.¹⁰ In today's global work environment, employers look for individuals who are comfortable working with individuals from diverse cultural backgrounds. Building that comfort and cultural awareness starts at a young age. Recent research has also highlighted the many benefits of diverse schools for white middle class students, as well as low-income and minority students.¹¹ Advocacy organizations such as New York Appleseed and The Public Good at Teachers College, Columbia University are popularizing and disseminating the growing body of research demonstrating the benefits of integrated settings for all students. Further, researchers at NYU Metro Center and Annenberg Institute have found that integrated schooling is among the more effective intervention for advancing equity and excellence in schooling, as measured by student outcomes.

New York City's 1.1 million students bring rich cultural, linguistic, and ethnic diversity, representing over 200 nationalities and speaking over 160 languages. Though there is great diversity throughout the system, this diversity is not reflected in all NYC schools. New York City has made great strides over the last decade with the introduction of high school choice. The number and percent of students attending racially isolated schools has decreased. Students in higher grade levels are less likely to attend racially isolated schools, a reflection of the greater uptake of school choice in high school. Year after year, students have been listing more choices on their applications, indicating that families are continuing to explore and take advantage of their many high school options. However, there are still significant gaps, as 23.7% of NYC students attend racially isolated schools.¹² Given the benefits that diverse schools provide to students, families, and communities, New York City is committed to identifying creative

¹⁰ Bowman, N. A., & Denson, N. (2012). What's Past Is Prologue: How Precollege Exposure to Racial Diversity Shapes the Impact of College Interracial Interactions. *Research in Higher Education*, 406-425.

¹¹ Wells, Fox, and Cordova, 2016

¹² Schools where 75% or more of the student body is a single race may be considered "racially isolated."

strategies and working on a local level to increase school diversity.

Parent, education activists, and Community Education Council members in several community school districts are developing district-wide plans to diversify their schools through district-wide plans. More than a dozen small schools of choice, which admit their students through weighted lotteries, have successfully petitioned the city's Department of Education to transform their admissions policies to increase student diversity. The city's Schools Chancellor recently announced that the school system's PROSE (Progressive Redesign Opportunity for Schools of Excellence) program, which supports a cohort of some 150 schools to develop innovative practices, will encourage those schools to craft new initiatives to diversify their student enrollment. Several new Student Success Centers are providing the information, counseling, guidance and support to help students in hyper-segregated middle schools gain acceptance to selective high schools that have rarely, if ever, admitted such students before. Student leaders from the high school group IntegrateNYC4Me, which represents over 60 high school students from over 15 (of 32) community school districts, and all five boroughs are organizing students to research and advocate the benefits of diversity in high schools throughout the city. The growing sector of dual language schools and programs, now more than 88 across the city system, are increasing student diversity in many hyper-segregated community school districts.

This growing city-wide demand for diversity is both the context and the springboard of support for this Opening Doors, Expanding Opportunities grant proposal. Recent research indicates that almost 100 school districts, some very small (Postville Community Schools in Iowa) and some quite large (Los Angeles and Chicago), are experimenting with efforts to increase their socio-economic student diversity. The same study found that these diversity efforts

employed five key strategies: revising attendance zones, implementing district-wide choice policies, providing magnet school placements, implementing charter schools, and instituting new transfer policies.¹³

New York City is currently employing at least three of those strategies – district-wide (meaning community school sub-districts) choice policies, small lottery-driven schools of choice, and charter schools. This proposal will build on these rich, variegated efforts to increase schooling diversity, and marshal the experience, resources and results of this longstanding citywide activity. The frontline practitioners, community activists, administrators, parents and students who have driven these efforts for decades represent a citywide pool of sophisticated and seasoned diversity partisans who can provide bedrock support for this proposal's efforts.

Beyond this broad support base, the significance of this proposal is its collaboration between the leadership of the nation's largest school district and a plethora of vibrant school and community-driven initiatives. Many efforts across the country to increase socio-economic student diversity have been essentially top-down, district-driven mandates, led by superintendents and school boards but often lacking the constituency support necessary to sustain the effort. When the inevitable opposition coalesced, these efforts were threatened with reversal.¹⁴ The uniqueness of New York City's effort yokes school and community-led diversity initiatives with a rich variety of system-developed resources, such as the School Finder tool, the School Recruitment Toolkit, and a range of School Diversity Resources, designed to help school leaders and parents increase the effectiveness of their diversity efforts. This combination of grassroots and systemic leadership initiatives, though often difficult and occasionally messy, characterizes and harnesses the city's dynamic capacity for effective innovation. The current

¹³ <https://tcf.org/content/report/a-new-wave-of-school-integration/>

¹⁴ <https://www.theatlantic.com/politics/archive/2011/01/tea-party-backed-school-board-abolishes-diversity-policy/342649/>

Schools Chancellor and the school system's leadership have honed their ability to lead, guide and catalyze that capacity to produce consistent improvements for the city's one million public school students.

c. Project Design

The initiatives outlined in this proposal build upon existing efforts already underway to diversify New York City schools. The Diversity in Admissions pilot program, in just two years, has expanded from 7 to 19 schools and has already produced positive results. The overall number of Free and Reduced Price Lunch eligible students and the overall number of English Language Learners all increased from the previous school year. For more details, see charts 1 & 2 below. This initiative has provided an opportunity for individual schools and communities experiencing rapid gentrification to ensure access to schools for the most vulnerable students and families. Community-led initiatives focused on controlled-choice are also underway in two CSDs. These efforts will provide opportunities and lessons for other communities interested in crafting district-wide plans to move forward. A growing number of individual schools and districts in the city have developed diversity task forces to construct diversity initiatives. Additionally, as mentioned above, the New York City Alliance for School Integration and Desegregation has emerged as a prominent group that represents stakeholders from across the city. This group brings together a variety of resources and knowledge to support both local and district-wide initiatives to diversify schools.

Each of these efforts are sustainable and will continue to grow with or without federal support. However, the pace and capacity with which these efforts can grow will be limited by resources and support. Importantly, without support our capacity to research, evaluate, and scale the benefits of these efforts will be greatly limited.

Lastly, this effort is a collaboration between multiple agencies, organizations, and Community School Districts in New York City. We hope to bring together all city agencies to identify ways to collaborate. These efforts are rooted in community engagement, and through our collaboration with the various high-capacity organizations, such as NYU Metro Center, Appleseed, and others, that directly engage with stakeholders.

Chart 2. Pre-Kindergarten Diversity in Admissions Schools – Cohort 1

Chart 1. Kindergarten Diversity in Admissions Schools – Cohort 1

Program	Diversity Criteria	Diversity Goal	2015 Kindergarten Students	2016 Kindergarten Offers			Results
				Total Offers	Offers Meeting Diversity Criteria	% of Total Offers	
01M363	FRL & ELL	45% of seats	0% ELL; 34% FRL	58	26	45%	Target met
01M364	FRL & ELL	45% of seats	8% ELL; 58% FRL	48	25	52%	Target exceeded
06M513	FRL	60% of seats	54% FRL	27	18	67%	Target exceeded
	Incarceration*	10% of seats	N/A	27	2	7%	Insufficient applicants to meet target
13K492	FRL	40% of seats	11% FRL	47	19	40%	Target met
15K146	FRL	Priority	20% FRL	86	45	52%	Priority applied
15K418	FRL & ELL	33% of seats	4% ELL; 9% FRL	67	23	34%	Target met
17K705	ELL & Child Welfare*	20% of seats	8% ELL	75	15	20%	Target met

* Data on current students impacted by incarceration or in the child welfare system is not available

Program	Diversity Criteria	Diversity Goal	Seats	2016 Pre-K Offers			Results
				Total Offers	Offers Meeting Diversity Criteria	% of Total Offers	

01M363FDPK	FRL & ELL	45% of seats	18	18	9	50%	Target met
01M364FDPK	FRL & ELL	45% of seats	36	36	17	47%	Target met
06M513FDPK	FRL	60% of seats	18	18	11	61%	Target met
	Incarceration*	10% of seats	18	18	0	0%	No eligible applicants per school
15K146FDPK	FRL	Priority	54	54	16	30%	Priority applied
17K705FDPK	ELL & Child Welfare*	20% of seats	54	54	11	20%	Target met

d. Project Personnel

Josh Wallack
Deputy Chancellor of Policy & Strategy
Romie Barriere
Chief of Staff, Policy & Strategy

Robert Sanft
Chief Executive, Student Enrollment

Sarah
Kleinhandler
Deputy Chief
Executive of
ES
Admissions &
Family
Welcome
Centers

Sandy
Ferguson
Deputy Chief
Executive of
MS & HS
Admissions

Jessica Lee
Chief of Staff

Kathryn
Lattimer
Executive
Director of
Operations

Kathleen
Brannigan
Executive
Director
Outreach
Strategy

Sonali Muraka
Executive
Director of
Research &
Analytics

Josh Wallack, Deputy Chancellor of Policy & Strategy, comes with decades of experience in City government and education, most recently leading The Children’s Aid Society early childhood programs, where he worked to provide comprehensive support to children and their families in targeted, high-needs New York City neighborhoods. While at The Children’s Aid Society, he served on Mayor de Blasio’s Universal Pre-Kindergarten Implementation Working Group. Prior, Josh was the Chief Operating Officer for the NYC Economic Development Corporation where he supervised four operating divisions of NYCEDC and let projects critical to the City’s economic development agenda. In his current role, he oversees the Strategic Planning Office, the Division of Early Childhood Education, the Office of Student Enrollment, and the Office of Field Support.

Romie Barriere, Chief of Staff, Policy & Strategy, has a Juris Doctor degree from Columbia

University Law School. Her legal advocacy has focused primarily on marginalized communities and communities of color including HIV/AIDS advocacy and Special Education. Romie started in the Office of Student Enrollment at the NYCDOE, in a cross-functional role to support special populations, which includes students with disabilities, over-aged under-credited students, students in temporary housing and foster care. Most recently, Romie was the Senior Director of the Office of Superintendents where she managed communications and work streams of district offices.

Robert Sanft, Chief Executive, Student Enrollment, comes with 15 years of experience in education administration joining the central Board of Education to develop school choice programs including the citywide Public School Choice process under the No Child Left Behind Act. He then served in various capacities helping to build the Department of Education's first comprehensive Office of Student Enrollment Planning and Operations (later Office of Student Enrollment) including launching the citywide high school admissions process and building enrollment offices throughout the five boroughs of NYC. This was followed by centralizing the City's middle school admissions, gifted and talented program admissions and later, comprehensive, citywide kindergarten and pre-k admissions. He also successfully launched the Department's first parent-facing call center – P311. During his time with the Department, Robert has served as Deputy to the CEO for Student Enrollment, Chief Operating Officer to the Deputy Chancellor for Portfolio Planning and for the last seven years, as CEO for Student Enrollment. Prior to joining the Board of Education, Robert worked at the NYC Department of Transportation, two NYC Community Boards and the Office of the Brooklyn Borough President focusing on urban planning and project management/process improvement.

Sarah Kleinhandler, Deputy Chief Executive, Student Enrollment, comes with 21 years of

dedicated service to NYC public schools. She began her career as a High School English Teacher and transitioned to become an Assistant Principal. Sarah then served in various capacities as an administrator in the NYCDOE, which included work in the Office of Accountability and School Improvement, the Office of School Development, and the Office of School Support, focusing on school design and support interventions. In her current role, she oversees elementary school admissions, which includes Pre-Kindergarten, Kindergarten, and Gifted & Talented admissions. She also leads the team that manages the 12 Family Welcome Centers consisting of about 200 staff members who directly serve families that are new to NYC.

Sandy Ferguson, Deputy Chief Executive, Student Enrollment, comes with 27 years of experience in education, his entire career in NYC Public Schools. Sandy began his career as a Middle and High School English Teacher. Prior to joining the NYCDOE's Central Office, he was an Assistant Principal, then a Principal of a 6-12 Secondary School and a Local Instructional Superintendent. Sandy was the Executive VP of Programs for the NYC Leadership Academy, where he managed program development for aspiring new leaders. He currently oversees middle school admissions processes for the 32 Community School Districts, the citywide High School Admissions process, and the Public School Choice process formerly mandated under the Federal No Child Left Behind legislation.

Jessica Lee, Chief of Staff, Student Enrollment, comes with over 15 years of experience in education. She started her career as an elementary school teacher and then entered into teacher preparation and development where she managed a teacher residency program aimed at creating a pipeline of educators equipped to work with recent immigrants and English Language Learners. In her current role, she manages high priority initiatives for the Office of Student Enrollment, which include the Diversity in Admissions initiative and other related diversity

efforts. She also oversees the Student Enrollment Management system, which is the platform used by the NYCDOE, schools, and families in administering pre-K through 12 admissions.

Kathryn Lattimer, Executive Director of Operations, Student Enrollment, comes with 14 years of experience in education administration. As an educator turned administrator, she brings a unique blend of instruction, operations, and strategy to her work. In her current role, she oversees a \$35 million budget and human capital for 180 staff members across 15 locations. She also coordinates 75 enrollment events servicing ~110,000 families throughout the year to empower them with information on how to access high quality schools so all students have the opportunity to attend a school that prepares them for success in life.

Kathleen Brannigan, Executive Director of Outreach Strategy, Student Enrollment, comes with 11 years of experience in education administration. Prior to joining the NYCDOE, Kathleen worked with The New Teacher Project to implement a recruitment program for Los Angeles Unified School District in order to attract teachers from non-traditional backgrounds to teach in LA's lowest performing schools. In her current role, she oversees communication and engagement work, which includes coordinating projects with government agencies, community organizations, and private foundations, as well as interagency communications. She also supervises DOE's parent access call center.

Sonali Murarka, Executive Director of Research & Analytics, Student Enrollment, comes with 10 years of experience in education research. She has held several research roles within the NYCDOE, with both the Office of Academic Policy and the Office of School Performance. Prior to joining the NYCDOE, Sonali managed a randomized evaluation of NYC charter schools through the National Bureau of Economic Research, and received her graduate degree in applied economics. In her current role, she oversees pre-K through 12 admissions research, with a

particular focus on analyzing the short- and long-term impact of enrollment policies in order to recommend changes to promote equitable access to high-quality school options for families.

e. Management Plan

Project objectives and goals:

Goal 1: Evaluate the current Diversity in Admissions initiative in order to improve and expand upon its impact in helping schools to successfully increase student diversity.

Goal 2: Increase and improve access to resources and information for families, communities and schools in order to increase diversity in schools, which include targeted efforts to some of our most disadvantaged students, i.e. Students in Temporary Housing, resources and tools for schools to effectively engage their communities and recruit diverse students.

Actions to achieve goals and objectives:

Actions for Goal 1:

Evaluation of schools currently participating in the Diversity in Admissions initiative and schools not participating, but with diverse/inclusive student bodies. What is working, what is not working? How can we improve outcomes? Implement lessons to these schools and new schools that participate in this initiative with the goal of adding on 25 more schools.

Actions for Goal 2:

Evaluate Students in Temporary Housing initiative to improve outcomes. Develop a recruitment toolkit for schools to provide them with strategies and resources for engaging their communities and recruiting diverse students. Engage communities, families and schools and involve them around the planning of diversity efforts through the advisory committee.

Description of roles and time commitments of personnel and participants involved in the project:

NYCDOE will manage the planning, implementation, and reporting of the project, as well as have fiscal oversight of the project.

New York Appleseed (NYA)

Community Engagement

- **School and District Engagement:** NYA has existing relationships with a number of school and district leaders in the development of engagement plans for diversity. These collaborations include sitting on district-wide diversity task forces and committees, helping in the development of diversity task forces, or providing workshops and/or other support for stakeholders at the school and district level.

NYU Metro Center will conduct research and evaluation around key programmatic initiatives outlined in this proposal. NYC Metro Center will also provide ongoing and intensive support to NYCDOE around materials, staff, and organizational development.

- **Diversity in Admissions program evaluation:** Using qualitative analyses of schools currently participating in the Diversity in Admissions initiative, NYU Metro Center will conduct a study of the program in order to gain a deeper understanding of what is happening on the ground and offer an evidence base for how to better support these schools in implementing and supporting a diverse student population. This analysis will also include the creation of a project plan for researching new measures of disadvantage. Metro Center will conduct qualitative analyses of diverse schools not participating in the Diversity in Admissions initiative to identify efforts, programming and environments that lead to diversity, which might be replicated through the Diversity in Admissions initiative with the goal of understanding what works in terms of best practices for promoting socioeconomic integration of schools.

- **Students in Temporary Housing program evaluation:** Using quantitative analyses, NYU Metro Center will examine the recent efforts to increase access to PreK-12 admissions processes for students and families living in temporary housing. This process will include an evaluation of the application behavior of families who were involved in this initiative. The goal of this work would be to determine whether this initiative has an impact on the socioeconomic integration of NYCDOE schools.
- **Technical Assistance:** Additionally, NYU Metro Center will provide technical assistance to NYCDOE in the forms of training and support to school leaders and staff for recruiting a diverse applicant pool so that the needs and preferences of families and schools are met. Technical assistance will include support in the development of the NYCDOE's recruitment toolkit for schools and its convening of a working group of parents, students, teachers, school leaders, guidance counselors, and community leaders to sustain a continued dialogue around diversity.

Timeline for various stages of the project:

Year 1 Timeline		
Activity	Timeline	Owner
Create project plan for qualitative analysis of schools in Diversity in Admissions initiative and other schools not participating in the initiative with diverse student populations.	Year long project plan for analysis and gradual implementation of learnings	NYCDOE, NYU Metro Center, NY Appleseed
Create project plan for researching new measures of disadvantage.	Year long project plan for analysis and gradual implementation of learnings	NYCDOE, NYU Metro Center, NY Appleseed
Create project plan for researching how the Students in Temporary Housing initiative contributes to diverse schools.	Year long project plan for analysis and gradual implementation of learnings	NYCDOE, NYU Metro Center, NY Appleseed
Conduct market research of practitioners	Months 1 & 2	NYCDOE

and experts around recruitment and marketing, specifically around creating diverse schools. Identify experts that NYCDOE will be contracting to develop recruitment toolkit and training plan for schools.		
Create project plan for development of recruitment toolkit and professional development for schools.	Year long project plan for toolkit development	NYCDOE
Identify members of diversity working group and determine bi-monthly meeting schedule. First meeting will outline goals and objectives for the working group and plan out agenda for the remainder of the year.	Bi-monthly meetings	NYCDOE
Year 2 Timeline		
Activity	Timeline	Owner
Create implementation plan based on year 1 analysis of Diversity in Admissions schools and other schools with diverse student populations. These learnings will be applied to the 25 additional schools that develop Diversity in Admissions plans.	Year long implementation plan	NYCDOE, NYU Metro Center, NY Appleseed
Pilot new measure for disadvantage that was developed in year 1. Build in analysis of new measure in the implementation plan.	Year long implementation plan	NYCDOE, NYU Metro Center, NY Appleseed
Create implementation plan based on year 1 analysis of Students in Temporary Housing initiative. Apply these learnings to efforts designed for year 2.	Year long implementation plan	NYCDOE, NYU Metro Center, NY Appleseed
Create implementation plan for training around how to use the recruitment toolkit and build in plan for making adjustments to toolkit as we receive user feedback.	Year long implementation plan	NYCDOE
Assess year long efforts with diversity working group and plan for year 2 schedule of meetings, goals and objectives.	Bi-monthly meetings	NYCDOE

We will ensure a diversity of perspectives are included in the planning process by leveraging the advisory committee that will be meeting on a bi-monthly basis (and additional meetings as needed). This committee will consist of parents, students, teachers, school leaders,

and community partners.

f. Adequacy of Resources

i. Budget adequate to support project?

The New York City Department of Education is the largest school system in the country and has a \$23.1 billion dollar operating budget which includes funding for principals, teachers, textbooks and supplies. It covers the cost of standardized tests, after-school programs, school buses, heating and cooling for school buildings, safety, and school lunches. It also pays for central administration and field support offices, which work with schools to provide support and help improve student achievement. In addition to the operating budget, the Department also has a Five-Year (2015-2019) capital plan to cover building new schools, renovations, and new assets within schools. Specifically, the Office of Student Enrollment has \$35.2 million dollar operating budget which includes funding for central administration, 12 Family Welcome Centers, and a call center. We are confident that we have an adequate budget to support this project.

ii. Costs are reasonable and closely related to objectives, design, and potential significance of project?

The Department of Education has developed procurement policies and procedures to ensure the wise, prudent, and economical use of public money by the New York City Department of Education in the best interest of the taxpayers. These policies and procedures ensure that we receive the best value and maximize to the fullest extent the purchasing power of the DOE. We also foster effective broad-based competition from all segments of the vendor community, including small businesses, minority and women-owned and operated enterprises; to ensure appropriate public access to contracting information; and to meet the needs of the students, staff and offices of the DOE. All costs proposed in this application are reasonable and

align to our diversity objectives and will allow us to achieve results of these initiatives.

iii. Adequacy of support

The New York City Department of Education is the largest school system in the country and serves 1.1 million students across 1,800 schools. Specifically, the Office of Student Enrollment operates 3 central administrative offices and 12 Family Welcome Centers that are fully staffed with supplies and materials to which we will leverage for Opening Doors, Expanding Opportunities Community of Practice. Additionally, we have access to city and state contracts to purchase the supplies and equipment necessary for this work.

Opening Doors, Expanding Opportunities: NYCDOE Grant Proposal Abstract

This grant application is a project of the New York City Department of Education (NYCDOE), in partnership with NYU Metro Center and New York Appleseed.

As detailed in the 2014 report issued by the Civil Rights Project at UCLS, low-income students in New York City public schools, especially Black and Latino students, have become increasingly isolated from their wealthier peers. The resulting concentration of economic disadvantage has a negative effect on academic outcomes for low-income students. In an effort to reverse this trend the NYCDOE, in partnership with local and national civil rights advocacy organizations and metropolitan-area stakeholders, is seeking financial support for the development of an integration blueprint and the execution of pre-implementation activities discussed in this application.

The purpose of this collaborative effort lead by NYCDOE is to promote socioeconomic diversity and diverse learning environments throughout the city's schools for the purpose of increasing the achievement of students in the lowest-performing schools. This goal is to be achieved through the creation of equitable admissions policies and increased access to resources and information for families. The project will include an evaluation and research component for each effort, as a means to improve public understanding of how local education authorities can effectively encourage and support community-directed efforts to achieve socioeconomically integrated, equitable schools for all students.

With support from the Opening Doors, Expanding Opportunities grant, we will analyze existing barriers to socioeconomic integration in New York City public schools and, with the input of community stakeholders, craft potential solutions to address the barriers identified. Using the information gathered alongside input on potential integration strategies generated by

community stakeholders, we will then create a blueprint outlining a strategy to raise the performance of students in a targeted selection the city's lowest-performing schools by way of significantly increasing socioeconomic integration by the 2024-25 school year. Following the success of this initiative we will explore options for applying the blueprint to additional schools and community school districts. Furthermore, the blueprint generated during the grant period will be a useful example of best practices to other school districts across the nation seeking strategies to socioeconomically integrate schools.

We anticipate pre-implementation activities will also be funded by this grant. These activities will include updates to NYC's data collection, which will improve the quality of information used to determine weighted admissions priorities used by schools participating in the Diversity in Admissions program. Furthermore, with support from this grant NYCDOE will continue to improve existing resources for community stakeholders seeking to support socioeconomically diverse schools. These resources include the School Finder tool (schoolfinder.nyc.gov) and ongoing efforts by NYCDOE to support students in temporary housing. Additional resources will also be developed, such as a recruitment toolkit for schools seeking to increase the socioeconomic diversity of their student bodies.

New York City Department of Education
Opening Doors Federal Grant Budget Narrative

1. Personnel	\$489,190.40
▪ Per Session	
Staff development/Recruitment 9,740 hrs. @ \$46	
School Leader Recruitment Planning 940 hrs. @\$47	
2. Fringe Benefits	\$98,131.59
▪ Fringe benefits calculated at the standard NYCDOE rate of 20.06%	
3. Supplies	\$281,500.00
▪ Outreach supplies and materials for Diversity School Initiative and School Partnership schools	
4. Contractual Services	\$589,129.53
▪ Program Evaluation by NYU - \$200,000	
▪ School Partnerships Curriculum Development - \$200,00	
▪ Recruitment Toolkit Marketing Consultant and Web Design - \$87,029.53	
▪ Project Manager - \$65,000	

February 13, 2017

Dear Deputy Chancellor Wallack,

I write this letter to express my enthusiastic support of your proposal for the U.S. Department of Education's "Opening Doors, Expanding Opportunities" competition. As Executive Director of NYU Metro Center, I am very pleased to collaborate with the New York City Department of Education and offer resources to your proposed project.

Project support will be made available to you through our capable research and evaluation staff, as well as our technical assistance centers. We invite this opportunity to add our forty years of experience advancing integration work to the important project you propose to undertake.

We look forward to working with you to outline a blueprint for increasing socioeconomic diversity in NYC schools.

Sincerely,

(b)(6)

David E. Kirkland PhD, JD
Executive Director
Metropolitan Center for Research on Equity and the Transformation of Schools
Associate Professor of English and Urban Education
Steinhardt School, New York University

New York City Department of Education
Opening Door, Expanding Opportunities

The Congressional Districts Impacted by the project are NY-050, NY-060, NY-070, NY-080, NY-090, NY-010, NY-011, NY-012, NY-013, NY-014 and NY-015.

**New York City Department of Education
Opening Doors, Exploring Opportunities
Program**

**General Education Provisions Act (GEPA)
Requirement**

The New York City Department of Education proposing a citywide Opening Doors, Exploring Opportunities program that will meet the requirement of Section 427 of GEPA to ensure that there will be no barriers that will impede equitable access to participation having to do with gender, race, national origin, color, disability or age. The project is designed to ensure that all students will be taught the same content, will be held to the same high standards and have access to the same rigorous curricula. The following is a non-exhaustive list of specific activities that will ensure equitable access to all participants, regardless of gender, race, national origin, color, disability or age:

- All materials developed as part of the project will be adapted for use with students with disabilities according to their individual IEPs.
- All materials will be reviewed by the project director to ensure that they are appropriate for inclusive instruction that is sensitive to gender, race, national origin, color, disability and age issues.
- Materials sent out to parents and other community members explaining the program and inviting them to participate will be translated into the major native languages of the schools.
- Professional development, curriculum development/alignment and other activities have been designed to include all teaching staff regardless of gender, race, national origin, color, disability or age, in order to ensure that *all* students have equal access to high quality instruction.
- These and other project features and activities can be found throughout the application.

Satisfying Absolute Priorities

1. Absolute Priority 1: Increasing Socioeconomic Diversity in Schools

This project satisfies Absolute Priority 1 through implementation of the approach described in section (c).

The NYC Department of Education (NYCDOE) in collaboration with NYU Metro Center, and New York Appleseed, will provide a blueprint for diversity through research and evaluation strategies designed to increase socioeconomic diversity in schools and based on robust community involvement and consultation carried out through community education council (CEC) meetings, and engagement in impacted communities,. We will achieve the goal of greater socioeconomic integration for New York City students by building on the NYCDOE's Diversity in Admissions initiative, which includes improving access to information, and creating resources and informational tools for families, schools, and communities.

The Diversity in Admissions initiative solicited proposals from school leaders interested in using admissions priorities to promote diversity in their schools. During the 2015-16 school year, seven elementary schools gave priority in their admissions processes to students who qualified for Free and Reduced Lunch (FRL), English Language Learners (ELLs) and/or were in the child welfare system or impacted by having incarcerated family members. Six of the 7 schools met or exceeded their targets. The seventh school did not meet its target due to difficulties in recruitment of the targeted population (students impacted by incarceration). For the 2016-17 admissions cycle, twelve additional schools—2 high schools, 4 middle schools, 1 citywide gifted and talented school, and 5 elementary schools—implemented admissions priorities to increase socioeconomic and other types of diversity in their schools by prioritizing students who qualified for FRL, Free Lunch (FL), and ELLs. The NYCDOE will use Opening

Doors, Expanding Opportunities grant funds to add an evidence base to our diversity in admissions strategies.

The NYCDOE, in collaboration with NYU Metro Center and New York Appleseed, will also satisfy Absolute Priority 1 through research and the consideration of national practices to evaluate the potential of the Diversity in Admissions initiative. We will accomplish this using a qualitative analysis of school experiences and conditions that help make implementation successful to propose new ways to consider increasing socioeconomic diversity in NYC schools in ways linked to improved student achievement. The NYCDOE will also leverage grant funds and its partnership with NYU Metro Center and New York Appleseed to perform qualitative analysis of schools and programs not participating in the Diversity in Admissions initiative that have demonstrated overall or targeted programmatic success in cultivating diverse student bodies and cultures of inclusion. This combined with examination of the Diversity in Admissions initiative will enhance NYCDOE's ability to engage additional schools around potential successful implementation models.

The Opening Doors, Expanding Opportunities grant will also help the NYCDOE expand and improve upon other existing efforts to increase socioeconomic diversity. This includes efforts to build awareness by increasing the availability of resources, tools, and information for families, schools, and communities. Current NYCDOE efforts include a partnership with the Department of Homeless Services and Human Resources Administration to create and implement a comprehensive strategy to increase access to Pre-K-12 admissions processes for students and families living in temporary housing. Efforts included training of shelter staff and social workers, and assistants to support families throughout the admissions processes. We also provided shelter-based workshops and one-on-one counseling focused and direct outreach to

families and bus transportation to and from school fairs. The first year of efforts resulted in an increase in receipt of “on-time” Kindergarten applications from 12% to 41%. At the time of this writing, New York City’s other admissions processes (for entry to pre-kindergarten, gifted and talented programs, middle school and high school) are still in process, but we are hopeful of improved outcomes for our students living in temporary housing. We and our partners will use grant funds to evaluate these and other outreach/engagement efforts to identify resources and best practices for promoting school diversity.

The NYCDOE also launched School Finder, which is an online, mobile-ready tool that enables families to more easily gain access to information about school options and helps families make informed decisions when completing their enrollment applications. As of this writing, the tool is also translated in Spanish, but is available only for the High School admissions process. The tool was developed incorporating feedback from school counselors, students and families. Based on these feedback channels, the NYCDOE continues to refine it.

Finally, in an effort to expand access to information and available admissions resources, the NYCDOE will use Opening Doors, Expanding Opportunities grant funds to provide additional training and support to schools around adoption of School Finder as both a family resource and school guidance tool. The NYCDOE will create and provide training and professional development about recruitment strategies to foster and maintain diverse learning communities throughout NYCDOE schools. This will include the creation of a recruitment toolkit for schools with outreach plans, promotional materials, and strategies for recruiting and supporting diverse student bodies. The NYCDOE will also develop working groups that include parents, students, school leaders, guidance counselors, and teachers to sustain a continued dialogue around diversity, particularly as it relates to school admissions.

2. Absolute Priority 3: Improving Schools by Increasing Student Diversity—Blueprint and Pre-implementation

Admissions Strategies: A qualitative analysis of the schools currently participating in the Diversity in Admissions initiative, in order to gain a deeper understanding of what is happening on the ground and how to better support these schools in recruiting and supporting a diverse student population are critical to sustaining and promoting socioeconomic integration in schools. Similarly, a qualitative analysis of seemingly diverse schools not participating in the Diversity in Admissions initiative to identify efforts, programming and environments that lead to diversity and that might be replicated through the Diversity in Admissions initiative is crucial for understanding what works in terms of best practices for promoting socioeconomic integration of schools. In addition, using a place-based framework for determining student disadvantage, we propose to explore potential new measure(s) of student disadvantage for participating community school districts. We will consider a combination of publicly available census data (e.g., household income, parental education attainment, English language ability, single parent household, home ownership), family reported data, and data gathered by and shared between NYC agencies.

Outreach & Engagement Strategies: A vital component of creating diverse schools in a choice-based system is effective outreach and community engagement efforts at both the school and central NYCDOE levels. The NYCDOE plans to leverage the partnership formed through this grant to continue to evaluate how existing initiatives may contribute to diverse schools, such as the efforts to increase awareness and support throughout the various admissions processes for students in temporary housing, and continue to build upon tools, such as School Finder to make information about schools more accessible—easier to find, digest, and understand. Additionally,

the NYCDOE will provide training and support to school leaders and staff for recruiting a diverse applicant pool so that the needs and preferences of families and schools are met. This will include the development of a recruitment toolkit for schools. The NYCDOE will also convene a working group of parents, students, teachers, school leaders, guidance counselors, and community leaders to sustain a continued dialogue around diversity.

a. Describe how each pre-implementation activity will promote student diversity at targeted schools

Admissions Strategies: The evaluation of schools that have implemented diversity targets through the Diversity in Admissions initiative and other schools with diverse student bodies not yet participating in the initiative, will help develop concrete strategies for successful implementation of such efforts in additional schools. It will provide these schools and future participants with best practices around planning, engaging the community for promoting student diversity. Research into a new measure for socioeconomic disadvantage will have positive short and long term impacts on NYCDOE's ability to encourage community-led school diversity efforts. In the short term, an evaluation and amalgamation of more nuanced indicators of student disadvantage will enable participating schools to more accurately gauge the demographics of their student body, and set more effective admissions preferences in future lotteries. In the long term, development of a nuanced, place-based measure of student disadvantage will enable NYCDOE to transition away from using Free and Reduced Price Lunch data to determine socioeconomic status. This transition will help NYCDOE promote socioeconomic diversity in schools in the event that NYC transitions to utilizing the Community Eligibility Provision (CEP).¹ When a predominately low-income school adopts CEP, the percentage of FRL students

¹ <http://www.nycfoodpolicy.org/wp-content/uploads/2013/09/MindyHuber-CEP-Policy-Brief-for-posting-12.2.15.pdf>

they report increases to 100%, and widespread adoption of CEP has a significant negative impact on FRL data quality. By working now to create a high-quality, place-based measure of students' socioeconomic status, NYCDOE can evade future data problems in the event of CEP adoption, and simultaneously develop a more accurate indicator of student need.

Outreach & Engagement Strategies: Engagement with partners around current efforts to increase access to information for families about the benefits of diverse schools will make families more aware of the school options available to them and the unique opportunities offered at the schools. This in turn will promote student diversity in targeted schools, as families that may not have considered a particular school may become open to applying. In the same light, school leaders and staff who are equipped with the strategies and tools to recruit diverse student bodies will result in increased diversity in schools. School leaders and staff will also be trained to create school cultures that are welcoming to diverse student bodies. Additionally, the NYCDOE will look at replicating successful supportive environments in order to facilitate not only access, but transition and sustainable support for students that previously did not have access and schools that traditionally have not served.

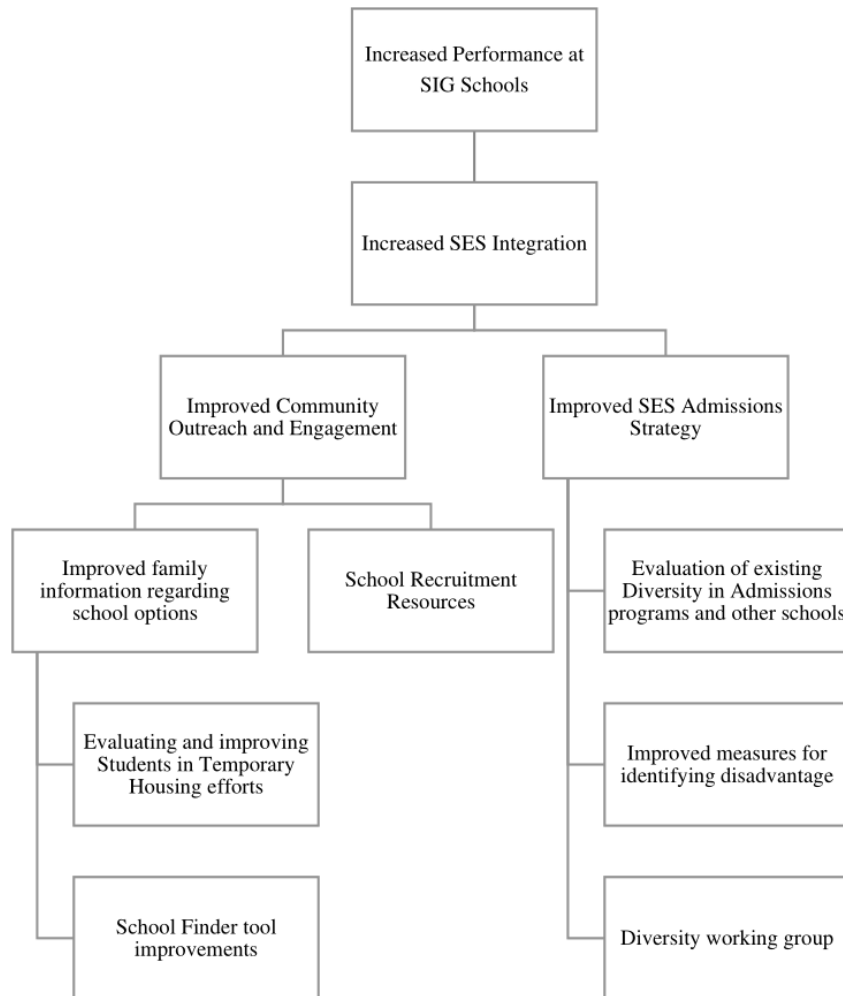
**b. How each pre-implementation activity will contribute to full
implementation of blueprint**

Admissions Strategies: The qualitative analysis of schools currently implementing diversity targets, of diverse schools that are not participating in the initiative and an exploration of a new data measures for identifying disadvantaged students will contribute to full implementation of NYCDOE's socioeconomic integration blueprint through the establishment and understanding of current best practices and by providing improved data regarding school demographics. Evaluating the existing diversity in admissions participants and other schools with diverse

student bodies and developing new metrics for student socioeconomic status will enable NYCDOE to better focus on what works to encourage socioeconomic integration in different communities.

Outreach & Engagement Strategies: Critical engagement with stakeholders and partners and targeted outreach and support to families and communities around the admissions process and school options in combination with outreach and recruitment strategies for school leaders and school staff will contribute to the full implementation of NYCDOE's blue print by giving targeted schools the applicant pool to reach their diversity goals.

c. Theory of action



d. Description of anticipated challenges and potential solutions to pre-implementation activities

Activities outlined in this proposal focus on voluntary and community-led initiatives. The consortium of organizations supporting this proposal have done extensive engagement with community stakeholders across the city, and have already secured varying levels of interest to participate from parent, school, community, and district leaders. Furthermore, we will work with

our family engagement and outreach teams as well as our partners from New York Appleseed to engage leaders and school communities.

e. Timeline for each PIA

Admissions Strategies: In year 1 of this grant, we will evaluate the 19 current schools participating in the Diversity in Admissions initiative and continue to support these schools for improved outcomes in year 2. Additionally, in year 1, we will expand our efforts to examine diverse schools not participating in the initiative and work with additional schools to implement diversity targets so that by year 2, we will have 25 additional schools participating in the Diversity in Admissions initiative and a thorough understanding of best planning and implementation practices in order to promote student diversity.

Outreach & Engagement Strategies: In year 1 of this grant, we will evaluate how the current efforts to better support Students in Temporary Housing (and their families) impacts school diversity, so that come year 2, we can incorporate best practices into trainings and workshops with shelter staff and families. In year 1, we will research and leverage practitioners in this field that will be able to train and develop recruitment strategies and materials for schools to better engage their communities and recruit diverse students. By year 2, we will have a working toolkit that all schools will be able to access as a resource to increase diversity in their schools. In both years 1 and 2, we will convene a committee consisting of parents, students, community leaders, school leaders, and policy makers in a bi-monthly meeting to ensure continued dialogue around using admissions as a lever to increase diversity in schools.

f. Cost for each pre-implementation activities – see Budget Narrative

**g. Significance of anticipated impact of pre-implementation activities on
LEAs/Schools**

See Charts 1 and 2 for details on the numbers of pre-K and Kindergarten students attending the pilot Diversity in Admissions schools. In total, from Cohort 1, over 600 students are already enrolled in schools where their cohort was admitted using a Diversity in Admissions plan. Through Cohort 2 (to be evaluated in year 1), we expect the number of impacted students to double for the fall of 2017. As we continue to expand the pool of schools further to Cohort 3 in year 2, we expect the number of impacted students to increase as well. Furthermore, year 2 of the grant will represent a time when many of our Cohort 1 schools will have a majority of their school admitted under Diversity in Admissions, allowing us to begin to understand the longer-term impact of socioeconomic integration.

h. Current socio-economic integration plans

Cohort 1		
School	Grade Level	School Proposal
Neighborhood School (01M363)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Earth School (01M364)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Castle Bridge School (06M513)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 10% of seats for families impacted by incarceration and 60% of seats for Free Reduced Lunch (FRL). Any seats remaining after families impacted by incarceration and FRL priority is given will be considered as part of the larger applicant pool.
Academy of Arts and Letters (13K492)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any seats remaining after FRL priority is given

		will be considered as part of the larger applicant pool.
Brooklyn New School (15K146)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Students eligible for Free Reduced Lunch (FRL) will be prioritized within their priority group, after all zoned students are admitted.
The Children's School (15K418)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 33% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Brooklyn Arts and Science Elementary School (17K705)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Prioritize 20% of seats for ELL students and students living in child welfare system. Any seats remaining after ELL and students in child welfare system priority is given will be considered as part of the larger applicant pool.
Cohort 2		
School	Grade Level	School Proposal
East Village Community School (01M315)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
The Children's Workshop School (01M361)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard District 1 admissions priorities. • Prioritize 50% of seats for students eligible for Free Reduced Lunch (FRL) and ELL students. Any seats remaining after FRL and ELL priority is given will be considered as part of the larger applicant pool.
Charrette School (02M003)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Students eligible for Free Reduced Lunch (FRL) will be prioritized within their priority group, after all zoned students are admitted.
East Side School for Social Action (02M527)	Pre-K & Kindergarten	<ul style="list-style-type: none"> • All seats will be filled using standard zoned school admissions priorities. • Students eligible for Free Reduced Lunch (FRL) will be prioritized within their priority group, after all zoned students are admitted.
New American Academy	Pre-K & Kindergarten	<ul style="list-style-type: none"> • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any seats remaining after FRL priority is given

(17K770)		will be considered as part of the larger applicant pool.
Brooklyn School of Inquiry (20K686)	Gifted & Talented	<ul style="list-style-type: none"> • All seats will be filled using standard Gifted & Talented admissions priorities. • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any seats remaining after FRL priority is given will be considered as part of the larger applicant pool.
East Side Community School (01M450)	Middle School	<ul style="list-style-type: none"> • Prioritize 62% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool.
East Side Middle School (02M114)	Middle School	<ul style="list-style-type: none"> • Prioritize 10% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool.
The Math & Science Exploratory School (15K447)	Middle School	<ul style="list-style-type: none"> • Prioritize 30% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool. • Additionally, school will rank a diverse range of learners in their admissions process.
M.S. 839 (15K839)	Middle School	<ul style="list-style-type: none"> • Prioritize 40% of seats for students eligible for Free Reduced Lunch (FRL). Any FRL applicants remaining after FRL priority is given will be considered as part of the larger applicant pool.
Harvest Collegiate High School (02M534)	High School	<ul style="list-style-type: none"> • Prioritize 64% of seats for students eligible for Free Lunch (FL). Any FL applicants remaining after FL priority is given will be considered as part of the larger applicant pool.
Central Park East High School (04M555)	High School	<ul style="list-style-type: none"> • Prioritize 64% of seats for students eligible for Free Lunch (FL). Any FL applicants remaining after FL priority is given will be considered as part of the larger applicant pool.

i. Description of how NYCDOE will leverage partnerships to execute pre-implementation activities

NYCDOE will partner with NYU Metro Center and NY Appleseed to execute the pre-implementation activities. NYCDOE will leverage community members and organizations across the city who are knowledgeable and passionate about integration to serve an informal advisory role and ensure broad and organized community feedback.

3. Competitive Priority 1: Inter-district plans

Currently, there are varying amounts of movement of students across NYC's community school districts at the Elementary and Middle School levels and borough lines at the High School level that, through increased Diversity in Admissions schools participating and better recruitment strategies, are likely to see an even higher level of movement across these boundaries. Schools may propose Diversity in Admissions plans that involve explicitly recruiting and admitting students from multiple community school districts.

4. Opening Doors, Expanding Opportunities Selection Criteria

Diverse schools help prepare children for the diverse nation in which they will be living and working – a nation in which by 2042 no single ethnic group will predominate. Diverse schools offer children the opportunity to develop the kind of critical-thinking skills that arise from multiple perspectives expressed by students of different backgrounds and allow children (and their parents) the opportunity to learn how to foster welcoming, safe environments where all people feel valued. The benefits of such environments extend to people of different races and incomes, as well as to students with disabilities, LGBT students, English language learners and others.

Students in diverse schools are less likely to employ stereotypes about the “others” with whom they share the city and are able to develop the kind of cross-racial understanding that comes naturally with positive daily interaction with children of other races and backgrounds. Students who attend integrated schools are more likely to live in diverse neighborhoods later in their lives.

a. Addressing needs of disadvantaged students

Socioeconomic integration has been noted as a means for improving student performance

since at least 1966, when the Coleman Report found the social composition of a classroom was the most important influencing factor on a student's academic achievement.² In fact, a robust body of research developed over several decades indicates that all students attending diverse schools have higher achievement in mathematics, science, language, and reading, even high-SES and white students, with benefits accruing at every grade level.³

Students attending diverse schools benefit from an array of advantages, including higher rates of experienced and qualified teachers, less teacher turnover, more stable student populations, supportive school climates, and high rates of parental involvement. Students attending diverse schools have higher rates of high school graduation, as well as college attendance and graduation, are more likely to enter STEM fields, and have higher average occupational attainment and income.⁴ Furthermore, socioeconomic integration has been recognized as a positive and effective school intervention by the U.S. Department of Education itself.⁵

In addition to educational benefits, socioeconomically and racially diverse schools convey a plethora of social and political benefits in a democratic society.⁶ Studies indicate that students who attend diverse schools are more likely to live in racially and socioeconomically mixed neighborhoods and work in racially integrated professional spaces. In a city as diverse as

² James S. Coleman, et al., *Equality of Educational Opportunity* (Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education/National Center for Education Statistics), 325, <http://eric.ed.gov/?id=ED012275>.

³ Marcus, A. F., Echeverria, S. E., Holland, B. K., Abraido-Lanza, A. F., & Passannante, M. R. (2016). The joint contribution of neighborhood poverty and social integration to mortality risk in the United States. *Annals of epidemiology*, 26(4), 261-266; Steel, K. C., Fernandez-Esquer, M. E., Atkinson, J. S., & Taylor, W. C. (2017). Exploring relationships among social integration, social isolation, self-rated health, and demographics among Latino day laborers. *Ethnicity & Health*, 1-17; Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). How racially diverse schools and classrooms can benefit all students. *The Education Digest*, 82(1), 17.

⁴ <http://school-diversity.org/pdf/DiversityResearchBriefNo5Oct2016Big.pdf>

⁵ <https://blog.ed.gov/2016/03/socioeconomic-diversity-as-a-school-turnaround-strategy/>

⁶ <http://www.school-diversity.org/pdf/DiversityResearchBriefNo3.pdf>

New York, the social and cultural dexterity conveyed by integrated school settings is an arguably priceless advantage students will employ throughout their lives.

b. Significance of Project

The proposed project is significant because there is overwhelming evidence that diverse schools are strong schools. Research has demonstrated that students thrive academically in diverse learning environments, and this diversity helps create stronger school communities. Students learn more in diverse classrooms. Surrounded by peers of different backgrounds, students are exposed to new information and perspectives. Researchers believe this contributes to positive effects on students' social relationships and motivation to succeed.⁷ Students' exposure to different perspectives helps to build critical thinking skills and to grow intellectual engagement.⁸

Diverse schools help our students to be better citizens. Classroom diversity reduces prejudice and bias in students of all backgrounds by promoting greater contact between students who are different from each other—both informally and in classroom settings—and by encouraging relationships across group lines. Columbia University researchers, for example, found that school diversity had more impact on a child's perception of race than neighborhood diversity.⁹ For families, diverse schools are often more welcoming schools.

Diversity in students' school years has a long-term effect. Exposure to diverse school environments in the K-12 school years encourages and strengthens college students' emotional

⁷ Kathryn R. Wentzel, "Adolescent Classroom Goals, Standards for Performance and Academic Achievement: An Interactionist Perspective," *Journal of Educational Psychology* 81, no. 2 (1989): 131-42; Wigfield et al., "Development of Achievement Motivation;" Allan Wigfield and Jacquelynne S. Eccles, "Students' Motivation during the Middle School Years," in *Improving Academic Achievement: Impact of Psychological Factors on Education*, ed. Joshua Aronson (San Diego: Academic Press, 2002): 160-85.

⁸ Patricia Gurin, "Expert Report of Patricia Gurin," submitted in *Gratz, et al. v. Bollinger, et al.*, No. 97-75231 (E.D. Mich. 1999) and *Grutter, et al. v. Bollinger, et al.*, No. 97-75928 (E.D. Mich. 1999)

⁹ <http://eric.ed.gov/?id=EJ891842>

well-being and perceptions of peers who are different from them.¹⁰ In today's global work environment, employers look for individuals who are comfortable working with individuals from diverse cultural backgrounds. Building that comfort and cultural awareness starts at a young age. Recent research has also highlighted the many benefits of diverse schools for white middle class students, as well as low-income and minority students.¹¹ Advocacy organizations such as New York Appleseed and The Public Good at Teachers College, Columbia University are popularizing and disseminating the growing body of research demonstrating the benefits of integrated settings for all students. Further, researchers at NYU Metro Center and Annenberg Institute have found that integrated schooling is among the more effective intervention for advancing equity and excellence in schooling, as measured by student outcomes.

New York City's 1.1 million students bring rich cultural, linguistic, and ethnic diversity, representing over 200 nationalities and speaking over 160 languages. Though there is great diversity throughout the system, this diversity is not reflected in all NYC schools. New York City has made great strides over the last decade with the introduction of high school choice. The number and percent of students attending racially isolated schools has decreased. Students in higher grade levels are less likely to attend racially isolated schools, a reflection of the greater uptake of school choice in high school. Year after year, students have been listing more choices on their applications, indicating that families are continuing to explore and take advantage of their many high school options. However, there are still significant gaps, as 23.7% of NYC students attend racially isolated schools.¹² Given the benefits that diverse schools provide to students, families, and communities, New York City is committed to identifying creative

¹⁰ Bowman, N. A., & Denson, N. (2012). What's Past Is Prologue: How Precollege Exposure to Racial Diversity Shapes the Impact of College Interracial Interactions. *Research in Higher Education*, 406-425.

¹¹ Wells, Fox, and Cordova, 2016

¹² Schools where 75% or more of the student body is a single race may be considered "racially isolated."

strategies and working on a local level to increase school diversity.

Parent, education activists, and Community Education Council members in several community school districts are developing district-wide plans to diversify their schools through district-wide plans. More than a dozen small schools of choice, which admit their students through weighted lotteries, have successfully petitioned the city's Department of Education to transform their admissions policies to increase student diversity. The city's Schools Chancellor recently announced that the school system's PROSE (Progressive Redesign Opportunity for Schools of Excellence) program, which supports a cohort of some 150 schools to develop innovative practices, will encourage those schools to craft new initiatives to diversify their student enrollment. Several new Student Success Centers are providing the information, counseling, guidance and support to help students in hyper-segregated middle schools gain acceptance to selective high schools that have rarely, if ever, admitted such students before. Student leaders from the high school group IntegrateNYC4Me, which represents over 60 high school students from over 15 (of 32) community school districts, and all five boroughs are organizing students to research and advocate the benefits of diversity in high schools throughout the city. The growing sector of dual language schools and programs, now more than 88 across the city system, are increasing student diversity in many hyper-segregated community school districts.

This growing city-wide demand for diversity is both the context and the springboard of support for this Opening Doors, Expanding Opportunities grant proposal. Recent research indicates that almost 100 school districts, some very small (Postville Community Schools in Iowa) and some quite large (Los Angeles and Chicago), are experimenting with efforts to increase their socio-economic student diversity. The same study found that these diversity efforts

employed five key strategies: revising attendance zones, implementing district-wide choice policies, providing magnet school placements, implementing charter schools, and instituting new transfer policies.¹³

New York City is currently employing at least three of those strategies – district-wide (meaning community school sub-districts) choice policies, small lottery-driven schools of choice, and charter schools. This proposal will build on these rich, variegated efforts to increase schooling diversity, and marshal the experience, resources and results of this longstanding citywide activity. The frontline practitioners, community activists, administrators, parents and students who have driven these efforts for decades represent a citywide pool of sophisticated and seasoned diversity partisans who can provide bedrock support for this proposal's efforts.

Beyond this broad support base, the significance of this proposal is its collaboration between the leadership of the nation's largest school district and a plethora of vibrant school and community-driven initiatives. Many efforts across the country to increase socio-economic student diversity have been essentially top-down, district-driven mandates, led by superintendents and school boards but often lacking the constituency support necessary to sustain the effort. When the inevitable opposition coalesced, these efforts were threatened with reversal.¹⁴ The uniqueness of New York City's effort yokes school and community-led diversity initiatives with a rich variety of system-developed resources, such as the School Finder tool, the School Recruitment Toolkit, and a range of School Diversity Resources, designed to help school leaders and parents increase the effectiveness of their diversity efforts. This combination of grassroots and systemic leadership initiatives, though often difficult and occasionally messy, characterizes and harnesses the city's dynamic capacity for effective innovation. The current

¹³ <https://tcf.org/content/report/a-new-wave-of-school-integration/>

¹⁴ <https://www.theatlantic.com/politics/archive/2011/01/tea-party-backed-school-board-abolishes-diversity-policy/342649/>

Schools Chancellor and the school system's leadership have honed their ability to lead, guide and catalyze that capacity to produce consistent improvements for the city's one million public school students.

c. Project Design

The initiatives outlined in this proposal build upon existing efforts already underway to diversify New York City schools. The Diversity in Admissions pilot program, in just two years, has expanded from 7 to 19 schools and has already produced positive results. The overall number of Free and Reduced Price Lunch eligible students and the overall number of English Language Learners all increased from the previous school year. For more details, see charts 1 & 2 below. This initiative has provided an opportunity for individual schools and communities experiencing rapid gentrification to ensure access to schools for the most vulnerable students and families. Community-led initiatives focused on controlled-choice are also underway in two CSDs. These efforts will provide opportunities and lessons for other communities interested in crafting district-wide plans to move forward. A growing number of individual schools and districts in the city have developed diversity task forces to construct diversity initiatives. Additionally, as mentioned above, the New York City Alliance for School Integration and Desegregation has emerged as a prominent group that represents stakeholders from across the city. This group brings together a variety of resources and knowledge to support both local and district-wide initiatives to diversify schools.

Each of these efforts are sustainable and will continue to grow with or without federal support. However, the pace and capacity with which these efforts can grow will be limited by resources and support. Importantly, without support our capacity to research, evaluate, and scale the benefits of these efforts will be greatly limited.

Lastly, this effort is a collaboration between multiple agencies, organizations, and Community School Districts in New York City. We hope to bring together all city agencies to identify ways to collaborate. These efforts are rooted in community engagement, and through our collaboration with the various high-capacity organizations, such as NYU Metro Center, Appleseed, and others, that directly engage with stakeholders.

Chart 2. Pre-Kindergarten Diversity in Admissions Schools – Cohort 1

Chart 1. Kindergarten Diversity in Admissions Schools – Cohort 1

Program	Diversity Criteria	Diversity Goal	2015 Kindergarten Students	2016 Kindergarten Offers			Results
				Total Offers	Offers Meeting Diversity Criteria	% of Total Offers	
01M363	FRL & ELL	45% of seats	0% ELL; 34% FRL	58	26	45%	Target met
01M364	FRL & ELL	45% of seats	8% ELL; 58% FRL	48	25	52%	Target exceeded
06M513	FRL	60% of seats	54% FRL	27	18	67%	Target exceeded
	Incarceration*	10% of seats	N/A	27	2	7%	Insufficient applicants to meet target
13K492	FRL	40% of seats	11% FRL	47	19	40%	Target met
15K146	FRL	Priority	20% FRL	86	45	52%	Priority applied
15K418	FRL & ELL	33% of seats	4% ELL; 9% FRL	67	23	34%	Target met
17K705	ELL & Child Welfare*	20% of seats	8% ELL	75	15	20%	Target met

* Data on current students impacted by incarceration or in the child welfare system is not available

Program	Diversity Criteria	Diversity Goal	Seats	2016 Pre-K Offers			Results
				Total Offers	Offers Meeting Diversity Criteria	% of Total Offers	

01M363FDPK	FRL & ELL	45% of seats	18	18	9	50%	Target met
01M364FDPK	FRL & ELL	45% of seats	36	36	17	47%	Target met
06M513FDPK	FRL	60% of seats	18	18	11	61%	Target met
	Incarceration*	10% of seats	18	18	0	0%	No eligible applicants per school
15K146FDPK	FRL	Priority	54	54	16	30%	Priority applied
17K705FDPK	ELL & Child Welfare*	20% of seats	54	54	11	20%	Target met

d. Project Personnel

Josh Wallack
Deputy Chancellor of Policy & Strategy
Romie Barriere
Chief of Staff, Policy & Strategy

Robert Sanft
Chief Executive, Student Enrollment

Sarah
Kleinhandler
Deputy Chief
Executive of
ES
Admissions &
Family
Welcome
Centers

Sandy
Ferguson
Deputy Chief
Executive of
MS & HS
Admissions

Jessica Lee
Chief of Staff

Kathryn
Lattimer
Executive
Director of
Operations

Kathleen
Brannigan
Executive
Director
Outreach
Strategy

Sonali Muraka
Executive
Director of
Research &
Analytics

Josh Wallack, Deputy Chancellor of Policy & Strategy, comes with decades of experience in City government and education, most recently leading The Children’s Aid Society early childhood programs, where he worked to provide comprehensive support to children and their families in targeted, high-needs New York City neighborhoods. While at The Children’s Aid Society, he served on Mayor de Blasio’s Universal Pre-Kindergarten Implementation Working Group. Prior, Josh was the Chief Operating Officer for the NYC Economic Development Corporation where he supervised four operating divisions of NYCEDC and let projects critical to the City’s economic development agenda. In his current role, he oversees the Strategic Planning Office, the Division of Early Childhood Education, the Office of Student Enrollment, and the Office of Field Support.

Romie Barriere, Chief of Staff, Policy & Strategy, has a Juris Doctor degree from Columbia

University Law School. Her legal advocacy has focused primarily on marginalized communities and communities of color including HIV/AIDS advocacy and Special Education. Romie started in the Office of Student Enrollment at the NYCDOE, in a cross-functional role to support special populations, which includes students with disabilities, over-aged under-credited students, students in temporary housing and foster care. Most recently, Romie was the Senior Director of the Office of Superintendents where she managed communications and work streams of district offices.

Robert Sanft, Chief Executive, Student Enrollment, comes with 15 years of experience in education administration joining the central Board of Education to develop school choice programs including the citywide Public School Choice process under the No Child Left Behind Act. He then served in various capacities helping to build the Department of Education's first comprehensive Office of Student Enrollment Planning and Operations (later Office of Student Enrollment) including launching the citywide high school admissions process and building enrollment offices throughout the five boroughs of NYC. This was followed by centralizing the City's middle school admissions, gifted and talented program admissions and later, comprehensive, citywide kindergarten and pre-k admissions. He also successfully launched the Department's first parent-facing call center – P311. During his time with the Department, Robert has served as Deputy to the CEO for Student Enrollment, Chief Operating Officer to the Deputy Chancellor for Portfolio Planning and for the last seven years, as CEO for Student Enrollment. Prior to joining the Board of Education, Robert worked at the NYC Department of Transportation, two NYC Community Boards and the Office of the Brooklyn Borough President focusing on urban planning and project management/process improvement.

Sarah Kleinhandler, Deputy Chief Executive, Student Enrollment, comes with 21 years of

dedicated service to NYC public schools. She began her career as a High School English Teacher and transitioned to become an Assistant Principal. Sarah then served in various capacities as an administrator in the NYCDOE, which included work in the Office of Accountability and School Improvement, the Office of School Development, and the Office of School Support, focusing on school design and support interventions. In her current role, she oversees elementary school admissions, which includes Pre-Kindergarten, Kindergarten, and Gifted & Talented admissions. She also leads the team that manages the 12 Family Welcome Centers consisting of about 200 staff members who directly serve families that are new to NYC.

Sandy Ferguson, Deputy Chief Executive, Student Enrollment, comes with 27 years of experience in education, his entire career in NYC Public Schools. Sandy began his career as a Middle and High School English Teacher. Prior to joining the NYCDOE's Central Office, he was an Assistant Principal, then a Principal of a 6-12 Secondary School and a Local Instructional Superintendent. Sandy was the Executive VP of Programs for the NYC Leadership Academy, where he managed program development for aspiring new leaders. He currently oversees middle school admissions processes for the 32 Community School Districts, the citywide High School Admissions process, and the Public School Choice process formerly mandated under the Federal No Child Left Behind legislation.

Jessica Lee, Chief of Staff, Student Enrollment, comes with over 15 years of experience in education. She started her career as an elementary school teacher and then entered into teacher preparation and development where she managed a teacher residency program aimed at creating a pipeline of educators equipped to work with recent immigrants and English Language Learners. In her current role, she manages high priority initiatives for the Office of Student Enrollment, which include the Diversity in Admissions initiative and other related diversity

efforts. She also oversees the Student Enrollment Management system, which is the platform used by the NYCDOE, schools, and families in administering pre-K through 12 admissions.

Kathryn Lattimer, Executive Director of Operations, Student Enrollment, comes with 14 years of experience in education administration. As an educator turned administrator, she brings a unique blend of instruction, operations, and strategy to her work. In her current role, she oversees a \$35 million budget and human capital for 180 staff members across 15 locations. She also coordinates 75 enrollment events servicing ~110,000 families throughout the year to empower them with information on how to access high quality schools so all students have the opportunity to attend a school that prepares them for success in life.

Kathleen Brannigan, Executive Director of Outreach Strategy, Student Enrollment, comes with 11 years of experience in education administration. Prior to joining the NYCDOE, Kathleen worked with The New Teacher Project to implement a recruitment program for Los Angeles Unified School District in order to attract teachers from non-traditional backgrounds to teach in LA's lowest performing schools. In her current role, she oversees communication and engagement work, which includes coordinating projects with government agencies, community organizations, and private foundations, as well as interagency communications. She also supervises DOE's parent access call center.

Sonali Murarka, Executive Director of Research & Analytics, Student Enrollment, comes with 10 years of experience in education research. She has held several research roles within the NYCDOE, with both the Office of Academic Policy and the Office of School Performance. Prior to joining the NYCDOE, Sonali managed a randomized evaluation of NYC charter schools through the National Bureau of Economic Research, and received her graduate degree in applied economics. In her current role, she oversees pre-K through 12 admissions research, with a

particular focus on analyzing the short- and long-term impact of enrollment policies in order to recommend changes to promote equitable access to high-quality school options for families.

e. Management Plan

Project objectives and goals:

Goal 1: Evaluate the current Diversity in Admissions initiative in order to improve and expand upon its impact in helping schools to successfully increase student diversity.

Goal 2: Increase and improve access to resources and information for families, communities and schools in order to increase diversity in schools, which include targeted efforts to some of our most disadvantaged students, i.e. Students in Temporary Housing, resources and tools for schools to effectively engage their communities and recruit diverse students.

Actions to achieve goals and objectives:

Actions for Goal 1:

Evaluation of schools currently participating in the Diversity in Admissions initiative and schools not participating, but with diverse/inclusive student bodies. What is working, what is not working? How can we improve outcomes? Implement lessons to these schools and new schools that participate in this initiative with the goal of adding on 25 more schools.

Actions for Goal 2:

Evaluate Students in Temporary Housing initiative to improve outcomes. Develop a recruitment toolkit for schools to provide them with strategies and resources for engaging their communities and recruiting diverse students. Engage communities, families and schools and involve them around the planning of diversity efforts through the advisory committee.

Description of roles and time commitments of personnel and participants involved in the project:

NYCDOE will manage the planning, implementation, and reporting of the project, as well as have fiscal oversight of the project.

New York Appleseed (NYA)

Community Engagement

- **School and District Engagement:** NYA has existing relationships with a number of school and district leaders in the development of engagement plans for diversity. These collaborations include sitting on district-wide diversity task forces and committees, helping in the development of diversity task forces, or providing workshops and/or other support for stakeholders at the school and district level.

NYU Metro Center will conduct research and evaluation around key programmatic initiatives outlined in this proposal. NYC Metro Center will also provide ongoing and intensive support to NYCDOE around materials, staff, and organizational development.

- **Diversity in Admissions program evaluation:** Using qualitative analyses of schools currently participating in the Diversity in Admissions initiative, NYU Metro Center will conduct a study of the program in order to gain a deeper understanding of what is happening on the ground and offer an evidence base for how to better support these schools in implementing and supporting a diverse student population. This analysis will also include the creation of a project plan for researching new measures of disadvantage. Metro Center will conduct qualitative analyses of diverse schools not participating in the Diversity in Admissions initiative to identify efforts, programming and environments that lead to diversity, which might be replicated through the Diversity in Admissions initiative with the goal of understanding what works in terms of best practices for promoting socioeconomic integration of schools.

- **Students in Temporary Housing program evaluation:** Using quantitative analyses, NYU Metro Center will examine the recent efforts to increase access to PreK-12 admissions processes for students and families living in temporary housing. This process will include an evaluation of the application behavior of families who were involved in this initiative. The goal of this work would be to determine whether this initiative has an impact on the socioeconomic integration of NYCDOE schools.
- **Technical Assistance:** Additionally, NYU Metro Center will provide technical assistance to NYCDOE in the forms of training and support to school leaders and staff for recruiting a diverse applicant pool so that the needs and preferences of families and schools are met. Technical assistance will include support in the development of the NYCDOE's recruitment toolkit for schools and its convening of a working group of parents, students, teachers, school leaders, guidance counselors, and community leaders to sustain a continued dialogue around diversity.

Timeline for various stages of the project:

Year 1 Timeline		
Activity	Timeline	Owner
Create project plan for qualitative analysis of schools in Diversity in Admissions initiative and other schools not participating in the initiative with diverse student populations.	Year long project plan for analysis and gradual implementation of learnings	NYCDOE, NYU Metro Center, NY Appleseed
Create project plan for researching new measures of disadvantage.	Year long project plan for analysis and gradual implementation of learnings	NYCDOE, NYU Metro Center, NY Appleseed
Create project plan for researching how the Students in Temporary Housing initiative contributes to diverse schools.	Year long project plan for analysis and gradual implementation of learnings	NYCDOE, NYU Metro Center, NY Appleseed
Conduct market research of practitioners	Months 1 & 2	NYCDOE

and experts around recruitment and marketing, specifically around creating diverse schools. Identify experts that NYCDOE will be contracting to develop recruitment toolkit and training plan for schools.		
Create project plan for development of recruitment toolkit and professional development for schools.	Year long project plan for toolkit development	NYCDOE
Identify members of diversity working group and determine bi-monthly meeting schedule. First meeting will outline goals and objectives for the working group and plan out agenda for the remainder of the year.	Bi-monthly meetings	NYCDOE
Year 2 Timeline		
Activity	Timeline	Owner
Create implementation plan based on year 1 analysis of Diversity in Admissions schools and other schools with diverse student populations. These learnings will be applied to the 25 additional schools that develop Diversity in Admissions plans.	Year long implementation plan	NYCDOE, NYU Metro Center, NY Appleseed
Pilot new measure for disadvantage that was developed in year 1. Build in analysis of new measure in the implementation plan.	Year long implementation plan	NYCDOE, NYU Metro Center, NY Appleseed
Create implementation plan based on year 1 analysis of Students in Temporary Housing initiative. Apply these learnings to efforts designed for year 2.	Year long implementation plan	NYCDOE, NYU Metro Center, NY Appleseed
Create implementation plan for training around how to use the recruitment toolkit and build in plan for making adjustments to toolkit as we receive user feedback.	Year long implementation plan	NYCDOE
Assess year long efforts with diversity working group and plan for year 2 schedule of meetings, goals and objectives.	Bi-monthly meetings	NYCDOE

We will ensure a diversity of perspectives are included in the planning process by leveraging the advisory committee that will be meeting on a bi-monthly basis (and additional meetings as needed). This committee will consist of parents, students, teachers, school leaders,

and community partners.

f. Adequacy of Resources

i. Budget adequate to support project?

The New York City Department of Education is the largest school system in the country and has a \$23.1 billion dollar operating budget which includes funding for principals, teachers, textbooks and supplies. It covers the cost of standardized tests, after-school programs, school buses, heating and cooling for school buildings, safety, and school lunches. It also pays for central administration and field support offices, which work with schools to provide support and help improve student achievement. In addition to the operating budget, the Department also has a Five-Year (2015-2019) capital plan to cover building new schools, renovations, and new assets within schools. Specifically, the Office of Student Enrollment has \$35.2 million dollar operating budget which includes funding for central administration, 12 Family Welcome Centers, and a call center. We are confident that we have an adequate budget to support this project.

ii. Costs are reasonable and closely related to objectives, design, and potential significance of project?

The Department of Education has developed procurement policies and procedures to ensure the wise, prudent, and economical use of public money by the New York City Department of Education in the best interest of the taxpayers. These policies and procedures ensure that we receive the best value and maximize to the fullest extent the purchasing power of the DOE. We also foster effective broad-based competition from all segments of the vendor community, including small businesses, minority and women-owned and operated enterprises; to ensure appropriate public access to contracting information; and to meet the needs of the students, staff and offices of the DOE. All costs proposed in this application are reasonable and

align to our diversity objectives and will allow us to achieve results of these initiatives.

iii. Adequacy of support

The New York City Department of Education is the largest school system in the country and serves 1.1 million students across 1,800 schools. Specifically, the Office of Student Enrollment operates 3 central administrative offices and 12 Family Welcome Centers that are fully staffed with supplies and materials to which we will leverage for Opening Doors, Expanding Opportunities Community of Practice. Additionally, we have access to city and state contracts to purchase the supplies and equipment necessary for this work.

Opening Doors, Expanding Opportunities: NYCDOE Grant Proposal Abstract

This grant application is a project of the New York City Department of Education (NYCDOE), in partnership with NYU Metro Center and New York Appleseed.

As detailed in the 2014 report issued by the Civil Rights Project at UCLS, low-income students in New York City public schools, especially Black and Latino students, have become increasingly isolated from their wealthier peers. The resulting concentration of economic disadvantage has a negative effect on academic outcomes for low-income students. In an effort to reverse this trend the NYCDOE, in partnership with local and national civil rights advocacy organizations and metropolitan-area stakeholders, is seeking financial support for the development of an integration blueprint and the execution of pre-implementation activities discussed in this application.

The purpose of this collaborative effort lead by NYCDOE is to promote socioeconomic diversity and diverse learning environments throughout the city's schools for the purpose of increasing the achievement of students in the lowest-performing schools. This goal is to be achieved through the creation of equitable admissions policies and increased access to resources and information for families. The project will include an evaluation and research component for each effort, as a means to improve public understanding of how local education authorities can effectively encourage and support community-directed efforts to achieve socioeconomically integrated, equitable schools for all students.

With support from the Opening Doors, Expanding Opportunities grant, we will analyze existing barriers to socioeconomic integration in New York City public schools and, with the input of community stakeholders, craft potential solutions to address the barriers identified. Using the information gathered alongside input on potential integration strategies generated by

community stakeholders, we will then create a blueprint outlining a strategy to raise the performance of students in a targeted selection the city's lowest-performing schools by way of significantly increasing socioeconomic integration by the 2024-25 school year. Following the success of this initiative we will explore options for applying the blueprint to additional schools and community school districts. Furthermore, the blueprint generated during the grant period will be a useful example of best practices to other school districts across the nation seeking strategies to socioeconomically integrate schools.

We anticipate pre-implementation activities will also be funded by this grant. These activities will include updates to NYC's data collection, which will improve the quality of information used to determine weighted admissions priorities used by schools participating in the Diversity in Admissions program. Furthermore, with support from this grant NYCDOE will continue to improve existing resources for community stakeholders seeking to support socioeconomically diverse schools. These resources include the School Finder tool (schoolfinder.nyc.gov) and ongoing efforts by NYCDOE to support students in temporary housing. Additional resources will also be developed, such as a recruitment toolkit for schools seeking to increase the socioeconomic diversity of their student bodies.