

**OneNYC 2050**

**BUILDING A STRONG AND FAIR CITY**

# **EQUITY AND EXCELLENCE IN EDUCATION**

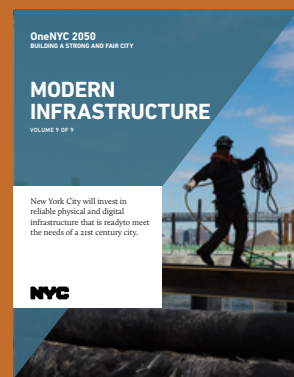
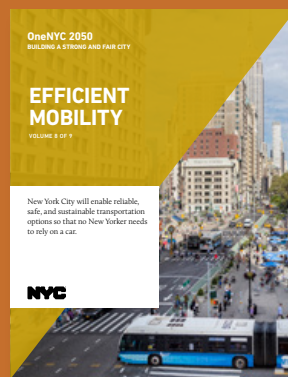
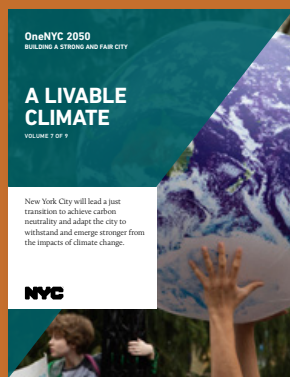
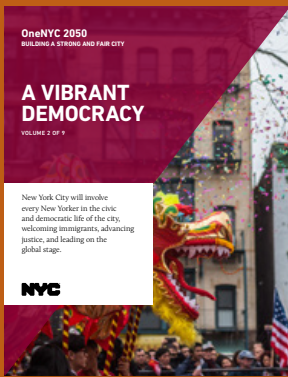
**VOLUME 6 OF 9**

New York City will have a diverse and fair school system that delivers a high-quality education to children of all backgrounds and serves as a national model.

**NYC**



# ONENYC 2050 IS A STRATEGY TO SECURE OUR CITY'S FUTURE AGAINST THE CHALLENGES OF TODAY AND TOMORROW. WITH BOLD ACTIONS TO CONFRONT OUR CLIMATE CRISIS, ACHIEVE EQUITY, AND STRENGTHEN OUR DEMOCRACY, WE ARE BUILDING A STRONG AND FAIR CITY. JOIN US.



Learn more about how we are building a strong and fair city:  
[NYC.GOV/OneNYC](https://nyc.gov/onenyc)

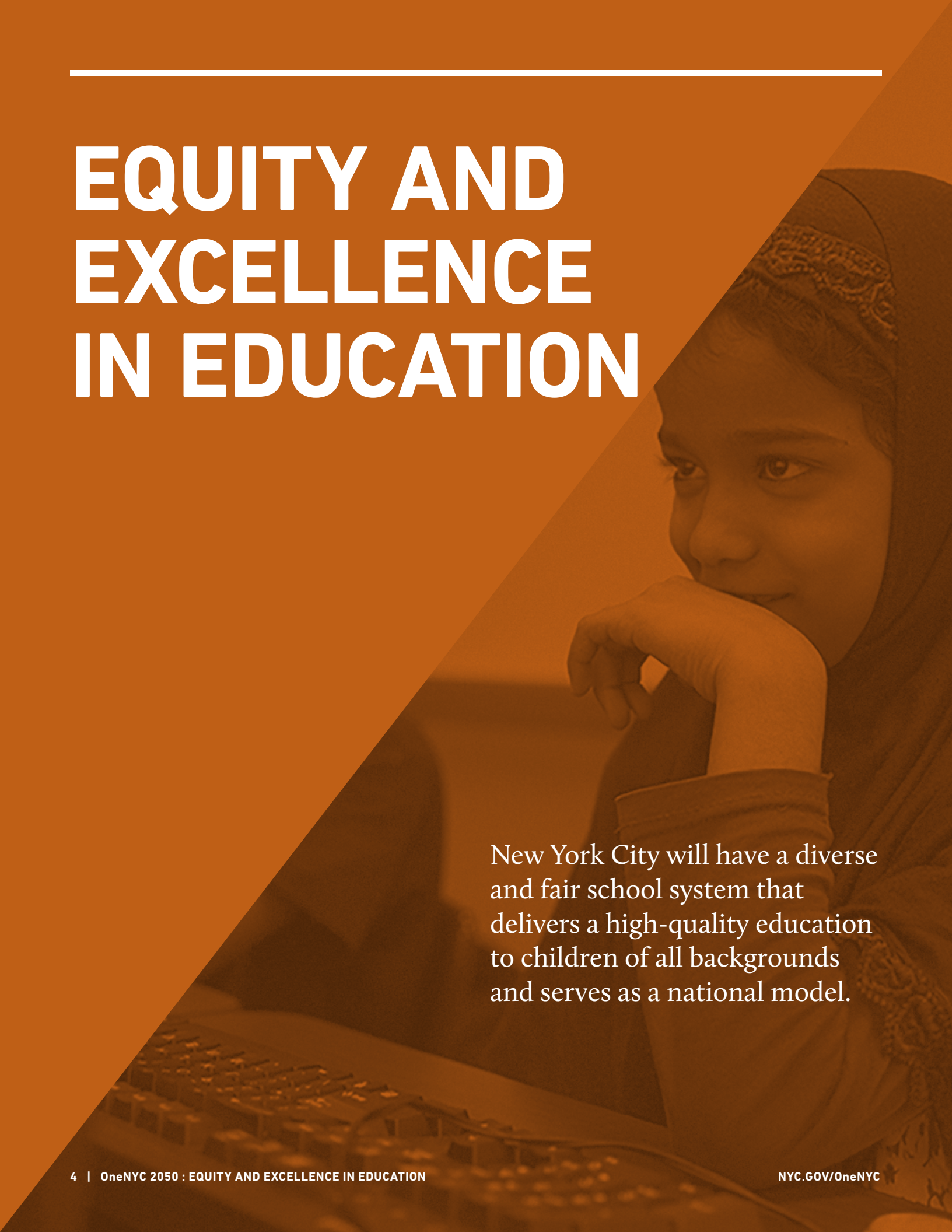
Join the conversation on social media and tag us at **#OneNYC**

**OneNYC 2050 CONSISTS OF 8 GOALS AND 30 INITIATIVES TO SECURE OUR CITY'S FUTURE.**

<b>A VIBRANT DEMOCRACY</b>	1. Empower all New Yorkers to participate in our democracy
	2. Welcome new New Yorkers from around the world and involve them fully in civic life
	3. Promote justice and equal rights, and build trust between New Yorkers and government
	4. Promote democracy and civic innovation on the global stage
<b>AN INCLUSIVE ECONOMY</b>	5. Grow the economy with good-paying jobs and prepare New Yorkers to fill them
	6. Provide economic security for all through fair wages and expanded benefits
	7. Expand the voice, ownership, and decision-making power of workers and communities
	8. Strengthen the City's fiscal health to meet current and future needs
<b>THRIVING NEIGHBORHOODS</b>	9. Ensure all New Yorkers have access to safe, secure, and affordable housing
	10. Ensure all New Yorkers have access to neighborhood open spaces and cultural resources
	11. Advance shared responsibility for community safety and promote neighborhood policing
	12. Promote place-based community planning and strategies
<b>HEALTHY LIVES</b>	13. Guarantee high-quality, affordable, and accessible health care for all New Yorkers
	14. Advance equity by addressing the health and mental health needs of all communities
	15. Make healthy lifestyles easier in all neighborhoods
	16. Design a physical environment that creates the conditions for health and well-being
<b>EQUITY AND EXCELLENCE IN EDUCATION</b>	17. Make New York City a leading national model for early childhood education
	18. Advance equity in K-12 opportunity and achievement
	19. Increase integration, diversity, and inclusion in New York City schools
<b>A LIVABLE CLIMATE</b>	20. Achieve carbon neutrality and 100 percent clean electricity
	21. Strengthen communities, buildings, infrastructure, and the waterfront to be more resilient
	22. Create economic opportunities for all New Yorkers through climate action
<b>EFFICIENT MOBILITY</b>	23. Fight for climate accountability and justice
	24. Modernize New York City's mass transit networks
	25. Ensure New York City's streets are safe and accessible
<b>MODERN INFRASTRUCTURE</b>	26. Reduce congestion and emissions
	27. Strengthen connections to the region and the world
	28. Make forward-thinking investments in core physical infrastructure and hazard mitigation
	29. Improve digital infrastructure to meet the needs of the 21st century
	30. Implement best practices for asset maintenance and capital project delivery

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# EQUITY AND EXCELLENCE IN EDUCATION

A young girl wearing a headscarf is looking at a laptop screen. The image is overlaid with a semi-transparent orange filter. The girl is resting her chin on her hand, looking thoughtfully at the screen.

New York City will have a diverse and fair school system that delivers a high-quality education to children of all backgrounds and serves as a national model.

# THE SCHOOL CLASSROOM IS A CORNERSTONE OF OUR SOCIETY AND AN ESSENTIAL COMPONENT FOR CREATING THE NEXT GENERATION OF COMPASSIONATE, CONSIDERATE, AND CARING ADULTS. SCHOOL IS WHERE STUDENTS FIRST LEARN THEY ARE POWERFUL, THEIR THOUGHTS HAVE VALUE, AND THEIR LIVES MATTER.

Our City has made great strides towards providing an excellent education for all New York City children. More children than ever are enrolled in our Universal Pre-K programs. A more diverse group of students are having conversations about college and accessing high-level college-preparatory coursework. And our high school on-time graduation rates are at a record high.

Still, our school system faces challenges. An elementary school student with limited access to a wide vocabulary at home struggles to read at grade level. A child who could benefit from a free 3-K pro-

gram cannot find an available seat in their neighborhood. A student at a high school without access to restorative practices is removed from class and misses key instructional time.

Not all of our classrooms are created or valued equally. Inequities exist in the way resources are distributed to some classrooms. Further, New Yorkers’ opinions about a school are often informed by where a school is located or the demographics of the students in that school. As a result, many schools that are located in or serve students who come from historically underserved communities are unfairly written off as lacking, while schools in middle to upper income, white communities are perceived to be of high quality. The reality is excellent schools with dedicated staff exist in all of our communities.

OneNYC 2050 lays out a strategy to continue our City’s work of building a school system that ensures students in every borough, district, neighborhood, and school have the tools they need to achieve their dreams. In this plan, we formulate policies based on our understanding that excellence is more than a goal, it is the birthright of every child in our city. OneNYC 2050 lays out our commitment to doing the hard work that truly delivers the promise that every child, no matter who their parents are or what zip code they live in, deserves an excellent education.

## INDICATORS

NEW YORK CITY WILL MEASURE PROGRESS BY TRACKING THE FOLLOWING INDICATORS:

INDICATOR	LATEST DATA	TARGET
CHILDREN WITH ACCESS TO 3-K	~5,000 (2018)	100%
LITERACY BY SECOND GRADE (THIRD GRADE ELA AS PROXY)	50.6% (2018)	100% BY 2026
NEW YORKERS WHO GRADUATE ON TIME	75.9% (2018)	84% BY 2026
TEACHERS WHO RECEIVE IMPLICIT BIAS TRAINING	10,000 (2018)	ALL

## CONTEXT

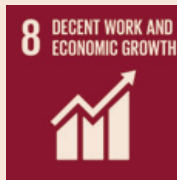
**THE NEW YORK CITY SCHOOL SYSTEM IS THE LARGEST IN THE COUNTRY, WITH MORE THAN ONE MILLION STUDENTS IN MORE THAN 1,800 SCHOOLS.** This sprawling system includes many outstanding schools that for decades have provided a springboard for students' self-actualization and social mobility. However, the legacy of government-facilitated housing segregation has created a system wherein too many of our neighborhood schools are socio-economically, academically, and racially segregated.

This segregated system, together with both underinvestment in the city's communities of color and academic screens historically rooted in excluding entire populations of students, has led to stark inequities in our public schools. Neighborhoods with large numbers of students of color (especially those with disabilities) and low-income families have borne the disproportionate burden of punitive suspension and disciplinary practices, inadequate learning facilities, and limited access to advanced placement (AP) courses.

Ensuring every child has access to an excellent school requires a commitment to addressing the root causes of inequality, while redoubling our efforts to ensure every New York City child has access to the resources they need to thrive from birth until graduation.



The Sustainable Development Goals (SDGs) are the global blueprint adopted by all countries at the United Nations to achieve a better and more sustainable future for all, encompassing strategies to end poverty, improve health and education, reduce inequality, spur economic growth, and tackle climate change. By demonstrating directly how OneNYC 2050 aligns with the SDGs, we strengthen our efforts to build a strong and fair city. Our goal to achieve Equity and Excellence in Education supports the following SDGs:



Learn more about the SDGs online at: [sustainabledevelopment.un.org/sdgs](https://sustainabledevelopment.un.org/sdgs)

## PROGRESS

**NEW YORK CITY'S PUBLIC SCHOOL SYSTEM HAS MADE SUBSTANTIAL PROGRESS SINCE 2002, WHEN THE STATE LEGISLATURE ENACTED MAYORAL ACCOUNTABILITY OVER CITY EDUCATION.** The shift away from the prior system — which was bankrupt and devoid of an overarching vision — to one focused on what is actually best for all kids, has led to more investment, equity-focused policies, and positive momentum toward expanding educational opportunities and improving outcomes. In addition, to improve the way it works with students, parents, and communities, the Department of Education (DOE) has realigned its structure, bringing leadership in closer contact with students and teachers, and establishing clear lines of communication and accountability.

Since Pre-K for All launched in 2014, the City has more than tripled the number of children in free, full-day, high-quality pre-K, with nearly 70,000 four-year-olds enrolled today, compared with 19,000 in 2014. Today, after starting in two districts, 3-K for All provides free, full-day, high-quality early childhood education to more than 5,000 three-year-olds in six districts in New York City. We are outpacing our rollout schedule, with as many as 20,000 three-year-olds expected to be enrolled in 14 districts within all five boroughs by 2020. We continue to expand access to bilingual and dual-language programs, career and technical education, sports programs, and postsecondary opportunities as we develop holistic approaches to improve the way we teach all learners. Suspensions are down across the board. In 2018, we saw the highest-ever number of New York City students taking and passing AP exams, with more than a 10 percent jump in students taking — and students passing — at least one AP course over the previous year.

Seventy-six percent of students graduated high school in 2018, the highest rate in the city's history, and we are well on our way to exceeding the original target of 80 percent by 2026. In fact, we will raise the target to 84 percent by 2026, in line with the national high school graduation average of 84.6 percent. At 7.5 percent, the class of 2018 also had the lowest dropout rate of any class since New York State started keeping records.

We are increasing college readiness, with 70 percent of students today prepared for higher education, compared with just 47 percent five years ago, and nearly 60 percent of the class of 2017 (around 45,000 students) having enrolled in college. Overall, the baseline experience of what it means to be educated in New York City has increased dramatically, with more low-income students of color offered opportunities long enjoyed by their more financially well-off peers. Today, every student has access to more educational opportunities than those of a generation ago — from birth to high school graduation.

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## WHAT WE WILL DO

**STILL, THERE IS MUCH WORK TO BE DONE.** While English language arts and math test scores have improved, disparities in performance across racial lines remain. Though the graduation gap between black and Hispanic students and their peers continues to narrow, it remains far too wide. For black students, the gap narrowed from 17 percent in 2014 to 12 percent in 2018 compared with white peers. For Hispanic students, the gap narrowed from 19 percent in 2014 to 14 percent in 2018 compared with their white peers. Overall, gaps in student outcomes from graduation rates to test scores correlate too closely to race/ethnicity, disability, socioeconomic status, and language. We continue to work toward a future when these gaps no longer exist.

We must view every school, no matter what community it is in or what kinds of students it serves, as a place where all students can and will succeed. To remake our school system around this vision, we will focus on expanding early childhood development programs, achieving the highest on-time high school graduation rates in line with the national average, improving college readiness, and, by 2026, achieving universal literacy by the second grade. OneNYC 2050 is a blueprint for every student to achieve equity and excellence in education in every neighborhood — and at every level — so they are ready to succeed in the 21<sup>st</sup> century.

*“Zip codes should not determine educational attainment.”*

- Resident of Kingsbridge Heights, Bronx

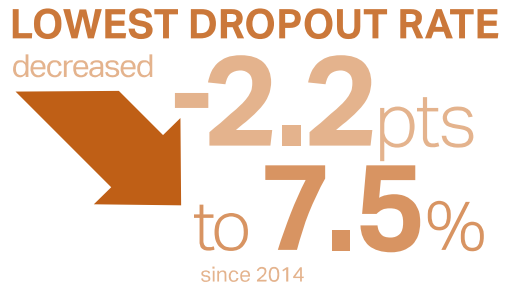


## WHAT WE HEARD FROM NEW YORKERS

**THIRTY-EIGHT PERCENT OF THE MORE THAN 14,000 NEW YORKERS WHO RESPONDED TO OUR CITYWIDE SURVEY SELECTED EDUCATION AS ONE OF THE GREATEST CHALLENGES FACING OUR CITY.** Their priorities included increasing public school funding and educational equity, adapting curriculums to support job opportunities, offering more AP and gifted and talented education program options, and increasing support staff for teachers and students while decreasing classroom size. As one respondent said, “Environmental stewardship/sustainability should be an integrated part of education from kindergarten and up.” Another shared, “Vocational schooling within the high school system is important for those that will work right after graduation. College is not affordable or the right fit for everyone.” Another advocated, “All of our schools should have advanced classes, such as gifted programs, so that families will be more willing to stay in their zoned schools.” Finally, a respondent called for “more focus on student well-being” through increased support staff.

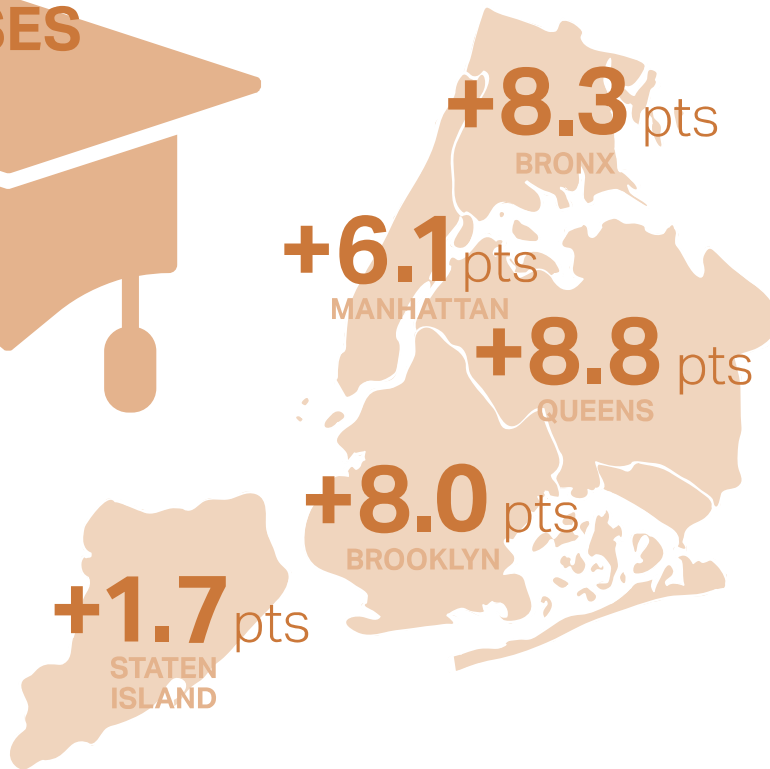
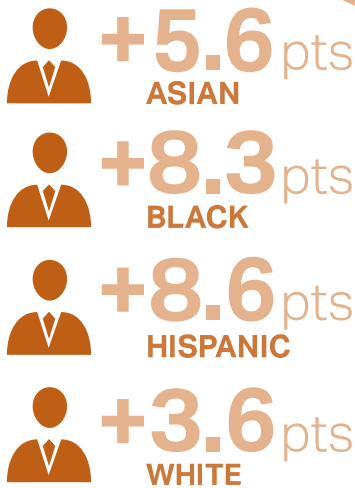
New York City has made strong progress in education since 2014.

Source: DOE

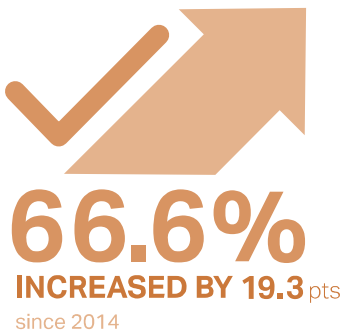


## GRADUATION RATE INCREASES

since 2014



## COLLEGE READINESS



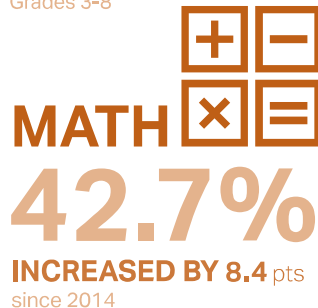
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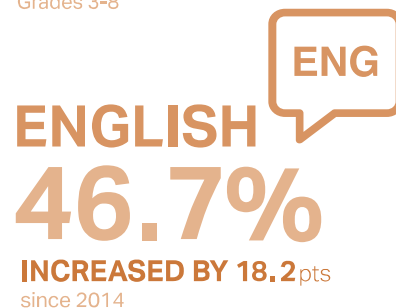
## COLLEGE ENROLLMENT

**PROFICIENCY**

Grades 3-8



Grades 3-8





# INITIATIVE 17 OF 30

## MAKE NEW YORK CITY A LEADING NATIONAL MODEL FOR EARLY CHILDHOOD EDUCATION

**THE EARLIEST YEARS OF A CHILD’S LIFE ARE CRITICAL TO ENSURING ACADEMIC SUCCESS LATER ON.** But lack of access to robust and comprehensive early education in New York City resulted in a fractured system in which only families with sufficient financial resources and those with a low-enough income to qualify for free programming had access to early childhood education. We are disrupting these entrenched inequities by expanding developmental services, guaranteeing early childhood learning through our universal pre-K and expanded 3-K programs, and investing in achieving universal literacy by second grade. We will ensure all children, regardless of family income, get a strong start in their educational journey.

### **ENSURE ALL ELIGIBLE CHILDREN AGES BIRTH TO THREE-YEARS-OLD HAVE ACCESS TO DEVELOPMENTAL SERVICES**

The earlier children with developmental delays or disabilities receive services, the faster we can identify their individual needs and create a targeted plan to ensure they stay aligned with their peers and on track for academic success. The New York City Early Intervention (EI) Program provides developmental services to nearly 30,000 children from birth to three-years-old each year, at no direct cost to families. Yet not all communities access EI services at the same rate, due in part to the stigma attached to developmental delays and disabilities. To close this gap, we will conduct outreach and education to strengthen relationships with community partners and engage populations that use EI services at a lower rate, with the goal of enrolling a total of 1,500 additional children from zip codes with referral rates lower than the city average.

- **INCREASE COMMUNITY AWARENESS OF EARLY CHILDHOOD DEVELOPMENT AND THE EARLY INTERVENTION PROGRAM TO DIMINISH STIGMA**

The Department of Health and Mental Hygiene (DOHMH) will engage 5,000 community members per year to introduce the EI Program to parents, with the goal of overcoming the stigma associated with developmental delays and disabilities. DOHMH will provide information and training in small community venues, and participate in place-based problem-solving and other neighborhood initiatives related to early childhood development.

- **INCREASE REFERRALS FROM PEDIATRICIANS**

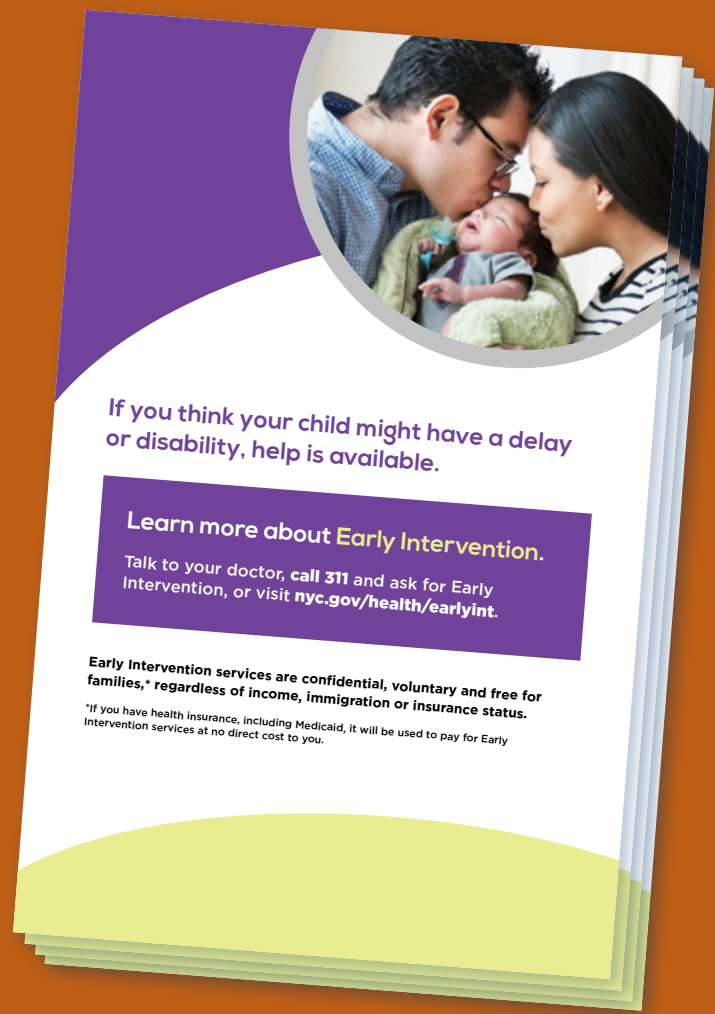
DOHMH will engage the pediatric community to increase awareness of conditions that make children eligible for EI services, how children can enter EI, and the role pediatricians play while children are in these programs. We will distribute 700 clinician tool kits and partner with pediatric residency programs and practices serving children in neighborhoods with low rates of referral to the EI Program.

- **INCREASE REFERRALS FROM CHILDCARE PROVIDERS**

DOHMH will distribute 1,000 childcare tool kits and conduct outreach to childcare centers in neighborhoods with low rates of referral to the EI Program. The tool kits and outreach will focus on understanding both typical and atypical child development, communication with families regarding developmental concerns, and referral to the program. DOHMH will also distribute a video showing how childcare providers can observe and document children’s development, discuss their concerns with parents, and make referrals.

## EARLY INTERVENTION PROGRAM

The New York City Early Intervention program provides developmental services to nearly 30,000 children from birth to age three each year.



### EXPAND 3-K FOR ALL TO MORE THAN ONE-THIRD OF ALL SCHOOL DISTRICTS BY THE END OF THE 2020 SCHOOL YEAR

There is extensive research supporting the transformative value of free, full-day, high-quality 3-K to improve academic and social outcomes. To achieve the vision of 3-K for All citywide, we will need additional support from partners in the State and Federal governments, as the cost of scaling up the program will be approximately \$200 million. This is a small price to pay for \$10,000 in annual childcare savings for parents, and the invaluable gains that come from students starting on a level playing field as they enter kindergarten. In the meantime, we are working toward aligning our early childhood curriculums, integrating data collection, and providing a seamless connection to K-12 education.

Along with our 3-K for All efforts, we are also working toward transferring all EarlyLearn programming (which provides free or low-cost full-day, full-year childcare and education for children ages six weeks to four-years-old) from the Administration for Children's Services (ACS) to DOE to create a unified education system under one department that meets the educational needs of all our children, from birth to graduation.

### OFFER TRAINING FOR HOME-BASED CHILDCARE PROVIDERS

Family childcare is a critical component of the early childhood system in New York City, serving thousands of infants, toddlers, and preschool-aged children every year. Through the EarlyLearn system, ACS supports about 1,600 family childcare providers accessed by low-income families that otherwise would not be able to afford high-quality care. As the City prepares to transition the EarlyLearn system from ACS to DOE in July 2019, family childcare remains a critical part of this effort.

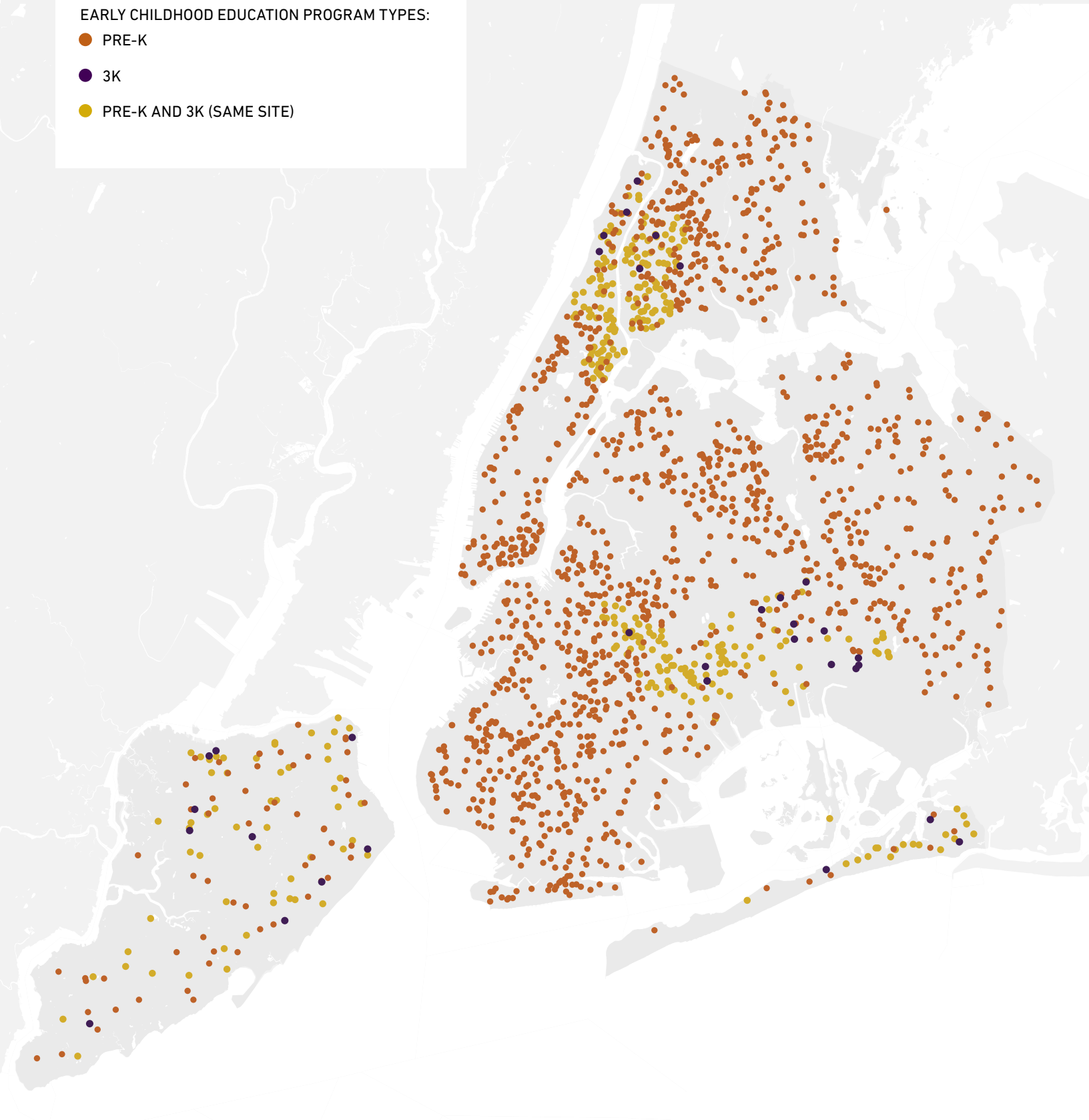
Over the next few years, DOE will build out its support structure to ensure family childcare providers receive the resources they need to provide a high-quality, developmentally appropriate education that is also sensitive to the different languages and cultural diversity of the students they serve. DOE will support family childcare providers and offer expertise in areas including infant and early childhood education, mental health, special education, and family and community engagement. In so doing, we will ensure families and their young children from all socioeconomic backgrounds are able to enjoy the stability, benefits, and educational gains from home-based, trained childcare.

# More children than ever have access to early childhood education.

Source: DOE

## EARLY CHILDHOOD EDUCATION PROGRAM TYPES:

- PRE-K
- 3K
- PRE-K AND 3K (SAME SITE)





EARLYLEARN NYC IS FREE OR LOW-COST CHILD CARE AND EDUCATION FOR CHILDREN FROM SIX WEEKS TO FOUR YEARS OLD.

Source: DOE

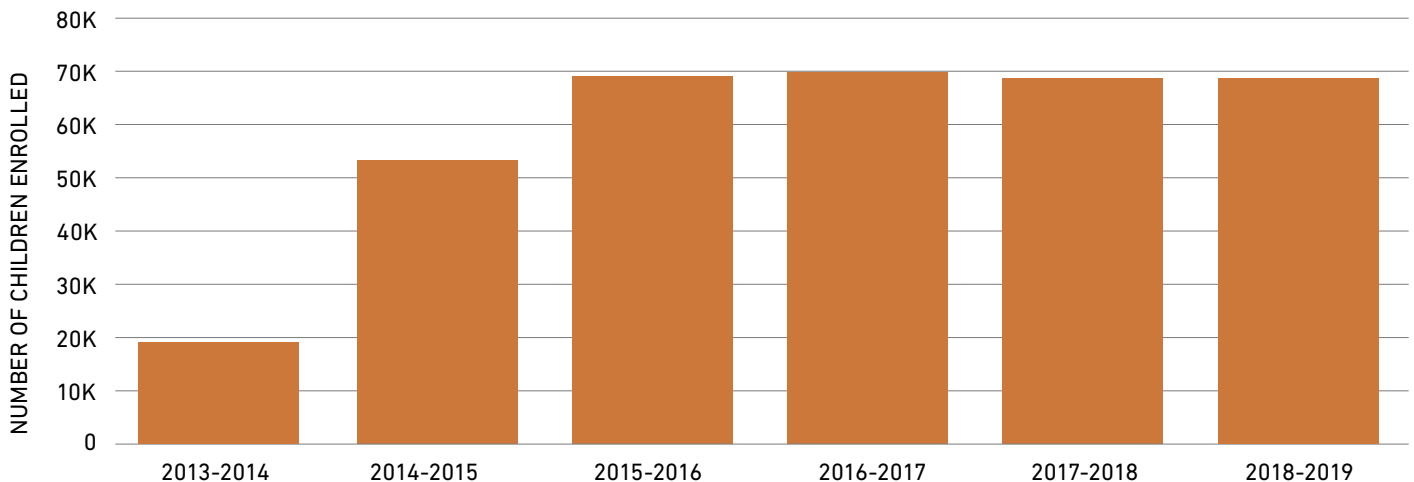
## ACHIEVE UNIVERSAL LITERACY BY SECOND GRADE

Reading is a critical tool for ensuring both a child’s academic success across all subjects and ability to thrive in all aspects of life. The Universal Literacy Program, launched in 2016, deploys reading coaches to schools to work with kindergarten to second-grade teachers to improve student literacy. The program is particularly important for students who have less exposure to books or a wide range of words while outside of school. The goal is to have at least two-thirds of all second graders reading proficiently by the end of the 2022 school year, and all second graders reading at grade level by 2026.

In 2018, the Universal Literacy Program met its first benchmark: providing a literacy coach or other support to each of the 792 New York City elementary schools. This benchmark includes approximately 400 universal literacy reading coaches serving elementary schools citywide. Going forward, we will provide every school with dedicated literacy support for grades K–12. This will also support children who speak a language other than English at home or who face reading delays.

All New York City children have access to Pre-K.

Source: DOE



## OFFER FREE, FULL-DAY, HIGH-QUALITY PRE-KINDERGARTEN FOR EVERY FOUR YEAR-OLD

Pre-K for All brings free, full-day, high-quality pre-K to every four-year-old in New York City, helping prepare them for kindergarten, and giving them a strong start in school and life. Pre-K for All classrooms are full of joy and discovery as children learn to problem-solve, ask questions, and explore the world around them.

The expansion of the program has focused not only on increasing access, but also on investing in quality instruction and family engagement. Enrollment is strong across every community, with strong participation among low-income families.

**2.5x MORE CHILDREN ARE ENROLLED IN PRE-K TODAY THAN IN THE 2013-2014 SCHOOL YEAR**



PRE-K STUDENTS AT P.S. 323 IN BROOKLYN.

Source: Michael Appleton/Mayoral Photography Office

## PRE-K FOR ALL

**IN 2013, DOE ENROLLED JUST 19,000 STUDENTS IN PRE-KINDERGARTEN. TODAY, NEARLY 70,000 STUDENTS ARE ENROLLED IN PRE-K, AND MORE THAN 94 PERCENT OF THESE PROGRAMS MEET OR EXCEED THE QUALITY THRESHOLD SET BY THE CITY.**

Pre-K for All gives children stronger math and reading skills in elementary school and a better chance at success in life. Studies show early childhood education improves performance throughout a child's school experience. This extra year of learning is an essential part of the Equity and Excellence for All vision to deliver a high-quality education to all students, and prepare them for success.

Children are inquisitive, curious, and eager to learn at a young age. Early education programs are a unique opportunity for learning, particularly with 85 percent of brain growth occurring before the age of five. Studies also reveal pre-K provides children with stronger math, language, and reading skills, and a better foundation for success in life. Free, full-day pre-K also saves families money and provides more time to work.

Early education is the foundation for future success in school and beyond — and is why Mayor de Blasio has worked tirelessly to provide this strong foundation to every four-year-old in New York City. It wasn't easy, and success wasn't guaranteed — but it was the right thing to do, for our kids, and for our future.

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# INITIATIVE 18 OF 30

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## ADVANCE EQUITY IN K–12 OPPORTUNITY AND ACHIEVEMENT

**WE KNOW THE QUESTION OF WHETHER A SCHOOL IS HIGH QUALITY MISSES A CRITICAL POINT.** All students deserve great schools with excellent facilities, challenging curricula, and trained teachers and staff ready to support them through whatever challenges they face on their journey to graduating from high school. Gaps persist in graduation rates among black and Hispanic students compared with their white peers; far too many schools lack accommodations for students with

disabilities; and lack of access to advanced classes threatens students' preparedness for college. To advance quality and equity in education in all schools, we must focus on improving facilities — adding more seats to relieve overcrowding and improving special facilities for disabled students — and better preparing high schools students for college by expanding algebra, AP, and computer science classes, while providing wraparound services for our most vulnerable students.



HIGH SCHOOL STUDENTS AT SOUTH BRONX PREPARATORY.

Source: Ed Reed, Mayoral Photography Office



## EQUITY AND EXCELLENCE INITIATIVES

**IF WE BELIEVE THE FUTURE OF OUR CITY MUST BE FILLED WITH THE SAME OPPORTUNITY AND PROMISE AS OUR PAST, THEN WE MUST ACT TODAY.** We must act by committing ourselves to equity and excellence. We must act by dismantling systems and structures that perpetuate unequal outcomes and unequal opportunity. We must act by building new systems that level the playing field and ensure all the children of New York City have promising futures.

The story of New York City is one of ever-expanding promise. We know that as we continue to make New York fairer, safer, more welcoming, and more just. As the late U.S. Senator Paul Wellstone said, “We all do better when we all do better.”

So how do we get there?

The vision of Equity and Excellence for All directly addresses the system-wide goals of ensuring students graduate high school ready for college and their career by developing foundational academic skills and creating social-emotional support systems.

We can no longer accept pockets of excellence and pockets of failure. We can no longer blame children or their parents for poor performance. We can no longer use demographic identifiers — such as race, income, and housing — as excuses for low expectations. We call it “Equity and Excellence for All” because we do not believe you can truly have equity without excellence, nor can you have excellence without equity.

Over 1,800 schools have at least one Equity and Excellence program in their building this year. Together, the Equity and Excellence for All initiatives are building a pathway to success in college and careers for all students. Our schools are starting earlier, with free, full-day, high-quality education for three-year-olds and four-year-olds through 3-K for All and Pre-K for All. They are strengthening foundational skills and instruction earlier — such as through universal literacy — so every student reads at grade level by the end of second grade; and they are providing Algebra for All to improve elementary and middle school math instruction and ensure all students complete algebra by the end of ninth grade. They are offering students more challenging, hands-on, college- and career-aligned coursework. For example, Computer Science for All brings 21<sup>st</sup> century computer science instruction to every school, and AP for All will give high school students access to at least five AP courses.

Along the way, our schools are giving students and families additional support through College Access for All, Single Shepherd, and investment in Community Schools.

These initiatives are just the beginning. This administration has partnered with schools on a multitude of programs and initiatives to ensure academic excellence; support every student, family, and school community; and drive innovation. It’s up to schools to do the work, while the role of DOE centrally is to ensure schools have the tools, resources, and knowledge they need to sustain improvement.

## IMPROVE SCHOOL FACILITIES, PARTICULARLY IN HIGH-NEED DISTRICTS

The City’s proposed Capital Plan includes investments to improve educational performance, maintain existing facilities in good repair, create nearly 57,000 seats in 89 new facilities, reduce class size, and support removal of transportable classroom units.

One-third of funding targets school facilities, including safety enhancements along with technology and other general improvements to the learning environments. The proposed plan allocates \$750 million to make schools more accessible, which is by far the most ever spent by the City to achieve this goal. The improvements, developed with families and advocates for people with disabilities, will add accessible bathrooms, classrooms, and auditoriums, and offer more opportunities for students with accessibility needs to learn in an equitable environment. We are committed to making one-third of the buildings in every district fully accessible by 2024, and at least 50 percent of our buildings housing elementary school grades fully or partially accessible by 2024.



STUDENTS TAKING A TEST AT EDWARD R. MURROW HIGH SCHOOL IN BROOKLYN.

Source: Kristen Luce for the New York City Mayor’s Office

## IMPROVE COLLEGE READINESS BY EXPANDING ALGEBRA, ADVANCED PLACEMENT (AP), AND COMPUTER SCIENCE PROGRAMS

To prepare students for the rigors of higher education and the competitive demands of an ever-changing economy, we must provide access to algebra and AP classes as well as computer science. Algebra is widely recognized as the “gatekeeper” to higher-level math and science courses, and students who pass Algebra I by no later than the end of ninth grade are more likely to graduate from high school as well as college. Classes in computer science are critical to success in nearly all fields, from medicine and technology to the humanities. Providing access to these classes along with AP is especially important for low-income students and students of color who would not otherwise be exposed to college-level coursework. Along with greater preparedness for college-level work, the potential to earn credit toward college courses through qualifying AP test scores gives students a head start in their postsecondary education.

Algebra for All launched in 2016 to improve elementary- and middle-school math instruction and ensure that all students complete Algebra by the end of the ninth grade. The program partners with districts to build teacher capacity in the subject.

AP for All, also launched in 2016, enables every high school student to access a range of AP courses. More than 55,000 students — a record — have already taken at least one AP exam, with increases in every borough and across ethnic groups. AP for All has driven citywide gains in participation and performance, particularly among black and Hispanic students. By fall 2021, students at all high schools will have access to at least five AP classes.

The Computer Science for All initiative, launched in fall 2015, is a public-private partnership to provide every student with a computer science education — including coding, robotics, and web design — in elementary, middle, and high school. Too many students in New York City public schools either lack access to computer science or gain it too late, after biases and stereotypes have formed. Approximately 134,000 students participated in computer science at more than 500 schools in 2017–2018 school year. Seven hundred schools had at least one teacher trained in computer science. More than 5,000 students took an AP computer science exam that year, and some 1,600 teachers have received training over the course of the program. By 2025, all New York City public school students at each school level will receive high-quality computer science education.



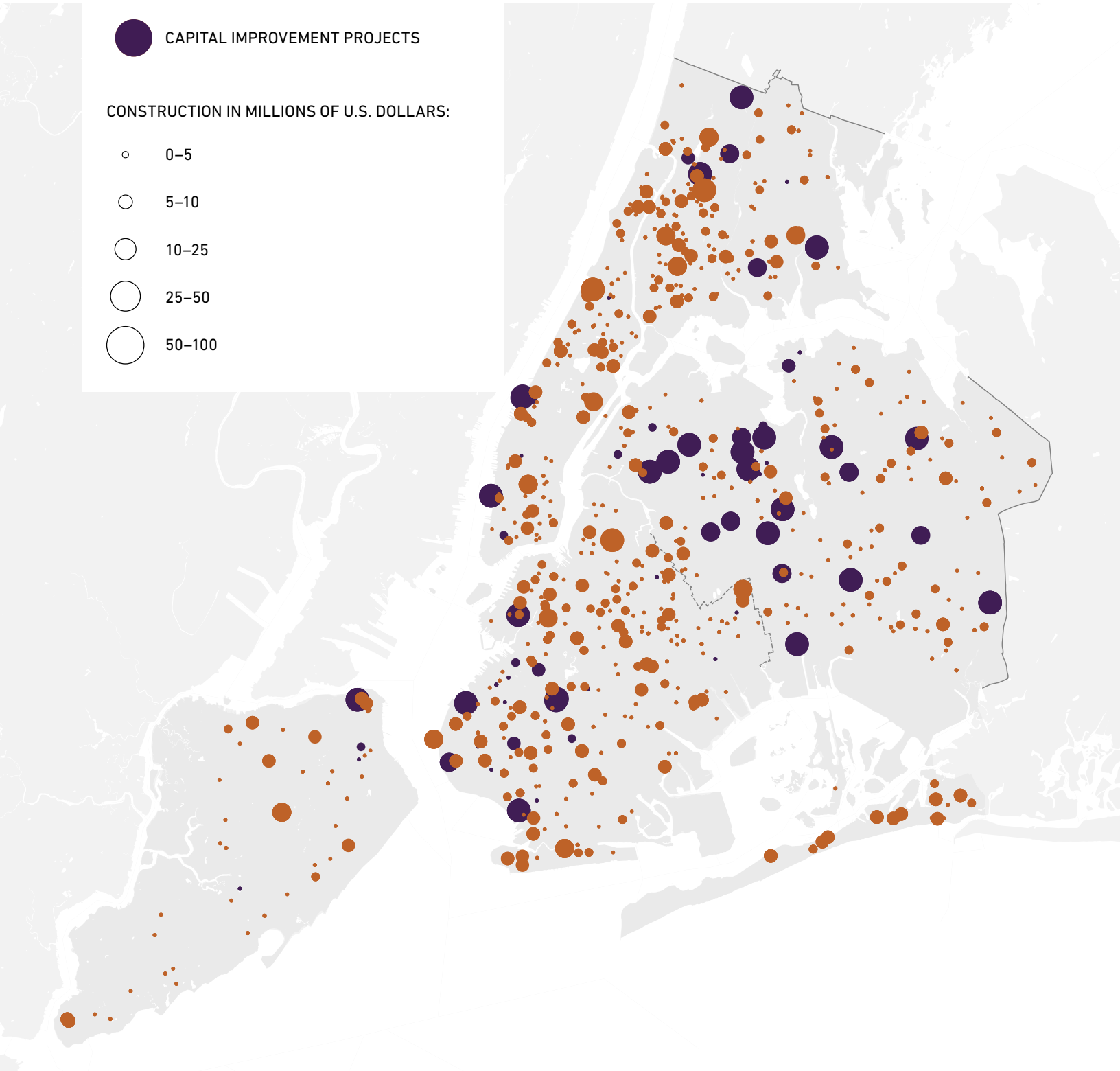
# We are investing citywide to improve school facilities.

Source: SCA, 2017-2018

- NEW SCHOOL PROJECTS
- CAPITAL IMPROVEMENT PROJECTS

CONSTRUCTION IN MILLIONS OF U.S. DOLLARS:

- 0-5
- 5-10
- 10-25
- 25-50
- 50-100





## ELIMINATING CUNY COLLEGE APPLICATION FEES

In 2016, the City eliminated the CUNY application fee for low-income students as part of the College Access for All initiative. A record-high 41,095 New York City public school students applied to CUNY for free last school year, nearly 5,000 more than in the 2016–17 school year and six times more than in the 2015–16 school year.

Eliminating CUNY application fees helped New York City achieve its highest-ever postsecondary enrollment rate when 59 percent of the city's Class of 2017 enrolled in a two- or four-year college, vocational program, or public service program after graduation — up 2 percent from the previous year and 8 percent from the Class of 2013. A record-high 45,115 students in the Class of 2017 enrolled in college, up from 43,466 in the Class of 2016 and 40,641 in the Class of 2013.

Breaking down barriers to college is at the forefront of New York City's Equity and Excellence agenda.

NYC Department of Education

# COLLEGE ACCESS FOR ALL

## STRENGTHEN COLLEGE ACCESS FOR ALL

With more and more jobs requiring at least some form of postsecondary education, it is important that all students have the option to attend college. While New York City students are graduating from high school and enrolling in college in record numbers, many still face a gap when it comes to gaining the language skills and knowledge needed to navigate the college application process successfully. Too often, access to this knowledge depends on family members and friends who are themselves college students, which means students with these experiences have earlier exposure to college compared with those who only learn about it late into high school.

Launched in 2016, the College Access for All initiative is aimed at ensuring every student has the resources and support to apply to and enter college. The program helps students prepare to engage with the college process, starting in middle school with seventh-grade visits to college campuses and going through high school, with support for 12th graders taking SAT exams and filling out college and financial aid applications. In the 2017–2018 school year, 350 middle schools in 22 districts participated in college access programming. In 2018–2019, we provided college access programming to middle schools in every district.

Additionally, starting this school year, every high school will provide resources and support for students to graduate with a college and career plan. The initiative has also eliminated the CUNY college application fee for low-income students, and made the SAT exam available free of charge during the school day for all high school juniors — increasing the number of juniors who took the SAT by 51 percent in 2016–2017.

## SUPPORTING MULTILINGUAL FAMILIES

To reach every New York City student, we must engage every family. Students and their families communicate in more than 180 different languages in New York City. To ensure families are full partners in their child's education, DOE now provides:

- **NATIVE LANGUAGE CONFERENCES:** Students and families participate in a day of workshops and activities presented in ten different languages. Thousands of parents and families in every borough have attended the conferences. Each conference includes an immigration-themed Know Your Rights panel, presented by the Mayor's Office.
- **THE FAMILY ENGLISH INITIATIVE:** The Family English Initiative is a pilot engagement program that is based on a two-generation approach to strengthening language development for K–2 multilingual learners and their families. The Initiative focuses on effective strategies to support language acquisition in and out of school, and includes activities that promote multilingualism and a shared learning experience.

Participating parents will build the skills and confidence needed to become active partners in their child's education.

- **IEP TRANSLATION PILOT PROGRAM:** Launched in the 2018–2019 school year, NYCDOE is conducting a pilot program to provide families in Districts 9, 24, and 75 free translation services for Individualized Education Plans (IEPs).
- **FAMILY AND SCHOOL TRANSLATION SERVICES:** Since 2015, DOE has been providing schools and families with direct access to over-the-phone interpreters on demand. Interpreters are available in more than 200 languages, and serve thousands of families each month. In 2016, DOE created nine new positions to provide leadership and coordination for translation services in each borough and citywide office. Language access coordinators ensure schools are providing parents with full access to translation and interpretation services.

## ENSURE STUDENTS IN TEMPORARY HOUSING RECEIVE THE SUPPORT AND SERVICES THEY NEED TO SUCCEED

Students living in a temporary housing (STH) situation, including shelters or “doubled up” accommodations (i.e., sharing the housing with others due to loss of housing or economic hardship), face extraordinary barriers to go to school. In the 2017–18 school year, there were approximately 105,000 students in temporary housing, including 15,000 in shelters on any given night.

For the students in shelter, DHS has worked to ensure families are placed in shelters that keep children as close as possible to their current school through initial placements and by offering transfers for any family whose shelter unit is more than five miles from the youngest child's school. Currently, 75% of all homeless families without ongoing domestic violence concerns are being sheltered in the borough of their youngest child's school. Each year DHS and DOE coordinate to offer all students in shelter in grades K-6 buses to and from school. For families with older children or who decline buses, DHS and DOE coordinate to distribute MetroCards to help families get their kids to and from school.

For all students in temporary housing, DOE announced an additional \$12 million investment in 2018 to hire approximately 100 school-based STH community coordinators, and expanded professional development opportunities for staff in cooperation with nonprofits and social service agencies.

Oversight of STH was also moved to the Office of Community Schools (OCS), which has a proven track record of supporting vulnerable students and families. Since 2014, OCS has reduced chronic absenteeism in their schools by 8.3 percent, compared with a citywide decrease of 0.1 percent, and has increased high school graduation rates by 16 percent, versus a citywide increase of 7.5 percent.

The additional 100 community coordinators will supplement the 117 family assistants currently staffed in Department of Homeless Services (DHS) shelters to provide enrollment and transportation support.

Additional supports for STH include:

- Expanding professional development opportunities for DOE staff in collaboration with nonprofits and social services agencies.
- Strengthening the leadership and organization overseeing STH resources at the school, shelter, and citywide level.

With these efforts, we will create a stronger support system across agencies and communities to ensure our STH population can break through the barriers that interfere with their education.

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# INITIATIVE 19 OF 30

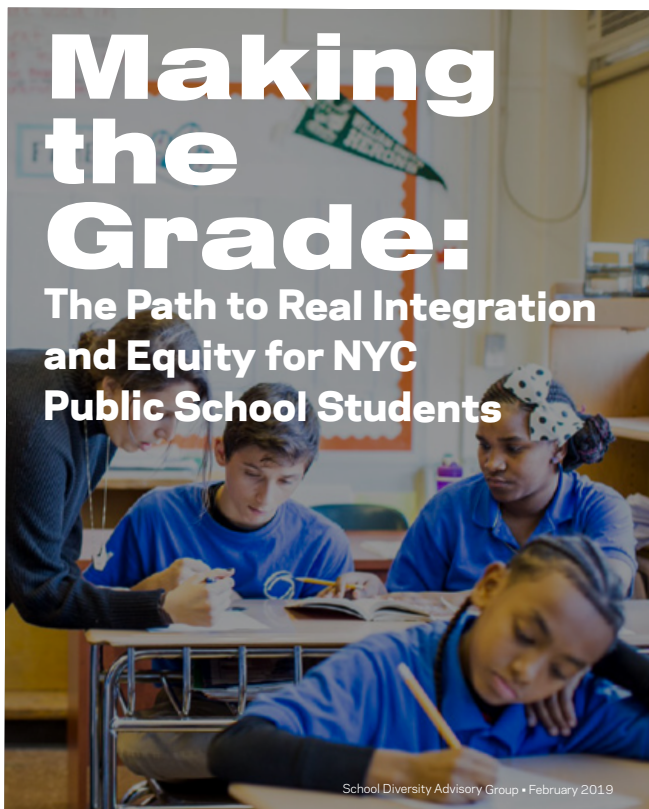
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## INCREASE INTEGRATION, DIVERSITY, AND INCLUSION IN NEW YORK CITY SCHOOLS

**OUR SCHOOLS ARE STRONGER WHEN THEY REFLECT THE RACIAL/ETHNIC IDENTITIES AND DIVERSITY OF THOUGHT, BACKGROUNDS, AND EXPERIENCES OF THE COMMUNITIES THEY SERVE.** We have made an effort to diversify our schools, with district-led initiatives currently underway in Districts 1, 3, and 15. However, increasing diversity in schools is not accomplished by simply reconfiguring a school’s demographic makeup. A 21<sup>st</sup> century school segregation problem will not be solved with 20<sup>th</sup> century solutions. We must move away from thinking that improving education through integration relies on a one-way stream of students of color being bused into predominantly white neighborhoods, or vice versa.

We recognize that creating truly diverse schools requires a long-term reckoning with the history of government-sanctioned redlining and the resulting entrenched housing patterns that determine the makeup of each school’s population, as well as improving the learning culture for students of color, ensuring all parts of a student’s identity are respected by school staff and reflected in the curriculums. The call for a broader approach to increasing diversity was a key finding by Mayor de Blasio and the School Diversity Advisory Group (SDAG), which formed in 2017, as a part of Equity and Excellence for All, to make policy recommendations to the Mayor and schools chancellor. In line with the report, we also realize the terms “diversity” and “identity” do not simply refer to race. Lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) students have historically been underserved in school environments, from un-affirming curriculums to suspensions, biased teachers, and bullying. Our goal is to ensure students of all gender identities and sexual orientations feel equally welcomed at school, respected by their school staff and peers, and have the tools to succeed in the classroom and beyond.

To increase inclusion and diversity, we will expand restorative practices that move away from disproportionate disciplinary action in favor of solutions that overcome conflict through equitable means. We will advance the inclusion of students of all gender identities and sexual orientations through affirming curriculums and anti-violence education. Teachers will be trained in how to create more equitable, culturally responsive curriculums, and confront their own implicit biases. Moreover, we are committed to supporting communities with developing diversity plans that best fit their needs through our school diversity grants programs.

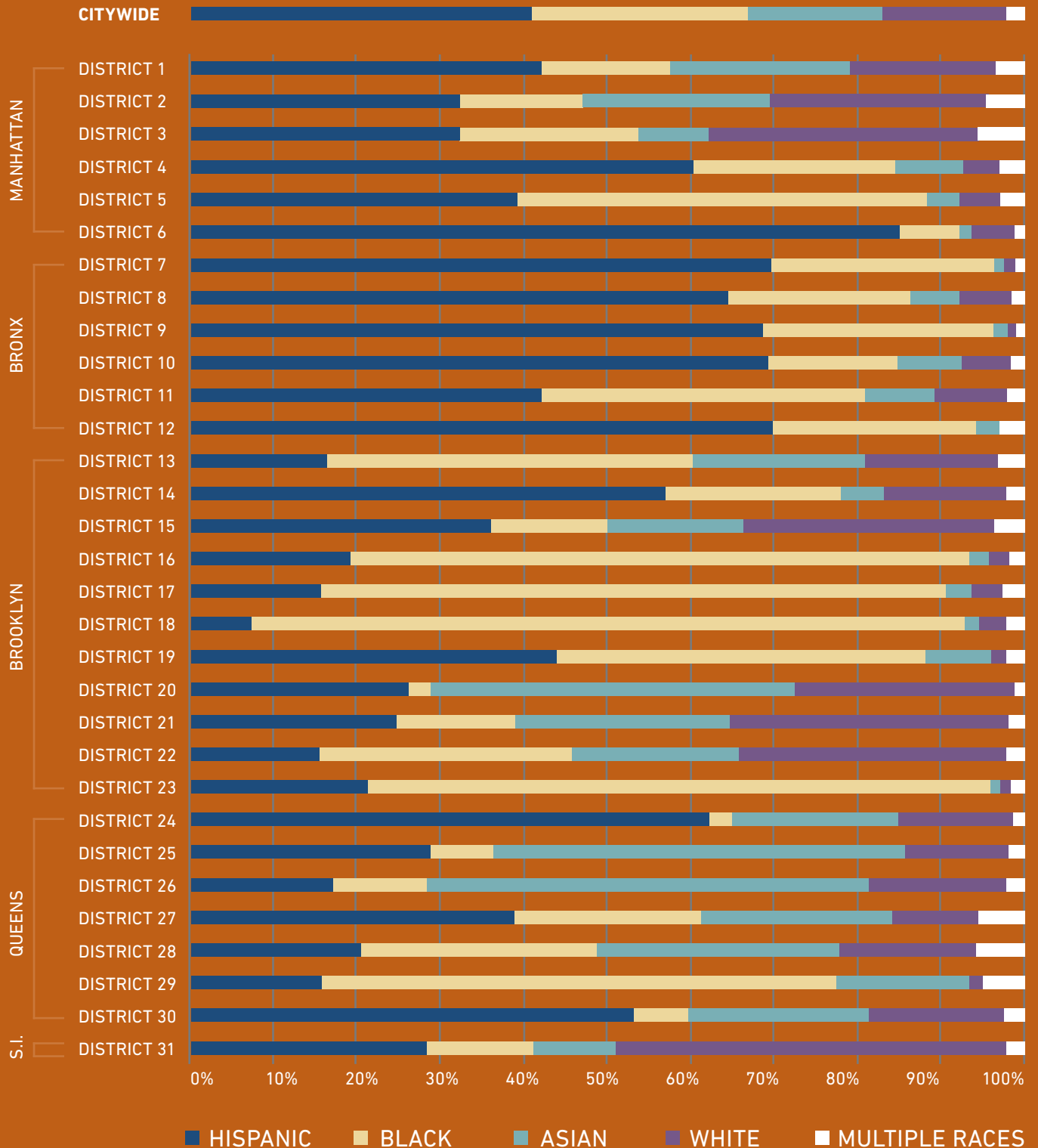


Source: DOE

# OUR SCHOOLS ARE DIVERSE YET SEGREGATED.

RACIAL AND ETHNIC MAKEUP OF NEW YORK CITY SCHOOLS, BY COMMUNITY SCHOOL DISTRICT

Source: DOE, 2017-2018



*“We need to add life skills to our education curriculums, so our kids develop the necessary tools to grow up to be responsible for themselves and their communities.”*

– Resident of Chelsea, Manhattan

### **SUPPORT THE CRITICALLY CONSCIOUS EDUCATORS RISING SERIES**

The Critically Conscious Educators Rising Series convenes a group of like-minded educators to focus on the pursuit of equity and racial justice in our classrooms. The group examines internal belief systems and biases, and analyzes equity research to develop culturally responsive lessons and units. Those will be shared at the Decolonizing Education Conference, cosponsored by the Expanded Success Initiative and New York University’s Metropolitan Center for Research on Equity and the Transformation of Schools.

### **EXPAND IMPLICIT-BIAS TRAINING FOR CITY TEACHERS**

Teaching is one of the most important and influential jobs in our society. As such, it is imperative that teachers are aware of their own implicit biases and actively resist the impulse to bring socially constructed prejudices and traditions of inequitable treatment into the classroom. This promotes more caring and compassionate teachers and safer classrooms, facilitates relationship-building between students and teachers, and creates spaces where students can feel safe and take intellectual risks. To that end, the City will invest \$23 million in implicit bias training for all teachers, reaching far beyond just schools with disproportionate suspension and discipline trends.

### **ADVANCE THE DIVERSITY GRANTS PROGRAM**

Because all students benefit from diverse and inclusive schools and classrooms, we are committed to creating and supporting learning environments that reflect the diversity of New York City. Increasing the enrollment of students from varied socioeconomic and racial/ethnic backgrounds in demographically homogeneous schools is an important part of our commitment to diversity. While this alone is not sufficient to achieve an inclusive school

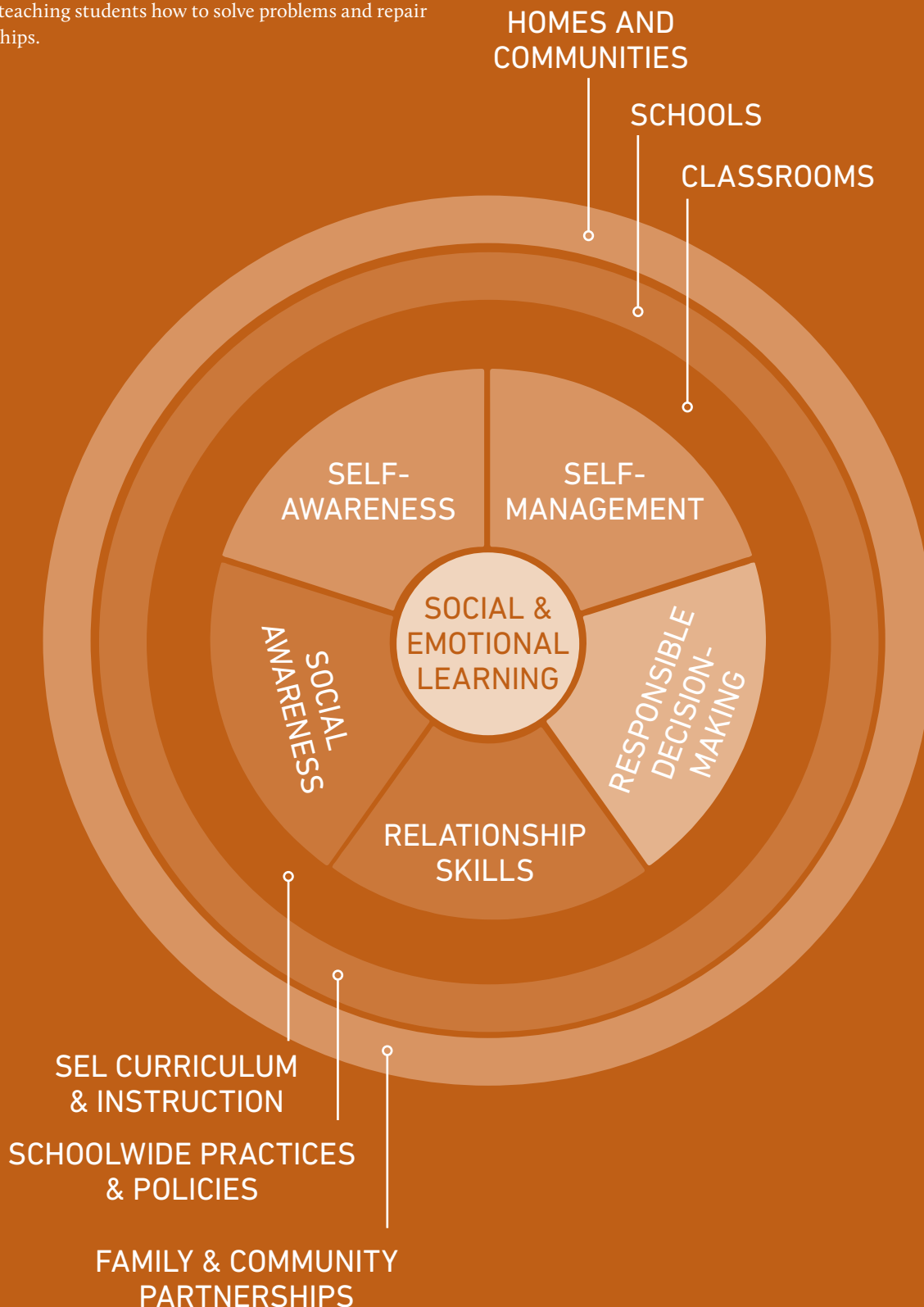
system, efforts should be made toward diversifying enrollment across schools. That’s why we launched a \$2 million grant program in fall 2018 to help support grassroots, district-level efforts to develop diversity plans. Plans are also being developed in Districts 1, 3, and 15 to engage communities to create diversity plans tailored to their needs. Those may include opening a family resource center to support families in the school application process, providing more equitable access to low-income and lower-performing students, or eliminating academic screens for middle school admissions.

### **PROVIDE STUDENTS WITH GREATER ACCESS TO RESTORATIVE JUSTICE**

We believe children learn best when they’re in the classroom. Yet for too many students, especially those who are black or Hispanic, youthful misbehaviors result in suspensions and other punitive discipline practices instead of serving as an opportunity to learn, make amends, and ultimately feel closer to and more supported by their school community. Restorative justice practice is an effective, sustainable, and equitable alternative to punitive and racially marginalizing discipline practices, and helps students develop character, problem-solve, and build better relationships with all members of their school community. Piloted by DOE during the 2016–2017 school year in District 18, the program led to a 25 percent decline in suspensions, compared with 6 percent citywide, at the end of 2017. Restorative justice practices have also been funded in schools across three districts. Through open community dialogue, and acknowledgement of their emotions — rather than punitive and academically detrimental exclusion from school — students are given space to learn how to assess harm, practice self-regulation, repair relationships, overcome conflict, and refine their social-emotional skills. As a result, students and their school communities are able to move forward from every incident in a stronger and more supportive learning environment.

# SOCIO-EMOTIONAL LEARNING (SEL)

Restorative justice practices activate social-emotional learning skills by teaching students how to solve problems and repair relationships.



## ENSURE INCLUSION FOR STUDENTS OF ALL GENDER IDENTITIES AND SEXUAL ORIENTATIONS

New York City schools are at the forefront of efforts to create a safe and supportive environment for students of all gender expressions and identities. Examples of this work include providing access to resources for transgender and gender non-binary students, and sexual health education that affirms students of all gender expressions, identities, and sexual orientations. With these efforts, we combat gender-based biases, from relationship abuse to transphobic policies, that act as barriers to receiving an excellent education.

### • IMPLEMENTING HEALTH ED WORKS

Comprehensive sexual health education is fundamental to the wellness of students. Our programs incorporate medically accurate, affirming, age-appropriate, and culturally competent information about anatomy, physiology, family involvement, personal safety, healthy relationships, sexually transmitted infections such as HIV, contraceptives, sexual orientation, pregnancy, media navigation and literacy, and more. In 2018, the City launched Health Ed Works, a four-year, \$24 million initiative to increase comprehensive, medically accurate, and age-appropriate health education resources for students. The program provides additional professional-development opportunities for teachers, increases family and community engagement around health education, and offers individualized support to 500 targeted schools.

### • SUPPORTING LGBTQ STUDENTS, FAMILIES, AND STAFF

LGBTQ youth experience nearly twice as much bullying on school property as cisgender and heterosexual youth, and are more than twice as likely to attempt suicide. LGBTQ youth of color may also experience stress related to racism and discrimination. Supporting all students, regardless of sexual orientation or gender identity, is a key part of our mission to ensure Equity and Excellence for All.

To achieve this goal, DOE's Office of Counseling Support Programs has hired an LGBT community liaison and gender equity coordinator to expand supports for the community. These programs include:

### • COMMUNITY BASED RESOURCES

The LGBT Advisory Council, established in 2014, solves issues

of LGBTQ inequity across the five boroughs. The Council's 40 partners include community based organizations, City agencies, and DOE offices.

### • SUPPORTIVE ADULTS

To date, the LGBTQ community liaison and gender equity coordinators have trained more than 4,000 school-based and central staff members. Through funding from the City Council, more than 450 school-based staff members were trained at the annual Sexuality, Women, and Gender (SWAG) Conference. Because students who feel supported are more likely to attend school, we have implemented the OUT for Safe Schools program, which allows teachers to identify themselves as visible allies by wearing a badge in school, and has been rolled out to hundreds of staff citywide.

### • INCLUSIVE POLICIES

DOE has been a leader in creating policies supporting LGBTQ students. In March 2014, DOE released its first-ever Transgender Student Guidelines. In March 2017, the Department issued expanded and updated transgender and gender non-conforming student guidelines in collaboration with City agencies and community-based organizations. We are committed to recognizing and supporting our trans students and ensuring they receive an equitable education.

### • AFFIRMING CURRICULUMS

Students with access to developmentally appropriate curriculum resources that include LGBTQ content are less likely to be bullied or called names. Through funding from the City Council, schools have been able to participate in the Lambda Literary LGBTQ Writers in Schools Program. The inaugural program paired 80 teachers with an LGBTQ author, provided copies of all of that author's books, and brought the author into the classroom.

### • LGBTQ STUDENT CLUBS

Clubs such as gender and sexuality alliances (GSAs) create spaces for LGBTQ students to socialize, support one another, and advocate for inclusive practices in their schools. These clubs have a positive impact on school climate and culture: Schools that offer GSAs report lower incidences of bullying and harassment based on sexual orientation. DOE is committed to identifying and strengthening GSAs, and supports the creation of new clubs in schools. As part of this work, DOE offered an annual GSA summit, attended by more than 1,500 middle and high school students.









# THE PATH FORWARD

**TO ACHIEVE OUR GOALS, WE MUST HAVE A PLAN AND HOLD OURSELVES ACCOUNTABLE.** Here, we identify the actions that are necessary to achieve our goals, the owners of each action, and the indicators that will help us measure progress and ensure success. We are also constantly working to raise our ambitions, with several opportunities in the near future to add more detail to select indicators and targets. For further information and a complete set of interim milestones, see our detailed action plans at [nyc.gov/OneNYC](http://nyc.gov/OneNYC).

INITIATIVE #17: MAKE NEW YORK CITY A LEADING NATIONAL MODEL FOR EARLY CHILDHOOD EDUCATION		
STEPS TO GET THERE	AGENCY OWNER	FUNDING STATUS
Ensure all eligible children ages birth to three-years-old have access to developmental services	DOHMH	Funded
Expand 3-K for All to more than one-third of all school districts by the end of the 2020 school year	DOE	Funded
Offer training for home-based childcare providers	DOE	Funded
Achieve universal literacy by second grade	DOE	Funded
Offer free, full-day, high-quality Pre-Kindergarten for every four-year-old	DOE	Funded
INDICATORS	LATEST DATA	TARGET
Children with access to 3-K	~5,000 (2018)	100%
Literacy by second grade (third grade ELA as proxy)	50.6% (2018)	100% by 2026
Four-year olds enrolled in full-day Pre-K	68K (2018)	Increase

INITIATIVE #18: ADVANCE EQUITY IN K-12 OPPORTUNITY AND ACHIEVEMENT		
STEPS TO GET THERE	AGENCY OWNER	FUNDING STATUS
Improve school facilities, particularly in high-need districts	DOE	Funded
Improve college readiness by expanding algebra, Advanced Placement (AP), and computer science programs	DOE	Funded
Strengthen College Access for All	DOE	Funded
Ensure students in temporary housing receive the support and services they need to succeed	DOE	Funded
INDICATORS	LATEST DATA	TARGET
New Yorkers who graduate on time	75.9% (2018)	Increase to 84% by 2026
Racial and ethnic graduation rate gap	15.6% (2018)	Reduce by 50% by 2026
College-preparedness	66.6% (2018)	Increase to 75% by 2026
Public school students who attain associate's or bachelor's degree within six years	21,756 (2016)	Increase

**INITIATIVE #19: INCREASE INTEGRATION, DIVERSITY, AND INCLUSION IN NEW YORK CITY SCHOOLS**

<b>STEPS TO GET THERE</b>	<b>AGENCY OWNER</b>	<b>FUNDING STATUS</b>
Support the Critically Conscious Educators Rising Series	DOE	Funded
Expand implicit-bias training for City teachers	DOE	Partially Funded
Advance the Diversity Grants program	DOE	Funded
Provide students with greater access to restorative justice	DOE	Partially Funded
Ensure inclusion for students of all gender identities and sexual orientations	DOE	Partially Funded
<b>INDICATORS</b>	<b>LATEST DATA</b>	<b>TARGET</b>
Teachers who receive implicit bias training	10K (2018)	All
Districts with equity plans	3 (2018)	9
Average length of suspensions	13.4 days (2018)	Decrease

For more information on the funding status of OneNYC initiatives, please see the City of New York Fiscal Year 2020 Executive Budget and Ten-Year Capital Strategy.



# WHAT YOU CAN DO

**BUILDING A STRONG AND FAIR CITY WILL REQUIRE THE HELP AND SUPPORT OF ALL NEW YORKERS. HERE ARE A FEW EASY STEPS YOU CAN TAKE:**

# 1

**USE THE FREE RESOURCES AVAILABLE AT YOUR LOCAL LIBRARY.** Sign up for a free library card and help your child pick out their own books. To help instill a love of learning, read and spend quality time together with your child every day. Read street signs and cereal boxes. Or explore the MyON digital library for access to more than 6,000 books on any web-enabled device. Visit GrowingUp NYC for more resources.

# 2

**MENTOR LOCAL STUDENTS.** Sign up to mentor high school students and support positive decision-making, educational achievements, and successful career/college options and life pathways.

# 3

**ORGANIZE A DRIVE TO COLLECT SUPPLIES FOR A LOCAL SCHOOL.** Organize a drive to donate school essentials such as backpacks, school supplies, and art supplies to a local school through DonateNYC or Materials for the Arts. Volunteer with Materials for the Arts as an individual, business, or community organization to directly serve New York City's artistic and educational communities.

# 4

**JOIN YOUR LOCAL COMMUNITY EDUCATION COUNCIL OR PARENT ASSOCIATION.** Attend Parent Teacher Association meeting at your child's school, and consider running for office. Apply to serve on a Community Education Council, so you can review your district's K-8 educational programs, or on a Citywide Education Council to advocate for high school students and specialized groups.

For more ways you can get involved, visit [NYC.GOV/OneNYC](https://nyc.gov/OneNYC).  
Share your story of taking action on social media and tag us at [#OneNYC](https://twitter.com/OneNYC).



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