

Housing Mobility and School Integration: Accessing High-Performing Schools for Children in a Housing Mobility Program

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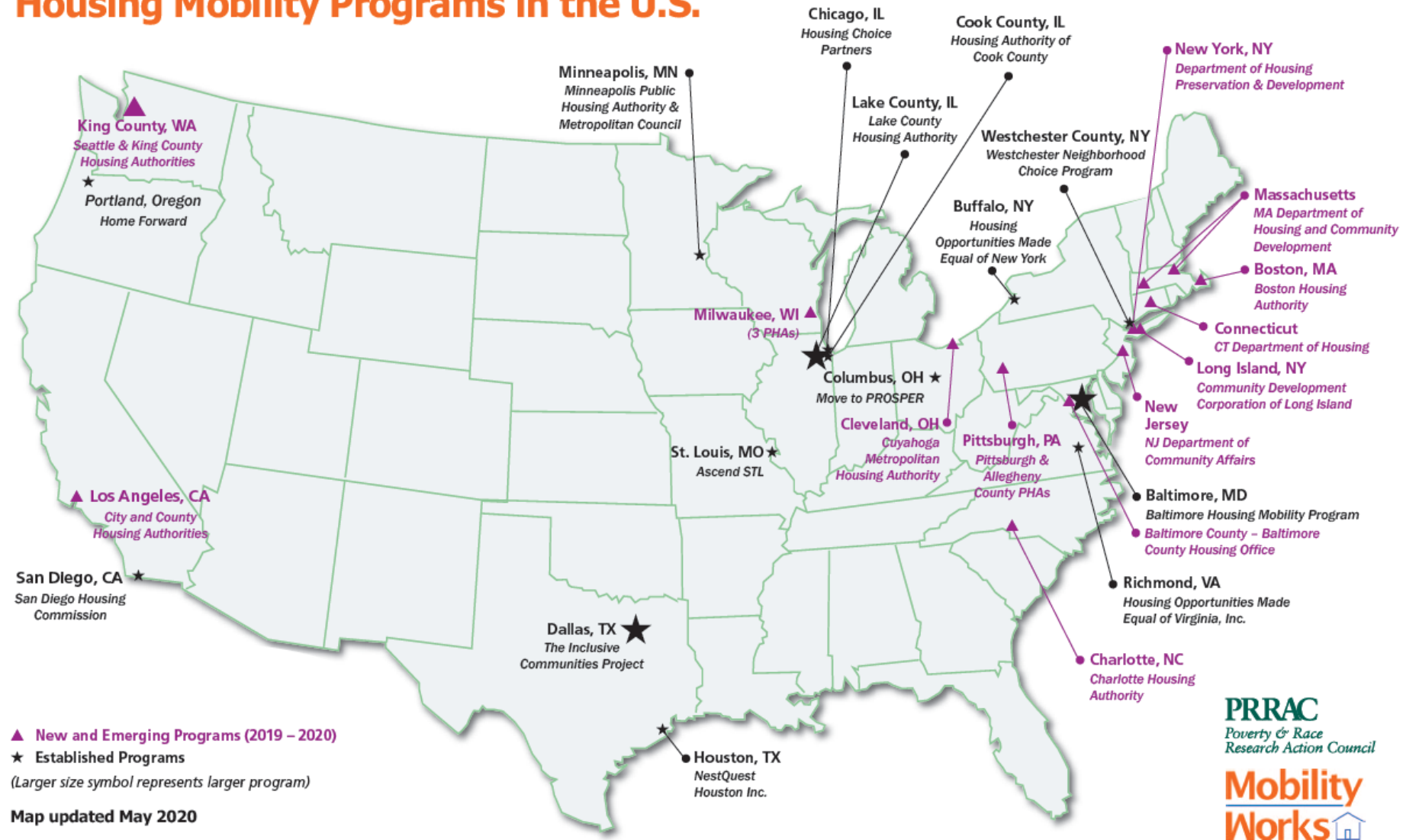
Milly Arbaje-Thomas, President & CEO, METCO, Inc., Boston, MA

**Moderator: Philip Tegeler, Executive Director, PRRAC
(and coordinator of the Mobility Works collaborative)**

**CLPHA “Housing Is” Virtual Summit
June 4-5, 2020**



Housing Mobility Programs in the U.S.

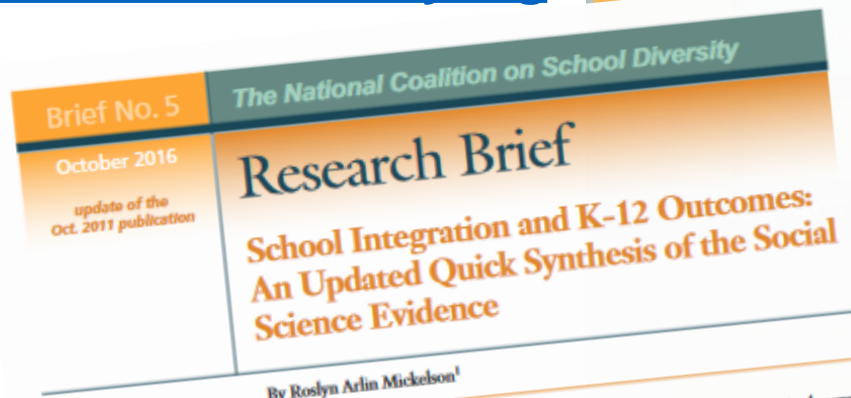


PRRAC
Poverty & Race
Research Action Council

Mobility Works 

Benefits of “moving to opportunity”

- Improved health outcomes
 - reduced obesity and diabetes rates
 - improved mental health for women and girls
 - reduced exposure to lead
 - reduced exposure to violence / toxic stress
 - evidence on asthma reduction
- Improved educational and economic outcomes (Chetty et al)
 - 30% higher income as adults for children who move at a young age
 - improved college attendance and completion
 - lower teen pregnancy rates/higher marriage rates
- Right to choose your community
- Compliance with HUD’s AFFH mandate and HCV deconcentration goals



By Roslyn Arlin Mickelson¹

Some sixty years after the 1954 Brown decision declared separate schooling inherently unequal, America's student population is much larger and more demographically diverse. For many decades court-mandated desegregation² plans were implemented, but today public schools are again largely segregated by race, ethnicity, and family socioeconomic status (SES). Does this resegregation of schools matter? Educational outcomes remain strongly correlated with individual students' own race and family background. If schools' racial and SES compositions are not contributing factors to inequitable student outcomes, we might lament segregated schooling in moral terms but choose to concentrate our policy reform efforts on the educational factors that influence achievement and attainment. But the preponderance of high quality social, educational, and behavioral science research disseminated since the late 1980s is clear and consistent: the racial and SES composition of schools

influences short- and long-term outcomes. And segregation is harmful for all students.³

To be sure, teachers, curricula, and pedagogy are essential components of the opportunities to learn we give our students. But they are not the only important ones. The social organization of schools and classrooms also contributes to the quality of students' education. Whether a school or classroom is racially, ethnically, and socioeconomically diverse or segregated makes a critical difference in K-12 achievement outcomes across the curriculum. Specific findings about the short-term academic benefits of attending a diverse school show:

- Higher achievement in mathematics, science, language and reading.⁴
- Benefits accrue to all students in all grades but are greatest in middle and high school

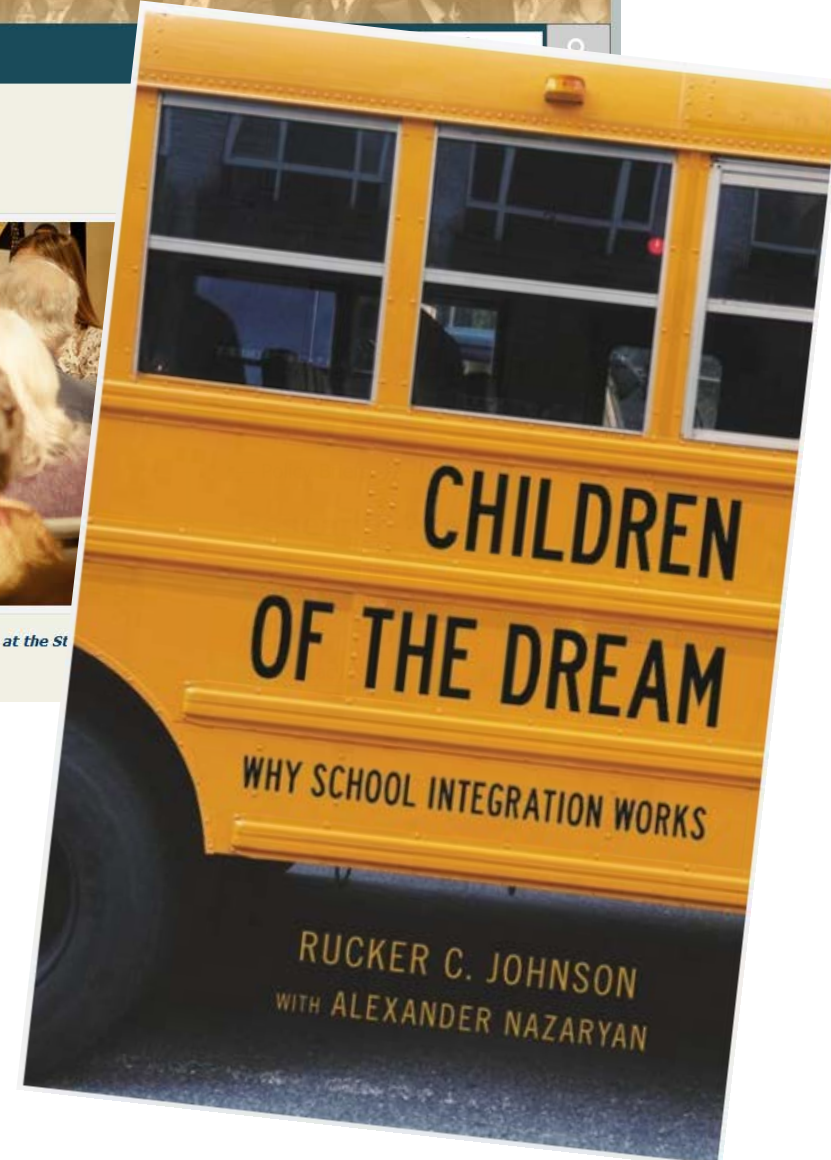
1. Chancellor's Professor and Professor of Sociology, Public Policy, and Women and Gender Studies at University of North Carolina at Charlotte. RoslynMickelson@unc.edu. All the social, educational, and behavioral science research upon which this synthesis is based is available in a user-friendly searchable database named the Spivack Archive (<http://spivack.org>). The Spivack Archive can be searched by keywords, author, research design and methodology, or sample type. Its development is supported by grants to the author from the National Science Foundation, the Poverty and Race Research Action Council, and the American Sociological Association.
2. Desegregation generally refers to creating schools with diverse racial and ethnic compositions, while integration connotes diversity of the student body's composition, its cultural climate, and the educational processes and contents employed in it.
3. Linn, R., & Welner, K. G. (2007). Race conscious policies for assigning students to schools: Social science research and Supreme Court cases. Washington, DC: National Academy of Education; Mickelson, R. A. (2008). Twenty-first century social science research on school diversity and educational outcomes. *Ohio State Law Journal*, 69, 1173-1228; Mickelson, R., & Nikomo, M. (2012). Integrated schooling, life course outcomes, and social cohesion in multiethnic democratic societies. *Review of Research in Education*, 36, 197-238. The voluminous citations for the findings presented in this Research Brief are available by request from the author.
4. Ali, R., & Perez, T. E. (2011, December). Guidance on the voluntary use of race to achieve diversity and avoid racial isolation in elementary and secondary schools. Washington, DC: U.S. Department of Justice, Civil Rights Division and U.S. Department of Education, Office for Civil Rights. Retrieved from <http://www.justice.gov/crt/about/edu/docs/elements/guidanceelem.pdf>; Armor, D., & Watkins, S. (2006). School segregation and Black achievement: New evidence from the 2003 NAEP. In *The Benefits of Racial and Ethnic Diversity in Elementary and Secondary Education*, 28-49,

National Coalition on School Diversity

ABOUT NCSD NEWS & UPDATES DONATE



book, "The Children in Room E4: American Education on Trial," with an audience at the Summit in Hartford, CT (2014).





The CMHA Housing Mobility Plan: Access to Low-Poverty, High-Performing Schools Throughout Cuyahoga County

Strategic Plan:

Goal I

Leverage new approaches for providing greater access to quality housing opportunities and choices throughout Cuyahoga County

Partnership with Fair Housing Research Center

Housing Voucher Mobility in Cuyahoga County

February 2016

Lenore Healy & Michael Lepley



Housing Voucher Discrimination and Race Discrimination in Cuyahoga County

December 2017

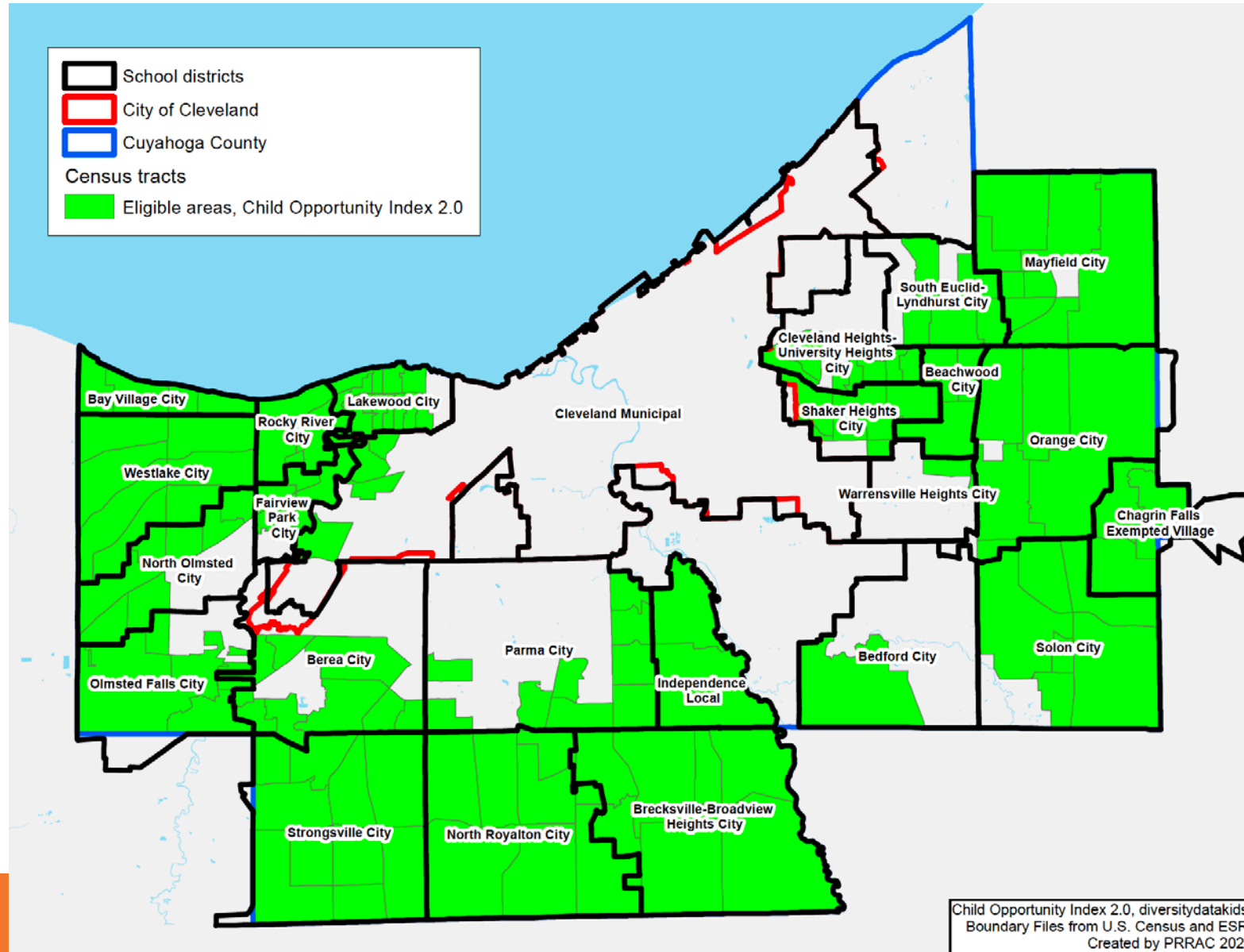
Michael Lepley & Lenore Mangiarelli



Median proficiency of nearest elementary school: Housing Choice Voucher families with children, Cleveland metro area vs national averages (PRRAC 2018)

Median Characteristics of Schools Nearest Housing Choice Voucher Households and Other Households with Children, by Race, within Metropolitan Regions	Proficiency Percentile Rank Math/ELA	
	Cleveland-Lorain-Elyria, OH MSA	National
White Housing Choice Voucher Households	45%	22%
Black Housing Choice Voucher Households	16%	27%
Hispanic Housing Choice Voucher Households	20%	39%
All White Households	66%	28%
All Black Households	16%	37%
All Hispanic Households	26%	60%

Cuyahoga County School Districts Overlaying Eligible Areas



HCVP and School Proficiency Index Map

Housing Choice Vouchers by Tract--HUD Data 2020

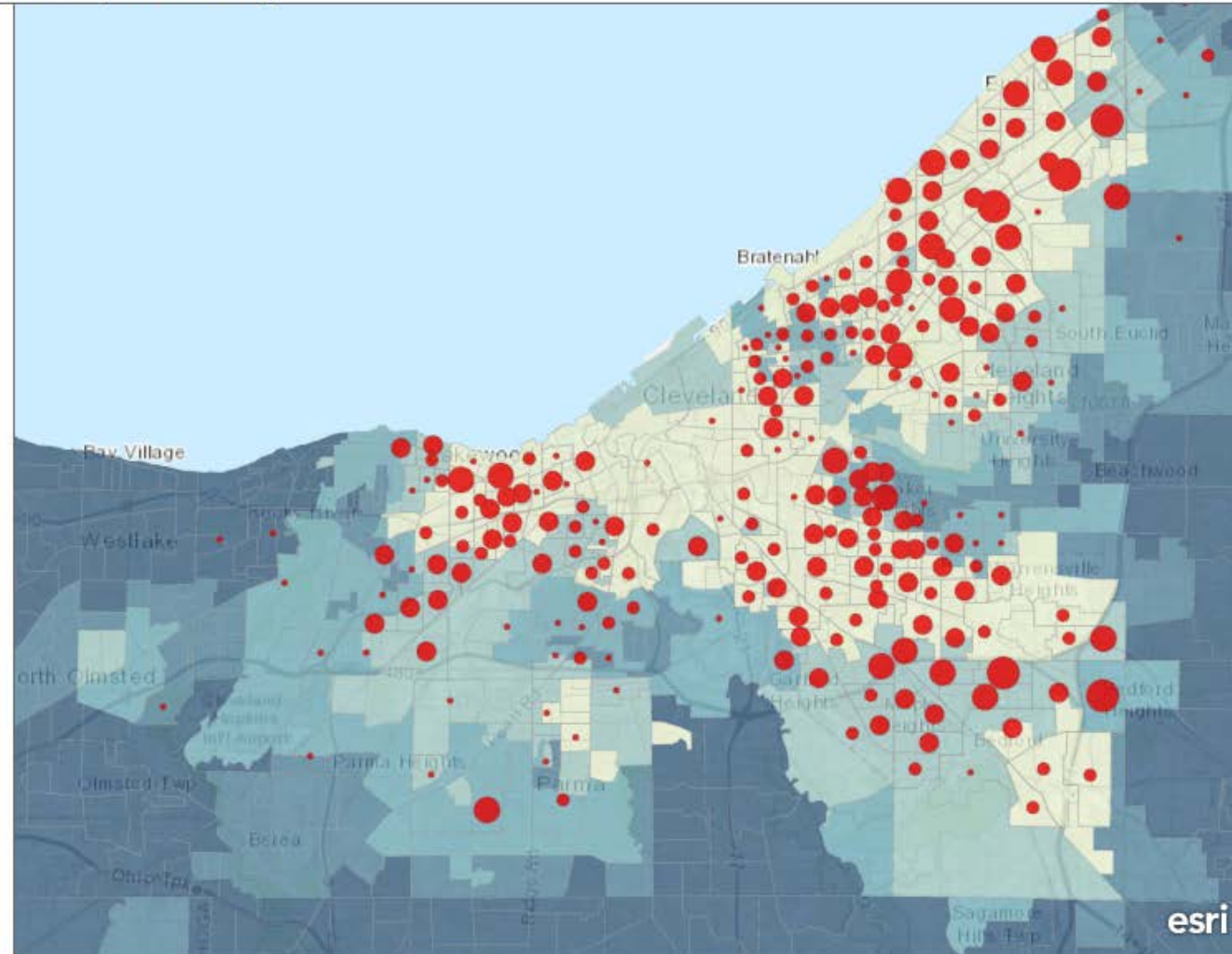
Public HCV Count

- > 200
- > 100 – 200
- > 50 – 100
- > 25 – 50
- 10 – 25

School Proficiency Index by Tract--HUD Data 2018

School Proficiency Index

- > 80 – 100
- > 60 – 80
- > 40 – 60
- > 20 – 40
- 0 – 20



Cuyahoga County, Esri, HERE, Garmin, USGS, NGA, EPA, USDA, NPS

Counseling Our Participants

Key Factors for Counseling Mobility Clients related to Schools and School Districts

- Diversity in the district
- Reputation for inclusion
- Subgroup yearly progress
- Discussion of poverty thresholds in individual schools
- Issue of in-district racial and economic segregation



hio

School Report Cards

Report Cards are designed to give parents, communities, educators and policymakers information about the performance of districts and schools – to celebrate success and identify areas for improvement. This information identifies schools to receive intensive supports, drives local conversations on continuous improvement, and provides transparent reporting on the performance of students in foundational skills and knowledge and other important outcomes such as graduation and college and career readiness. The goal is to ensure equitable outcomes and high expectations for all of Ohio's students.

Report Cards are only one part of the story. To get a fuller picture, we encourage you to visit schools, talk to educators, parents and students, and review the school's or district's webpage. A lot of great things are happening every day in Ohio's schools!



**Great things are
happening in Ohio
schools!**

**Rewards &
Recognition**



Ohio School Report Cards

Search for a school or district...



Olmsted Falls City

District Grade

B

District at a glance ▼

**B**

District Grade

District Overview

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

[District Details](#)[View Schools](#)[Financial Data](#)[Print](#)

[Click here](#) to go to the district's profile page.

By clicking this link you will leave the Ohio Department of Education's website, and the Department is not responsible for any external site's content.

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

BComponent
Grade[View More Data](#)[Gifted Data](#)

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

DComponent
Grade[View More Data](#)

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.

AComponent
Grade[View More Data](#)

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

AComponent
Grade[View More Data](#)

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.

AComponent
Grade[View More Data](#)

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.

CComponent
Grade[View More Data](#)



Component Grade

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.

Performance Index

The Performance Index measures the test results of every student, not just those who score proficient or higher. There are seven levels on the index and districts receive points for every student who takes a test. The higher the achievement level, the more points awarded in the district's index. This rewards schools and districts for improving the performance of all students, regardless of achievement level.

B 83.3%

100.0 of a possible 120.0

Indicators Met

Indicators Met measures the percent of students who have passed state tests. It also includes the gifted indicator and the chronic absenteeism indicator. Test results are reported for each student in a grade and subject. The passage rate for each test indicator is 80% and the End of Course (EOC) Improvement Indicator is 25%.

C 75.0%

18 out of 24

Calculation Pie Chart Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	4.5	X	1.3	=	5.9
Advanced	25.9	X	1.2	=	31.1
Accelerated	25.8	X	1.1	=	28.4
Proficient	26.1	X	1.0	=	26.1
Basic	11	X	0.8	=	8.8
Limited	6.4	X	0.3	=	1.9
Untested	0.3	X	0.0	=	0.0

100.0

Indicators Comparison Achievement Levels Trend

Third Grade		
English Language Arts	87.5%	✓
Mathematics	87.1%	✓
Fourth Grade		
English Language Arts	82.6%	✓
Mathematics	92.4%	✓
Fifth Grade		
English Language Arts	85.7%	✓
Mathematics	88.5%	✓
Science	81.3%	✓
Sixth Grade		
English Language Arts	69.2%	✗
Mathematics	75.4%	✗
Seventh Grade		
English Language Arts	80.9%	✓
Mathematics	78.8%	✗
Eighth Grade		
English Language Arts	73.9%	✗
Mathematics	87.9%	✓

What comes next?

- Funding
- Creating Program Outline and Best Practices
- Continuing to collaborate with Mobility Works and Fair Housing Research Center



**Homes and
Community Renewal**

**Housing
Trust Fund
Corporation**

School-Centered Housing Mobility: Long Island

NY Homes & Community Renewal

- Section 8
- Affordable Housing Development
- Homeownership
- Community Revitalization
- Rent Stabilization & Tenant Protection

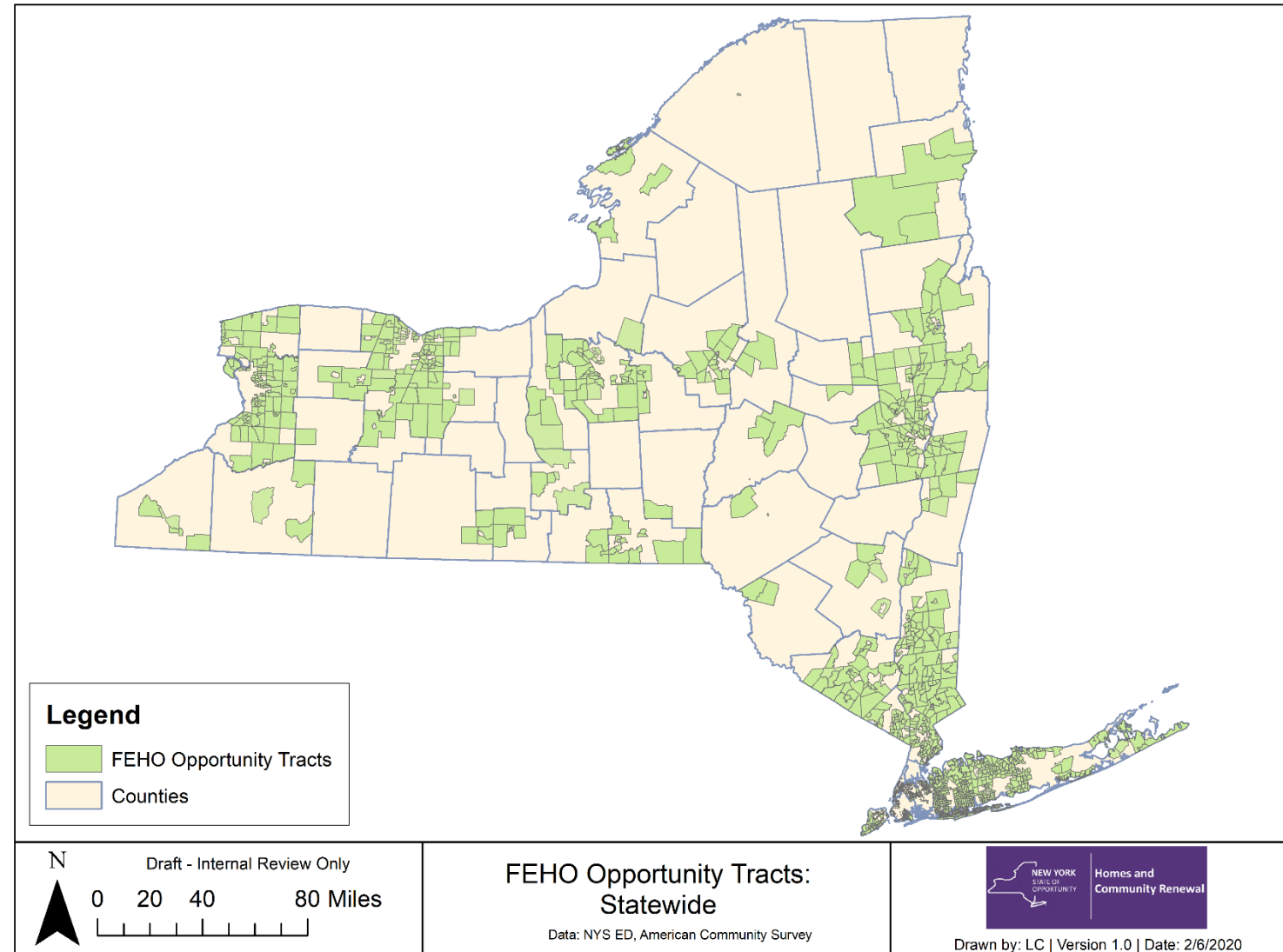
CHOICE + ACCESS

VOUCHERS + DEVELOPMENT

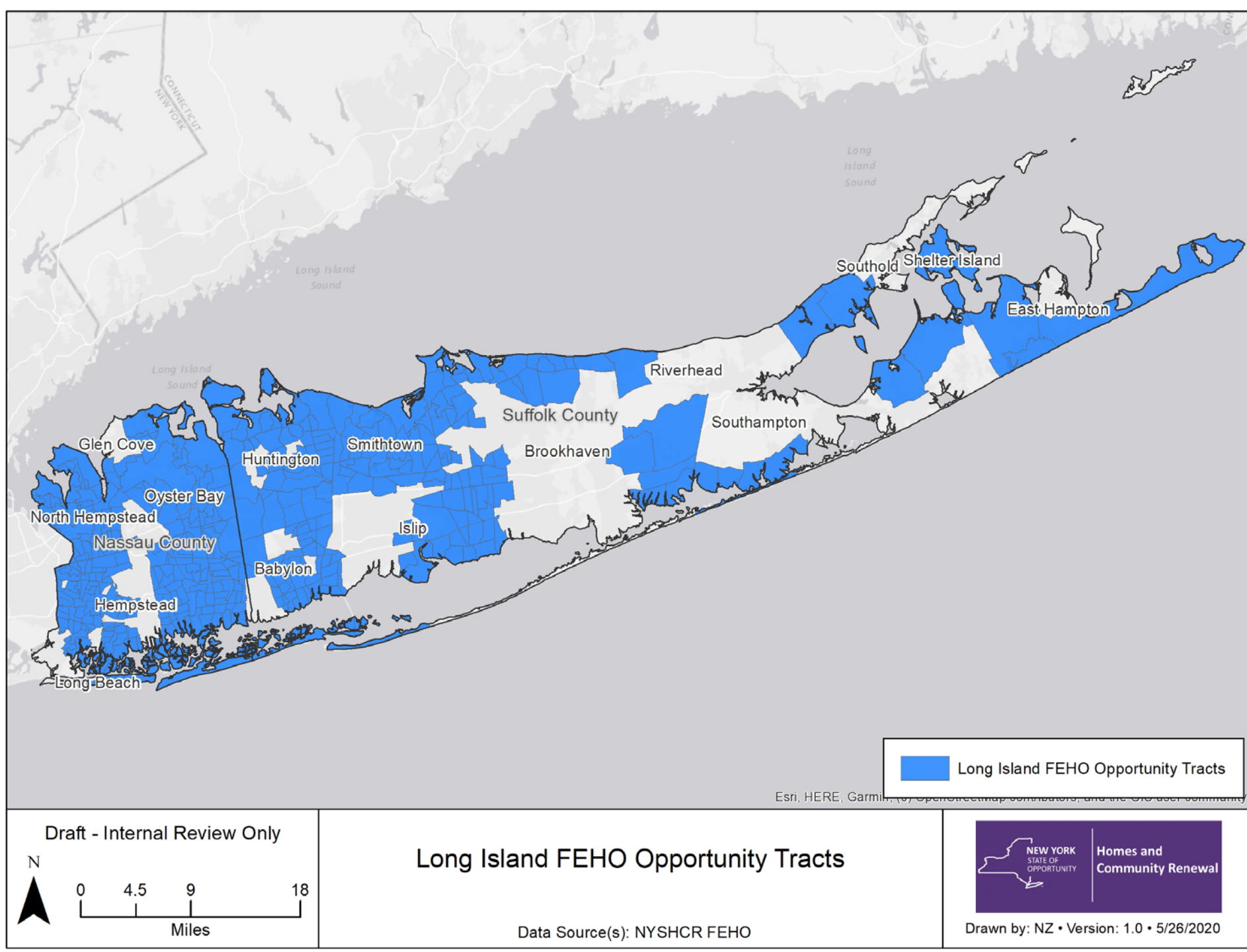
*Schools performing
better than the
statewide median*

+ Poverty rate $\leq 10\%$

*NYS HCR
"Opportunity Tract"*



Long Island, NY



Draft - Internal Review Only



0 4.5 9 18
Miles

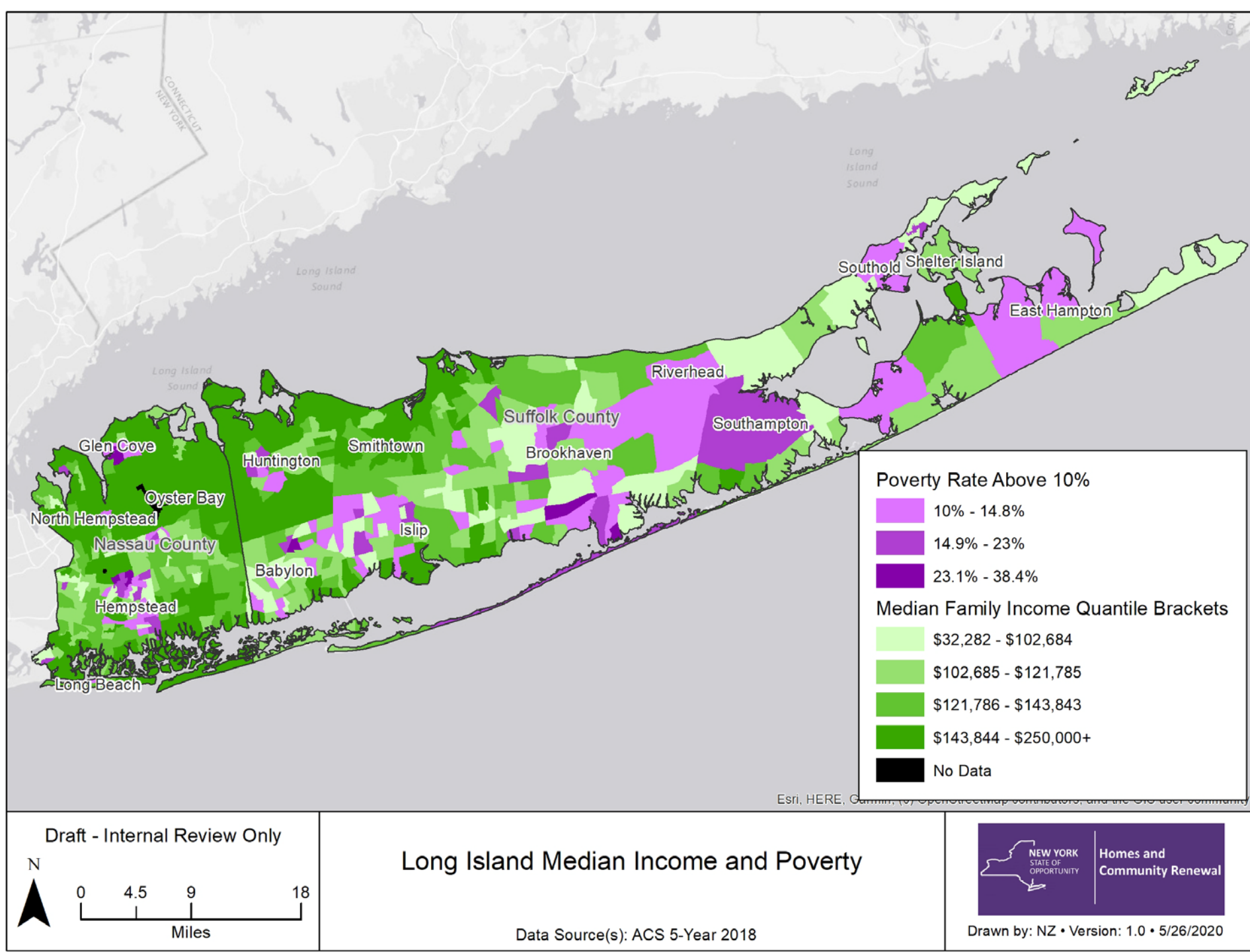
Long Island FEHO Opportunity Tracts

Data Source(s): NYSHCR FEHO

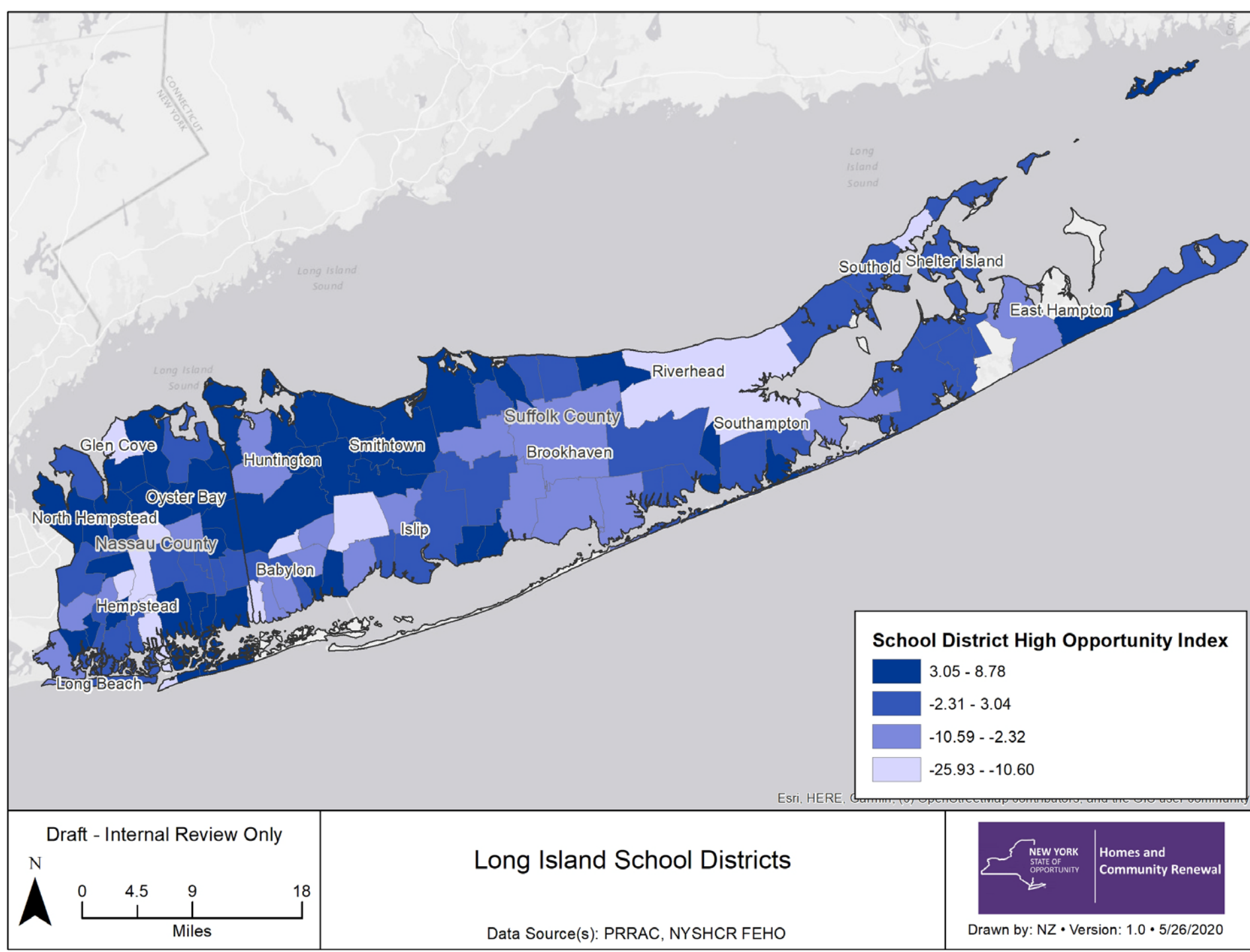


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Long Island, NY



Long Island, NY



Key Program Points

- Source of Income & other discrimination protection
- Staffing
- Information
- Relationships
- Payment standards



CEO & President

Milly Arbaje-Thomas, MSW

Housing Is
June 2020



The METROPOLITAN COUNCIL FOR EDUCATIONAL OPPORTUNITY was created in **1966** by parents, organizing in Boston and suburban towns, to provide the opportunity for children from **racially segregated schools in Boston** and children from **racially isolated schools in the suburbs** to learn together in an integrated public school setting.

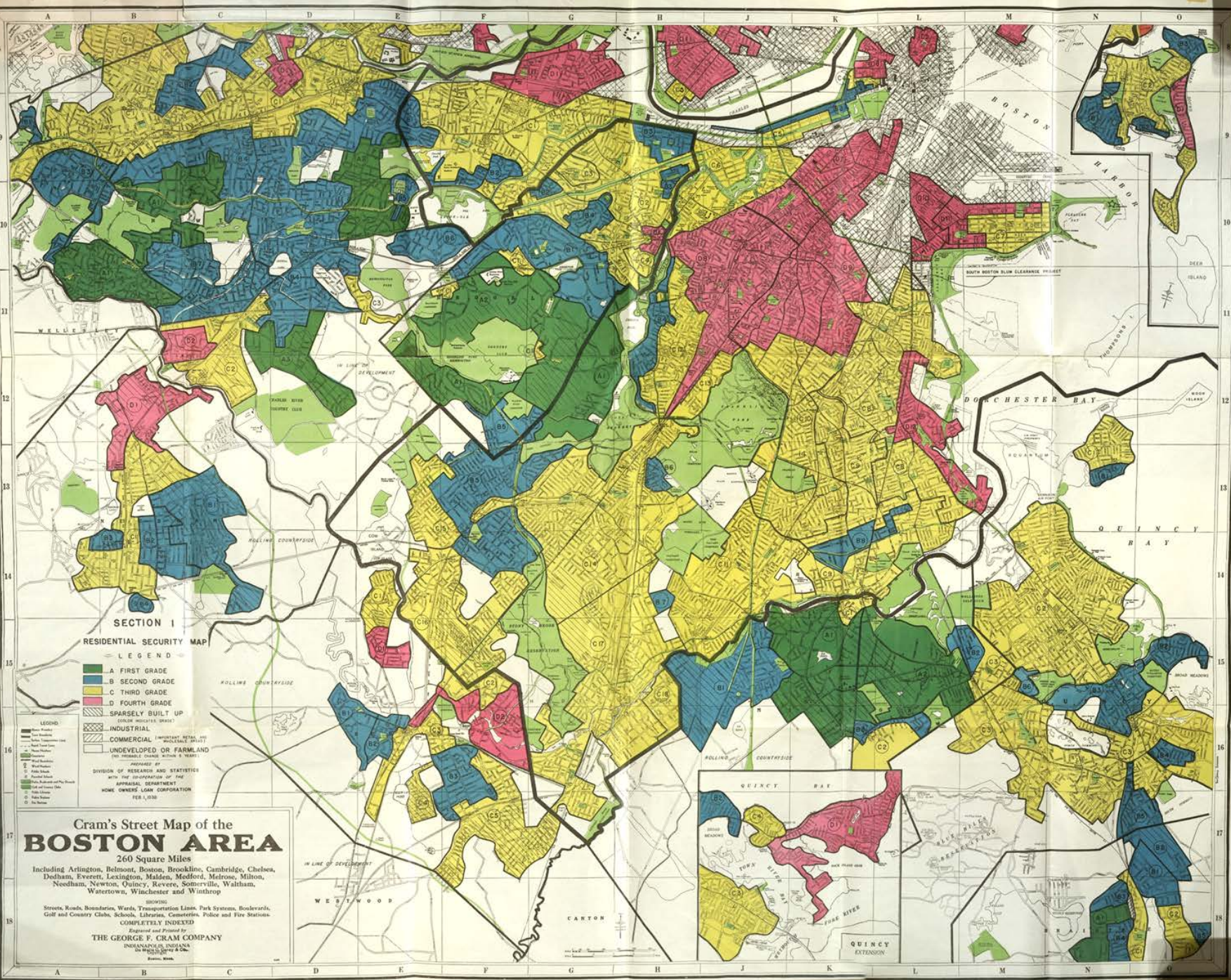


RACIALLY
SEGREGATED



RACIALLY ISOLATED

METCO: A GRASS-ROOTS MOVEMENT



RESIDENTIAL SECURITY MAP

— L E G E N D —

- A FIRST GRADE
- B SECOND GRADE
- C THIRD GRADE
- D FOURTH GRADE
- SPARSELY BUILT UP
(COLOR INDICATES GRADE)
- INDUSTRIAL
- COMMERCIAL (IMPORTANT RETAIL AND WHOLESALE AREAS)
- UNDEVELOPED OR FARMLAND
(NO PROBABLE CHANGE WITHIN 5 YEARS)

PREPARED BY
DIVISION OF RESEARCH AND STATISTICS
WITH THE CO-OPERATION OF THE
APPRAISAL DEPARTMENT
HOME OWNERS' LOAN CORPORATION
FEB. 1, 1938

1938

A black and white photograph showing two individuals, a man and a woman, seated at a table with microphones. The man on the left is wearing glasses and a suit, looking towards the right. The woman on the right is looking forward with a serious expression. There are papers and a pair of glasses on the table in front of them. The background is dark and out of focus.

Dr. Leon Trilling

Brookline School Committee

Ruth Baston

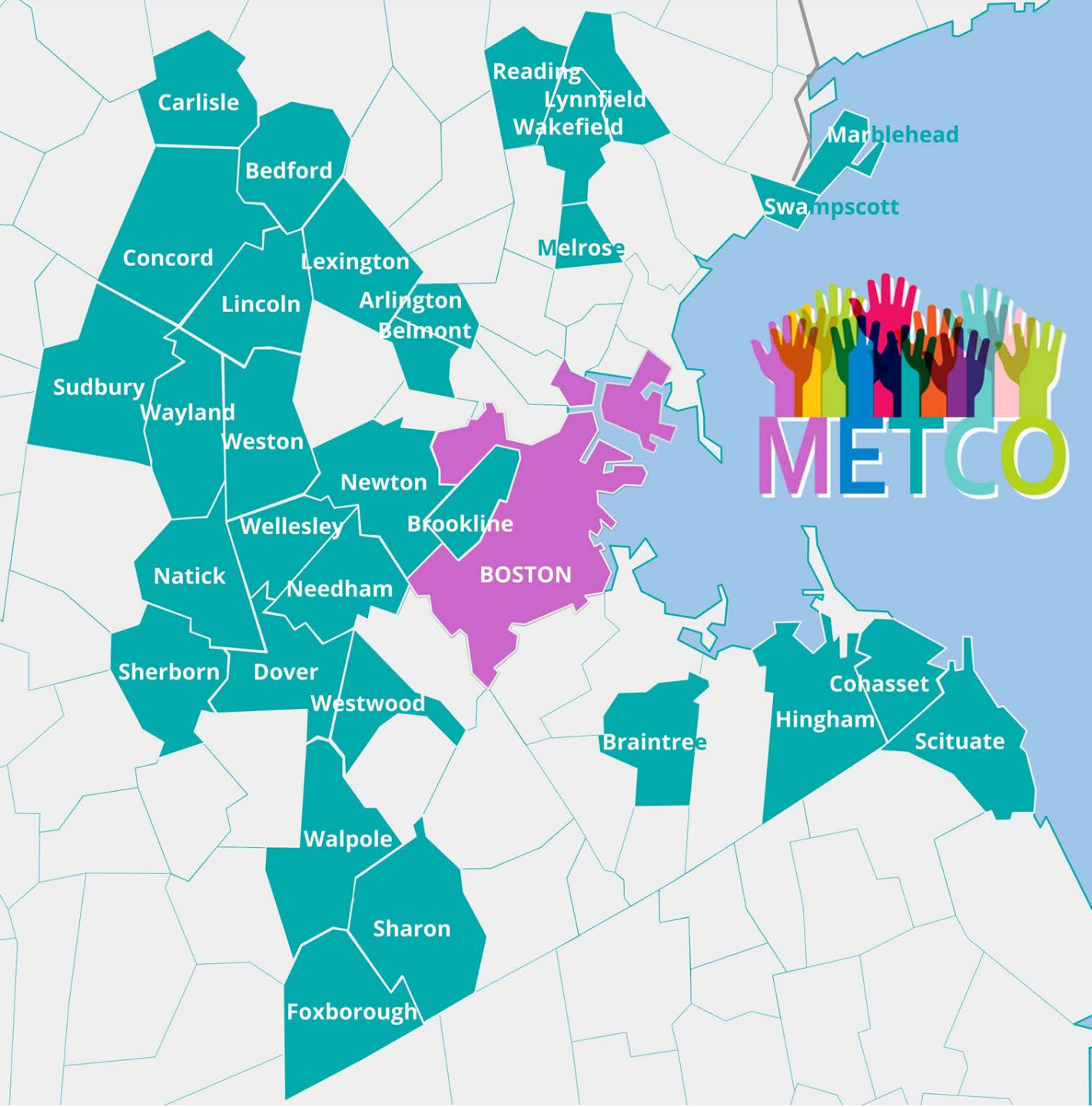
Massachusetts Commission Against
Discrimination

“The idea of METCO was conceived by a group of Brookline citizens who were interested in civil rights and who wanted to do more than just talk about these rights.”

Robert Sperber

Brookline Superintendent

1966

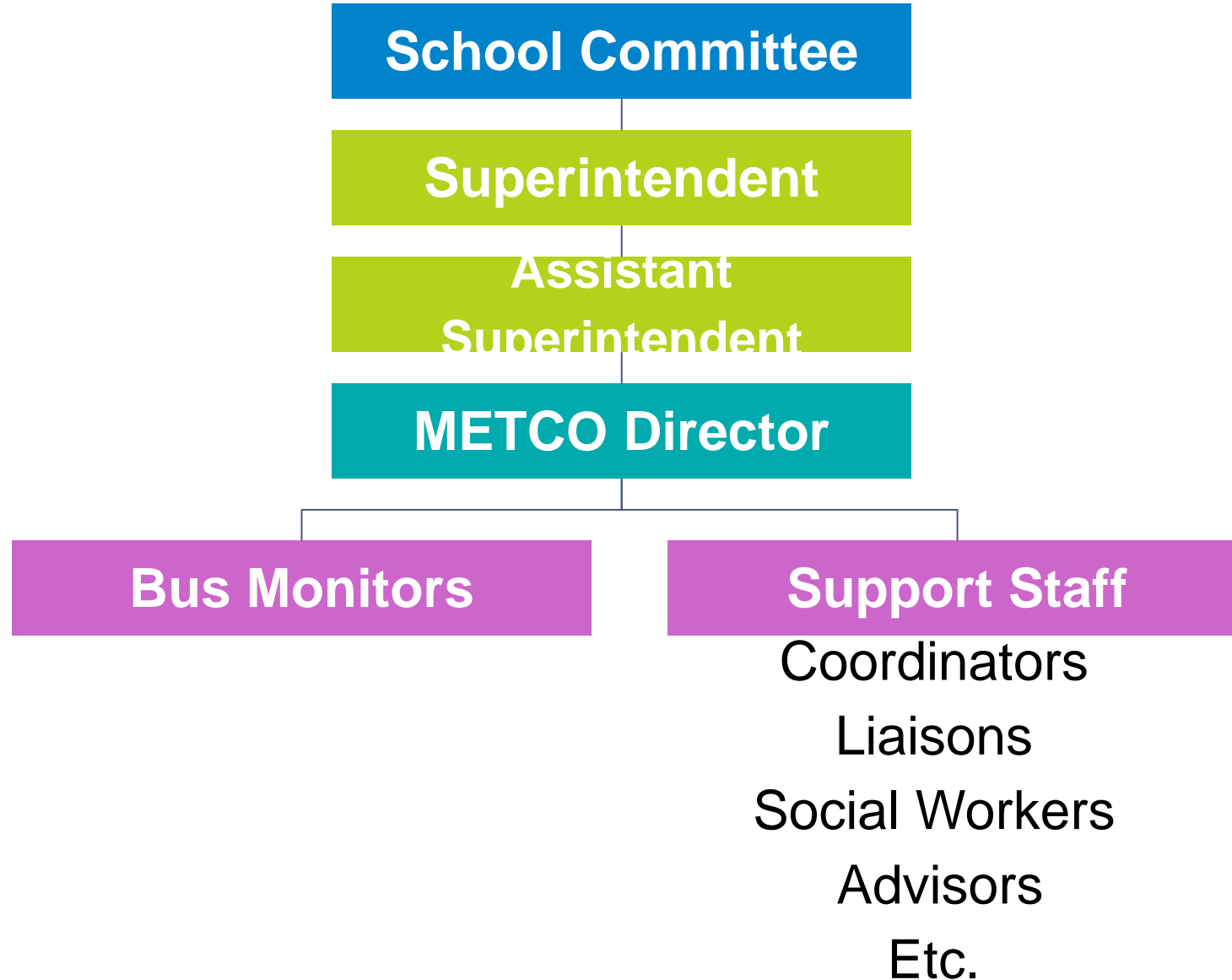


3,150
students
33 districts

ARLINGTON	MELROSE
BEDFORD	NATICK
BELMONT	NEEDHAM
BRAINTREE	NEWTON
BROOKLINE	READING
COHASSET	SCITUATE
CONCORD/CARLISLE	SHARON
DOVER/SHERBORN	SWAMPSCOTT
FOXBOROUGH	WAKEFIELD
HINGHAM	WALPOLE
LEXINGTON	WAYLAND
LINCOLN/SUDBURY	WELLESLEY
LYNNFIELD	WESTON
MARBLEHEAD	WESTWOOD

Bold = founding METCO district

METCO District Organizational Structure



SUPPORT FOR STUDENTS



CULTURAL PROGRAMMING

SOCIAL PROGRAMMING

SUPPORT FOR EDUCATORS



SUPPORT FOR COMMUNITY



MARBLEHEAD RACIAL
JUSTICE
TEAM

BROOKLINE
FOR RACIAL
JUSTICE AND
EQUITY



CONCORD
FAMILY
FRIENDS
PROGRAM
MELROSE
ORGANIZES
FOR REAL
EQUALITY
NEWTON
FAMILIES
FOR RACIAL
JUSTICE

DOVER FAMILY
FRIENDS
PROGRAM



WAYLAND
COMMUNITY
FOR SOCIAL
JUSTICE



FRIENDS
OF
READING
METCO
FRIENDS
OF
WESTON
METCO

“It ain’t the bus. It’s us.”

JEAN MCGUIRE



INTEGRATION

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