

D15

**Participatory
Action
Research
& Rezoning**

CEC Presentation | May 11, 2021

Welcome


- 01 Welcome & Intro**
- 02 Background & Context**
- 03 D15 PAR Project**
- 04 Rezoning & Admissions**
- 05 Q+A and Feedback**

01

Welcome & Intro

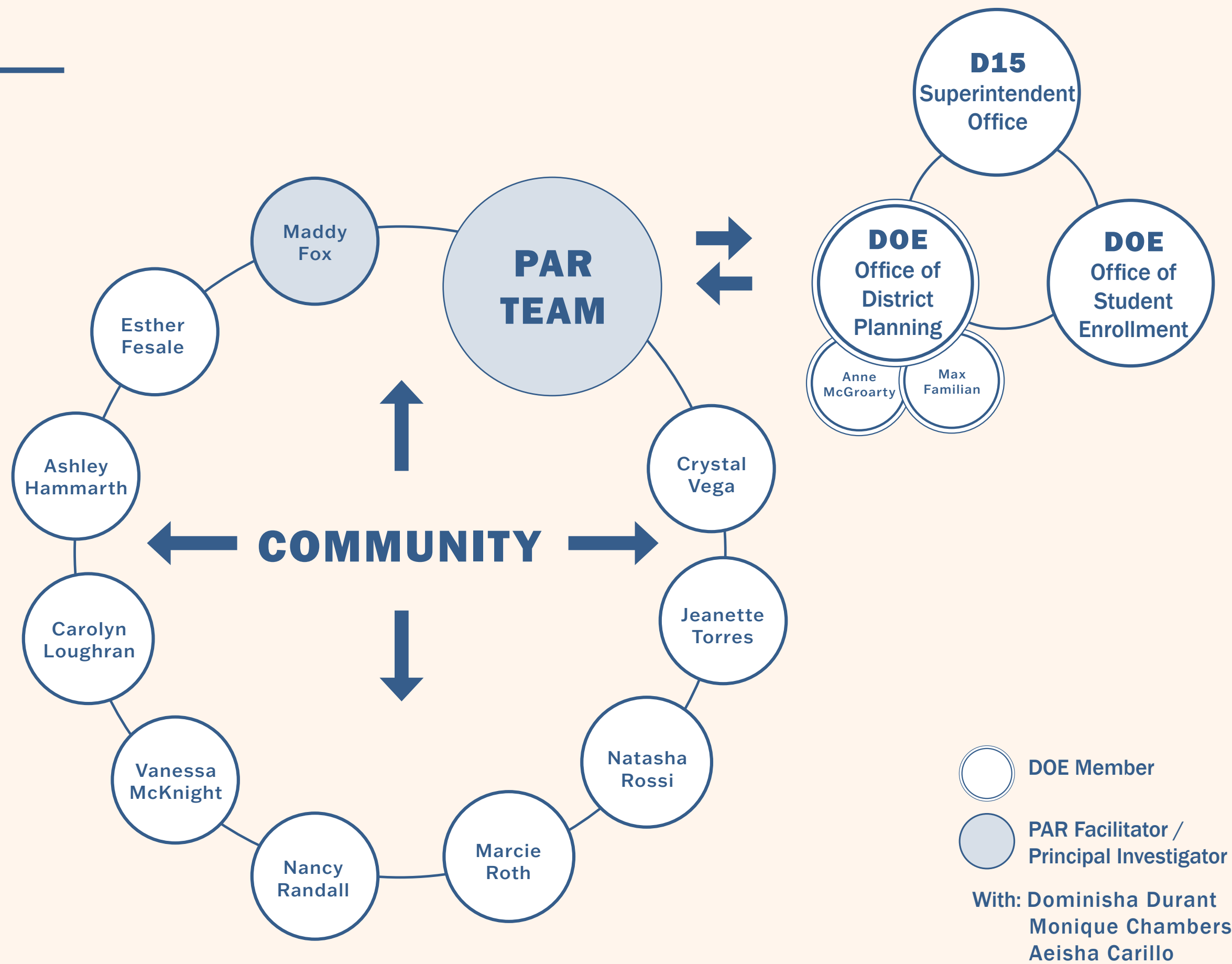
Intro & Roles



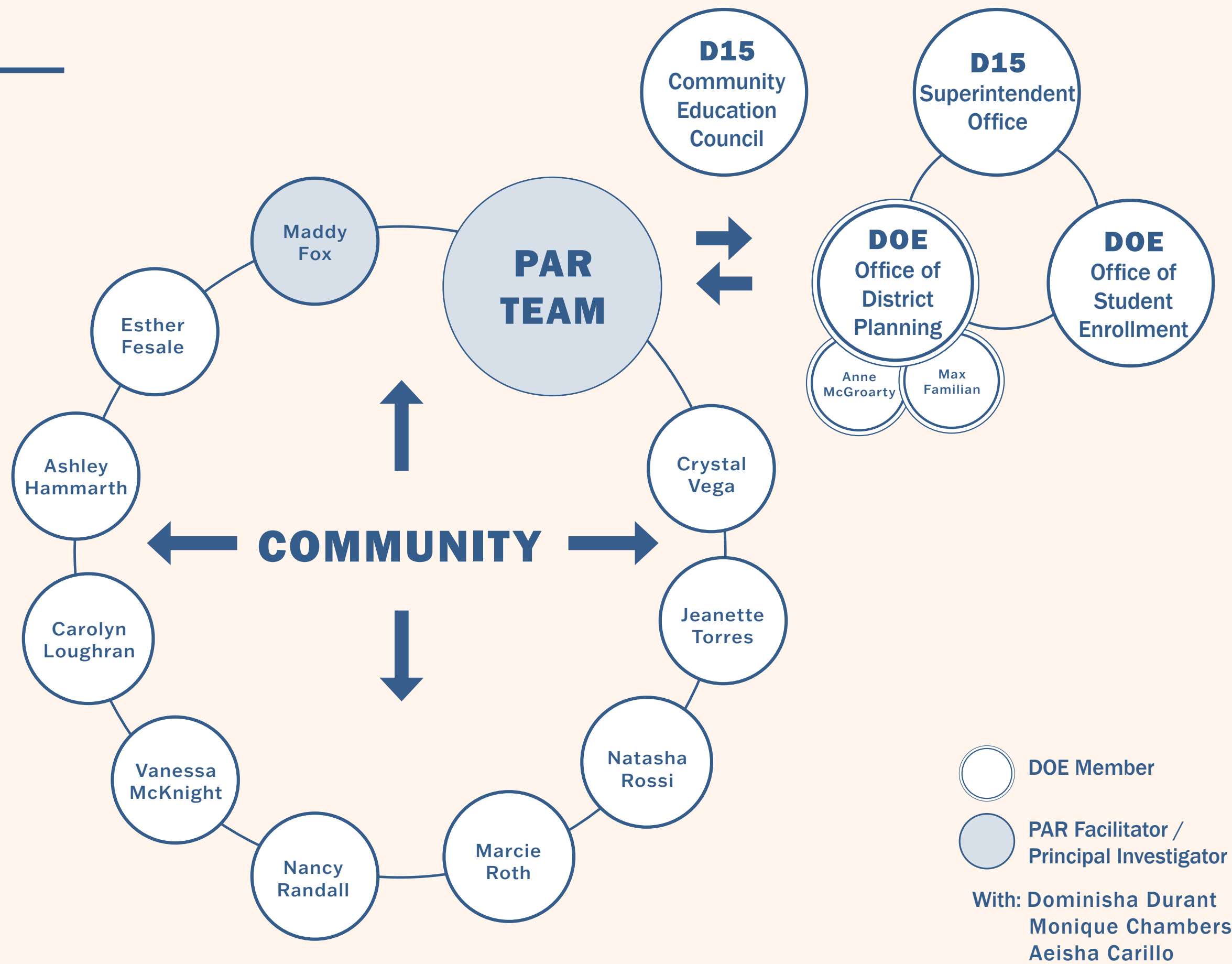
 PAR Facilitator /
Principal Investigator

With: Dominisha Durant
Monique Chambers
Aeisha Carillo

Intro & Roles



Intro & Roles



What is PAR?

Participatory Action Research (PAR) is an approach to research where those most intimately impacted by a question or issue lead the inquiry at every stage

“Nothing about us without us is for us.”

A PAR team pulls from their own expertise, lived experiences, community knowledge, and existing research to collaboratively shape research questions, methods, collect and analyze data, produce findings and create meaningful products and actions

Futher info:
www.publicscienceproject.org

What is Rezoning?

- A zoned school is a school that gives priority to attend based on residence within a defined geographical area, known as a zone
- Rezoning is a collaborative process where the geographic areas of zones are changed and/or new zones are created, as governed by Chancellor's Regulation A-185
- ODP works in partnership with the Superintendent, CEC school communities, and other stakeholders to develop rezoning plans
- The Superintendent ultimately submits a rezoning proposal to the CEC who votes on the plan within 45 days

Tonight's Objectives

- 01** Present PAR Team recommendations
- 02** Share the draft rezoning map and proposed admissions changes
- 03** Invite the community to begin to share feedback

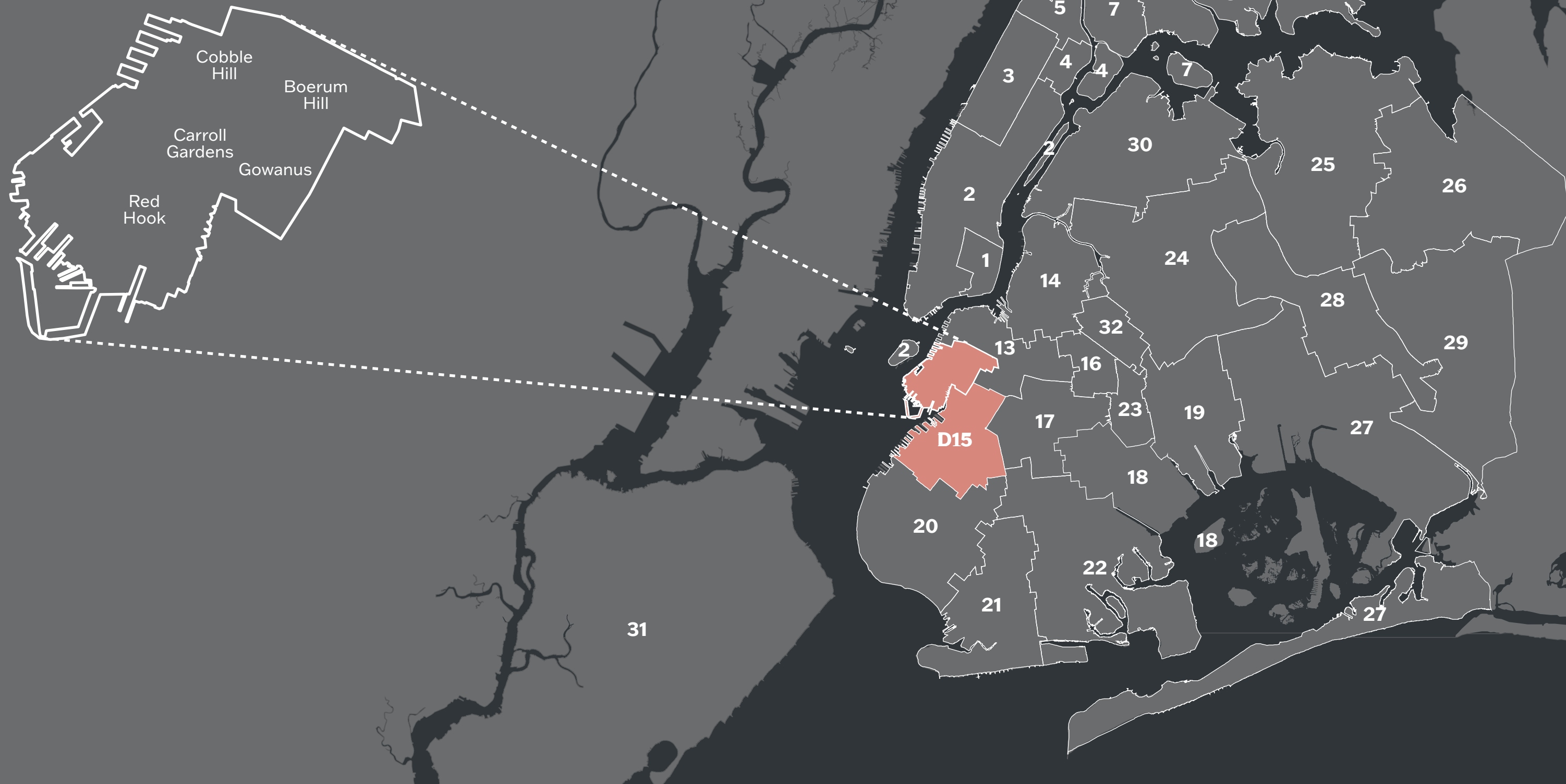
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Background & Context

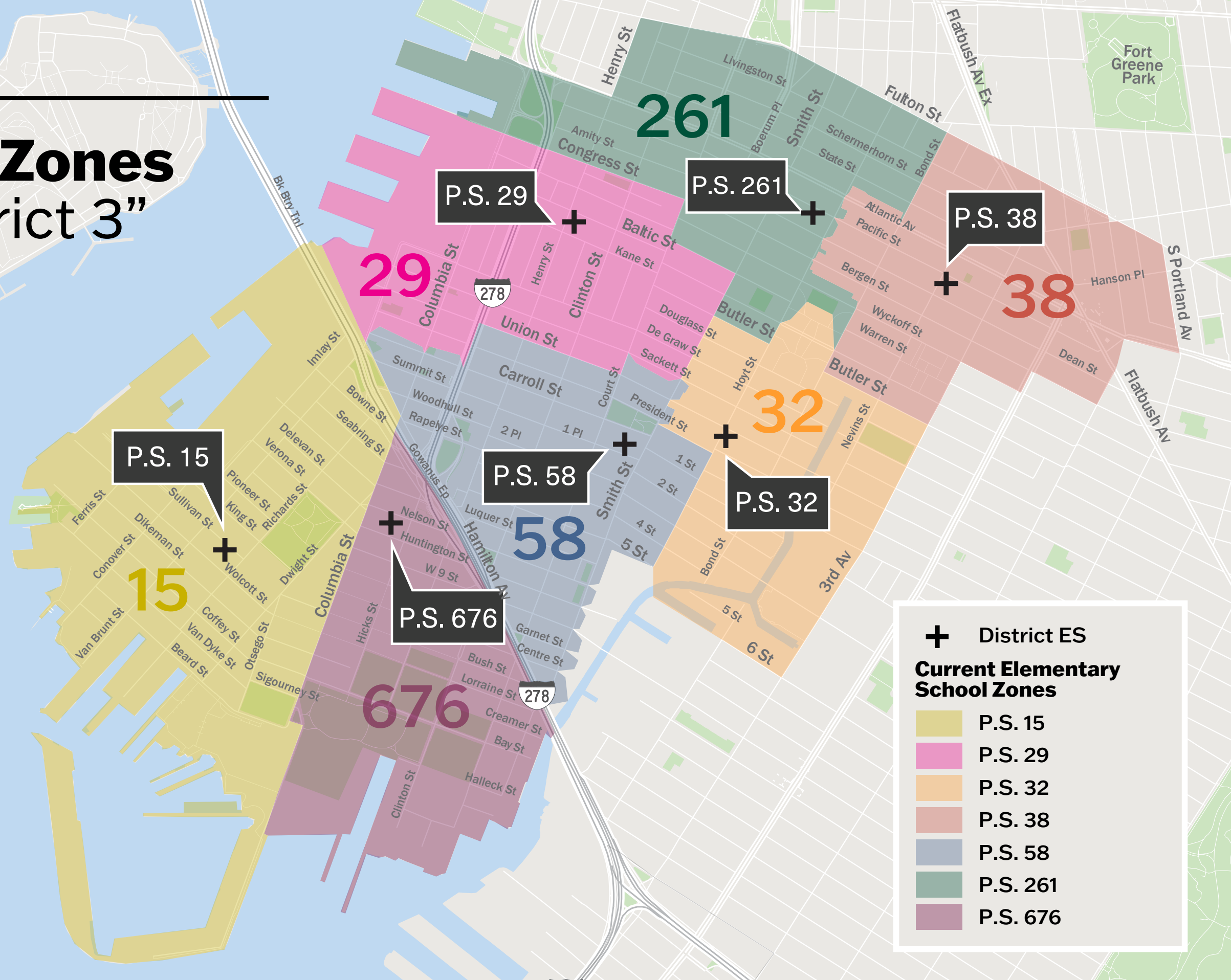
Origins of this Rezoning

In the Spring of 2019, the DOE began exploring a potential elementary school rezoning in the northwest part of D15 intended to alleviate overcrowding, plan for new student capacity, and to address issues of inequity

D15 Rezoning Area



Existing ES Zones “In Sub-District 3”



Increased Student Capacity

In September of 2020, a new building addition opened at P.S. 32

- Created 436 new seats
- Designed early childhood and special education classrooms
- New cafeteria and library
- Rooftop playground



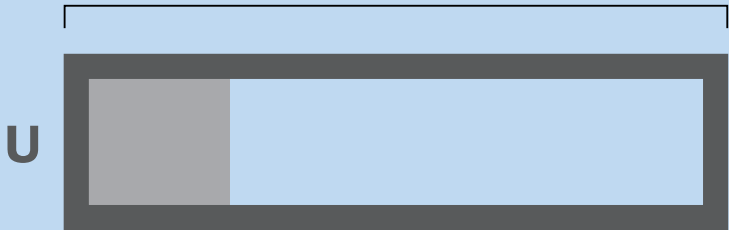
Demographic Disparities + School Utilization 2018-2020

DEMOGRAPHICS DISPARITIES ¹

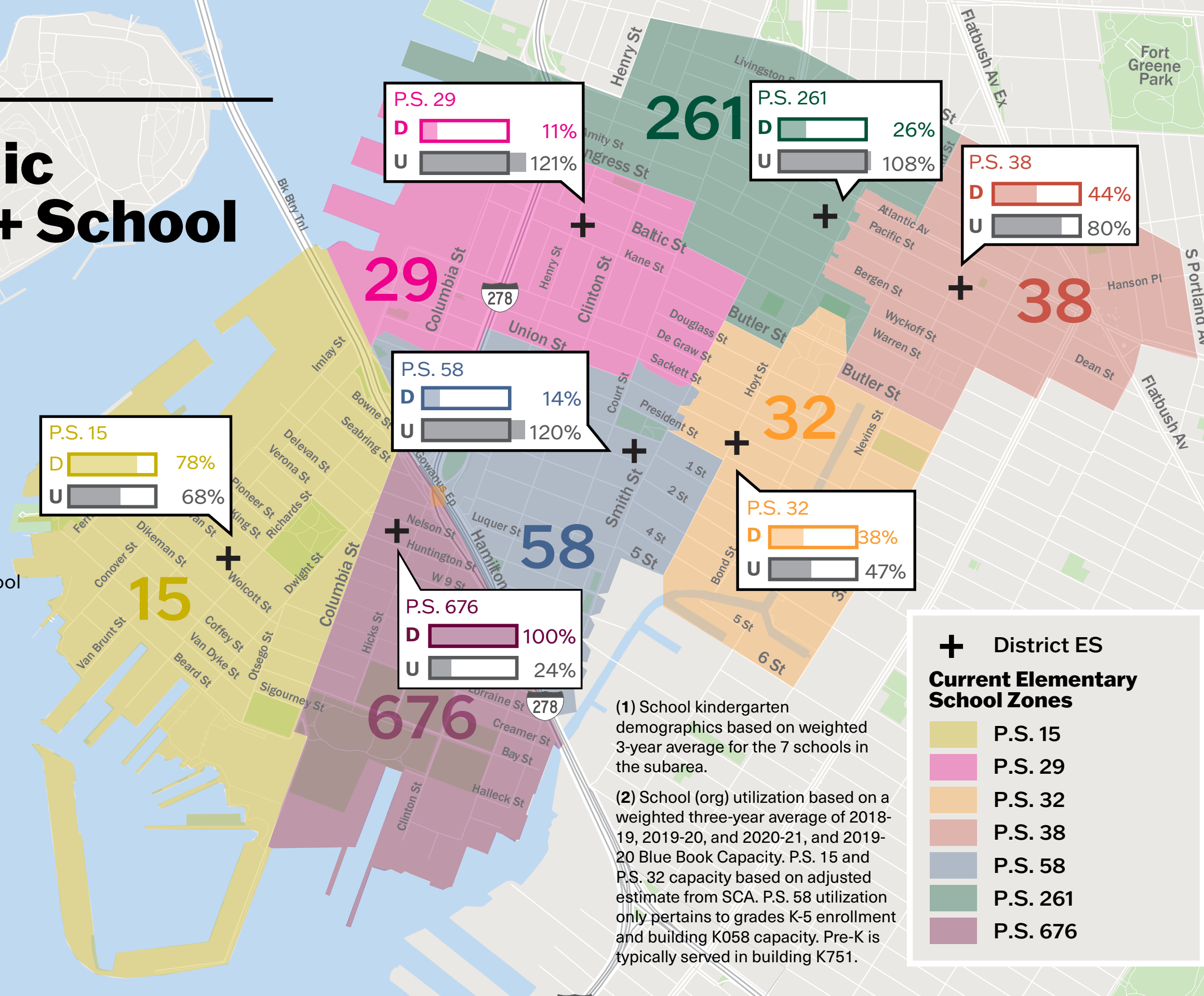


% STH/ELL/FRL/NYCHA at selected school
31% Average

UTILIZATION ²

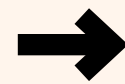


% Utilization at selected school
91% Average



Process & Planning Context

In the first 6 months of the process, the DOE held 12+ community meetings across neighborhoods, presented different potential rezoning approaches and solicited feedback



After this process and hearing community feedback, it was clear that the DOE needed to do more work to meaningfully engage historically underrepresented communities

The DOE committed to taking more time to engage the community using a PAR approach aimed at centering the voices of historically underrepresented communities who would be impacted by a proposal, and who were underrepresented in the meetings to date

03

D15 PAR Project

Intro

Process

Findings

Recommendations

PAR Team Members Presenting this Evening:



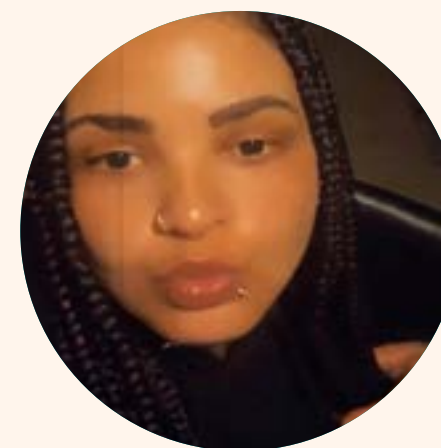
**Vanessa
McKnight**



**Marcie
Roth**



**Carolyn
Loughran**



**Crystal
Vega**



**Natasha
Rossi**



**Esther
Fesale**



**Nancy
Randall**



**Ashley
Hammarth**



**Maddy
Fox**

Our work in the PAR project was to better understand community perspectives and lived experience of inequities and to figure out how rezoning fits in

Community Perspectives

“Every mother and father and grandparent wants the same thing for their children: quality education in a loving and supportive environment.”

Vanessa McKnight, PAR Team



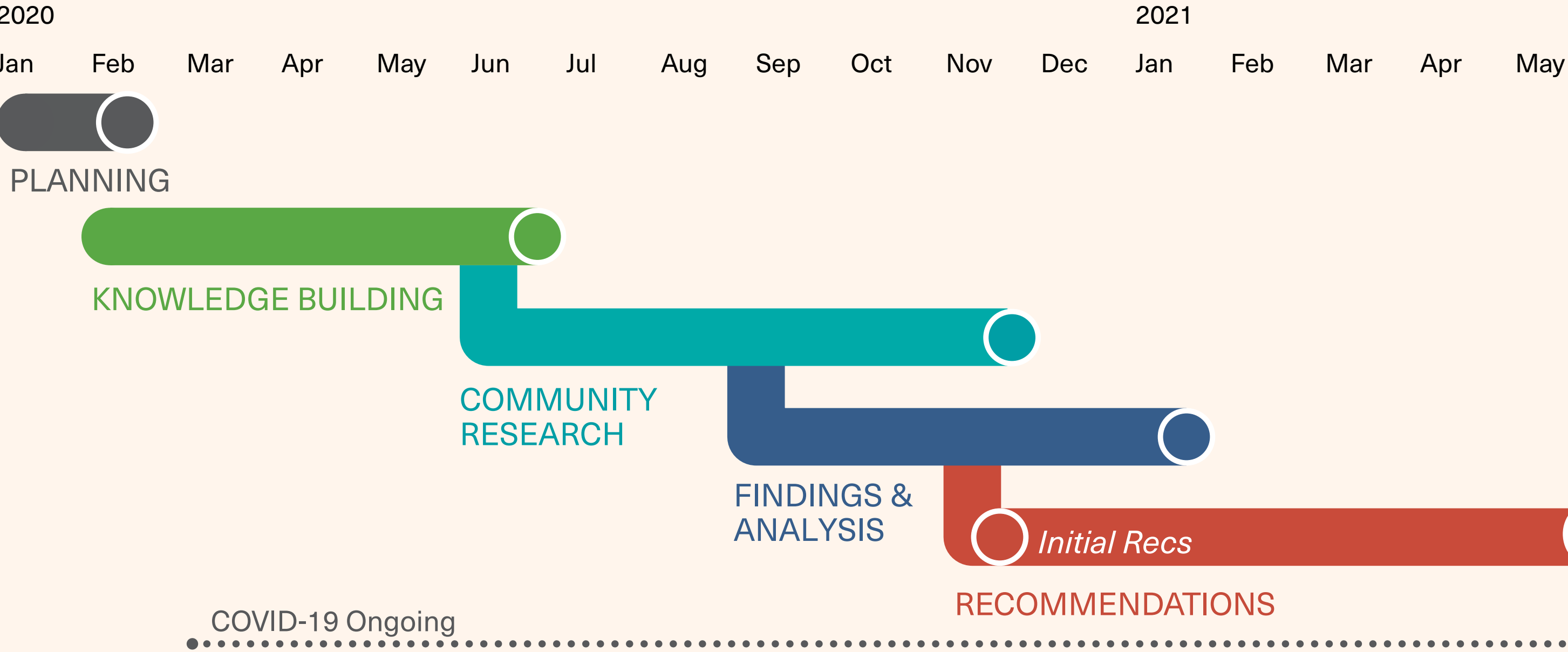
Guiding Questions

How does a proposed rezoning increase educational equity within and across schools and support all schools to thrive?

How is a proposed rezoning accountable to Black, Brown, Asian and Indigenous low-income communities/children?

In what ways does a proposed rezoning support each school to be accountable to/building equity-based integration in the neighborhood (zone) in which they are located? For the sub-zone? For the district? Beyond?

PAR Process



Planning

The PAR Project launched in February 2020

- Recruitment via an open application process
- Participants committed to 5-10 hours per week
- Priority for NYCHA residents
- D15 PAR Project Resource Team, a wider support and accountability group



Knowledge Building

PAR Team built knowledge about:

- Each other, our backgrounds, and educational journeys
- Context, history, and educational policy
- The schools in our sub-district and how rezoning works

View of the Brooklyn-Queens Expressway under construction, separating the Red Hook and Carroll Gardens neighborhoods (Brooklyn Daily Eagle; Brooklyn Public Library, Brooklyn Collection)



Community Research

75 in-depth community conversations, including NYCHA residents in Red Hook and Gowanus

805 survey responses from across the school communities

20+ outreach at events, community walks, and with local leaders



PAR Team Findings

Key Findings

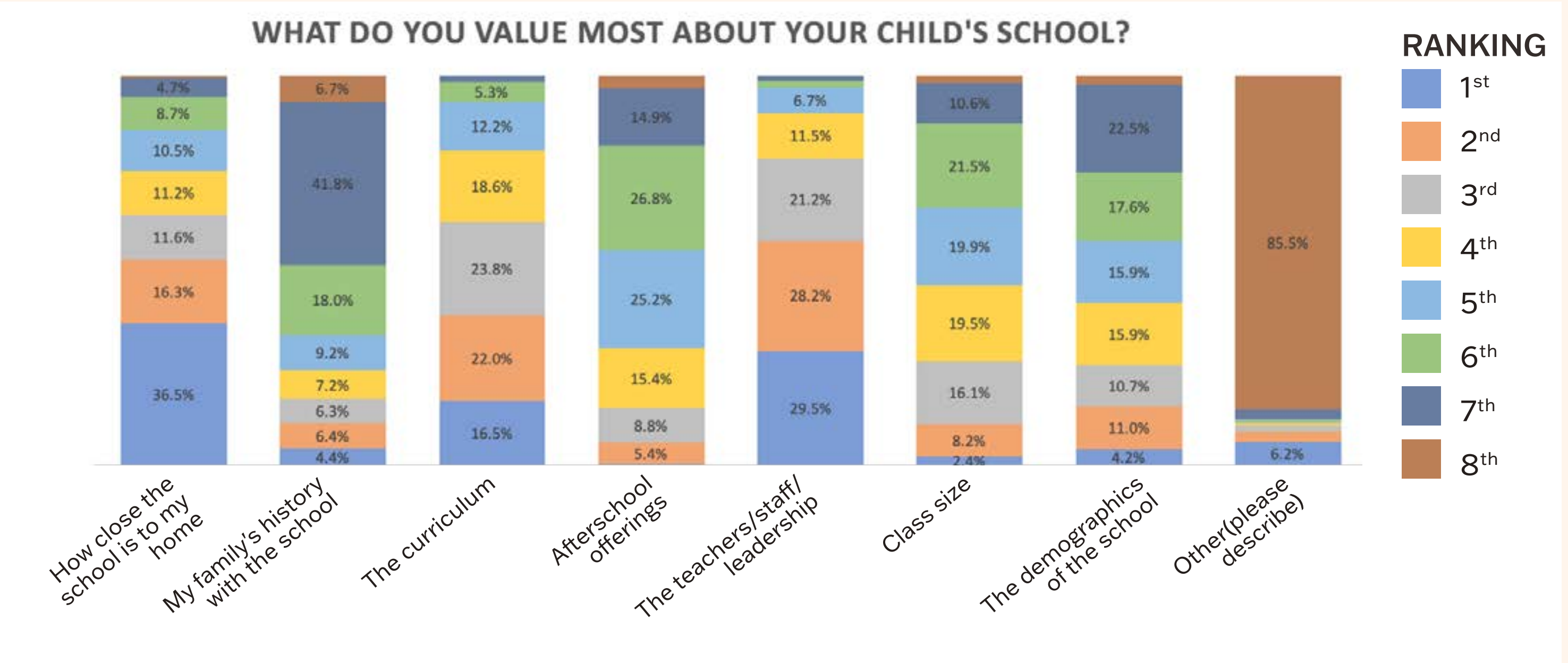
Access to a Thriving School Close to Home

Desire for Equity-based Integration and a Call to Disrupt ‘Zones of Exclusion’

Importance of a Focus on Red Hook’s Unique History and Needs

Emphasis on Elementary Schools as Sites of Place-Based Community Building

Access to a Thriving School Close to Home



Desire for Equity-based Integration and a Call to Disrupt 'Zones of Exclusion' ¹

WHAT IS THE PURPOSE OF PUBLIC SCHOOL?



Word cloud from survey responses collected by the PAR project

¹ *Zones of Exclusion* (Aggarwal, 2020)

Importance of a Focus on Red Hook's Unique History and Needs



Emphasis on Elementary Schools as Sites of Place-Based Community Building



“[P.S. 32] is a generation school. We went there, then we grew up, then their mother and my other daughter went there, then it went from them to the grandkids, so everyone who lives back here - it’s like generations.”

P.S. 32 Grandparent, Black, Gowanus NYCHA Resident

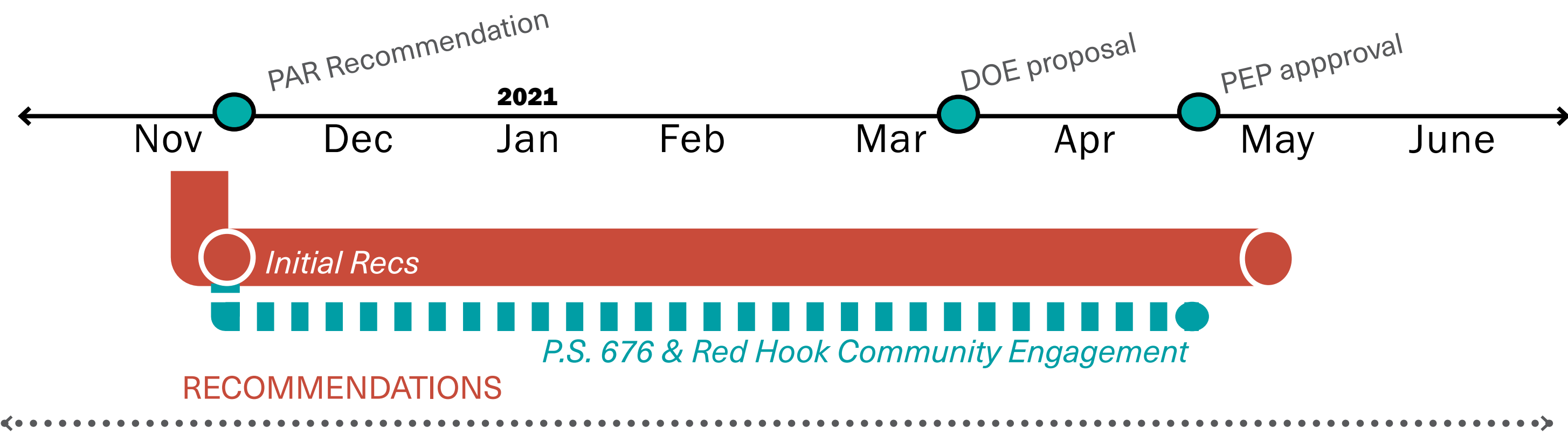
PAR Team Recommendations

P.S. 676 Recommendations

In November 2020,
the PAR Team
recommended that
the DOE support
P.S. 676 and the Red
Hook community to
explore transforming
P.S. 676 into a middle
school



P.S. 676 Timeline



- P.S. 676 will gradually transform into a middle school beginning in 2022 and will be re-sited to a new building in Red Hook in 2025
- There is a commitment that the P.S. 676 building will remain an educational resource for Red Hook

The DOE initially shared two approaches:

- Continue with zone lines or
- Adopt a shared zone

We are recommending an approach to rezoning that is accountable to the specific needs and contexts of our subzone

We recommend using what we call a **Zones of Inclusion approach**

- Using individual zone lines as tools to equitably support neighborhood schools
- Using admission priorities to increase and protect access for those historically excluded
- Ensuring that rezoning is understood as part of comprehensive program of equity work

Recommendation

Zone Lines

- Use zones to ensure families have access to a thriving school close to home
- Shift zone lines to support equitable enrollment

Access

- Prioritize access to all schools for children from families who are NYCHA residents, low-income (the DOE uses the term FRL), English language learners, and or living in temporary housing

In addition, we recommend:



ADDITIONAL RECOMMENDATIONS

In Community

Transform the PAR Team into the Rezoning Community Equity Team (ReCET), with majority Red Hook and Gowanus NYCHA representation

Develop a range of community outreach plans Fall/Winter 2021-22 to engage families around changes in zoning and admissions

Support and resource parent education, training, resources, and opportunities to build equitable community in integrating school communities

ADDITIONAL RECOMMENDATIONS

In Schools

Support SLTs, PTAs, school leaders, and school communities on work around equity and inclusion as the rezoning is implemented

Support, deepen, resource, and increase accessibility of ongoing anti-racist and culturally-responsive and sustaining pedagogy and curriculum across each school

Support hiring practices that are inclusive of communities of color and immigrant communities

ADDITIONAL RECOMMENDATIONS

In Funding and Policy

Critical examination of Fair Student Funding and school budget policies and practices and their impact on educational equity

Examine the use of PTA funding, budget policies, and practices to work towards making PTA funding equitable across our communities

ADDITIONAL RECOMMENDATIONS

In Our Environment

Push the Department of Transportation to repair and renovate the footbridge between Carroll Gardens and Red Hook and create Red Hook park by footbridge on Red Hook side

Monitor and address issues of transportation, like busing, and road safety to support Zones of Inclusion, especially expanding the crossing guard program at 6-lane crossings

**Opportunities for meaningful
community participation in
educational decision-making
led by those most impacted, like
this PAR approach to rezoning,
should be implemented beyond
District 15**

Reflections from working with the DOE

As a PAR Team,
accountable to
our communities,
independent of but in
collaboration with the
DOE, we were able to:

Challenge assumptions about
what schools are desirable to
whom and why

Clarify use of language “diversity,”
“integration,” & “equity”

Underscore that **community
participation** in governmental
decisions is vital and **collaboration
is possible**

Shift accountabilities towards
communities of color

Make visible the ways that **a
focus on educational equity is
necessary** in the long-term work
towards meaningful integration

04

Rezoning & Admissions

DOE Reflections on PAR Process

- Longer and more varied engagement strategies are necessary to reach historically underserved communities
- Building relationships through a community engagement process leads to more trust and genuine collaboration
- Lifting voices of those who have been historically underserved is critical in supporting students with the greatest need
- Representation is only one component of real integration and there is not a one-size-fits-all model to desegregation
- While rezoning can be an important step in addressing inequity, it must remain a continued focus throughout implementation of the proposal and across other DOE policies

WHAT DOE HEARD

Ensure families have guaranteed access to a school close to home

Support sustainable and appropriate enrollment at all schools

Increase and maintain access for historically underserved students

Honor the specific needs, diversity, context and history of Red Hook

Additional recommendations about further engagement, process for implementation, and DOE policies

DOE RESPONSE

- ➔ Maintain individual zones (opposed to a choice/shared zone approach)
- ➔ Increase the zone size of P.S. 15, P.S. 38 and P.S. 32; Maintain zone size at P.S. 261; Decrease zone size of P.S. 58 and P.S. 29
- ➔ Institute Diversity In Admissions (DIA) at all schools; Further decrease P.S. 58 and P.S. 29 zone sizes
- ➔ Reconfigure P.S. 676 and ensure all of Red Hook has future priority to P.S. 15
- ➔ Commit to continue collaborating with the PAR Team and CEC to help ensure success and equity in D15

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Rezoning Policies & Impacts

When might changes take place?

- Pending submission of a proposal by the DOE and approval by the CEC, proposed changes would likely take effect for the 2022-2023 academic year

Which students would be impacted by a potential rezoning?

- Incoming pre-kindergarten and kindergarten students
- New students to the system

Which students would not be impacted by a potential rezoning?

- Currently enrolled students
- Siblings of zoned and enrolled students
 - Children who live where a zone is changing can retain their zoned sibling priority for elementary school, if they have a sibling attending that school in grades K-5, pending CEC approval

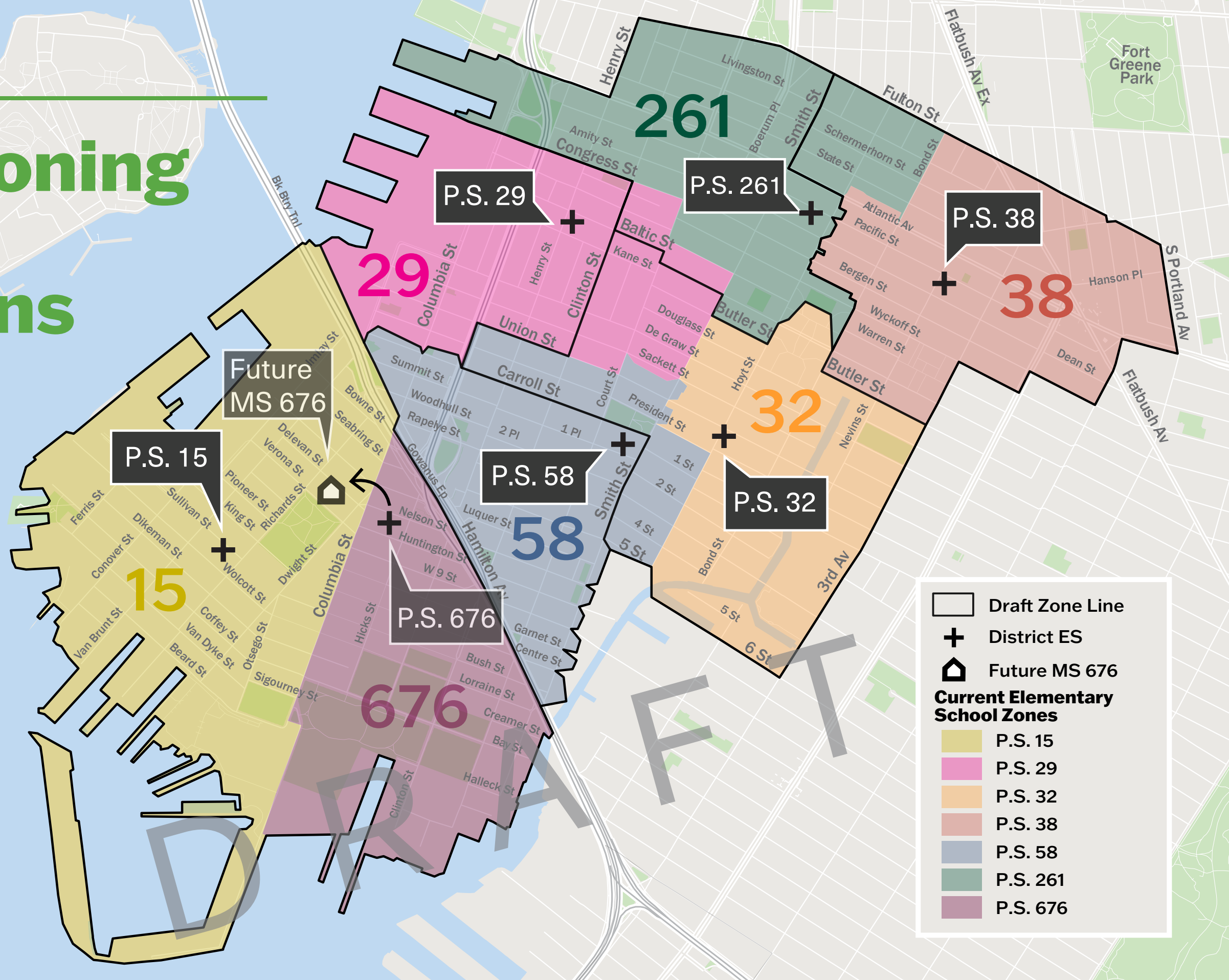
Interpreting the Map

- The **colors** represent existing zones
- The thick black lines represent new draft zone lines
- The **green** represents open space
- The number of students who live in a zone does not correlate to how large a zone is geographically
- Every city block is accounted for on the maps and in school zones, not just residential areas

Draft Rezoning Map & Admissions Plan

In addition to draft zone line changes, 30% of seats at each school will be prioritized for:

- **Students in Temporary Housing (STH)**
- **English Language Learners (ELLs)**
- **Students who are income eligible for Free and Reduced-Price Lunch (FRL)**
- **Students living in public housing (NYCHA residents)**



Diversity in Admissions

Draft Plan

- Schools across NYC participate in an initiative to increase access for historically underserved students
- Part of this draft plan involves changing the way admissions is run for families applying to pre-K and kindergarten for fall 2022 and beyond in this area
- This admissions model would give a priority to FRL, STH, ELL and NYCHA students for 30% of seats at P.S. 15, P.S. 58, P.S. 32, P.S. 29, P.S. 38 and P.S. 261 (the future M.S. 676 will be part of the D15 Middle School Diversity Plan)
- Offers will continue to be made in priority group order for all seats and be made using standard admissions priorities. This means that zoned families retain their high priority for admissions
- This admissions model will not impact currently enrolled D15 students in grade K – 12

How are draft zone lines developed?

In order to draw new zone lines the DOE:

1. Determined the number of students that should live in each zone (“target zone size”) based on space, historic demand trends and future residential construction
2. Adjusted target zone size as needed, to ensure sufficient space for out of zone students to meet 30% Diversity in Admissions (DIA) priority
3. Drew new zones that:
 - Promoted diversity across zones
 - Kept each school geographically within zone boundaries, and take into account travel distance and geographic barriers
 - Supported the enrollment of schools with space to grow

Next Steps

The NYCDOE will use feedback from the community to inform continued development of the draft zone lines and plans to share any changes in the coming weeks

- In addition to feedback tonight, public comment can be made at the May 25th CEC meeting

- SLT meetings with impacted schools will take place over the next few weeks
- The PAR team will support by helping to ensure community members are aware of the draft plans and can share feedback
- The NYCDOE is aiming to submit a formal rezoning proposal to CEC 15 for a vote by the end of the school year

To share feedback or ask questions, email ODP:

BrooklynZoning@schools.nyc.gov

Feedback & More Information

Office of District Planning

BrooklynZoning@schools.nyc.gov

<https://www.schools.nyc.gov/about-us/school-planning/district-planning>

Anita Skop, District 15 Superintendent

askop@schools.nyc.gov

Community Education Council 15

CEC15@schools.nyc.gov

PAR Project

www.district15parproject.org

district15parproject@gmail.com

PAR Team Acknowledgements

WITH SPECIAL THANKS TO:

District 15 Superintendent Skop and the School Leaders of P.S. 676, P.S. 15, P.S. 32, P.S. 29, P.S. 38, P.S. 58, and P.S. 261

CEC 15, especially PAR liaisons

Edwin Pacheco

Marie Hueston

Catherine McBride, Michel'le Thomas, and the Red Hook Initiative

Nyah Berg and David Tipson, New York Appleseed

Matt Gonzales and Barbara Gross, NYU Metro Center

Maria Bautista, Alliance for Quality Education

Emily Tumpson Molina and Anthony Bianco, Center for the Study of Brooklyn

Ms. Willa Mack

Tracey Pinkard

Ujju Aggarwal

Naomi Peña

Carrie McClaren

Karen Blondel

Carrie Moore

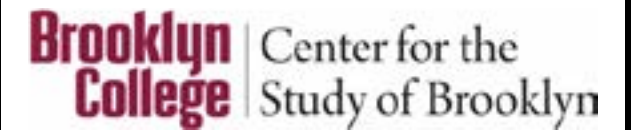
Amanda Abry

Michelle Fine, María Elena Torre, and Brett Stoudt, Public Science Project

Amina Hassen, Chris Rice, Nathalie Kauz, Adam Lubinsky and team, WXY

Our communities for their support, trust, patience, and participation

Our families – especially our children!! – for supporting this important work and putting up with endless long meetings



Thank You.



5

Q&A and Feedback

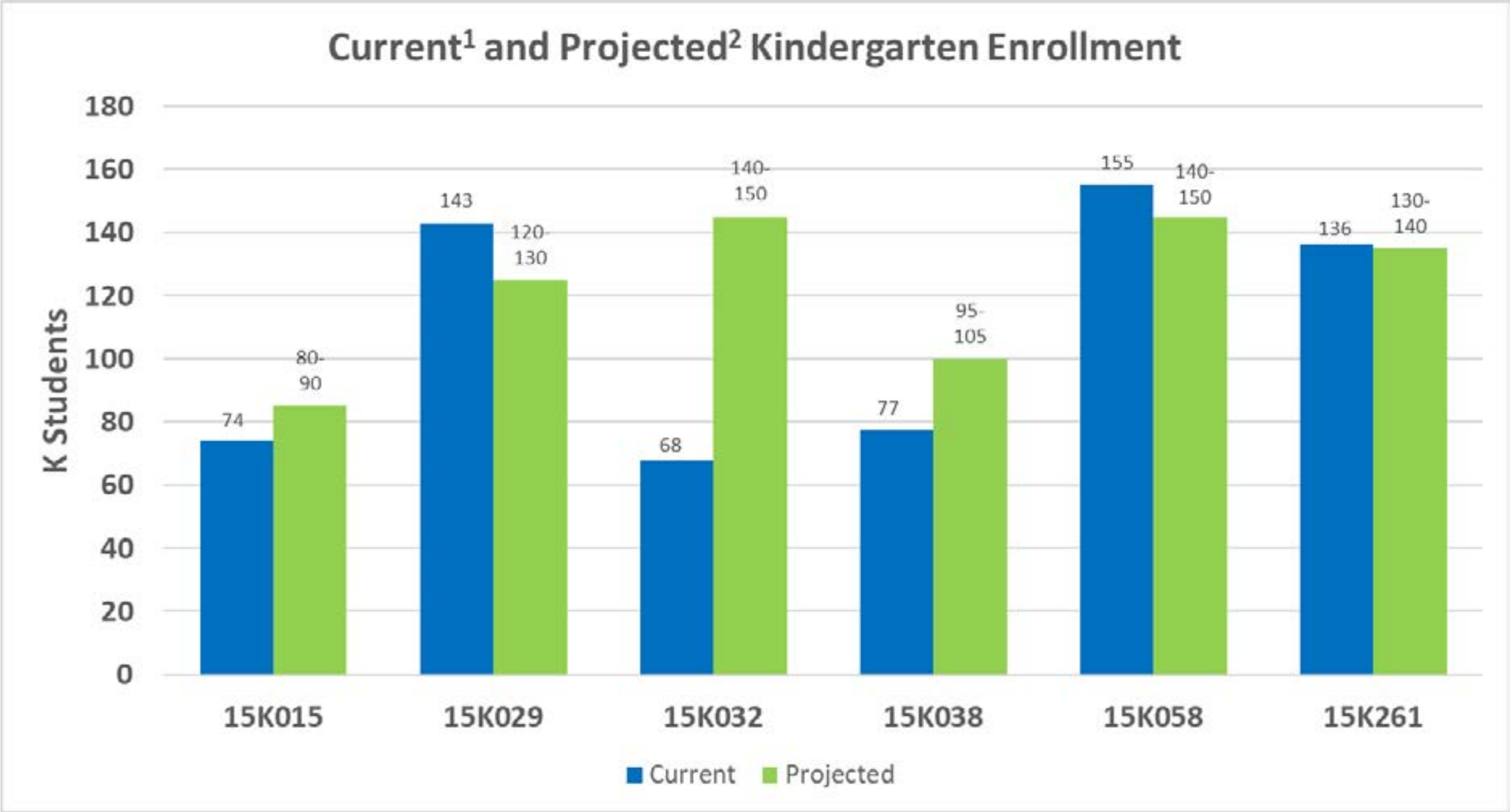
APPENDIX

Appendix

- A. Enrollment**
- B. Capacity and Utilization**
- C. Section Counts**
- D. Class Size**
- E. Kindergarten Zone Demand**
- F. Demographics**
- G. Kindergarten Zone Size**

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Appendix A1: Projected Impact on Enrollment



(1) Enrollment based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.
(2) Projected enrollment is when the rezoning is at scale.

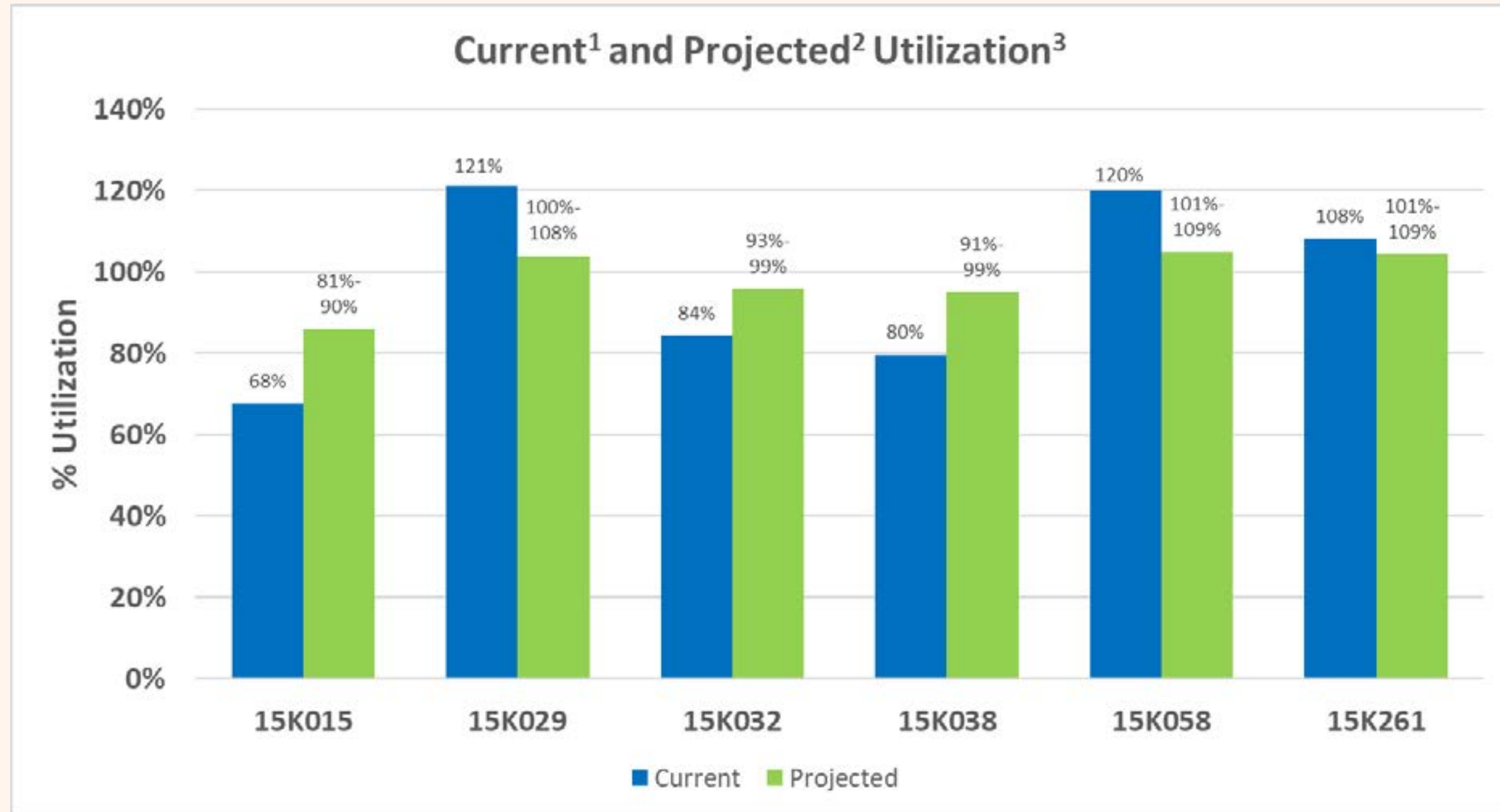
Appendix A2: Current and Projected Enrollment

DBN	School Name	Current K Enrollment ¹	Projected K Enrollment ²	Current Total Enrollment ¹	Projected Total Enrollment ²
15K015	P.S. 15	74	80-90	468	561-621
15K029	P.S. 29	143	120-130	915	756-816
15K032	P.S. 32	68	140-150	464	912-972
15K038	P.S. 38	77	95-105	589	671-731
15K058	P.S. 58	155	140-150	976	829-889
15K261	P.S. 261	136	125-135	769	717-777

(1) Current enrollment based on weighted three-year average of 2018-19, 2019-20, and 2020-21.

(2) Projected enrollment is when the rezoning is at scale.

Appendix B1: Projected Impact on Utilization



- (1) Current school (org) utilization based on a weighted three-year average of 2018-19, 2019-20, and 2020-21, and 2019-20 Blue Book Capacity. Capacity for K015 and K032 based on adjusted capacity estimates from SCA.
- (2) Projected utilization is when the rezoning is at scale.
- (3) P.S. 58 utilization only pertains to grades K-5 enrollment and building K058 capacity. Other enrollment slides in this presentation for P.S. 58 pertain to PK-5 enrollment.

Appendix B2: Projected Impact on Utilization

DBN	School Name	Capacity ¹	Current Org Utilization ²	Projected Org Utilization ³	Change
15K029	P.S. 29	756	121%	100%-108%	Decrease
15K058	P.S. 58	769 ⁴	120% ⁴	101%-109% ⁴	Decrease
15K015	P.S. 15	691	68%	81%-90%	Increase
15K032	P.S. 32	985	47%	93%-99%	Increase
15K038	P.S. 38	740	80%	91%-99%	Increase
15K261	P.S. 261	711	109%	101%-109%	No change

1. Capacity based on 2019-20 Blue Book; Capacity for K015 and K032 based on adjusted capacity estimates from SCA.
2. Current utilization based on weighted three-year average for enrollment and 2019-20 Blue Book org capacity.
3. Projected utilization is when the rezoning is at scale.
4. P.S. 58 capacity and current and projected utilization only includes grades K-5 in Building K058.

Appendix C1: 2019-2020 Elementary School Section Counts¹

School Name	PK	K	Grades 1-5	Self-Contained
P.S. 15	5	4	1-3	6
P.S. 29	2	6	5-7	0
P.S. 32	2	5	4-5	0
P.S. 38	7	4	3-4	4
P.S. 58	3	7	5-6	1
P.S. 261	2	6	4-5	1

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(1) Based on 2019-20.

Appendix C2: Projected Elementary School Section Counts¹

School Name	PK	K	Grades 1-5	Self-Contained
P.S. 15 ¹	5	4	4	6
P.S. 29	2	5	5	0
P.S. 32 ¹	4	7	7	0
P.S. 38 ¹	6	5	4	4
P.S. 58	3	6	5	1
P.S. 261	2	6	5	1

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(1) Projected class size is when rezoning is at scale; includes G&T/DL/ASD Sections.

Appendix D1: 2019-2020 Average Class Sizes¹

School Name	PK	K	Grades 1-5	Self-Contained
P.S. 15	16	20	23	11
P.S. 29	19	25	27	N/A
P.S. 32	17	22	26	N/A
P.S. 38	16	21	23	9
P.S. 58	18	25	27	10
P.S. 261	18	24	25	6

(1) Based on 2019-20.

Appendix D2: Projected Average Class Sizes¹

School Name	PK	K	Grades 1-5	Self-Contained
P.S. 15	16-18	20-22	18-20	10-11
P.S. 29	16-18	24-26	24-26	N/A
P.S. 32	16-18	20-22	20-22	N/A
P.S. 38	15-18	19-21	23-25	8-9
P.S. 58	16-18	23-25	26-28	9-10
P.S. 261	16-18	21-23	22-24	5-6

(1) Projected class size is when rezoning is at scale.

Appendix E1: Kindergarten Zone Demand

School Name	Current Zone Retention ¹	Current Zone Enrollment ²
P.S. 15	62%	59%
P.S. 29	84%	91%
P.S. 32	47%	41%
P.S. 38	36%	42%
P.S. 58	85%	94%
P.S. 261	74 70%	59%

(1) Current zone retention based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

(2) Current zone enrollment based on a weighted three-year average.

Appendix E2: Projected Kindergarten Zone Demand¹

School Name	Projected Zone Retention ¹	Projected Zone Enrollment ¹
P.S. 15	50%-60%	90%-100%
P.S. 29	85%-95%	70%-80%
P.S. 32	50%-60%	50%-60%
P.S. 38	30%-40%	50%-60%
P.S. 58	85%-95%	70%-80%
P.S. 261	65%-75%	55%-65%

(1) Projected zone retention and zone enrollment is when rezoning is at scale.

Appendix F1: Current and Projected Zone Demographics

DBN	School Name	Current Zoned FRL/STH/ELL/NYCHA (%) ¹	Zoned FRL/STH/ELL/NYCHA Students before Priority seats (%) ²
15K015	P.S. 15	79%	85%-95%
15K029	P.S. 29	12%	5%-15%
15K032	P.S. 32	54%	25%-35%
15K038	P.S. 38	44%	35%-45%
15K058	P.S. 58	14%	10%-20%
15K261	P.S. 261	26%	20%-30%

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(1) Current zone % FRL/STH/ELL/NYCHA based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

(2) Projected zone is when rezoning is at scale.

Appendix F2: Kindergarten Zone and School Demographics - English Language Learners (ELLs)

School Name	Current % (School)¹	Current % (Zone)²
P.S. 15	5%	5%
P.S. 29	2%	2%
P.S. 32	6%	6%
P.S. 38	8%	5%
P.S. 58	3%	5%
P.S. 261	4%	5%

(1) Current school % ELLs based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.
 (2) Current zone % ELLs based on a weighted three-year average.

Appendix F3: Kindergarten (School) Demographics - Current Ethnicity¹

School Name	Asian	Black	Hispanic	White	Other
P.S. 15	3%	27%	47%	20%	3%
P.S. 29	6%	1%	9%	74%	9%
P.S. 32	15%	12%	22%	44%	7%
P.S. 38	13%	26%	20%	30%	10%
P.S. 58	6%	2%	11%	73%	9%
P.S. 261	6%	12% ⁷⁸	16%	55%	10%

(1) Current Kindergarten (school) ethnicity based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

Appendix F4: Kindergarten (Zone) Demographics - Current Race/Ethnicity¹

School Name	Asian	Black	Hispanic	White	Other
P.S. 15	1%	36%	39%	19%	5%
P.S. 29	4%	2%	10%	73%	10%
P.S. 32	7%	22%	29%	36%	6%
P.S. 38	7%	29%	24%	28%	10%
P.S. 58	5%	1%	11%	72%	10%
P.S. 261	6%	6%	18%	59%	10%

(1) Current zone race/ethnicity based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

Appendix F5: Kindergarten Zone and School Demographics - Students in Temporary Housing (STH)

School Name	Current % (School) ¹	Current % (Zone) ²
P.S. 15	7%	6%
P.S. 29	-	-
P.S. 32	7%	9%
P.S. 38	1%	1%
P.S. 58	1%	-
P.S. 261	2%	2%

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(1) Current school % STH based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

(2) Current zone % STH based a weighted three-year average.

Appendix F6: Kindergarten Zone and School Demographics - Students with Disabilities

School Name	Current % (School) ¹	Current % (Zone) ²
P.S. 15	27%	18%
P.S. 29	10%	11%
P.S. 32	24%	18%
P.S. 38	7%	12%
P.S. 58	8%	10%
P.S. 261	11%	13%

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- (1) Current Kindergarten (school) % students with disabilities based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.
- (2) Current Zone % students with disabilities based on a weighted three-year average.

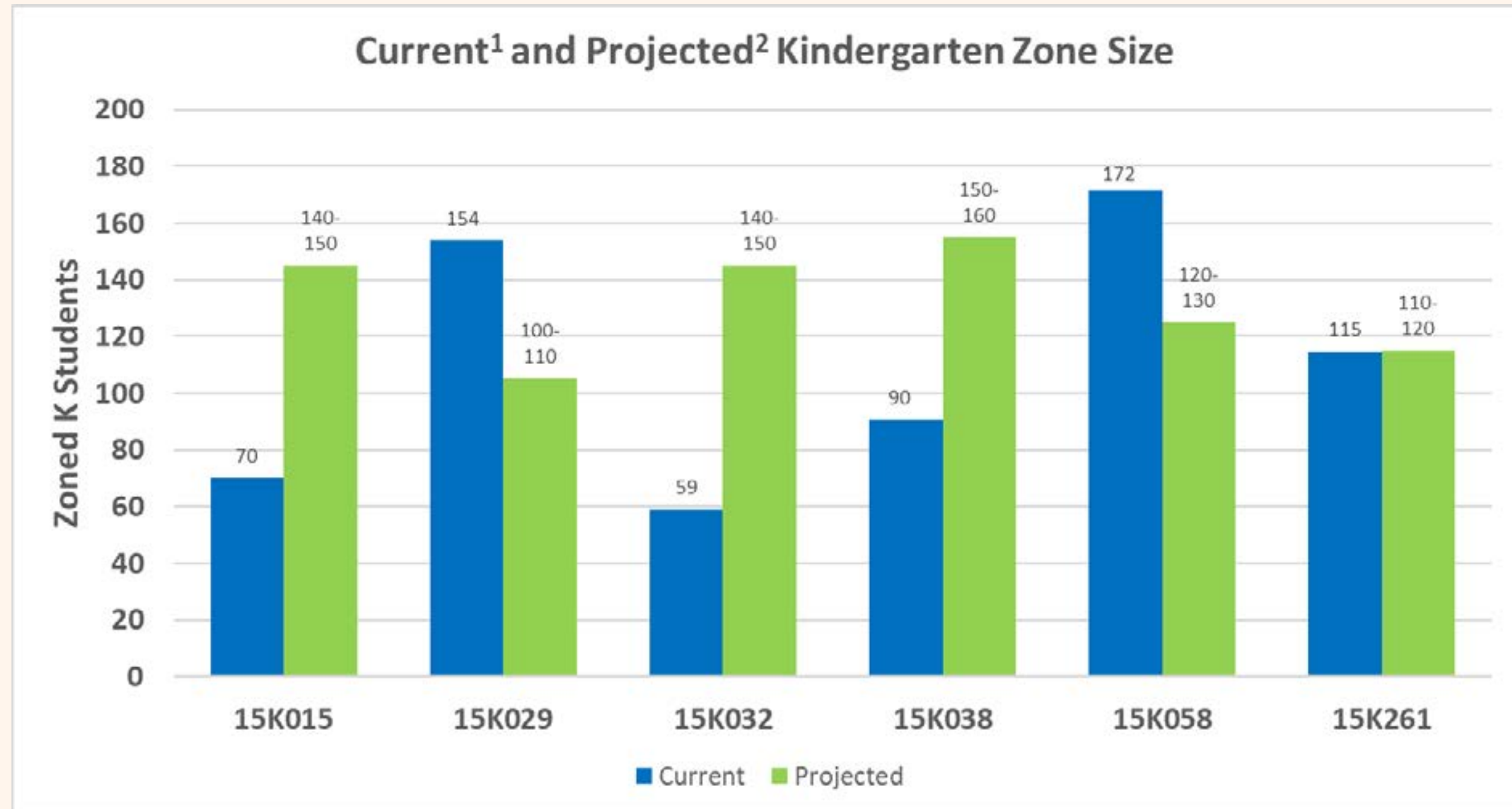
Appendix F7: Kindergarten Demographics - Income-Eligible for Free and Reduced-Priced Lunch (FRL)

School Name	Current % (School) ¹	Current % (Zone) ²
P.S. 15	73%	72%
P.S. 29	10%	11%
P.S. 32	35%	51%
P.S. 38	42%	43%
P.S. 58	10%	11%
P.S. 261	25%	24%

(1) Current Kindergarten (school) % Income-eligible for FRL based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

(2) Current % Income-eligible for FRL based on a weighted three-year average.

Appendix G1: Impact on Kindergarten Zone Size



(1) Based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

(2) Projected zone size when the rezoning is at scale

Appendix G2: Kindergarten Zone Size

DBN	School Name	Current Zone Size ¹	Projected Zone Size ²
15K029	P.S. 29	154	100-110
15K058	P.S. 58	172	120-130
15K032	P.S. 32	59	140-150
15K015	P.S. 15	70	140-150
15K038	P.S. 38	90	150-160
15K261	P.S. 261	84 115	110-120

(1) Based on a weighted three-year average of 2018-19, 2019-20, and 2020-21.

(2) Projected zone size is when the rezoning is at scale

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