CP290F Seminar

Planning for Next Generation: Cities, Regions & Schools

Final Presentations

University of California, Berkeley

Background & Policy Context

- The interrelated nature of public education and metropolitan planning

- Bifurcated education system

- Need for cross disciplinary professional development

Recent New York Times Headlines

- "New York Offers Housing Subsidy as Teacher Lure" -April 15, 2006

- "Connecticut Senate Votes to Ban Soda Sales in the State's Schools" -April 21, 2006

- "Law to Segregate Omaha Schools Divides Nebraska"- April 15, 2006

- "Details of Schools Takeover Emerge"- April 13, 2006 (LA Times)

Aim of Presentations

- Identify key issues

- Highlight current research

- Identify policy options and strategies

- Provide recommendations for action

Topic Areas

- Land Development and School Design

- Housing, Schools and Transportation

- Community Health and Education

- Equity, Segregation, Choice and Education Reform

- Governance & School Finance

Land Development & School Design

Presented by: Jean Eisberg, Chris Lollini, Lauren Friedman, Susan Slingluff

Need for School Facilities

- Nationally, student population is projected to reach 81 million by 2050 (32% increase over 2000)

- Billions spent in 2005 on school construction

  - Nearly 60% of funds spent on new school construction

  - Most new schools built in growing suburbs on undeveloped land

How can we structure school facility funds and construction in a way that promotes sustainable development and regional equity?
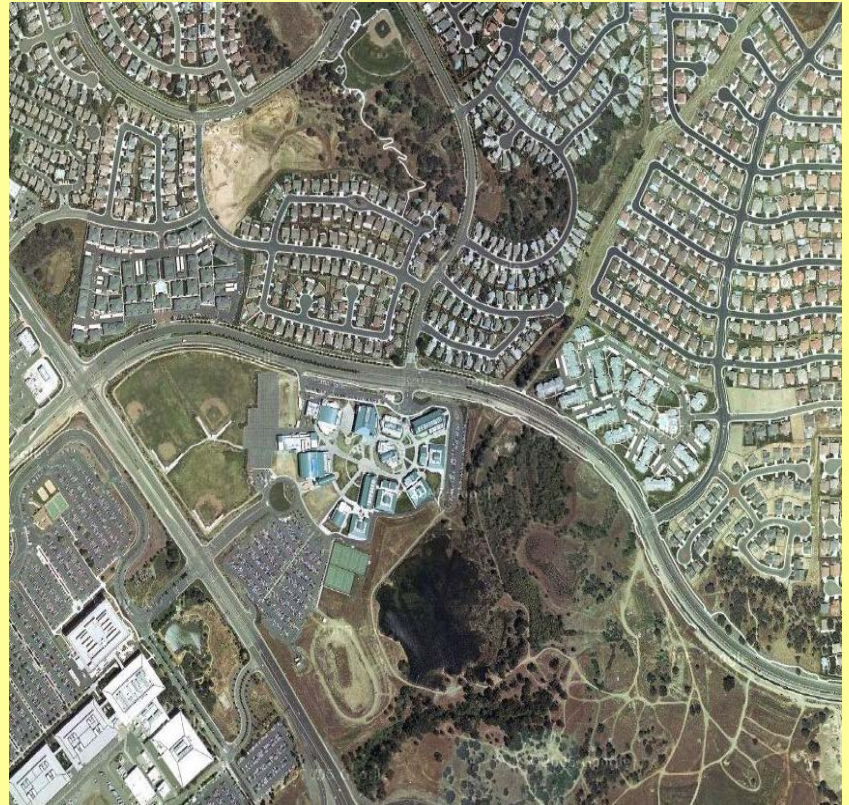
Schools and Sprawl

- Current school site planning is contributing to suburban sprawl
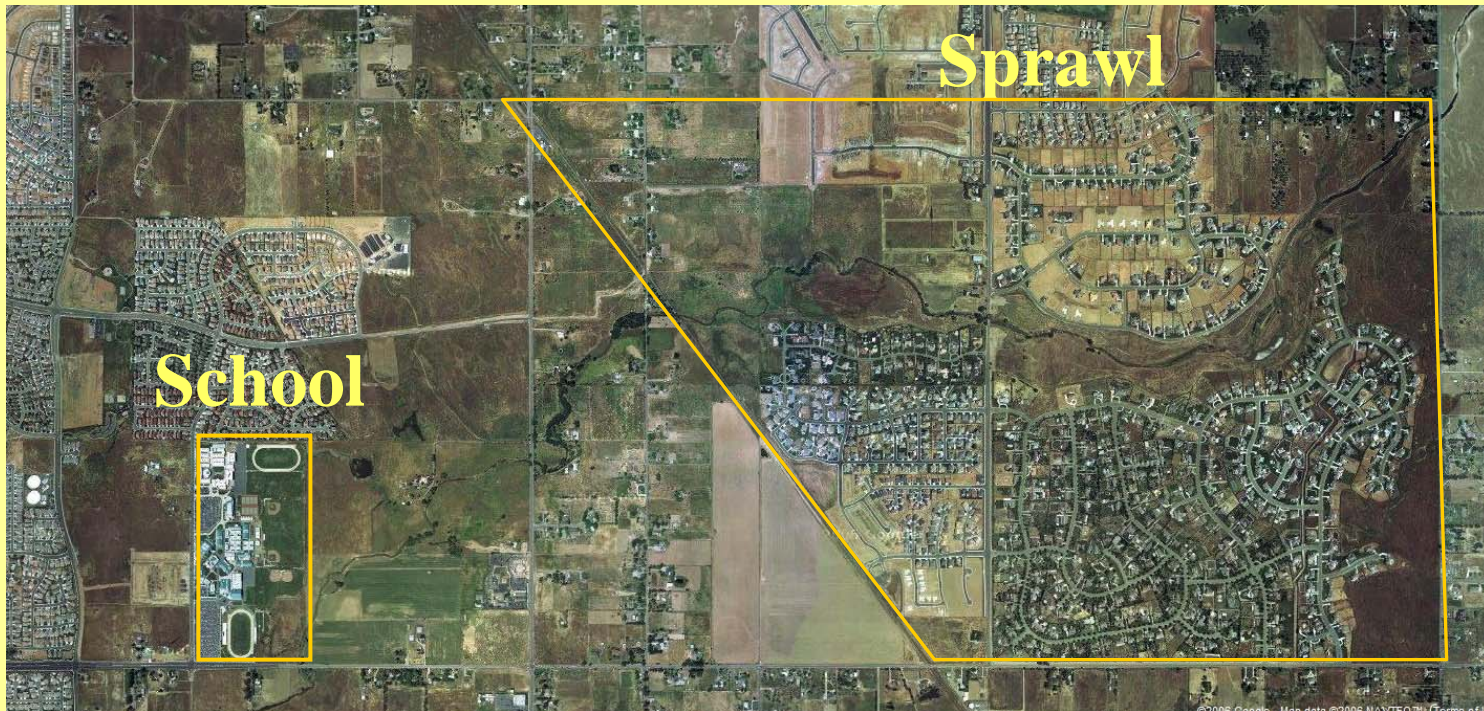
Sheldon High School, Elk Grove, CA

Causes of School Sprawl

- "New is *better*"

- "Two-thirds" rule

- Acreage requirements

- Exemption from planning and zoning requirements

Folsom High School; Folsom, CA

Effects of School Sprawl

- Mega-schools

- Increased transportation costs

- "Leapfrog" development

- Physical disconnect between communities and schools

School

What to do about Sprawl?

- "Smart growth" planning principles encourage efficient use of land and resources.

- School siting and facilities design are essential to successful "smart growth" planning.

"Smart" Schools

Tenderloin Community School, San Francisco, CA

Emeryville Center for Community Life (Proposal), Emeryville, CA

- Compact school design

- Improved access for students and families

- Strengthen existing neighborhoods

- Preserve open space and the environment

- Joint-use facilities

- School as "Center of Community"

Policy Options

- Remove acreage requirements, allow for increased building heights

- Revise "two-thirds" rule to eliminate bias against renovation, adaptive reuse and historic preservation

- Integrate city and school planning processes

- Encourage public-private partnerships

- Involve schools in development agreements

Creating Regional Equity

- Balanced school investment between existing and developing neighborhoods will help struggling schools

- Create a range of housing choices to facilitate school desegregation

- Design schools to improve transportation efficiency and walkability

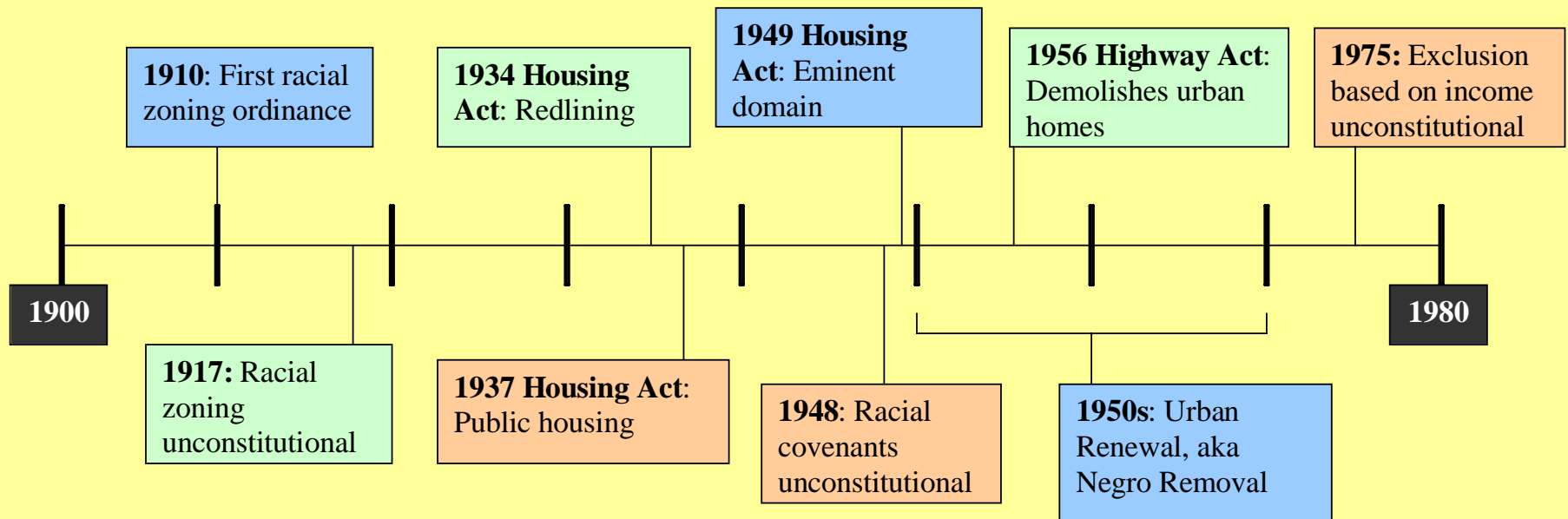- Integrate schools and community health initiatives

Housing, Transportation, and Schools

Leigh Angres, Elinor Buchen, Sundar Chari, David Zisser

Driving Questions

- How do…
  - lack of quality affordable housing
  - poverty concentration
  - housing instability
  - transportation inequity

  …contribute to the quality of schools and student outcomes?

- What are strategies we can use to address these problems?

Background

1910: First racial zoning ordinance

1917: Racial zoning unconstitutional

1934 Housing Act: Redlining

1937 Housing Act: Public housing

1949 Housing Act: Eminent domain

1948: Racial covenants unconstitutional

1956 Highway Act: Demolishes urban homes

1950s: Urban Renewal, aka Negro Removal

1975: Exclusion based on income unconstitutional

1900

1980

Housing and Transportation Policy is School Policy

- Children are over-represented in low-income households

- Students from disadvantaged neighborhoods have more problems and attend schools with fewer resources

- Highly mobile students are more likely to drop out of high school

- Lack of transportation reduces ability to participate in school choice programs

Strategies

- Housing choice vouchers
  - Federal government

- Inclusionary zoning
  - Local government

- School choice
  - School district

- The developer model
  - Private/non-Profit developers

Housing Choice Vouchers

Section 8

- 60% are households with children
- Concentrated in poor and minority central communities

Results from Gautreaux

- Lower drop-out rates and higher performance

Results from Moving to Opportunity

- Little change in educational performance

Housing Choice Vouchers (cont)

Drawbacks	Conditions for success
• Unwilling landlords • Transportation obstacles • Government subsidy insufficient	• Enforce anti-discrimination laws • Counseling • Landlord outreach • Dispersed locations

Inclusionary Zoning

Montgomery County, MD

- Key provisions
  - Mandatory for developers
  - Low and moderate income
  - Units purchased by public housing authority

- Results
  - Over 10,000 affordable units
  - 80% of the recipients are minorities

Inclusionary Zoning (cont)

Drawbacks	Conditions for success
• Better suited for moderate-income housing • Developer opposition	• High growth area • Mandatory • Targets low-income households • Maintaining affordability

School Choice and Transportation

Miami-Dade County Public Schools

- 370,000 students
- 80% minority
- "I Choose" program
  - Choice zones
  - Computerized routing system

School Choice and Transportation (cont)

Drawbacks	Conditions for success
• Expensive • Logistically challenging • Not community-focused • May reduce parental involvement	• Political support • Equitable division of choice zones

Developer Model

Centennial Place, Atlanta, GA
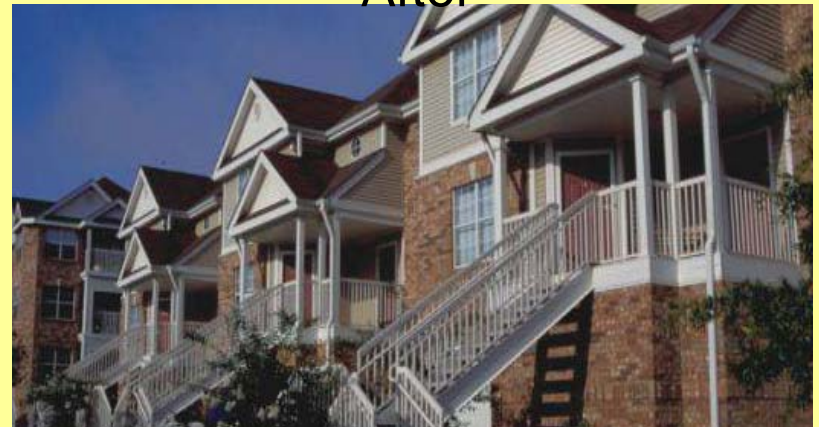
- HOPE VI funding
- Mixed-income
- Local partnerships

Centennial Place Elementary

- Highest scoring elementary school in Atlanta in 2002
- One of the top performers in the state in 2005

Before

After

Developer Model (cont)

Drawbacks	Conditions for success
• Displacement and gentrification • Complicated funding	• Multi-sectoral partnerships • Strong leadership

Conclusions

- Strategies should consider local circumstances

- Outcomes dependent on specific parameters

- Lack of research & evidence on school impacts

Student Health:

School-Community Issues and Solutions

Gloria Bruce and Eliza Johnston

CP 290E

University of California-Berkeley
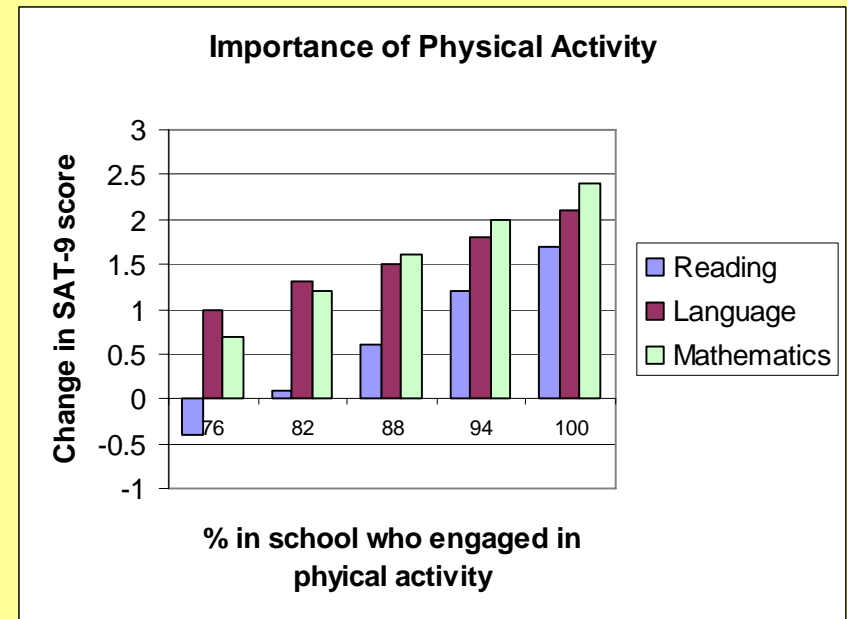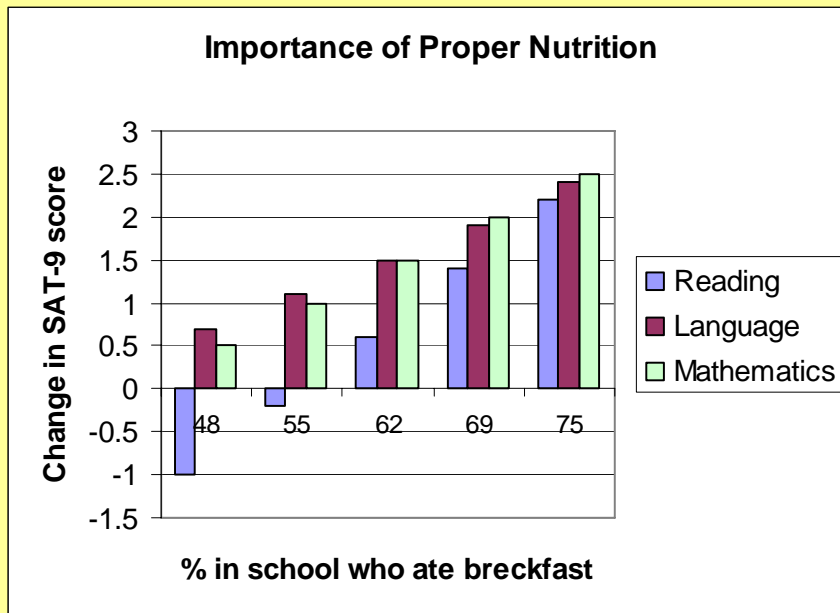
The Problem

- Health and achievement are linked

- Health, safety, and community well-being are linked
- Our focus: Obesity and Violence

Background: Obesity

- Scope of the Issue
  - 30% of US children are considered obese or at risk
  - Mental and physical health problems
- School performance and achievement

Importance of Proper Nutrition

Change in SAT-9 score vs % in school who ate breckfast

Reading, Language, Mathematics

Importance of Physical Activity

Change in SAT-9 score vs % in school who engaged in phyical activity

Reading, Language, Mathematics

Source: California Healthy Kids Statistics

Background: Violence and Bullying
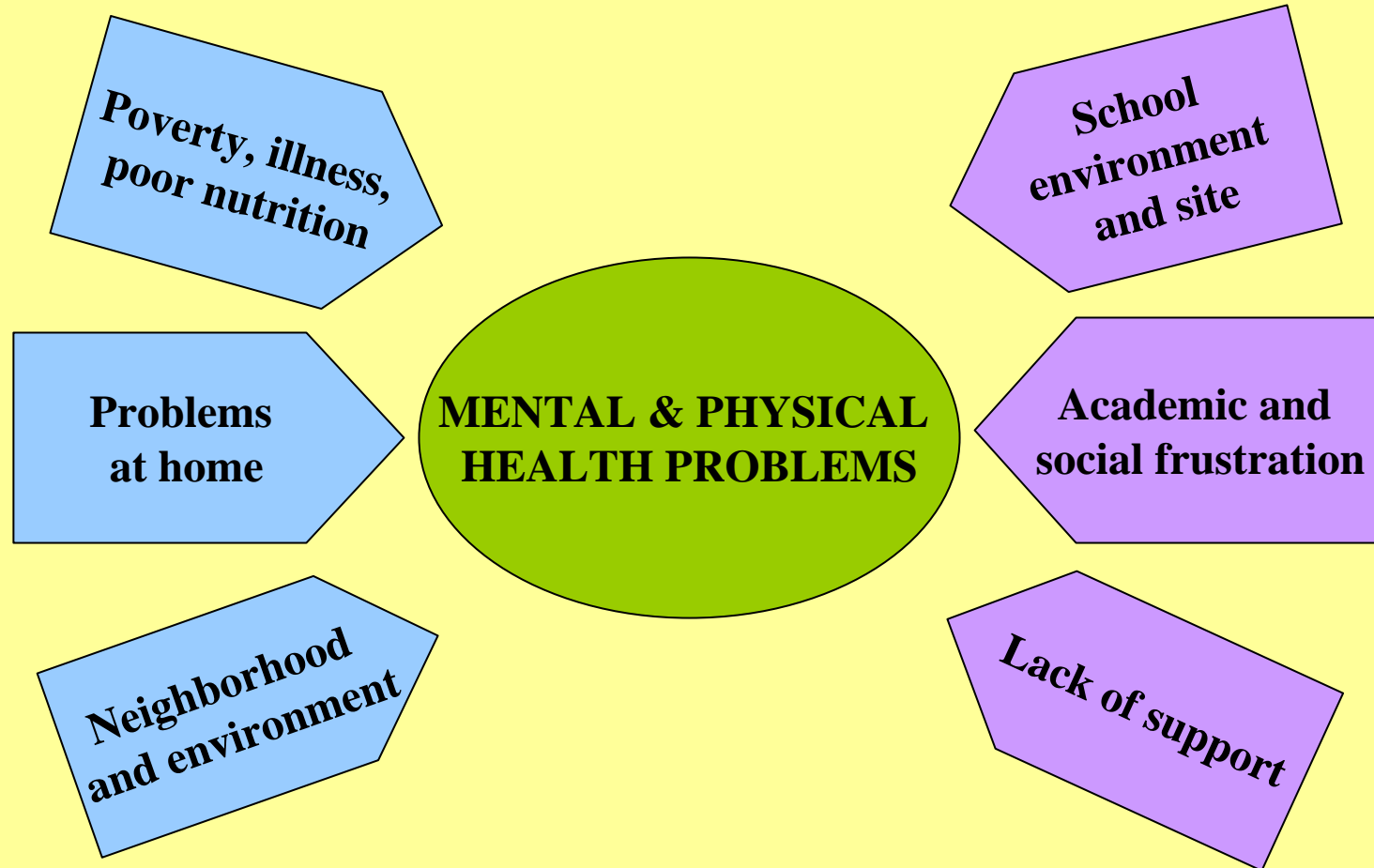
- Scope of the Issue
  - 30% of students have been affected by bullying
  - 9.2% of students have been threatened or injured by a weapon

- School performance and achievement

Importance of Safety

Change in SAT-9 score

Legend:
- Reading
- Language
- Mathematics

% in school reporting feeling safe

(x-axis values: 73, 79, 85, 91, 97)
(y-axis values: -0.5, 0, 0.5, 1, 1.5, 2, 2.5)
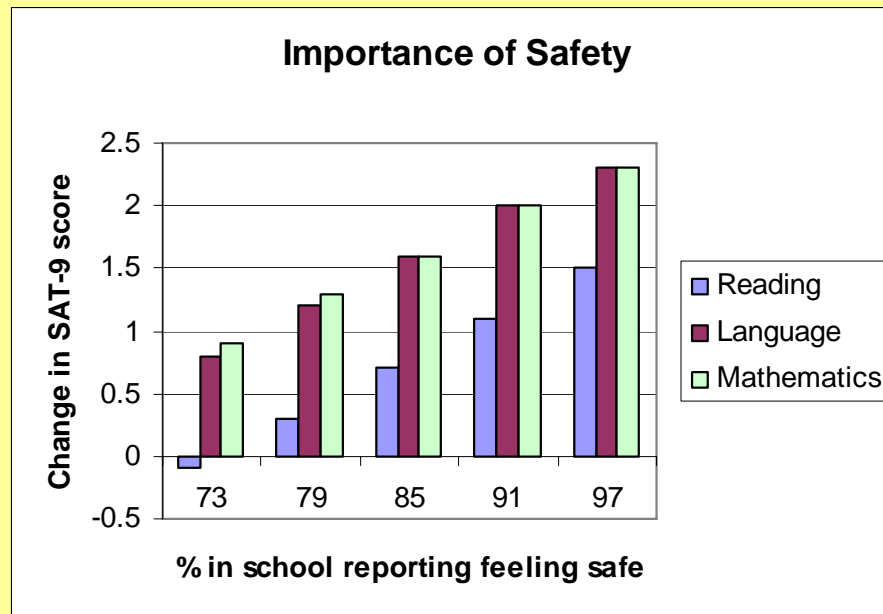
Source: California Healthy Kids Statistics

The role of schools:
## Traditional health programs

- Vaccinations and screenings
- School nurse and first aid
- Health education in classroom
- Partnerships with state/local department of health or human services
- Reproductive health

The role of schools:
New community approaches

- School-Based Health Centers (SBHCs)

- Emphasis on mental health and lifestyles

- Partnerships with community organizations, local businesses, health clinics, foundations

Rural 14%

Suburban 30%

Urban 56%
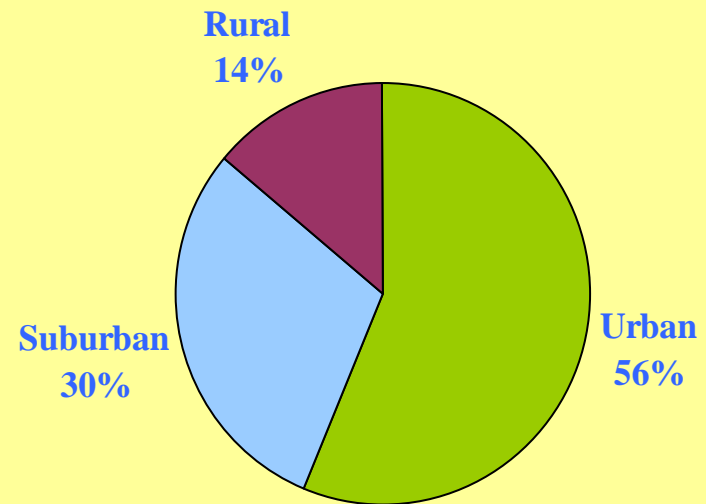
Geographic distribution of SBHCs in 2001 (n=1,385)

Source: National Assembly on School Based Health Care

Chappell Hayes Health Center

McClymonds High School (Oakland, CA)

- **745 students**: 79% Black, 10% Latino, 9% Asian, 2% other; 55% free lunch eligible

- **Funded by:** SF Foundation, Medical, Federal-State programs, Alameda County

- **Services:** Mental health, reproductive health, physical health, counseling

- **Partners:** Children's Hospital Oakland, Alameda County

"Mac" is one of many community institutions in struggling but vibrant West Oakland.

School Based Youth Services

Pinelands Regional High School, (Tuckerton, NJ)

Counselor at SBYS in Tuckerton – the suburban/rural fringe

- **888 students:** 97% white, 2% Latino, 1% Black; 46% qualify for free lunch

- **Services:** Substance abuse support groups, counseling, job training, recreation and sports

- **Partners:** NJ Dept of Human Services, Kimball Health Center, Little Egg Harbor Police Dept., area recreational and vocational organizations

Final Thoughts/Recommendations

- Determining what works where
- Healthy facilities and neighborhoods
- Local regulations that reinforce healthy and safe school environments
- Full-service schools: bringing in the whole community
- Stable financing models
- Evaluation & best practices

CP290F Seminar

Planning for Next Generation: Cities, Regions & Schools

The Changing Nature of School Reform:

Equity, Segregation and Choice

Gina Banks

Greta Kirschenbaum

Josh Mason

Jeanette Nelson

University of California, Berkeley

The Changing Nature of School Reform: Equity, Segregation and Choice

Driving Question:

What choice remedies exist to address persistent educational inequities, and how does neighborhood context inform which school reforms are most appropriate?

Concepts of Equity

- Public schools struggle with providing equity in access, funding, resources, and outcomes

- A lack of equity often translates into a negative impact on neighborhood desirability

Equity	Applied to Access	Applied to Funding	Applied to Resources	Applied to Outcomes
Webster: "no barriers"	Policies of inclusion: special education, desegregation by race, gender	Neutrality-oriented school finance cases	Policies of inclusion applied to special programs (like AP); language programs for ELL students	Affirmative action

Norton Grubb, 2006

Effects of School Segregation

Research shows (Orfield, 2005):

- U.S. public schools 41 percent nonwhite
- Segregation of black and Hispanic students increasing since 1980s
- Achievement scores linked to school racial composition
- The more nonwhite a school is, the more likely it lags academically

Importance of School Choice

- Parents more involved, more satisfied when given a choice in schooling (Peterson & Howell, 2000)

- Choice decreases public school monopoly

- Choice enables parents to select a school to best address a child's needs

- Schools become more accountable (D. Lee, 1990)

Neighborhood Impacts
of School Choice

- Small Schools
  - may be neighborhood-focused or various themes may attract students from many neighborhoods

- Charter Schools
  - usually attract students from many neighborhoods

- Vouchers
  - usually disperse students from existing neighborhoods

- Community Organizing for School Reform
  - most neighborhood-focused of all the reforms

Small Schools

A scaled-down school of choice often thematically focused in an intimate learning environment.

Benefits of Small Schools
- Decrease in violence and behavior problems
- Greater parental and community involvement
- Improved instructional quality and teacher job satisfaction

Barriers to Effective Implementation
- Traditional notions school structure
- Laws in some states requiring construction of large schools
- Perceived lack of cost effectiveness

Case Studies
  - Oakland Small Schools Initiative, New York New Visions for Public Schools

Charter Schools

Autonomous, tax-funded public schools, freed from most school district regulations.

Benefits of Charter Schools
- Many offer curriculum in music, foreign languages and fine arts
- More flexible than traditional schools: less unionization, longer hours
  - Case Studies: High Tech High, Lighthouse Community Charter, Knowledge Is Power Program (KIPP)

Barriers to Effective Implementation
- Difficulty securing facilities, start-up funding, and expertise to run a charter school
- Parents may not be able to determine whether their charter school is effective
  - Case Studies: ReadNet

Charter School Achievement?

- Charter schools had null or negative effects on test scores (RAND Corporation, 2003)

- Elementary charter schools have faster academic growth than public schools (Goldwater Institute, 2004)

- In nationwide study, charter students are 5.2% more likely to be proficient in reading, 3.2% more likely to be proficient in math (Hoxby, 2004)

Vouchers

Certificates issued by the government to families, who then have the ability to choose among competing schools.

Benefits of Vouchers

- Creates incentive to maximize quality and lower cost
- Low-income families could break suburban-urban barrier
- Increased choice options for families
  - Case Study: Milwaukee

Barriers to Effective Implementation

- Cost effectiveness, quality remain legitimate concerns
- Access barriers for low-income families
- Supply/demand limited without religious schools

Case Study: The Milwaukee Parental Choice Program

- Means-tested voucher program
- 118 schools; 15,000 students
- 97% of choice students are
     black and Hispanic
- 70% attend religious schools
- School quality highly variable
- Little evidence of creaming

Community Organizing for School Reform

Relies on *collaboration between schools and community organizers* to improve educational opportunities and advance community development objectives.

Benefits to Community Organizing

- Reform efforts grow organically out of local interests and ideas
- Develops leadership from within community
- Efforts can be linked to far-reaching community development

Barriers to Effective Implementation

- School districts reluctant to work with community groups
- Individual schools/community orgs responsible for reform
- School reformers don't see value of engaging community

Case Study: New Settlement Apartments Parent Action Committee

- <u>South Bronx</u>: high poverty, crime, economic stagnation

- <u>NSA</u>: 1990 rennovated block of abandoned buildings for 900 low-income families

- <u>PAC</u>: 1996 NSA parents concerned about quality of neighborhood schools petition for removal of principal

- 2001 PAC & NSA coalition of school organizing groups to hold district leadership accountable

Recommendations

To address the issues of equity and segregation and increase the effectiveness of choice options, we recommend:

- More easily accessible information for parents
- Access and retention safeguards in order to increase civil rights protection
- Create incentives for attracting low-income students to more affluent schools
- Encourage schools and communities to work together to continually improve neighborhood schools
- Increase best practice sharing among newer reform choices
- Regional cooperation in desegregation efforts to provide more equitable schools
  - E.g., Provide subsidy for students who travel to a new school

Outstanding Questions

- What other evidence exists to support or refute use of these choice options?

- How can community organizations, school district officials and reformers be encouraged to collaborate on providing equitable education?

- What role can planners play in improving schools in different neighborhood contexts?

Planning for the Next Generation

Governance and Finance

April 25, 2006

Michael Abbott
Heather Barondess
Heather Kinlaw
Matt Reed
Mike Smith

Introduction

Key Question

What governance and finance structures would support greater integration of schools with cities/metropolitan regions and lead to increased school performance?

Background

- Traditional Governance and Finance Models

- Increased Accountability

- Alternative Governance Models
  - Strong Mayors

- Alternative Finance Models
  - State-Level Finance

Governance and Accountability

WHO IS ACCOUNTABLE?

|	
FEDERAL	President, Dept. of Education, Congress, Courts
STATE	Governor, Dept. of Education, Chief State School Officer, State Board of Education, Legislature, Courts
LOCAL	Superintendent, School Board or Committee
SCHOOLS	Principal, PTA, Teachers

Governance and Accountability

- Importance of accountability

- Accountability models:
  - Electoral
  - Market competition
  - Civic involvement
  - Legal

Trend:
State-Level School Finance

- Role of local property taxes

- Litigation: Equity → Adequacy

- Leveraging private resources

Annual Expenditures by Funding Source
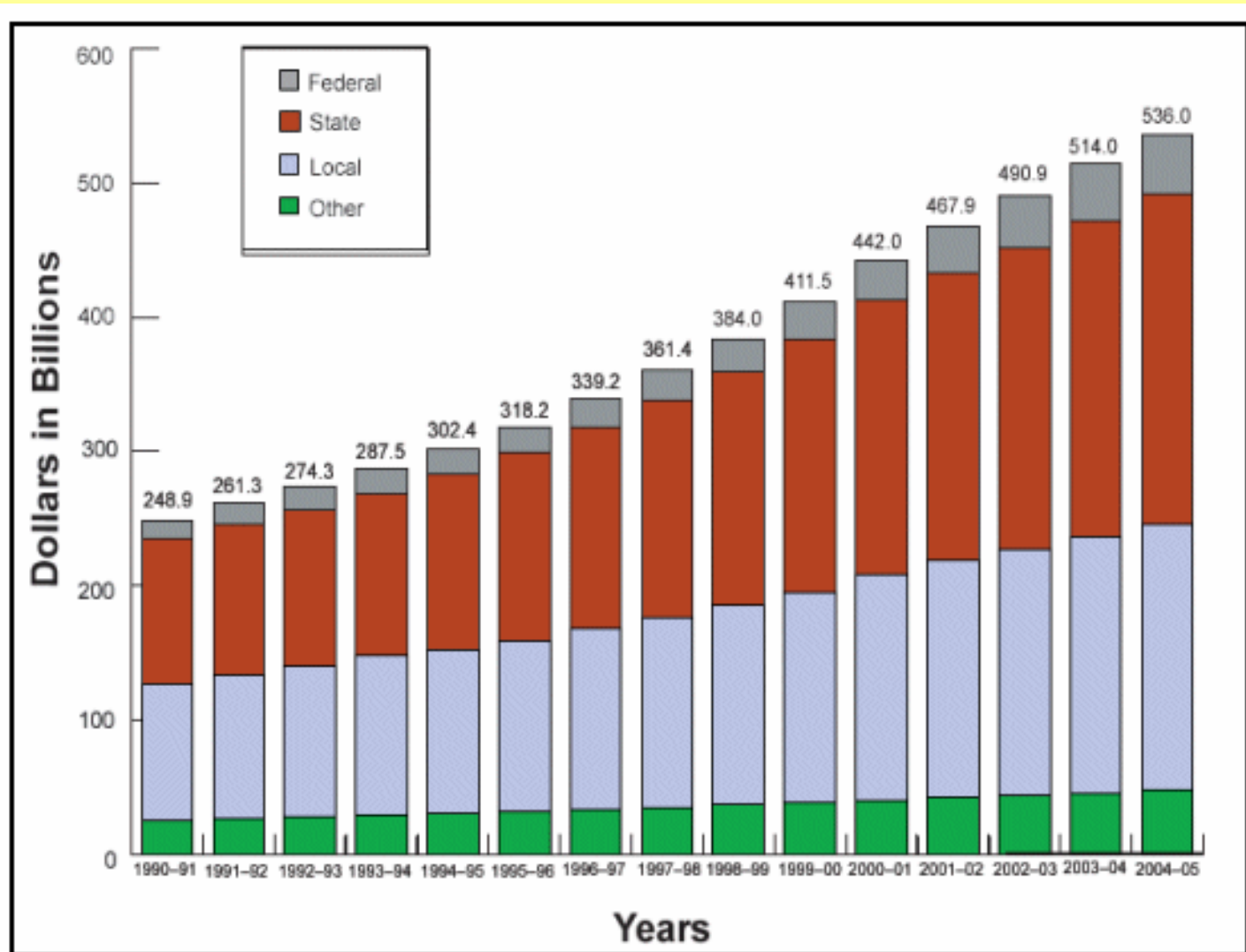
Trend: Strong Mayor Initiatives

What:

- Mayor is responsible for public schools
- Reduce size and influence of Board of Education
- Board of Education is appointed, not elected

Why:

- Centralizes accountability
- Potential for coordinated policies and budgeting

Case Studies:
Cities with Strong Mayors

- Boston – Thomas Menino

- Chicago – Richard M. Daley

- New York – Michael Bloomberg

Conclusions

- External factors influence school performance

- Trends moving in opposing directions

- Strong Mayor Initiative - promising link between cities and schools

Recommendations

- Study the direct effect of Strong Mayor Initiatives on school performance

- Study the effect of greater state-level finance authority on educational equity