METROPOLITAN CENTER
for Research on Equity and the Transformation of Schools
Steinhardt School of Culture, Education, and Human Development
New York University

ANNUAL REPORT
2018-2019
Dear Friends:

Recognition is a political act. We cannot talk about it without talking about power. Like other systems of power, who is recognized in education is defined by who is seen and heard, and who is typically seen and heard are students who happen to be well fed, well rested, and whose language is in ways compliant with the dominant systems of discourse. But what about the vulnerable?

By flattening education in the image of the imagined or idealized (for some) student, a narrow version of who we serve gets baked into teaching and learning—a version that is incomplete, favoring an intersection of cis, heteronormative, White, able-bodied, mono-lingual English-speaking, monied, and Judeo-Christian—or put simply, privileged—identities. The farther away students are from this identity, the less likely our systems of education work for them.

When students do not come packaged the ‘right’ way, too often we blame them, concluding that we cannot teach them. Instead of adapting to them, we tell them that something is wrong with them. We call them lazy, unfocused, or destroy individuals’ or groups’ of people access to their full potential. The acts of these systems include ignorance, exclusion, threats, ridicule, slander, and violence (both symbolic and real). In education, these systems have borne unbelievable consequences: silencings and fears, internalized and interpersonal hatreds, feelings of inferiority and superiority, entitlement and disenfranchisement, and so on.

When I give talks on this reality, I sometimes use two images to illustrate my point. The first image is of a single fish dead in the sand. The second image is of thousands of fish dead in the sand. After showing the first image, I ask: “What do you see.” The audience typically says, “a dead fish,” concluding that “something is wrong with the fish.” After showing the second image, the audience responds quite differently, concluding “something is wrong with the water.”

At NYU Metro Center, we have come together under the unified belief that the challenges we face in education are not about fish; they are about water. The water is about more than what happens in our classrooms because learning is about more than what happens in our classrooms. Thus, curing the water must be about more than what happens in our classrooms—but about what happens in our heads and our hearts. This means recognizing that the water does not sustain all fish, and that this is not the fish’s fault. This recognition is the first step to achieving equity, and equity is when every student has access to the opportunities necessary to satisfy their essential needs, advance their well-being, and reach their full potential.

To achieve equity in education, we at NYU Metro Center are beginning to respond to non-cognitive socioemotional aspects of learning because we now know that greater than 80% of learning deals with things beyond cognition—beyond mental ability, skill, or intellectual capacity. Researchers have created powerful models capable of predicting success and failure using Maslow’s hierarchy of needs to measure the extent to which a student’s non-cognitive basic needs are met. When these needs are met, we can predict that a student will excel; but if one need is left unmet, we can predict that a student will struggle. This should not be surprising because all caring and loving teachers know that it is hard to teach when a student cannot see or a teacher is in competition with a growing stomach, a broken heart, sadness, anxiety, depression, or PTSD. We also know that it is hard to teach when a system seems rigged against particular students or students do not care because they perceive the system or we do not perceive them.

For this reason, we at NYU Metro Center are also beginning to extend our educational equity vocabulary to include words and concepts such as food and nutrition, trauma and healing, safety and security, cultural responsiveness, protective factors, mindfulness, and hope. We have also come to learn that effective education for vulnerable learners cannot be about broken students but about supporting students who are vulnerable to broken systems. For vulnerable people, learning is about preservation. Then teaching vulnerable learners must be about teaching us to preserve—preserve our languages and cultures, to tell our histories on our terms, to preserve it too, to preserve ourselves by preserving the congregation of ideas that will make the world better, that will free our bodies and heal our souls.

Education is not just about words or language or classrooms; therefore, learning is not just about these things either—or for that matter, textbooks or theories or debates about words in contexts or outside them. If learning were something that existed outside the human or external to the spaces we live in, if it did not possess the power to connect people or arrange our thoughts and expressions or construct or tear down the dominant social hierarchies that stagger the world, then most traditional approaches to education would be satisfactory. However, learning is tied to our everyday social, emotional, and cultural lives. It is about humans, connected more to our drives and strivings than to our tools and technologies. Dominant approaches to teaching and learning, however, only recognize some of us human, and fail those of us they do not.

At NYU Metro Center, we believe that education must be about success, and we define success not by test scores but by testimonies and our collective commitments to communities and the people whose lives are made better because of the work we do together.

Please read this report and glimpse at what we accomplished with our many partners this past year. Sincerely,

Dr. David E. Kirkland
Executive Director
The Metropolitan Center for Research on Equity and the Transformation of Schools
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WHO WE ARE
ORGANIZATIONAL CHART

Executive Director
- Deputy Executive Director of Policy, Research, and Evaluation
  - Faculty Research Associates
  - Senior Faculty Partners
  - Graduate Researchers
  - Scholars in Residence
  - Affiliate Organizations
  - Metro Learning Communities
  - Policy, Research, and Evaluation

Deputy Executive Director of School Change and Community Engagement
- Urban Education Research + Organizing Collaborative
- Education Justice Research & Organizing Collaborative (EJ - ROC)
- Student Support & Services
- Technical Assistance Centers
- College and Career Readiness Programs
- Center for Strategic Solutions (CSS)

Chief Financial Officer
- Budget and Finance Team
- Chief of Staff
- Administrative and Operational Support Team

Affiliate Organizations
- PACH (Project for the Advancement of Our Common Humanity)
- Mindful Education Lab
- ASD Nest
- ROSES (Resilience, Opportunity, Safety, Education, Strength)
- Voices in Urban Education
- Colloquium Series
- Research

Other Programs
- Liberty Partnerships Program
- Regional Bilingual Education Resource Network (RBE - RN)
- Integration and Innovation Initiative (i3)
- Innovations in Equity and Systemic Change (IESC)
- Workforce 1199 / College Prep Academy
- Excel @ NYU
- Faculty Research Associates
- Senior Faculty Partners
- Graduate Researchers
- Scholars in Residence
- Affiliate Organizations
- Metro Learning Communities
- Policy, Research, and Evaluation

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STAFF AND AFFILIATES

LEADERSHIP

Executive Director
Dr. David E. Kirkland

Chief of Staff
Paloma Garcia

Deputy Executive Director
Richard Gray
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1199 Workforce/ College Prep Academy

Patricia A Ryan-Canedo
Siddhant Govil
Marilyn Sommer

ASD NEST

Aaron Lanou
Lauren Hough Williams
Alexis Betancourt-Hart
Allison Brown
Brandy Stantill-Hobbs
Christina Annunziata
Julia Cislak
Katherine Kirkman
Michelle Flenm-Tung
Samara Sweig
Virginia Skar
Wendy Carranza

Center for Strategic Solutions

Natalie Zwerger
Teona Pagan
Sophia Bolt
Cathleen Antoine-Abiala
Ana Catalina Duque
Liz Cromarty
Erin Dunlevy
Cordazie Jones
Dina Kim
Régine Romain
Allie Schenitzki
Luis Alejandro Tapia
Nakeeba Wauchope

Education Justice Research & Organizing Collaborative

Megan Hester
Leah Peoples
Barbara Gross
Huiling B. Chan
Lindsey Foster

EXCEL @ NYU

Noor Jones-Bey
Elizabeth Kalu

Innovations In Equity and Systemic Change

Maria Hernandez
Jaspreet Kaur
David Lopez
Demiana Rizkalla
Ellie Barlett
Reed Swier

Integration and Innovation Initiative

Matt Gonzales

Liberty Partnership Program

Yolanda Fordham
Jorge Lopez
Jasrin Jaial
Randol Mata

Metro Learning Communities

Marlene Roy
Aditya Reddy Ramannagari

Mindful Education Lab

Joshua Aronson
Barry Cohen
Mandy Braun
Lexy Nazaire

Project for the Advancement of our Common Humanity

Crystal Clarke
Katie M. DeAngelis
Jinjoo Han
Dr. Niobe Way

Policy, Research and Evaluation

Joanna Geller
Elise Harris
Leah Peoples
Danielle M. Perry
Hui-Ling Malone
Lindsey Foster
Pamela D’Andrea Martinez
Wendy Perez
Sara McAlister

Language Regional Bilingual Education Resource Network

Ron Woo
Xiomara Rodriguez
Anh-Tuan Nguyen
Clotilde Santana-Eccardi
Hyunjoo P. Kwon
Nancy King Wang
Myriam Augistin
Jessie Cadeau-Morisset
Yolanda Delgado-Villao
Maria V Diaz
Marie-Alix Emmanuel
Archangelo Joseph
Gloria M. Ortiz
Nicole B. Rosfort
Veronica Osminina

Jose De La Cruz

Resilience, Opportunity, Safety, Education, Strength

Sukhmani Singh

Voices of Urban Education

Evan M. Johnston
Chelsea Frosini
Chonika Coleman-King
David Mumper
Hui-Ling Malone
Jane Bolgatz
Kinsley Jabouin
Lyntonia Gold
Shino Tanikawa
Stacey Campo
Yvonne Thavenot

Finance Team

Silvia Taylor
Chautenay Young

Communications

Paulami Roy Choudhury
Kerryn Cockbain
Tong Wang

Administration and Operations

Juan San Taveras
Rachael “Keno” Moore
Cindy Qiang
Sam Petter
Christine Umali Anabo

Faculty Friends of NYU Metro Center

Dr. Mary Brabec
Dr. Heather Woodley

Faculty Affiliates

Dr. Fabienne Doucet
Dr. Luis Rodriguez
Dr. Niobe Way
Dr. Audrey Trainor
Dr. Sebastian Cheng
Dr. Shabnam Javdani
Dr. Kristie Patten
Dr. Hiro Yoshikawa
Dr. Natasha Wilson Strassenfeld
Dr. Rachel Fish
Dr. Joshua Aronson
Dr. Miriam Eisenston Ebsworth
Dr. Yolanda Sealey Ruiz
Dr. Mariana Souto Manning
Dr. Rosa Rivera-McCutchen
Dr. Jasmine Ma
Dr. R. L’Heureux Lewis-McCoy
Dr. Gigliana Melzi
Dr. Richard Welsh
Dr. Alisha Ali
Dr. Diane Hughes
Dr. Jasmine Ma

Senior Consultants/Scholars in Residence

Norm Fruchter
Frances Rust
Beth Glenn

Organizational Affiliates

Alliance for Quality Education (AQE)
NYC Coalition for Educational Justice (CEJ)
IntegrateNYC
Urban Word NYC
NYS Association for Bilingual Education (NYSABE)
Exalt Youth

Dr. Robert Cohen
Dr. Ericka N. Meriwether
Dr. Kellie Moore
Dr. Diane Ravitch
Dr. S. Alex Ruthmann
Dr. Leslie Siskin

Dr. Natasha Strassfield
Dr. Lisa Stulberg

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Dr. Fabienne Doucet
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NYC Coalition for Educational Justice (CEJ)
IntegrateNYC
Urban Word NYC
NYS Association for Bilingual Education (NYSABE)
Urban Youth Collaborative (UYC)
New York City Alliance for School Integration and Desegregation
Exalt Youth
NYU METRO CENTER AT A GLANCE

GENDER

- Female: 78%
- Male: 20%
- Non-Binary: 2%

RACE/ETHNICITY

- Black: 28%
- Latinx: 26%
- Asian: 15%
- White: 30%
- Other: 2%

EDUCATION LEVEL / HIGHEST DEGREE

- Master’s Degree: 41%
- Bachelor’s Degree: 22%
- Doctorate: 20%
- Other: 17%
- Other: 2%

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OUR IMPACT AT A GLANCE

Strategic Initiative at the City, State, and Federal Levels

6,000+
Students Directly Served by NYU Metro Center’s Student-Facing Programs and Partnerships

1,000+
Education Leaders Supported by NYU Metro Center in 2018 and 2019

100%
Graduation Rate for Excel at NYU Students and NYU Metro Center’s 1199-Workforce Program

40+
Years of Community-Facing Research to Practice Partnerships

9,000+
Teachers Supported by NYU Metro Center in 2018 and 2019

14
State, District, and Local Level Policy Documents, Equity/Integration/Diversity Plans Authored, Co-Authored, or Contributed To

100,000+
Participants engaged by NYU Metro Center’s Technical Assistance, Professional Development, and Conference Offerings in 2018 and 2019

1,000+
Parents Supported by NYU Metro Center in 2018 and 2019

500+
Presentation and Trainings to Local, Statewide, National, and International Conferences, Summits, and Convenings
PUBLICATIONS

2019


AWARDS & HONORS

2019

David E. Kirkland, Recipient, 2019 Advancement of People of Color Leadership Award, National Council of Teachers of English

David E. Kirkland, Recipient, Catalyst for Change Award, Publicolor, Inc.

David E. Kirkland, Recipient, 2019 NYU MLK Award, New York University

2018

David E. Kirkland, Honoree, 2018 Annual Coalition for Education Justice Gala, Coalition for Education Justice

David E. Kirkland, Honoree, 2018 Annual Exalt Youth Gala, Exalt Youth, Inc.

David E. Kirkland, Recipient, NYU 2018 Distinguished Teaching Award, New York University
HISTORY

Born of the dream of achieving equity in public education, NYU Metro Center was founded in 1978 by NYU Professor LaMar P. Miller. Miller’s vision was to examine and find solutions for the problems facing the country’s public schools, especially as they affect low-income and minority children. Subsequent to Dr. Miller, Dr. Pedro Noguera—over the course of 12 years—grew the center and advanced its mission and work, forging NYU Metro Center into one of the nation’s leading organizations committed to educational equity and school transformation. Now under the visionary leadership of Dr. David E. Kirkland, NYU Metro Center brings together scholars, educators, and innovators from diverse backgrounds to collaborate on a range of projects to strengthen and improve access, opportunity, and educational quality across varied setting, but particularly in striving communities.
MISSION & VISION

MISSION

We advance equity and excellence in education, connecting to legacies of justice work through critical inquiry and research, professional development and technical assistance and community action and collaboration.

VISION

We commit to social justice and the amplification of youth and parent/community voice, meaningful dialogue and interaction to honor and respect all people.
VALUES

Integrity

Strong moral principles that adhere to a code of the highest virtues of sound and incorruptible human character sustain NYU Metro Center.

Connection

Radical and unyielding understanding for those who face barriers to inclusion in their community, while working in partnership to build a more embracing world, guides NYU Metro Center.

Community

NYU Metro Center embraces the concept of the collective - "out of many, one" - we are better and more together than we are alone, that those most impacted by policies and practices should be part of designing those policies and practices.

Liberation

NYU Metro Center embodies and advances the principles of a free society, untethered from oppressive restrictions imposed on the goals of self-determination, independence, autonomy, and sovereignty for vulnerable people.

Service

NYU Metro Center pledges to contribute to the benefit of others - especially vulnerable people - to assist in the ongoing campaigns for justice, social transformation, and extended opportunities.

"Another world is not only possible, she is on her way. On a quiet day, I can hear her breathing."
Arundhati Roy
AREAS OF WORK
We take a DisCrit perspective to abilities, working with schools and districts to encourage environments that are inclusive, welcoming, and nurturing across religion, ethnicity, language ability, gender, sexual orientation, and race.

"I wish for a world that views disability, mental or physical, not as a hindrance but as unique attributes that can be seen as powerful assets if given the right opportunities."

Oliver Sacks

ABILITIES & INCLUSION

We support leaders in shaping restorative, responsive, and safe environments that promote learning in culturally sustaining and academically rigorous ways, putting bold theories of educational excellence into practice while inspiring conversations about the rights of all students to learn.

"Whoever controls the education of our children controls the future."

Wilma Mankiller

ADMINISTRATION & LEADERSHIP
We offer programs that emphasize the power of parenting and the centrality of equity in human development with the belief that every child, particularly in their early years, deserves equal access to a nurturing education.

"It is easier to build strong children than to repair broken men."
Fredrick Douglas

EARLY CHILDHOOD DEVELOPMENT & LEARNING

STUDENT SUPPORT & SERVICES

We directly support students’ college, career, and civic development through services such as tutoring in core academic subjects, workforce development, individual and small-group counseling, and mentoring.

"Education is the single-most important civil rights issue that we face today."
Michelle Obama
COLLEGE & CAREER

We provide services designed to enhance all students access to educational opportunities, helping them develop skills necessary for becoming independent, self-sufficient, and transformative members of society.

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.”

Malcolm X

COMMUNITY ENGAGEMENT

We work with parents, community-based organizations, and other community stakeholders interested in transforming our neighborhoods and communities through participatory decision making “power blocks” so that our children and youth have advocates who help them secure and sustain rich opportunities to learn and thrive in our world.

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

Marian Wright Edelman
We develop and deliver services that support teachers and other practitioners committed to critical literacy and the advancement of multilingual models.

“One child, one teacher, one book and one pen, can change the world.”

Malala Yousafzai

PARENT ENGAGEMENT & SUPPORT

We address the increasing mandate of state and federal agencies through helping school districts structure effective programs that address home-school communications, develop symbiotic relationships, and develop parent leaders.

“Every home is a university and the parents are the teachers.”

Mahatma Gandhi

LANGUAGES & LITERACY

NYU Metropolitan Center
For Research On Equity And The Transformation Of Schools

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Our engaged scholarship model promotes inquiry designed to interrogate systems of power while expanding knowledge of issues that impact equity across all domains of public education.

"There's really no such thing as the 'voiceless.' There are only the deliberately silenced, or the preferably unheard."

Arundhati Roy

We instigate positive school climates that promote diverse, inclusive, equitable, and restorative environments capable of sustaining culturally and linguistically diverse students and staff.

"Liberating education consists in acts of cognition, not transfers of information."

Paulo Friere
EQUITY & SOCIAL JUSTICE

We toil courageously in cultural and political contexts that frustrate and obstruct the educational achievement of vulnerable student populations to maximize the resources of communities, enhancing learning opportunities for schools and other entities that support all youth.

“When I dare to be powerful- to use my strength in the service of my vision, then it becomes less and less important whether I am afraid.”

Audre Lorde
CULTURALLY AND LINGUISTICALLY RESPONSIVE-SUSTAINING EDUCATION

Culturally and Linguistically responsive-sustaining (CLR-SE) education provides a framework for teaching and learning that is grounded in a cultural—and, indeed, critical linguistic—view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets. It is the belief that culture and language are not an addition but are critical components of education. It says that culture and language matters in shaping how people learn.

It also raises awareness of the ways that hierarchies of oppression and exploitation are kinds of inhumane systems that restrict, limit, deny, distort, or destroy individuals’ or groups’ of people access to their full potential. The acts of these systems include ignorance, exclusion, threats, ridicule, slander, and violence (both symbolic and real). In education, these systems have borne unbelievable consequences for linguistically plural students: silencings and fears, hatreds of self and others, feelings of inferiority and superiority, entitlement and disenitlement.

Therefore, we must register culture and language as we consider how and what to teach, how education is organized, who gets to participate, and on what terms (linguistic and otherwise). Educators committed to understanding both the concept of culture, the place of language within it, and the particulars of the many different cultures and languages we encounter can now refocus our lens to viewing students’ cultures and languages not as deficiencies to overcome but as assets, possessing vibrant realities and knowledge useful for teaching and learning.

In 2019, we partnered the New York State Education Department (NYSED) in releasing a framework built from the ground up, drawing on feedback from stakeholders across New York State who generously gave their time and insight. After three rounds of feedback, this framework incorporated the collective insights of these stakeholders, as it presents the following:

- The framework presents a bolder vision of education, yet offers a pragmatic set of clearly articulated conditions that ground high-quality education on (a) foundations of culturally and linguistically sustaining environments that are welcoming, affirming, and challenging, but also supportive; (b) a belief in students equaled by high expectations and rigorous instruction that connect deeply to the lives all our students; (c) equitable curricula and assessment strategies (that is, the provision of knowledge and assessment used to understand and map student learning as opposed to limiting it); (d) a view of educators as a network of professionals who require time for critical reflection, ongoing development and support, mentoring, insightful feedback, and community.

- And finally, the framework sees inequities in education as structural consequences of long, deep, and complex histories. It suggests that we can improve education by not ignoring or running from those histories, but by claiming them, confronting them, and dealing with them. At the core of the framework are foundations set on bedrock principles—sociopolitical consciousness and sociocultural responsiveness. These principles are visioned as keys to unlocking the doors of opportunity in ways that emit the light of change and bend old histories along the slant of the moral universe and closer to justice. In grounding itself in sociopolitical consciousness and sociocultural responsiveness, the framework does not only focus on individuals or episodic incidents. It speaks more broadly to institutional realities—streams of policies and practices, collective beliefs and mindsetsthat are guided by a deep commitment to advancing the best hopes of our democracy with the goal of making education available to all students across New York State, and eventually the entire country, regardless (or better yet, because) of language heritage.
NEW INITIATIVES

Integration and Innovation Initiative (i3)

In fall 2019, NYU Metro Center introduced an exciting new initiative: the Integration and Innovation Initiative (i3). This initiative repositions NYU Metro Center as a national leader in supporting the racial and socioeconomic integration of schools and communities across the United States.

i3 partners with districts, schools, and communities throughout the nation to design and develop innovative and equitable solutions to educational segregation. It lends research and strategic support to organizations advocating for integration and equity. Current highlights to the program's work include:

- supporting the New York City Department of Education in rezoning efforts in Brooklyn's Community School District 15,
- providing Diversity, Equity, and Integration (DEI) training for NYC Community School District 1,
- supporting NYC's Welcoming School Climate Initiative program, and
- advising the Sausalito Marin City School District (SMCSD) in its efforts to desegregate its schools.

i3 sits under the direction of Matt Gonzales, one of the nation's leading integration and educational equity experts, educator, policy analyst, and advocacy leader. His work with i3 has grown this program into a preeminent force for equity, driving us closer to the goals of school integration and educational justice.

Innovations in Equity and Systemic Change (IESC)

NYU Metro Center’s Innovations in Equity and Systemic Change (IESC) initiative was founded in summer 2019. The initiative launched with a unique team who brought years of equity technical expertise and practical experience to the table, under the direction of Dr. Maria G. Hernandez. Dr. Hernandez previously led NYU Metro Center’s Technical Assistance Center on Disproportionality. Under her leadership, IESC provides professional development, technical assistance, and consultancy to educational institutions in general and special education. IESC’s mission is to advance educational equity by disrupting, dismantling, and eliminating disproportionality by building the capacity of educators to implement culturally responsive-sustaining (CR-S) equity-based systems that meet the needs of every student and family. IESC offers anti-bias and cultural competency trainings, equity-based technical assistance provisions, and CR-S assessments that align with the NYSED CR-SE framework, as well as emerging research on systemic solutions for schools and districts designated as failing.

IESC is currently partnering with several districts across the State of New York. Our trainings and technical assistance provisions include Culturally Responsive Sustaining Education, Root Cause Analysis, Guardians of Equity, equity audits, strategic equity plans, among other essential supports fundamental to creating desired changes for our education systems.
Postsecondary Success of English Learners with Disabilities

The Post-School Success of English Learners with IEPs program lives under the direction of Dr. Audrey Trainor, who is professor of special education in NYU’s Department of Teaching and Learning. The program is part of a project titled *Factors Associated with Postsecondary Success for English Language Learners with Disabilities: A Mixed Methods Exploration* funded by the U.S. Department of Education and the Institute for Education Sciences. This project investigates what leads to success and hinders high school students and young adults who are multilingual learners, going to college, and getting jobs in early adulthood. Research questions include:

- How do families and schools help guide dually identified students toward employment, postsecondary school, and community engagement?
- How do these adolescents and young adults plan for the future, achieve their goals, and re-adjust as necessary?

To address these questions, the project explores the socio-educational realities of multilingual students identified with disabilities, or who we call “dually identified students.” The term “English learners with disabilities” is used in the program to describe this growing population of dually identified students. Thus, the purpose of the project is to fill a gap in our knowledge about the postschool outcomes of adolescent English learners (also referred to as Emergent Bilingual and multilingual learners) who also have a disability.

To date the project has analyzed the secondary experiences of dually identified students in the National Longitudinal Transition Study 2012. The research team has further conducted interviews of dually identified students throughout New York City. Additional secondary analyses and interviews of teachers and administrators are ongoing.

Networks for School Improvement Portfolio Study

The Networks for School Improvement Portfolio study is led by Dr. R. L’Heureux Lewis-McCoy, professor of sociology in NYU’s Department of Applied Statistics, Social Sciences and Humanities. Dr. Lewis-McCoy is among a selected team of researchers from across the United States supporting the evaluation of the Bill and Melinda Gates Networks for School Improvement portfolio (NSIs).

Drawing on his expertise in diversity, equity and belonging, Dr. Lewis-McCoy is contributing to a better understanding of how networks have gone about addressing critical issues of race and inequality in American education. The portion of the evaluation Dr. McCoy and his team will be leading covers the qualitative portion of the evaluation, including document analysis, coding interviews, observations and field guide development.

Over the course of the next couple of years, Dr Lewis-McCoy and his research team will work to gain greater understanding about how these network interventions have impacted a range of issues such “students being on grade with math levels” to “access financial aid.” As a part of the project, multiple graduate students and a postdoctoral fellow will receive training and exposure to this cutting edge work.
CENTERS & PROJECTS
The Center for Policy, Research, and Evaluation (PRE) at NYU Metro Center conducts applied research and evaluation studies focused on promoting positive educational outcomes for youth, and understanding the influence of both schools and communities on those outcomes. Our goal is to use research to inform educational policies and practices at federal, state, local, and programmatic levels.

**Specific Engagements:**

- Florida Atlantic University High School: Evaluated a concurrent enrollment program in which students work towards a high school diploma and a bachelor’s degree.
- IES Study of Youth Leadership Councils: Informing the theory of change and implementation of NYC DOE Borough Student Advisory Councils. Submitted two manuscripts to psychometrically validate critical consciousness measures for use among youth of color.
- Parent Leadership Indicators Project: Reached hundreds of funders, parent leaders, and non-profits through workshops and webinars about how to make research and evaluation humanizing and impactful.
- National Parent Leadership Training Institute Evaluation: Supported NPLI with documenting parent leaders’ stories and published multiple mixed methods reports.
- Nellie Mae Education Foundation - Understanding the Root Causes of Inequity: Produced case study reports that documented culturally responsive equity-centered district-level reform practices.
- TSNE Learning Lab: Our Learning Lab literature review and field scan report have informed how TSNE’s Organizational Development consultants approach their work by providing them novel information on how to best serve nonprofit organizations who promote social good for vulnerable populations. These documents have also informed TSNE’s fiscal sponsorship redesign.

**Individuals Reached**

- 198 (includes parents, school district staff and researchers)

**Presentations & Workshops**

- 70

**Allies and Groups Engaged**

- 50
EDUCATION JUSTICE RESEARCH & ORGANIZING COLLABORATIVE (EJ-ROC)

The Education Justice Research and Organizing Collaborative (EJ-ROC) provides support to urban communities in their struggles for school improvement. We seek to bring together researchers, data and policy analysts, and community organizers to provide critical research, data, policy and strategic support for the education justice movement. Our work is inspired by the belief that sustainable and equitable school reforms emerge when the voices of students, parents, and teachers are combined with the best ideas and research to meet the challenges of struggling schools.

We are particularly proud of the work we put into the creation of a definition of Culturally Responsive-Sustaining Education, which has been adopted by NYC’s Panel for Educational Policy. The adoption of this definition by the NYC DOE has been a key triumph in our efforts for the year.

Our published works for the year:

- Culturally Responsive ELA Curriculum Scorecard
- Chronically Absent: The Exclusion of People of Color from NYC Elementary School Curriculum
- Confronting the Education Debt

The national and international distribution and use of the Culturally Responsive Curriculum Scorecard by both K-12 schools and higher education has had significant impact on curriculum companies and school districts this year.

In addition we conducted a number of events and workshops and participated in several conferences, of particular note are the following engagements:

- Research and Revolt for Culturally Responsive Education Conference.
- Education Justice workshop at Data for Black Lives Conference.
- We conducted a workshop series for white parents in integrated schools.
- CRE Curriculum Scorecard events with NY DOE leadership and with Black Lives Matter in Education.
- We also continued our efforts in creating research that serves to support the push for legislation on full funding of Title 1 and IDEA at the federal level.
LIBERTY PARTNERSHIPS PROGRAM

The NYU Liberty Partnerships Program (NYU LPP) is one of 47 statewide LPPs funded by the New York State Education Department. In our growing capacity, we position NYU staff, graduate and undergraduate students, and program partners to provide direct services to the students in the areas of academic immersion, academic support services, counseling, college readiness, cultural enrichment, employment preparation, community service projects, leadership development, civic duty activities, mentoring, health and wellness, and tutoring.

NYU LPP, having completed the third year of a 5-year contract (2017-2022), has continued to serve vulnerable youth who attend our partner schools in New York City.

We celebrate the ongoing success of student tutoring, SAT prep sessions, and college readiness workshops, parent engagement workshops.

Case Management

Average SAT scores for the students we engage rose by 200 points between pre- and post-practice testing.

Beyond Testing:

We held a peer Mentoring retreat hosted the Latino College Expo, and implemented various LPP Summer Programs, including our “Out the Ordinary” Male Mentoring program.

Our valued interactions with the students and teachers we assist are the greatest validation to our progress. Our impact can be exemplified by what Bill Malin, an English Teacher at Richard R Green High School had to say of our program: “The impact of diverse, educated and hard working tutors on a small group instruction enhances our classes, enriches our charges and reminds us of our school motto; ‘Where learners are teachers and teachers are learners.’”

This year, we served and worked with:

- 880 students
- 146 parents
- 34 teachers
- 64 education leaders
- 10 engaged allied groups
- 134 training workshops, seminars, and courses hosted

We delivered 4400 hours of service to our students throughout the year.
The Center for Strategic Solutions (CSS) has developed national expertise in supporting educators, and individuals who have contact and influence in education. CSS supports its partners in considering the impact of race, power, and privilege on the lives of students and their learning trajectories. By offering professional development, technical assistance, consultation, and coaching that delves into the deep historical entanglements of racial inequity, CSS centers the dialogue in developing a shared understanding of the systems that impact our cross-racial, cross-ethnic, and cross-cultural understandings. Engagements are designed to offer multiple points of entry for participants of all backgrounds.

During the 2018-2019 school year, CSS continued to grow in service and community. A highlight of our year was our third annual Decolonizing Education conference, held in June of this year. We expanded this conference to a 2-day event, due to high demand and participation volume. With over 700 attendees and 120 presenter, a diverse group of educators, advocates, activists, parents and young people were able to come together to disrupt and dismantle institutional racism and systems of oppression in schools. Over 70 students presented in workshops, which ranged in subjects from classroom practices, to students with disabilities, to white fragility in school settings.

Feedback from the event was overwhelmingly positive, with one attendee saying, “The momentum you’ve established is heartening and impressive; you’ve shown the dedication and drive it takes to create a real movement, finally, to push equity...and I applaud you.”

Along with our crowning jewel conference, we hosted The Absence of the Black Educator Panel as well as many other informative and engaging discussions.
**REGIONAL BILINGUAL EDUCATION RESOURCE NETWORK**

The New York State-Wide Regional Bilingual Education Resource Network (RBE-RN) at NYU Metro Center provides support for the education of Multilingual Language Learners (MLLs) and students of languages other than English through technical assistance, professional development, resource material development, and translated subject area glossaries.

<table>
<thead>
<tr>
<th>324</th>
<th>813</th>
<th>2536</th>
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<tbody>
<tr>
<td>students served</td>
<td>parents served</td>
<td>teachers served</td>
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<table>
<thead>
<tr>
<th>687</th>
<th>93,182</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>education leaders served</td>
<td>allied groups engaged</td>
<td>development workshops hosted</td>
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This year RBE-RN has worked on professional development initiatives for district and school administrators, teachers of ELLs/MLLs (ie. English as a New Language, bilingual, home language arts, world languages, special education, mainstream), school counselors, professors and students on instructional strategies for ELLs/MLL, ELL/MLL and World Languages classrooms were visited on-site and recommendations to improve instructions were made. We also conducted multi-language parent workshops at the 42nd Annual NYSABE conference on social emotional competencies and how they can address their child’s social-emotional needs at home.

The NYS Language RBERN’s major event of the year was the Community Engagement Symposium. Over 500 attendees participated in workshop sessions and panel discussions that highlighted essential resources and strategies that stakeholders can use to support parents of K-12 ELLs/MLLs in the communities and schools they service.
ASD NEST SUPPORT PROJECT AT NYU METRO CENTER

The ASD Nest Support Project at NYU Metro Center develops the capacity of educational systems, districts, and schools to support students with autism spectrum disorder (ASD). By focusing on strengths, developing independence and advocacy, and committing to inclusion, we help our partners build truly inclusive learning environments.

This year, ASD Nest continued its important work of developing skills and understanding within the school inclusion model for students with ASD. Our goal is to help schools build inclusive learning communities where difference is accepted and neurodiverse learners can thrive. This year we made progress with that goal by teaching and developing skills and techniques with educators, school administrators, parents and wider school communities to better understand and nurture students with ASD. We partnered with teachers, speech and occupational therapists and counselors in these efforts. And we engaged with educators, parents and school administrators by providing training and support, through day workshops, training seminars and 8-12 week online courses. Those who attend these sessions are given the tools and information they need, with one attendee saying “I learnt more about ASD in two days than I had in an entire year of personal research,” clearly showing the value our programs add to those who need it. We hosted over 90 workshops and seminars providing assistance and encouragement for those working with or involving in the lives of students with ASD, with our Nest Con event being described as “one of the most progressive programs in the country.”

Through this support, we have helped foster a schooling model that ultimately allows students to develop competence in their social and behavioral functioning, in order to ultimately realize their full, unique potential as independent and happy adults.

- 48 ASD Nest schools across all 5 boroughs of New York City
- 1,200 autistic students supported
- 200 parents assisted
- 4000 teachers assisted
The Project for the Advancement of our Common Humanity (PACH) is a think tank designed to engage researchers, policymakers, practitioners, activists, educators, artists, and journalists in a series of conversations to determine what lies at the root of our crisis of human connection.

Our major work for the year has been The Listening Project, which has continued to grow in both reach and strength from the previous period. Extensive feedback from the teachers, parents, principals, and students served within the program, all indicate a significant contribution to their schools. We are particularly proud that our work has inspired so many, with a teacher at one of the schools reporting that “this is by far the best project that we have integrated into the curriculum.” A significant indicator to our work’s influence is the fact that it has inspired a principal within the program to write her dissertation on the Listening Project as she feels it “prioritizes the need for connection and provides strategies for students, teachers, and parents to work together to foster these connections.”

The Science of Human Connection conducted a Summer Institute at NYU which was a course introduced to investigate and consider the solutions to pressing societal problems linked to the lack of human connection. This course and the work presented has in turn inspired several institutions, including Cornell, Yale, Swarthmore, and others, to begin collaborations with us to bring the course framework to their campuses.

Our additional work included the publication of The Crisis of Connection: Roots, Consequences, and Solutions, which has come to be seen as an essential resource in bridging the political, religious, identity-based, and ideological gaps amongst individuals and communities. The release and successful book launch hosted by PACH were highlights of the year. And this publication has gone on to be cited in professional fields.
COLLEGE PREP ACADEMY/1199 WORKFORCE

NYU Metro Center’s Saturday and Summer College Prep Academies (CEI-1199) are supplemental college-preparatory programs that enable roughly 300 high school students from high-need communities to attend our central NYU campus for intensive Saturday and summer sessions, focused on academic enrichment, tutoring, mentoring, college readiness, career planning, and professional internship experience.

100% of seniors filled out FAFSA forms
100% of seniors graduated high school and enrolled in post-secondary education
64% were accepted to 4-year public and private institutions
36% were accepted to 2-year community colleges and technical institutions who attended the academy successfully graduated high school & matriculated to college

This year, our engagement efforts consisted of multiple parent college planning workshops in which we discussed college and graduation prep, finding colleges and tips and clarification resources for the application and financial aid processes. We also offered a number of Saturday, weekday evening, and holiday assistance workshops for parents and students to get help with “hands on” application details, forms and financial aid requirements. Our College Survival workshop component as well as our summer work/internship preparation sessions helped to set seniors up for every possible success in their pursuit of higher learning and career goals. And our Career Day, which included 90 panelists spanning 20 different industries, gave our student affiliates the opportunity to explore and invest in building their own education goals.

Staff at the academy also helped College Prep Academy seniors to secure an additional $1,378,300 in scholarship funding to offset tuition fees at four-year private colleges and four-year institutions within the SUNY system.
EXCEL (Educational eXcellence Creating Empowered Leaders) in Writing, Thinking, and Inquiry (EXCEL@NYU) program, in partnership with Fannie Lou Hamer Freedom high school and Children’s Aid Society, was developed over the last 10 years to address the wide and specific needs of first-generation college-bound students of color in the South Bronx and provide access to the wealth of resources available at New York University. Excel Scholars develop skills in writing, reading, public speaking and community building through intensive critical literacy and college preparation curriculum and multimodal enrichment opportunities; such as academic conferences, cultural trips, faculty discussion sessions and college mentoring. By challenging students to become dynamic leaders in their academic community and beyond, The EXCEL Academy aids the transition from high school to college holistically.

This year, the EXCEL program hosted numerous intensive workshops in which our students participated in college preparation and guided talking exercises to address potential concerns and anxieties of the future. We also hosted monthly parent engagements events, which helped us holistically support our students, while addressing specific questions generated from their individual communities.

While our workshops, talking groups, and one on one discussions with Excel Scholars is valuable, we also place a great emphasis on action and practical skills. As such, we included multiple campus tours of local and state universities in order for the students to feel more comfortable and familiar with this environment. We were also able to secure resources and access to campus facilities for these students to use and adopt campus and academic resources.

Ultimately our greatest achievement for the year was the connection and foundation we provided for our Excel students to thrive in their future educational endeavours. 12 out of the 14 (85%) senior students who participated in EXCEL have enrolled in Fall 2019 semester of college and have all received financial support, including two recipients of the Children’s Aid scholarships. 100% of our juniors within the program are progressing toward their senior year with every one of them actively seeking to apply to college during their senior year.

100 people reached
34 students served
34 parents served
6 teachers served
3 education leaders served
40 allied groups and partnered impacted
4 training sessions hosted

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Metro Learning Communities (MLC) is a specialized professional development project and is widely known for seminars in facilitative leadership, but it also offers professional learning opportunities in other formats. The project’s core mission is to promote educational improvement for all students through deep and collaborative teacher learning.

2875 students impacted  
27 teachers served  
13 parents served  
29 education leaders engaged

Our biggest successes of this year has been an expansion of a year long, customized school based professional learning opportunities for classroom paraprofessionals. We continued to work through regular one on one coaching and workshops that brought schools together to share their experiences and continue to build their skills as educators. We also developed a new customized workshop on Early Literacy Trauma, while building on our Facilitative Leadership seminar as well as our customized parent training on cyber bullying.
MINDFUL EDUCATION LAB

The Mindful Education Lab oversees two parallel but connected programs - research and teacher training. Our Mindful Research Lab looks at the psychological and neurological effects of mindfulness on student learning, teacher effectiveness, and school and classroom climate. This work, in turn, informs our Mindful Teacher Program (MTP), which offers professional development to schools by training educators (teachers, principals, school staff) in techniques to improve their lives both in and out of school.

<table>
<thead>
<tr>
<th>450</th>
<th>240</th>
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<tbody>
<tr>
<td>students served</td>
<td>teachers served</td>
</tr>
<tr>
<td>25</td>
<td>7</td>
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<td>parents served</td>
<td>education leaders</td>
</tr>
<tr>
<td>100</td>
<td>4</td>
</tr>
<tr>
<td>allied organizations</td>
<td>training sessions hosted</td>
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This year, we co-sponsored the Learning and the Brain Conference in New York, an annual education conference on the science of learning, which provides educators with practical solutions to classroom challenges. We were also proud to be selected by the Casa Laxmi Foundation to implement Mindfulness in their new boarding school for the world’s poorest children. One of our publications, The Social Animal, is currently in its twelfth edition, with a supporting publication of Readings About the Social Animal published in October of this year. These publications delve deeper into mindfulness and human behavior and is considered a seminal work in the field of social psychology.

Individual triumphs of the year include helping three young students of color achieve admittance into better, safer schools. Ultimately the work that translates into improving the learning lives of young people is our greatest achievement.
Resilience, Opportunity, Safety, Education, Strength (ROSES) is a community-based research program for girls at risk of involvement or involved in the juvenile legal system. Throughout the year, girls were paired to work one-on-one with a paraprofessional advocate to work on accomplishing their personal, professional, and creative goals. Since its inception in 2016, but particularly in the last year, the ROSES study has received over 400 referrals across a variety of sources, including organizations in the legal system, community-based programs, and self-referrals made by girls and their families. We also delivered 13,000 hours of intensive, community-based advocacy to 125 girls involved in the legal system and their families. Our team has grown to include over 100 advocates, 25 supervisors and peer supervisors, and 75 data trainees.

The ROSES program and study constitutes the first experimental evaluation of a community-based gender-responsive program for girls. We continue to find importance in our work because our research shows that existing programs delivered to legal system involved youth are significantly more effective for boys compared to girls. We look forward to the next phase of our project in the upcoming year, which will involve analyzing our data, which includes over 50 measures we have obtained over time, that assess families strengths, as well as the degree to which the ROSES program challenges school upshot, reduces arrest and risk for arrest, and increases youth’s engagement in self-advocacy.
We provide a rich and textured forum for organic intellectual production focused on public scholarship and the ongoing development of emerging intellectuals. UERC is grounded in the ethic of participatory/community intellectual work, curating research and public scholarship, engaging hot topics, and preparing members to be agents of change in education and beyond. UERC allows students, educators, and affiliates to connect and contribute meaningfully to the mission and vision of NYU Metro Center.

This year, we launched the first two issues of Voices in Urban Education (VUE) to stimulate conversation about critical educational equity issues in a way that honored VUE’s mission of looking at a topic from multiple perspectives. These issues have honored the legacy of VUE as it was before it arrived under our care at NYU Metro Center and established a bold, ambitious, forward-thinking tone of inclusion and solidarity that we hope will continue to appeal to our growing readership as we continue onward.
FINANCIAL SUMMARY
REVENUE FISCAL YEAR
2018-2019

Government
$6,330,123.66

Fee for Service
$3,456,504.18

Foundation
$2,125,350.00

Other
$903,322.58

Gifts
$110,500.00

$150 million
Total Amount Awarded in Grants, Contracts, and Other External Funding from 2010-2019

External Funding, 2018-2019

Government Grants and Contracts

Foundations and Public-Private Partnerships

Gifts, Donations, and Others
A special thank you to our partners who, year after year, support our work.

1199 SEIU/Employer Child Care Corp
Albany Public Schools
Annie E. Casey Foundation
Arlington New York Central School District
Bill & Melinda Gates Foundation
Boston College
Boston Public Schools
Buffalo Public Schools
Caplan Foundation of Early Childhood
Center for Popular Democracy
Chicago Public Schools
City of Aarhus Denmark
College Spring
CUNY
Detroit 90/90
Detroit Public Schools Community District
Donors’ Education Collaborative
Dutchess County New York BOCES
Educational Development Center
Einhorn Family Charitable Trust
Emma Bowden Foundation
Florida Atlantic University High School
Ford Foundation
Gates Foundation
Hagedorn Foundation
Henry Ford Academy
Jobs for the Future
Meringoff Foundation
Mind and Life Institute
National Education Association
National Public Education Support Fund
National Science Foundation
Nellie Mae Education Foundation
New York City Council
New York City Department of Education
New York City Mayor’s Office of Criminal Justice
New York Community Trust
New York State Association for Bilingual Education
New York State Department of Education
New York State Unified Court System
New York University Steinhardt School of Culture, Education, and Human Development
Ossining Union Free Public School District
Pinkerton Foundation
Putnam Westchester New York BOCES
Rochester Public Schools
Schenectady Public Schools
Schott Foundation
Spencer Foundation
State of Connecticut
Syracuse Public Schools
Teagle Foundation
United States Department of Education
United States Department of Education / Institute of Education Sciences
United States Department of Justice / National Institute of Justice
University of Michigan
Victoria Foundation
Westbury Union Free Public School District
West Palm Beach Public School District
William Penn Foundation
William T. Grant Foundation
W.K. Kellogg Foundation