



# Community Planning without Public Schools?

*A Case for Planners in Education*

## **Beyond Safe Routes to School & Site Selection**

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*Planners Network Colorado Chapter –  
11-18-15*

# An Action Oriented Agenda

**Problem:** While public schools are critical drivers for neighborhood stability and investment, the planning profession has overlooked strategies to improve the quality of public schools through local planning efforts

**Solution:** Local planners need to bring public schools into their comprehensive and other planning efforts, to create strategies and environments that support parents and students and strengthen public schools

## **Where to Start:**

- Join the APA Interest Group on Public Schools!
- A planning & schools research and practice group in the Denver Region?

# AGENDA

**6:00p – 6:20p**

## **Introductions**

- What is your interest in or involvement with schools?

**6:20p – 7:00p**

## **Overview of Planning & Public Schools**

- Why planners should care about public schools
- What creates quality public schools?
- How can planners contribute? Competing strategies
- Q&A

**7:00p – 8:00p**

## **Discussion & Devising an Action Agenda**

- Research
- Working Group
- Networking and Idea Exchange
- Student Involvement

## APA Planning in America Survey: Perceptions and Priorities (2012)

### QUESTION

Which of the following do you want local planners to spend their time on?

**Table 5: Priorities for Local Planning Efforts**

#### HIGH PRIORITIES

Job Creation	70%
Safety	69%
Schools	67%
Protecting Neighborhoods	64%
Water Quality	62%
Roads	58%

#### MEDIUM PRIORITIES

Job Training	49%
Renewable Energy	46%
Air Quality	46%
Revitalizing Neighborhoods	44%

#### LOW PRIORITIES

Disaster Recovery	37%
Local Bus Service	36%
Sidewalks	31%
Storm Water	30%
Parks	28%
Open Space	25%
Local Train Service	21%
Climate Change	20%
Bikeways	19%
Walking Trails	18%
Sprawl	16%



## National Association of Realtors Community Preference Survey (2013)

### QUESTION

In an era of shrinking local government resources, for each of the following services please tell us if it is a high, medium, or low priority with regards to funding.

**Table 6: Priorities for Local Government Funding**

#### HIGH PRIORITIES

Education	71%
Job Creation	68%
Clean Water	68%
Safety	67%
Economic Development	63%
Health	63%

#### MEDIUM PRIORITIES

Energy Utilities	53%
Water Utilities	50%
Sewage	49%
Clean Air	49%
Housing	44%
Disaster Preparedness	41%
Transportation	39%

#### LOW PRIORITIES

Parks	28%
Trails	13%

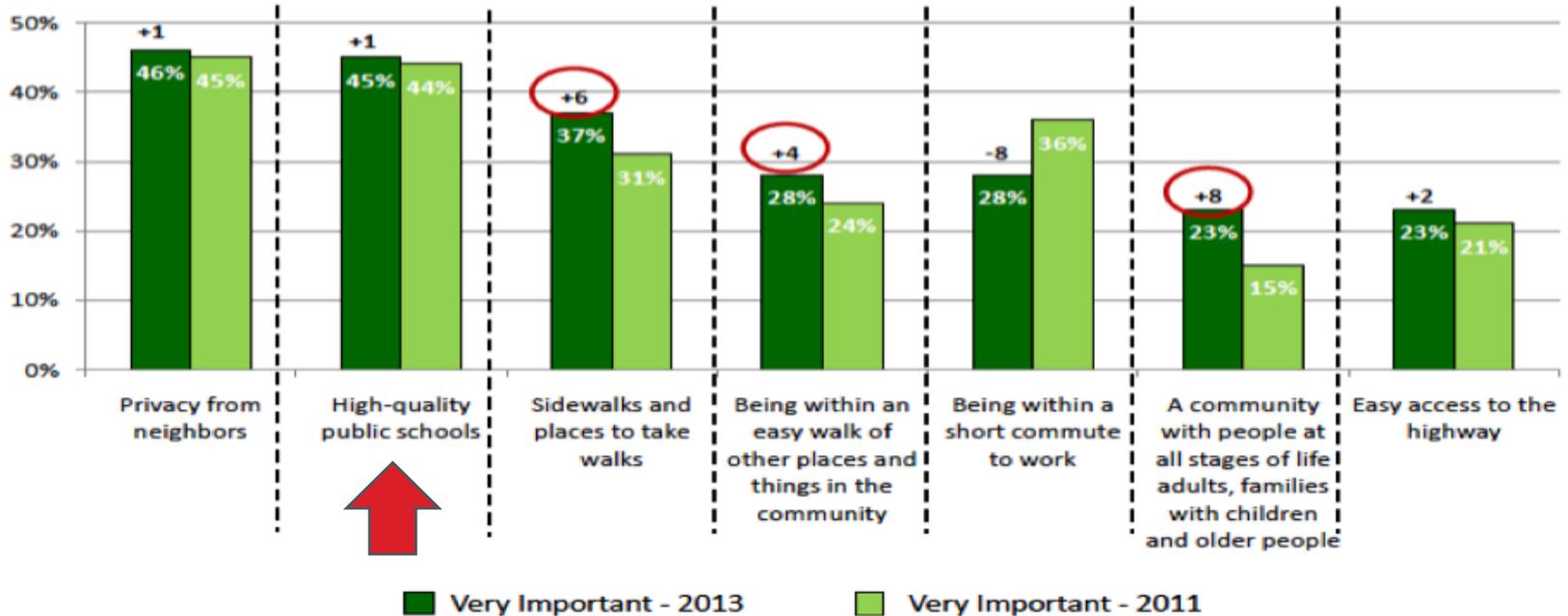


# Education is Top Priority on Community Preference Surveys

# National Association of Realtors Community Preference Survey (2013)

## Walkability and Age-Diversity Gaining in Importance

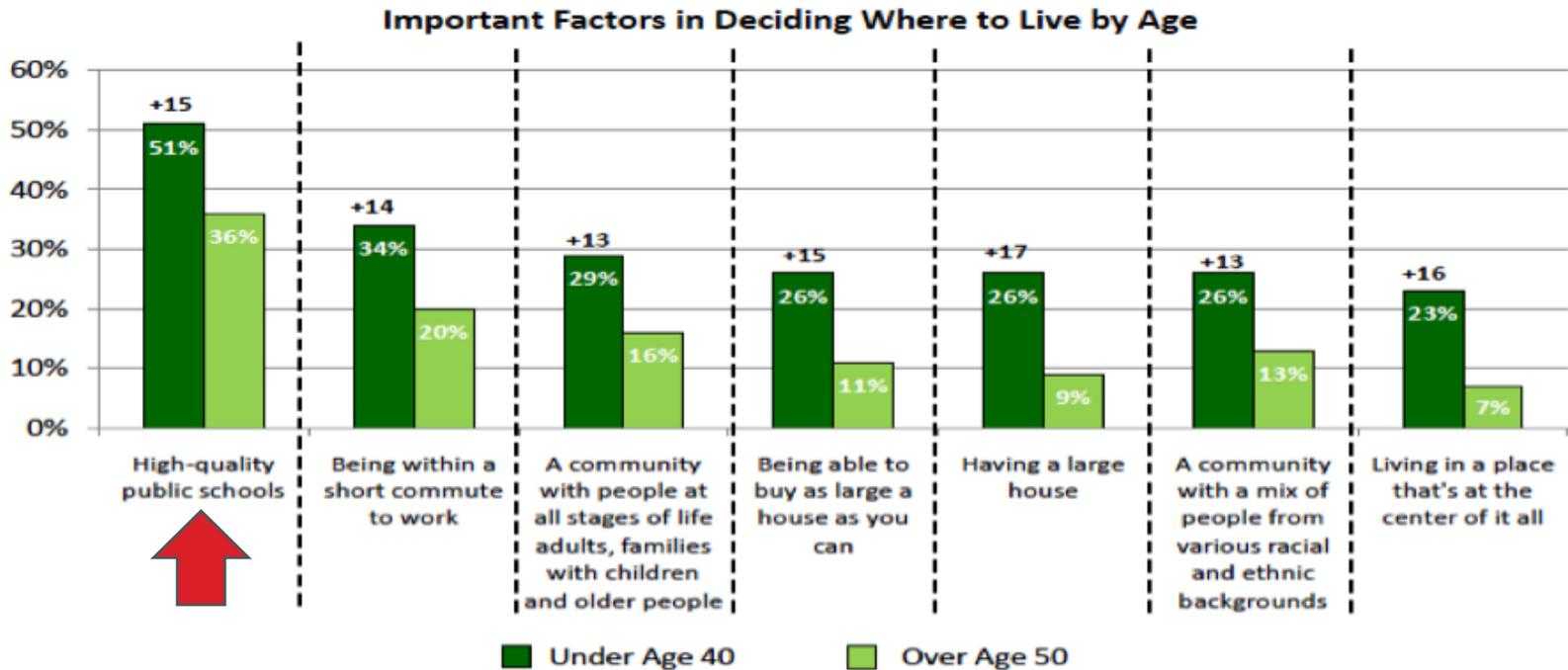
Changes in Important Factors in Deciding Where to Live



# Education is Top Priority on Community Preference Surveys

# National Association of Realtors Community Preference Survey (2013)

## House Size, Activities, Schools and Diversity More Important to Younger Americans



# Education is Top Priority on Community Preference Surveys

# APA Policy Guides - Smart Growth (2012)

## Section E. Social Equity and Community Building

5. The American Planning Association **supports** efforts to strengthen **public education systems, including pre-K**, as essential components of community building in urban, suburban, and rural areas, which help to ensure that children have an opportunity for an excellent education wherever they may live, and which provide a critical element for reinvestment in urban core communities.
6. The American Planning Association **supports** planning that identifies the transportation, housing, employment, **education**, recreation and health needs of our changing population, both with respect to the total number of people expected to reside in an area and also with respect to population groups with special needs such as the elderly, school children, or people of diverse cultures.

# Public Schools and Planning in American History

- By **1918**, all states required school to 14 y.o.
- **1920's**: Perry's Neighborhood Unit placed schools within 5 min. walk
- **Progressive Era**: Patronage in public schooling led to separate school districts with professional superintendents and elected school boards
- By **1940**, 50% of young adults had a high school diploma
- **1950s**: Planners focused on metropolitan growth
  - Health, housing, and schools become separate issues
- **1954**: Brown v Board of Education resulted in desegregation and white flight to white suburbs and white schools
- **1990s+**: Some cities control schools: ~24 cities have mayoral control
- **Planner's current involvement**: varies by district, mostly reactive to site selection, growth and facilities, closures, and SR2S

# New pressure for planners to address quality schools

- Supreme Court Case, *Inclusive Communities (and Disparate Impact)*, July 2015 (5-4)
- HUD Rule on Affirmatively Furthering Fair Housing
- Communities must be proactive to increase opportunities to good schools

# New HUD Fair Housing Assessment Tool and Proficient Public Schools

- **Location of proficient schools and school assignment policies**
  - The geographic relationship of proficient schools to housing, and the policies that govern attendance, are important components of fair housing choice. **The quality of schools is often a major factor in deciding where to live and school quality is also a key component of economic mobility.**
  - Relevant factors to consider include **whether proficient schools are clustered in a portion** of the jurisdiction or region, the **range of housing opportunities close to proficient schools**, and **whether the jurisdiction has policies that enable students to attend a school of choice** regardless of place of residence.

*From AFFH Assessment Tool Option A (Emphasis Added)*

## Audience Poll

# Which of the 3 Potential Options can planners address?



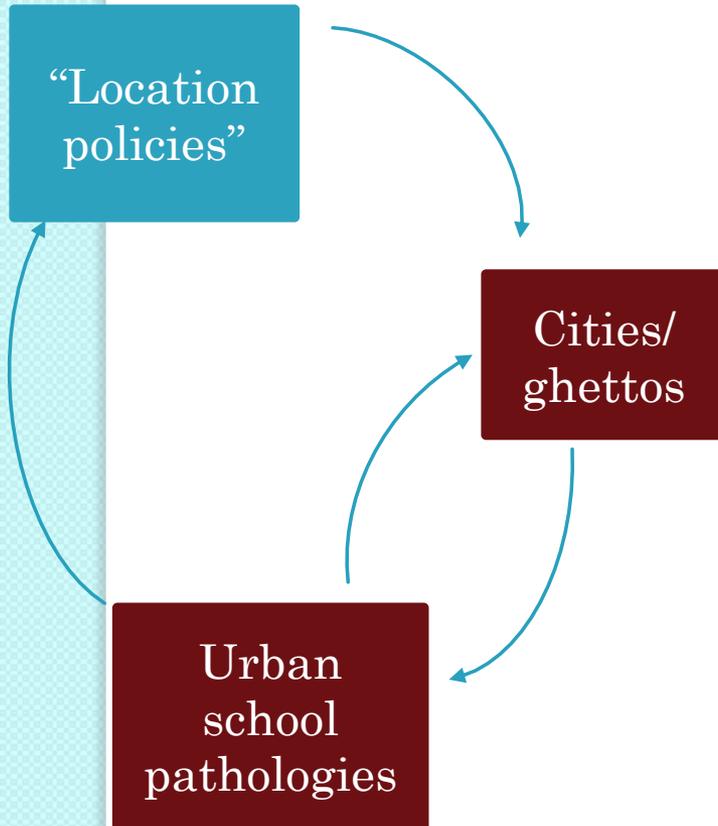
- Put more housing opportunities near good schools
- Allow school choice for students who don't live near "good schools"
- Create more good schools, particularly near affordable housing

**What can planners do  
about Quality &  
Proficient Public Schools?**

# My venture as a planner into education

“...find some hope in planning policies to undo this vicious cycle...where to break in?”

– W. Norton Grubb



## School quality

1. Sufficient & complex school resources
2. Principal Leadership
3. Teaching Excellence
4. Parent involvement

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**People & Place**  
**PARENTS' MULTIPLE ROLES**

# The Education Wars

*“We are in triage mode...and constantly reforming”!*

## Greater school accountability

- Charter schools
- Merit pay
- Testing
- Discipline
- “Kids first”



## Broader bolder approach

- Community Schools
- Full-service schools
- Wrap-around services
- Anti-poverty strategies
- Parent-school partnerships

Although both recognize external factors, reforms are limited to the school-community and campus or social programs

Planners can extend the “school-community” to the “planning-community”





# As I dug deeper: 2 Myths

1. Poor schools are failing our children!
2. Teacher quality is the most important factor!

# *Myth #1: Schools are failing our children!*

Children spend 10% of their time in the classroom.

- The **90%** “**out-of-school**” time **accounts for 60% of the variation** that can be accounted for in student achievement.(Berliner, TCR 2014)
- No study has refuted this since 1960s (Rothstein, 2004)

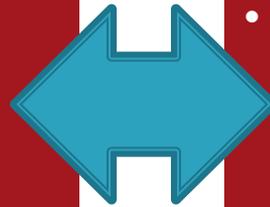
<b>School hours per year</b>	
In-School:	891 hrs.
<b>Total Hours:</b>	<b>8736 hrs.</b>

A “**hidden curriculum**” explains the wealth-based achievement gap (Gordon, Bridgall, & Meroe, 2005).

# Influences in the 90% “away from school time”

## Family risk factors

- SES: extracurriculars
- Health and nutrition
- Home environment
- Neglect
- Level of conversation
- Social network
- Housing mobility



## Environmental risk factors

- Economic opportunity
- Neighborhood SES
- Access to care and amenities
- Social cohesion/isolation
- Developmental services
- Role models
- Housing access

# OUT-OF-SCHOOL INFLUENCES RELATED TO PLANNING

## Parenting

- ❑ Provide Necessities
- ❑ Engage @ Home
- ❑ Engage @ School
- ❑ Engage in Community

## Early Childhood Development

- ❑ Pre-natal Healthcare
- ❑ Access to Pre-k
- ❑ Access to Parks

## Neighborhoods as Learning Environments

- ❑ Safety
- ❑ Role Models
- ❑ Interaction w/ Peers
- ❑ Community Activities

## Health & Nutrition

- ❑ Affordable & Accessible Health Care
- ❑ Nurse Family Partnerships
- ❑ Affordable, Healthy Food

**TRANSPORTATION + HOUSING +  
COMMUNITY DEVELOPMENT**

# *Myth #2. “Teacher quality is the most important factor!”*

**How Much Does Each Influence Student Performance?**

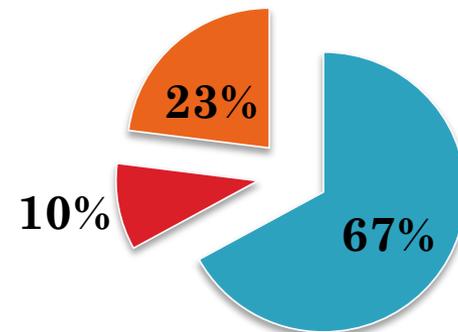
**Teaching** \_\_\_ %

**Other in-school factors** \_\_\_ %

**Out-of-school factors** \_\_\_ %

## **Influences on Student Achievement**

- Out-of-school factors
- Teaching
- Other in-school factors



# The response to “out-of-school influences”

- Changing Social Contexts
  - Moving to Opportunity, Gatreaux, and other housing relocation programs
  - School Choice
    - Busing and desegregation
    - Charter Schools
    - Magnets
    - Vouchers

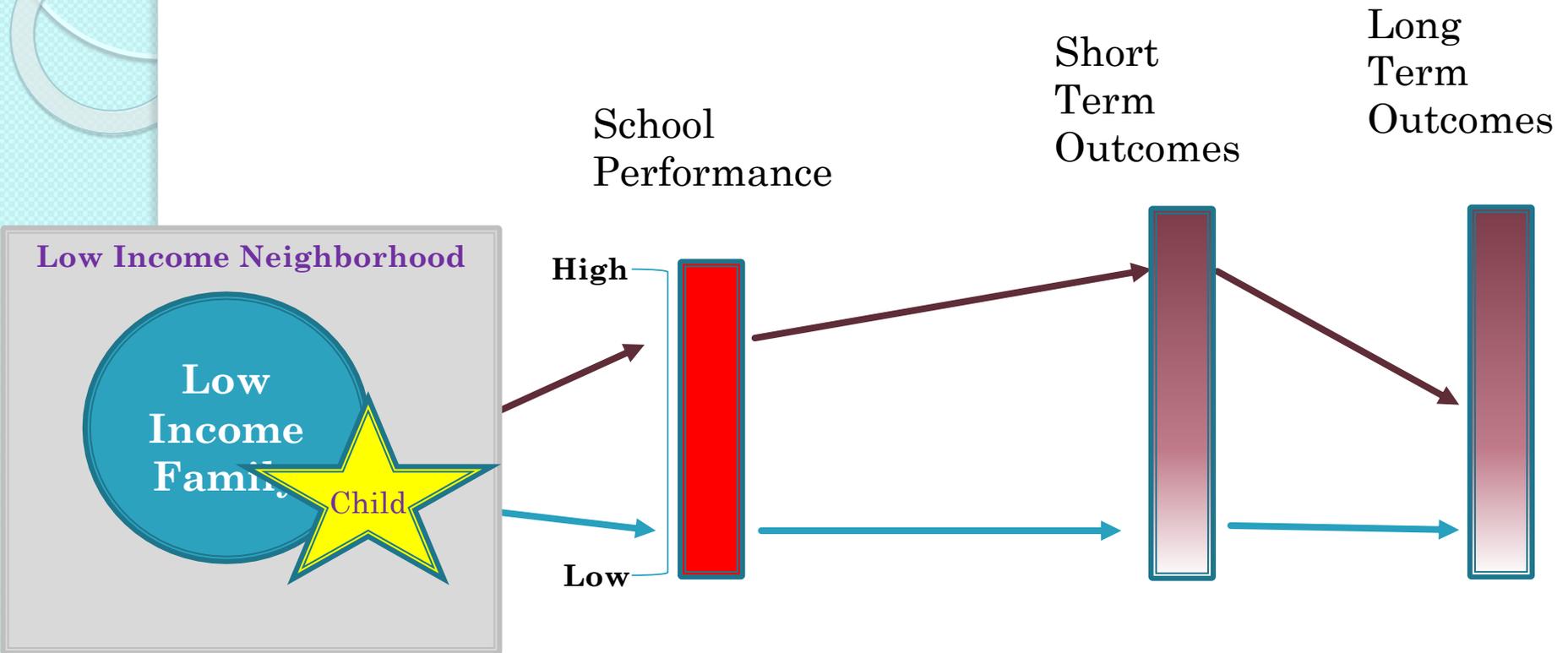
# Results from changing social contexts

- 40 years of mixed and unclear results from school and housing change experiments\*
  - Large, modeled, panel data sets tell an incomplete and mixed story
    - *Which is it: school, housing, neighborhood, family, all of the above, something else?*
    - *Are moves too disruptive?*
    - *Why don't all family members benefit, consistently, and long term?*

\*DeLuca, S., and E. Dayton. "Switching Social Contexts: The Effects of Housing Mobility and School Choice Programs on Youth Outcomes." *Annual Review of Sociology* 35 (2009): 457-91.

# Change social contexts

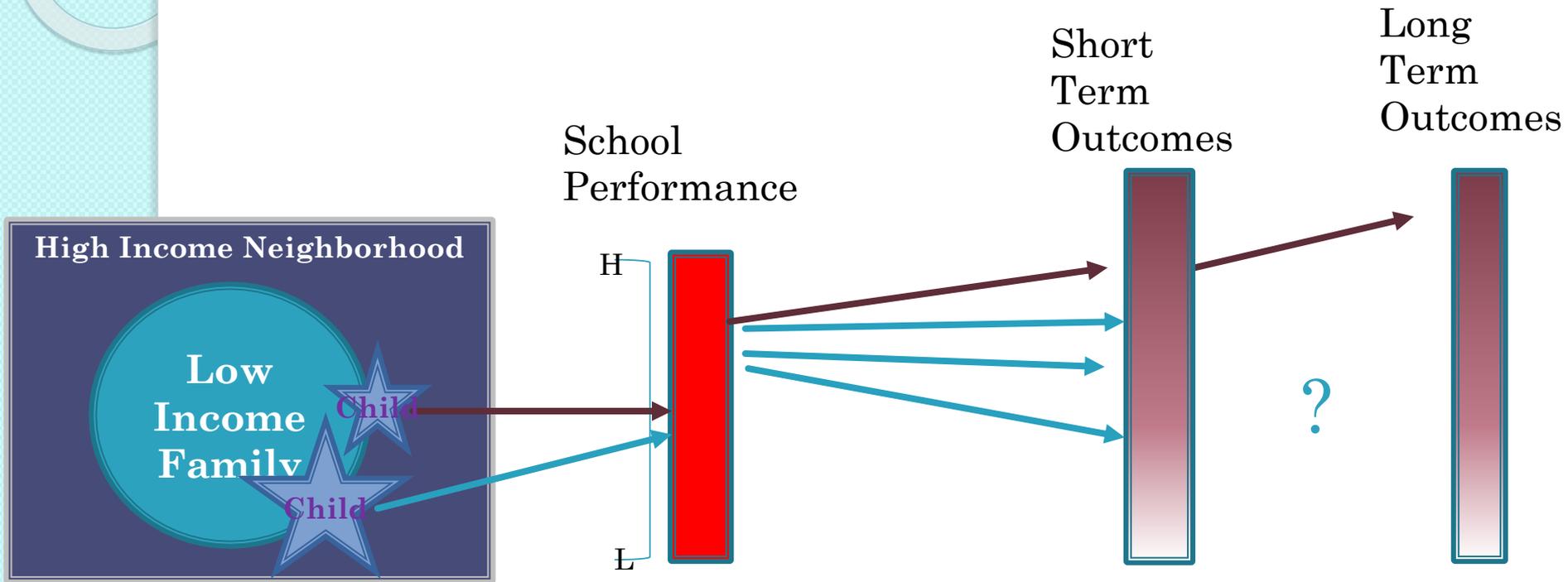
## Panel data results: change the school



**Extensive controls to model against natural variation**

# Change social contexts

Panel data results: change neighborhood, move date, and school



# Change social contexts:

## Panel data results: improve the school

Neighborhood? Tract?  
County?

Low  
Income  
Family Child

School  
Performance  
by Type

H

Traditional Public  
School

L

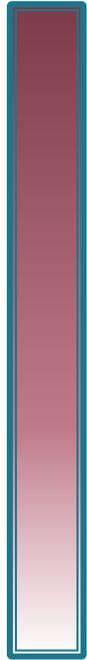
H

Well funded  
public school  
Small classes  
\$ for Extras  
Teacher supports  
Innovative  
Curriculum  
Parent  
involvement

L

Short  
Term  
Outcomes

Long  
Term  
Outcomes



# What is Parent Engagement?

Six Types	General and age-specific activities
Parenting	<ul style="list-style-type: none"><li>·Student's health, sleep, nutrition, clothing, and shelter</li><li>·Express expectations and aspirations</li><li>·Supervise time use and behavior</li><li>·Do things with student (shopping, vacations, movies, meals)</li></ul>
Communicating with school	<ul style="list-style-type: none"><li>·Parent- and school-initiated contacts about academic performance</li><li>·Post-secondary plans</li></ul>
School-based involvement	<ul style="list-style-type: none"><li>·Volunteer, ·Attend events, Informal visits</li></ul>
Learning at home	<ul style="list-style-type: none"><li>·Provide enrichment activities: lessons, learning games, etc.</li><li>·Homework help</li><li>·Monitoring progress and understand postsecondary options</li></ul>
School decision making	<ul style="list-style-type: none"><li>·Participate in parent organizations that make school decisions</li></ul>
Collaborating with community	<ul style="list-style-type: none"><li>·Communicate with other parents</li><li>·Community groups for students (scouts, sports)</li><li>·Community organizations for parents and families</li><li>·Cultural and civic opportunities</li></ul>

# Parent Engagement: the nexus of multiple policies

## Six Types

## General and age-specific activities

Parenting

- Student's health, sleep, nutrition, clothing, and shelter
- Express expectations and aspirations
- Supervise time use and behavior
- Do things with student (shopping, vacations, movies, meals)

Communicat  
with school

School-based  
involvement

Learning at h

School decisi  
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**Parents need housing,  
access, jobs, community,  
services, parks, etc. to  
provide the hidden  
curriculum .**

# SUPPORTING ENGAGEMENT IN THE COMMUNITY

Income was significant: went to “novel” places more often, shorter spurts  
But 57 of 70 parents went to “novel places”, so other things also mattered.

<b>What made the event possible?</b>	<b>Total</b>	<b>% of Events</b>
<b>Cost</b>		
Free Event	<b>65</b>	46%
Household has earned Income	<b>119</b>	84%
<b>Flexibility</b>		
Work Schedule	<b>123</b>	87%
2 parents	<b>90</b>	64%
1 parent with consistent support	<b>45</b>	32%
<b>Stable Housing</b>	<b>123</b>	<b>87%</b>
<b>Access to event</b>		
Close by: Events need to exist and be close	<b>58</b>	41%
Car to event	<b>84</b>	60%
Walk or bike to event	<b>38</b>	27%
Transit or car share to event	<b>20</b>	14%

# How can planners support parent engagement?

Housing	Transport	Economic Development	Community Dev. & Recreation	Non-planning
<p>Promote engagement in common areas, public spaces</p>	<p>Advertise transit-accessible parent and youth activities</p>	<p>Partner with schools: on education, jobs, careers</p>	<p>Parent meeting spaces, info centers</p>	<p>TANF reform: helps kids AND parents</p>
<p>Internet and email access</p>	<p>on transit facilities</p>	<p>More job training and career counseling</p>	<p>Parent organizing</p>	<p>Spatial training for housing counselors</p>
<p>Housing near education, jobs, amenities</p>	<p>Off-peak routes and frequency for parents &amp; youth</p>	<p>Advocate for family-friendly workplaces</p>	<p>Kiosks</p>	<p></p>
<p>Supports for housing choice voucher holders</p>	<p>Lower transit costs</p>	<p>Assess families in Ec Dev. /Redev. plans.</p>	<p>Recruit parents for leadership roles in public participation</p>	<p></p>
<p></p>	<p>Improve transit safety</p>	<p>Youth internships</p>	<p>Sharing programs</p>	<p></p>
<p></p>	<p></p>	<p></p>	<p>Quality programs at parks, libraries, community centers, cultural venues</p>	<p></p>
<p></p>	<p></p>	<p></p>	<p>Informal street fairs</p>	<p></p>

- **IMPROVE SCHOOL  
OUTCOMES THROUGH  
OUT-OF-SCHOOL  
INFLUENCES**

# Including In- & Out-of-School Policies in the Master Plan

- ❑ Recognize public schools as more than public facilities
- ❑ Schools as components of economic & redevelopment strategies
- ❑ Transportation policies for children's and parents' schedules
- ❑ Housing integration
- ❑ Recognize poverty alleviation programs will help students
  - ❑ WIC, EITC, Wages, Protections, SNAP, Cost of Adult Education
- ❑ Increase neighborhood assets for parents & children
- ❑ Schools as Neighborhood Hubs with Joint Use of Facilities:
  - ❑ Universal, Full Day Pre-K (ages 3 – 4), & Kindergartens
  - ❑ Afterschool & summer programs
  - ❑ Community resource centers: parenting, health care, ESL, employment assistance (separate or joint use in the schools)

# Benchmarks: Supporting Parents' Time, Energy and Resources for Engagement

- ❑ Travel times by transit from neighborhoods to grocery stores, WIC and other social service offices
- ❑ Housing voucher wait lists
- ❑ Unanswered and repeat maintenance complaints at public and subsidized housing
- ❑ Number of unsolved health risks in market housing
- ❑ Unemployment rate by neighborhood
- ❑ Number of job training places available and access from each neighborhood
- ❑ Distance and travel costs to jobs for parents with dependent children
- ❑ Number of jobs with flexible schedules
- ❑ Access to and costs of developmentally appropriate day care centers
- ❑ Costs to play sports
- ❑ Distance and travel costs to schools
- ❑ Costs, location, and availability of tutors and homework clubs near each neighborhood, especially for middle and high school students
- ❑ Availability of parent resource centers in each neighborhood
- ❑ Number of spaces where parents can meet and mingle: coffee shops, community centers, used clothing and toy stores, book stores, etc.

# Benchmarks: Children's Readiness to Learn and Stay Motivated in Away from School Hours

- ❑ Housing mobility rate of families with dependent children
- ❑ Housing conditions for families with dependent children
- ❑ SNAP participation rate for families with dependent children
- ❑ Afterschool participation rate per school, per neighborhood, and district-wide
- ❑ Number of youth program spaces available in each neighborhood and in the city, e.g. mentoring programs, intramural sports, arts and music, internships, etc.
- ❑ Costs of youth programs and estimated income required to afford the activities
- ❑ Transportation and housing costs for households and the absolute residual amount for food, savings, and extracurricular activities
- ❑ Park quality, safety, and suitability for kids in each neighborhood, and average distance from homes

◦ **WHAT COULD WE DO  
AS PLANNERS IN THE  
DENVER REGION?**

# *New* APA Interest Group on Public Schools

**Mission Statement:** The mission of the public schools interest group is to create stronger linkages between the planning profession and public school districts in order to support and strengthen public schools and in so doing, create stronger neighborhoods and stronger cities.

## **Areas of focus will include:**

1. Expanding planners' knowledge of the external factors that affect student education outcomes
2. Creating Model Education Elements in the Master Plan
3. Highlighting best practices in school facility planning, including school siting and school closures
4. Highlighting the connection between public education and the economic vitality of neighborhoods and communities
5. Creating strategies to reduce economic and racial segregation in public schools and surrounding neighborhoods
6. Highlighting the Community Schools Model
7. Exploring different models of collaboration between local planning departments and public school districts.
8. Exploring different models of public school governance and school choice.

# Resources on education and community

- Coalition for Community Schools, (<http://www.communityschools.org>)
- National Center for Community Schools and the Children's Aid Society in NYC (with I Have a Dream foundation) <http://nationalcenterforcommunityschools.childrensaidsociety.org/>
- Center for Cities & Schools, UC Berkeley Depts. of City Planning and Education (<http://citiesandschools.berkeley.edu>)
- Economic Policy Institute: Richard Rothstein
- Brookings Institution: Elizabeth Sawhill, (<http://www.brookings.edu/experts/sawhill>)
- Broader Bolder Approach to Education (<http://www.boldapproach.org/>)
- Diane Ravitch, <http://dianeravitch.net/>
- David Kirp, <https://gspp.berkeley.edu/directories/faculty/david-kirp>

# Selected References

- Rothstein (2004) notes that four decades of scholarly research to further test Coleman's initial finding in 1996 that peer and family influences have a greater influence on student achievement than schools, have "not been able to attribute less than two-thirds of the variation in achievement among schools to the family characteristics of their students"
  - Rothstein, R. (2004). *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Achievement Gap*. New York: EPI and Teachers College Columbia University.
- "hidden curriculum" or "supplementary education" that children with wealthier parents and communities receive outside of school
  - (Gordon, E. W., Bridglall, B. L., & Meroe, A. S. (2005). *Supplementary education : the hidden curriculum of high academic achievement*. Lanham: Rowman & Littlefield Publishers..
- The 90/10 percent time breakdown and out-of-school influences
  - Berliner, D. C. (2013). Effects of Inequality and Poverty vs. Teachers and Schooling on America's Youth. *Teachers College Record*, 116(1).
  - Berliner, D. C. (2009). Poverty and potential out-of-school factors and school success. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieved February 2013 from: <http://epicpolicy.org/publication/poverty-and-potential>.
- Summary of extensive empirical work on the importance of parent engagement to student outcomes
  - Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S., & Closson, K. (2005). Why Do Parents Become Involved? Research Findings and Implications. *The Elementary School Journal*, 106(2), 105-130.
  - Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory.
- Study of how the urban environment affects the engagement of 70 parents in Oakland, CA
  - Makarewicz, C. (2013). Vouchers, Magnet Schools, Charter Schools, and Options: Analyzing the Effects of School and Housing Choices on Mode Choice to School. *Transportation Research Record: Journal of the Transportation Research Board*, 2327(1), 1-8.
  - Makarewicz, Carrie. *Examining the Influence of the Urban Environment on Parent's Time, Energy, and Resources for Engagement in their Children's Learning*. Diss. University of California, Berkeley, 2013.
- Changing social contexts summary
  - DeLuca, S., and E. Dayton. "Switching Social Contexts: The Effects of Housing Mobility and School Choice Programs on Youth Outcomes." *Annual Review of Sociology* 35 (2009): 457-91.

And there are many more...please feel free to contact [carrie.makarewicz@ucdenver.edu](mailto:carrie.makarewicz@ucdenver.edu)