Dear Friends:

It would be an understatement to say that 2020 was life-changing and challenging. It was more than that; it was transformative. We faced multiple pandemics: the health crisis precipitated by COVID; the social crisis reignited by the murders of Breonna Taylor, Ahmaud Arbery, and George Floyd; and the economic crisis legislated by a series of poor decisions from our political leadership. But through it all, we at NYU Metro Center have remained vigilant and steadfast.

Twenty twenty was one of the most productive years in the forty plus year history of the center. We were blessed to partner with the people—communities, schools, businesses, faith institutions, etc.—joining countless others in the fight to advance equity in education and beyond it. Though we fought to advance equity, which is a principle of fairness based on the recognition that all our students are different and come to their education with different needs, we also fought to end the systemic racism and white supremacy that make advancing equity in education impossible.

We published several resources that helped to lift the education community in a time where we all found ourselves searching. We forged unbreakable partnerships with at least six new community-based organizations, including EduColor and the Harriet Tubman Effect, expanding the reach of NYU Metro Center and deepening our commitments to community action and human centeredness. Our workshops, webinars, and presentations reached tens of thousands of people, across all fifty states in the U.S., and touched at least five continents. Our research program generated millions of dollars, which allows us to ask questions key to the communities we serve and hire and retain employees (many of whom live in the same communities our work represents).

As our boots beat the ground to pay homage to the blood spilt from the violence of systematic oppression, as we dreamed up ways to make our systems more woke, we clung to the belief that we will best serve our children by standing in resistance to systems, ideological and otherwise, hewn from the bedrock of bigotry. We’ve dared to ask: How might we in a post-COVID education world, help make our schools and classrooms anti-racist, anti-biased, culturally responsive and sustaining, and reimagined for all our students, especially those who run to us for refuge? Throughout 2020, we have remained bold in our call for new institutions and new positionings of our equity work. We have challenged the field to, instead of murdering our children’s bodies and killing their souls, love them—love them to life. We have called for institutions that truly uphold justice because, as Cornel West said, “Justice is what love looks like in public.”

The past year also gave us a chance to further engage our equity-driven sciences, our research-based practices, and supportive services to figure out how to move education forward. Throughout the year, we turned to technology to speak with our publics and enhance our human connections, to engineer a world that might exist on the other side of social, political, and health crises, a calculus that could expand our lives. In so doing, we stared at a set of disquieting questions that made each of us uncomfortable: that education in our nation is a tale of disparities—a narrative that is further animated by social injustices demarcated along lines of privilege and vulnerability.

Even though we already knew what this moment has shown us: that our schools are not currently designed to favor the dispossessed and the maligned; that even before we were forced to stare at the digital divide, finally understanding that the material possession of technology isn’t evenly distributed; before
we acknowledged that some students would struggle—Black, Brown, and Indigenous students, multilingual learner students, students with IEPs and 504 plans—in this moment of Black lives matter, COVID-19, and against cries of “I can’t breathe”; we were taught that a new world is possible.

This is a crucial lesson for us because so often we get lost in the various narratives of disparity that shape how so many of us have come to understand education. This is why we marched—because social inequity is so pervasive in our lives. This is why we locked arms with countless others on our streets—because our babies are not okay in our schools, because Black, Brown, and Indigenous youth are disproportionality suspended, placed into special education more, graduate at lower rates, etc. We also know that these disparities increase at intersections of linguistic difference, ability difference, gender difference, and at the apex of other vulnerabilities.

But the lessons we’ve learned this year are ones of collective strength and community power. As we move into the next year, our goals at NYU Metro Center will be forged not out of what the disease has taken from us but from what it has given us. We have learned that sometimes, to move forward, we must slow down, that we are in this together—ubuntu—“I am because we are.”

Still, we recognize that the system is a historical and social artifact. It functions as its designers intended, shaped by the weaker impulses of those designers. It clings to the dark cosmetics of social hierarchy tainted by sexism, racism, language oppression, economic oppression, and other social, economic, cultural, and political forces of violence that very much inhabit all aspects of education. Each of these forces has yielded historical consequences that manifest in our schools and magnify over time and continue to this day. So, our work at NYU Metro Center will continue.

In 2021, we continue the work of supporting our partners in transforming education—asking new questions and brokering needed supports to help curate better experiences for students. We refuse to “go back” to normal because we want things to improve. Part of that improvement will mean helping districts and schools envision systems or a set of environments that are welcoming and affirming, where the least-desired or redundant components of education itself are omitted. It will mean dealing with the idea that education for so many of our children is a site of punishment—whereas this punitive narrative is regrettably based in some of our most dangerous and biased logics.

As we turn the page and lean into the possibilities of this next stage in our journey forward, we do so while committing our efforts toward understanding how to help students experience schooling as a site of joy. Joy is one of the basics of education, where we center students and let go of anything that continues to marginalize, exclude, and harm them.

Let’s continue to work together to dream up a world that deserves our children.

In solidarity,

David E. Kirkland
Executive Director, NYU Metro Center
Vice Dean of Equity, Belonging, and Community Action
NYU Steinhardt School of Culture, Education, and Human Development
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Paloma Garcia

Deputy Executive Director
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Siddhant Govil
Marilyn Sommer
Maria Aguilar
Christie Anderson
Christine Drayer
Gina Castillon
Vanessa Cruz
Natalia McCarty
Colleen O’Brien
Dennise Peña
Thamesh Prittipaul
Elaine Quinn
Michael Riccardo
Allison King
Sally Jane Lombardo
Minsu Seo
Moselle Jules
Peri Saat

ASD NEST
Kristie Patten
Allison Brown
Brandy Stanfill-Hobbs
Christina Annunziata
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Katherine Kirkman
Kate Garcia
Michelle Flemen-Tung
Virginia Skar
Wendy Y Carranza
Alexis Betancourt-Hart

Center for Strategic Solutions
Natalie Zwerger
Cathleen Antoine-Abiala
Ana Catalina Duque
Erin Dunlevy
Sophia Bolt
Teona Pagan
Nakeeba Wauchope
Luis Alejandro Tapia
Regine Romain
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Education Justice & Research Organizing Collaborative
Megan Hester
Barbara Gross
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Lindsey Foster
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EXCEL @ NYU
Noor Jones-Bey
Susan Stewart

Innovations In Equity and Systemic Change
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Jaspreet Kaur
Reed Swier
Demiana Rizkalla

Integration and Innovation Initiative
Matt Gonzales

Liberty Partnerships Program
Yolanda Fordham
Jorge Lopez
Jasrin Jalal
Randol Mata
Enrique Delgadillo Lacayo

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Marlene Roy
Shrisha Patil

Mindful Education Lab
Joshua Aronson
Barry Cohen
Mandy Braun
Lexy Nazaire

Project for the Advancement of our Common Humanity
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Crystal Clarke
Holly Van Hare
Jinjoo Han
Shira Levy

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Elise Harris
Leah Q. Peoples
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Xiomara Rodriguez
Anh-Tuan Nguyen
Clotilde Santana-Eccardi
Nancy King Wang
Myriam Augustin
Jessie Morisset Cadeau
Yolanda Delgado-Villao
Maria V. Diaz
Gloria Ortiz
Nicole B. Rosefort
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Marina Vinitskaya

Voices in Urban Education
Yvonne Thevenot
Honey Walrond
Chelsea Frozini
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Anita Skop
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Rachael “Keno” Moore
Cindy Qiang

Communications
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N’Dea Jackson

Organizational Affiliates
Affiliated Organizations and Groups
Alliance for Quality Education (AQE)
Action Collaborative Network
Alliance for School Integration and Desegregation (nycASID)
#EduColor
Harriet Tubman Effect
IntegrateNYC
NYC Coalition for Educational Justice (CEJ)
Peace Project, Inc.
Urban Word NYC
NYS Association for Bilingual Education (NYSABE)
Urban Youth Collaborative (UYC)
New York City Alliance for School Integration and Desegregation (ASID)
exalt Youth

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Dr. Sebastian Cherng
Dr. Kristie Patten
Dr. Hiro Yoshikawa
Dr. Rachel Fish
Dr. Joshua Aronson
Dr. Miriam Eisenstein Ebsworth
Dr. Yolanda Sealey Ruiz
Dr. Mariana Souto Manning
Dr. Rosa Rivera-McCutchen
Dr. R. L’Heureux Lewis-McCoy
Dr. Richard Welsh
Dr. Alisha Ali
Dr. Ying Lu
Dr. Dipti Desai
Dr. Jessica Hamlin

Faculty Friends of NYU Metro Center:
Dr. Heather Woodley
Dr. Robert Cohen
Dr. Ericka N. Merriwether
Dr. Kellie Moore
Dr. Diane Ravitch
Dr. Natasha Strassfeld
Dr. Lisa Stulberg
Dr. Deborah Archer
OUR IMPACT AT A GLANCE

Strategic Initiative at the City, State, and Federal Levels

40+ Years of Community-Facing Research to Practice Partnerships

216,223+ Participants engaged by NYU Metro Center’s Technical Assistance, Professional Development, and Conference Offerings in 2019 and 2020

1,817+ Education Leaders Supported by NYU Metro Center in 2019 and 2020

8,612+ Teachers Supported by NYU Metro Center in 2019 and 2020

7,321+ Parents Supported by NYU Metro Center in 2019 and 2020

4,153+ Students Directly Served by NYU Metro Center’s Student-Facing Programs and Partnerships

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

1817+ State, District, and Local Level Policy Documents, Equity/Integration/Diversity Plans Authored, Co-Authored, or Contributed To

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


Leah Q. Peoples and Lindsey Foster (2020). What We Can Learn from Black Communities to Thrive this School Year. https://steinhardt.nyu.edu/metrocenter/what-we-can-learn-black-communities-thrive-school-year


Healing-Centered Schools Working Group: a coalition of parents, students, advocates, educators, and mental health providers working to bring healing-centered practices to all Bronx schools (2020).


Center’s Education Justice Research and Organizing Collaborative (EJ-ROC), Transforming Our Public Schools: A Guide to Culturally Responsive Sustaining Education. https://steinhardt.nyu.edu/metrocenter/ejroc/cre-guidebook


Center’s Education Justice Research and Organizing Collaborative (EJ-ROC), CRE Scorecard Toolkit. https://steinhardt.nyu.edu/metrocenter/ejroc/culturally-responsive-curriculum-scorecard-toolkit

Culturally Responsive Education, CRE Hub: www.crehub.org


Niobe Way & Crystal Clarke (2020, December 3), To Build It Back Better, We Must Change the Way We Listen. Nationswell. https://nationswell.com/to-build-it-back-better-we-must-change-the-way-we-listen/


2019


Kirkland, D. (2020). What should we be doing in these perilous times? Presentation to United Federation of Teachers.


Kirkland, D. (2020). My name is David: How I cultivate hope in a time that feels ever so hopeless. Presentation to Buffalo Public Schools.


Kirkland, D. (2020). Community Schools as an Antiracist idea. Presented to the National Center for Community Schools (in collaboration with the Children’s Aid Society).


Kirkland, D. (2019). *What happened the day after Juneteenth? The point at which Black Americans went from being property to being in poverty.* Presentation to Fannie Lou Hamer High School.


Kirkland, D. (2019). *Racism is learned: So the first question might be not what to teach our children but what not to.* Presentation to Lehigh University.


Awards & Honors

2020

David E. Kirkland, Distinguished Member, Board of Scholars, Facing History and Ourselves

David E. Kirkland, Recipient, Champions Medal for a Racial Justice, James Weldon Johnson Fund

Matt Gonzales, Recipient, 2020 Education Power 100 – City and State: Recognizing the 100 most powerful education leaders in New York.

Huiying B. Chan, Panelist for Center for American Progress event: "The Opportunity and Counseling Corps: Helping K-12 Students and Young Adults Recover From the Coronavirus Crisis"

Jinjoo Han, Awarded Acceptance of Diversity Travel Award On behalf of the William T. Grant Foundation;

Jinjoo Han, Acceptance of three posters for the 2020 SRA Biennial Meeting.

2019

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

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

Jinjoo Han, Awarded Acceptance of paper symposium for the 2020 SRCD Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination;

David E. Kirkland, Recipient, NYU MLK Award, New York University
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. As one of the nation’s leading organizations committed to educational equity and school transformation, NYU Metro Center now sits under the visionary leadership of Dr. David E. Kirkland, and 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 settings, but particularly in vulnerable communities.
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.

**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.

**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.
AREAS OF WORK
Abilities and Inclusion

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.

“When you focus on someone’s disability you’ll overlook their abilities, beauty and uniqueness. Once you learn to accept and love them for who they are, you subconsciously learn to love yourself unconditionally.”
—Yvonne Pierre

Administration & Leadership

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.

“Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.”
—Margaret Mead
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.

“There is no power of change greater than a community discovering what it cares about.”

—Margaret J. Wheatley

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 the most powerful weapon which you can use to change the world.”

—Nelson Mandela
Early Childhood Development & Learning

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.

“Teach children what to think and you limit them to your ideas. Teach children how to think and their ideas are unlimited.” —Sandra Parks

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.

“Life’s most persistent and urgent question is, ‘What are you doing for others?’”
—Dr. Martin Luther King
Language & Literacy

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

“Learning is a treasure that will follow its owner everywhere.”
—Chinese Proverb

Parent Engagement & Support

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

“When you educate one person you can change a life, when you educate many you can change the world.”
—Shai Reshef
Research

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.

“Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanize. Stories can break the dignity of a people. But stories can also repair that broken dignity.”
—Chimamanda Adichie

School Climate

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

“Education is the passport to the future for tomorrow belongs to those who prepare for it today.”
—Malcolm X
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.

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”

—Audre Lorde
SPOTLIGHT
ANNUAL REPORT 2019-2020

Anti-Racist Initiative

NYU Metro Center’s ongoing commitment to promote educational equity and confront anti-Black racism and white supremacy has spanned four decades. As we have pursued this work, a difficult truth has emerged: white people have internalized messages, attitudes, and beliefs about white supremacy, regardless of their intentions or awareness, and often act to perpetuate racial hierarchies in our schools and communities. As Black, Latinx, Indigenous, and people of Asian descent work to disrupt systemic racism and challenge white people to act, many white people are seeking opportunities to expose supremacist ideologies and practice anti-racism.

To support these efforts, NYU’s Metro Center introduced an Anti-Racist and Critical Whiteness Initiative. The anti-racist initiative is an organized effort between three of our sub-units at NYU Metro Center—the Educational Justice Research and Organizing Collaborative, the Center for Strategic Solutions, and the Integration and Innovation Initiative.

By engaging these three sub-units, we are able offer a robust range of services:
- parent and community organizing and coalition building for racial justice in education;
- quick turnaround data and research support;
- culturally responsive-sustainable education (CRSE) and anti-racist training, coaching, and skills-building for public school parents and parent groups, especially for white parents committed to becoming antiracist;
- national expertise in working with stakeholders in educational communities and other organizations to operationalize critical change around race, power, and privilege;
- and expertise in youth development, community coalition building, and policy design.

Bill & Melinda Gates Grant for Culturally Responsive-Sustaining Education Research

NYU Metro Center was awarded a $1,000,000 grant from the Bill & Melinda Gates Foundation to be used to study the interconnected relationships of culturally responsive-sustaining education (CRSE), racial identity formation, and student academic success. With this grant, we will be able to explore what it means to consider CRSE as a dimension of quality academic solutions (i.e., in order for a solution to be deemed effective in improving the academic experiences of Black, Latinx, and students impacted by poverty, a solution must include some element of CRSE).

Funding will be used to codify CRSE approaches and elements that are solutions based and that emerge from important lessons that might be learned in the course of this project. We will work with and study a cohort of organizations committed to improving student racial identity to better understand their approaches, harness the components of their programs that are central to their approaches, determine how each organization measures impact, and explore current identity development measurement frameworks to see whether they can be applied to programs focused specifically on racial and cultural identity. We are deeply grateful to our generous benefactors, for placing their faith in us to do this vital work in the pursuit of racial equity in education.

Language RBE-RN

The 2019-20 academic year was a particularly evolutionary year for our Language RBE-RN team. Amongst several professional development pivots made to address the adjustment from in-person to remote workshops, workshops also needed to be adjusted for students’ remote learning needs. Many of the workshops that were provided in the spring of 2020 focused on adjusting the usual in-person instruction practices for a variety of topics so teachers could continue to reach and support their students in the remote setting. Language RBE-RN’s ability to readily adapt to meet the immediate needs of ELL teachers and students greatly contributed to the successful win of a highly competitive contract with the New York State Department of Education that guarantees funding for this program for an additional 5-year period.

Another major achievement and growth within the Language RBE-RN program was their ability to recognize and adapt their work to more explicitly connect language and culturally responsive-sustaining education. This focus continues into the 2020-21 year with workshop series offerings such as, “Comprehensive & Culturally Responsive-Sustaining Literacy Instruction for Emergent Adolescent Multilingual Readers” and “Linking Social Justice and Intercultural Communicative Competence in a Spanish as a Foreign Language Class.”

In addition, Language RBE-RN’s director Ron Woo is a member of the NY State Culturally Responsive Education team, a statewide team that represents different elements of the education community and works with the State to develop an overall strategy for the rollout of the CRSE framework.
Centers & Projects
Integration and Innovation Initiative (i3)

One of our newest subunits, i3 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 through research and strategic support.

This year i3 served the following communities:

- 700 individuals served virtually
- 100 students served
- 100 parents/community members served
- 100 teachers served
- 10 district leaders served
- 10 school leaders served
- 20 trainings hosted

i3 is particularly proud of the work it continued to do given the overlapping crises that fomented during the ’19-’20 year. i3’s principles of racial and educational justice allowed for a genuine responsiveness to the needs of their community partners. i3 served in various capacities including advising school and district leaders; providing rapid technical support to our community based partners; and advocating for equitable policy decision-making.

i3 is currently working on helping to launch New Yorkers for Racially Justice Public Schools (RJPS), a new citywide coalition focused on centering racial and educational justice in the 2021 mayoral election.
Innovations in Equity and Systemic Change (IESC)

NYU Metro Center’s IESC was founded in the summer of 2019. 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 through expanding 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 culturally responsive training, equity-based technical assistance provisions, and CR-S assessments that align with the NYSED CR-SE framework, as well as emerging research on coherent systemic solutions for transforming failing schools and districts.

This year marked the first full year of operation for IESC and is among the youngest of the NYU Metro Center subunits. Despite the challenges of an inaugural year marked by a pandemic and national unrest over racial justice issues, IESC established itself with significant progress.

IESC partnered with NYU Metro Center’s own CSS and RBERN teams, as well as NYU Metro Center’s Deputy Director, Richard Gray, to launch Café Con Metro. This space was developed to respond to educators’ needs during COVID while elevating CR-SE practices, building community among educators, and engaging in problem-solving and critical conversation on CR-SE, and anti-racism.

IESC also launched Black Educator Community Circle in order to bring together Black educators in NY State and nationally to share resources, provide socio-emotional support, and to network in the face of COVID-19.

In addition to these spaces, our unit developed a responsive interactive online training curriculum for CR-SE and root cause to support their partnering school districts.
The mission of PRE at NYU Metro Center is to make research and evaluation for education that is action-oriented, liberating, accessible and results in more equitable systems, policies, and practices. Recognizing that research is often used as a tool of domination, we believe in the reclamation of research tools to illuminate marginalized truths, stories, and experiences.

The PRE team’s research has continued to be on the cutting edge of ongoing issues, addressing topics ranging from youth and parent leadership and organizing, culturally responsive and sustaining education, and linguistic justice. We actively made our research accessible by translating it into practice through webinars, conference presentations, tool development, blog posts, social media, and brief videos.

Shortly after schools shut down nationwide due to the pandemic, the PRE team also led the development of tools for education to listen to and learn from families amidst school closures. Teachers nationwide used this document through the spring and into the fall, while we were invited to present the tool to several groups of educators. In addition to this resource, PRE partnered with EJ-ROC to analyze data from a Chalkbeat survey of 550 NYC students, in order to assess the student’s most immediate concerns and feelings. This survey and analysis proved useful for the Chalkbeat writer as well as our community facing articles on the subject.

With more than one pandemic this year, PRE also showed support for the spring of racial reckonings. Elise Harris Wilkerson led the #UpliftBlackScholarship social media campaign, highlighting the contributions of Black scholars throughout history. Hui-Ling Malone and Sara McAlister blogged about the critical role of youth organizers, while Danielle Perry, Joanna Geller, and Elise Harris Wilkerson presented to early childhood educators about the importance of addressing race and racism, even with young children.
The Education Justice Research and Organizing Collaborative (EJ-ROC) provides support to public school parents, youth, and community groups that are organizing to improve their public schools. We 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 aims to maximize the synergy between research and community organizing, magnify the voices of grassroots communities of color, and advance the capacity of organizing efforts to design solutions, make demands, and sustain policy wins.

This year, we served and worked with:

- **1000** people reached
- **500** parents
- **100** students
- **350** teachers
- **100** education leaders
- **50** engaged community-based organizations
- **25** engaged community-based organizations

We are particularly proud of our work convening the NYC Culturally Responsive Education Working Group, which created a definition of Culturally Responsive-Sustaining Education that was adopted by NYC's Panel for Educational Policy. The adoption of this definition by the NYC Department of Education has been a key triumph in our efforts for the year.

EJ-ROC plays a central role in multiple coalitions and multi-stakeholder collaborations: we convened and led the NYC Culturally Responsive Education Working Group; supported the Coalition for Community School Excellence, and provided regular support to the NYC Coalition for Educational Justice and the Alliance to Reclaim Our Schools.

EJ-ROC continues to embrace growth and adapt to change. We quickly moved to remote meetings and events in 2020; revamped our training offerings to incorporate current issues of remote learning; changed the format of our events and meetings to incorporate breathing, stretching, and healing practices, as well as sharing on social-emotional wellness during the pandemic.
Liberty Partnerships Program (LPP)

NYU LPP is one of 46 statewide LPPs funded by the New York State Education Department. They position NYU staff, graduate and undergraduate students, and program partners to provide direct services to 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.

This year, NYU LPP served and worked with:

- The biggest success of the Liberty Partnerships Program is the LPP Summer 2020 Program, which offered 12 component options. During the 7-week Summer 2020 Program, the cohort of participating students maintained consistent attendance and participated in 2-3 components. NYU students who work as LPP Tutors/Mentors planned and implemented program components across a variety of topics to include: Computer Programming; SAT Preparation; Social Media and Personal Branding.

<table>
<thead>
<tr>
<th>778 people reached</th>
<th>265 students</th>
<th>256 parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 teachers</td>
<td>10 education leaders</td>
<td>9 engaged allied groups</td>
</tr>
<tr>
<td>20 training workshops, seminars, and courses hosted</td>
<td></td>
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</tbody>
</table>

NYU LPP served and worked with 778 people, including 265 students, 256 parents, 10 teachers, 10 education leaders, and 9 engaged allied groups. They hosted 20 training workshops, seminars, and courses.
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 2019-2020 school year, CSS continued to grow in service and community. We are proud of the success CSS had as they transitioned to virtual services which allowed for continuity with partners.

CSS was responsive to partners’ needs including being flexible with agendas, increasing the number of check-ins, providing training in smaller doses, offering more coaching and consultations, and centering social-emotional learning practices through a racial justice lens.

CSS provided spaces for educators to come together and share during our virtual #DecolonizingEd Town Hall. CSS also hosted the #DeColonizingEd Learning Series to provide community and resources for people navigating the complexities of reopening physical spaces that serve to center the humanity of students of the global majority (BIPOC).

Feedback from the event was overwhelmingly positive, with one attendee saying, “Your workshops always fill me with gratitude and hope, and plenty of homework (in the best way)! Thank you for making safe spaces and for grounding us while we get to spend time together.”

Additionally, CSS managed to significantly grow our number of partnerships going into the 2020-2021 school year. CSS looks forward, in hope, to continue to foster these partnerships well into the future.

<table>
<thead>
<tr>
<th>1064</th>
<th>272</th>
<th>129</th>
</tr>
</thead>
<tbody>
<tr>
<td>individuals</td>
<td>students</td>
<td>parents/</td>
</tr>
<tr>
<td>reached</td>
<td>served</td>
<td>community</td>
</tr>
<tr>
<td>virtually</td>
<td></td>
<td>members</td>
</tr>
<tr>
<td></td>
<td></td>
<td>served</td>
</tr>
<tr>
<td>1342</td>
<td>312</td>
<td>538</td>
</tr>
<tr>
<td>teachers</td>
<td>district</td>
<td>school</td>
</tr>
<tr>
<td>served</td>
<td>leaders</td>
<td>leaders</td>
</tr>
<tr>
<td></td>
<td>served</td>
<td>served</td>
</tr>
<tr>
<td>235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trainings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hosted</td>
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</tbody>
</table>
Regional Bilingual Education Resource Network (RBE-RN)

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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1,533 individuals reached virtually</td>
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</tr>
<tr>
<td>4,422 teachers served</td>
<td></td>
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<tr>
<td>4,324 parents/ community members served</td>
<td></td>
</tr>
<tr>
<td>199 district leaders served</td>
<td></td>
</tr>
<tr>
<td>282 school leaders served</td>
<td></td>
</tr>
<tr>
<td>85 students served</td>
<td></td>
</tr>
<tr>
<td>65 professional development sessions served</td>
<td></td>
</tr>
<tr>
<td>415 Continuing Teacher and Leader Education (CTLE) Certificates granted</td>
<td></td>
</tr>
<tr>
<td>189,223 allied groups engaged</td>
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</tbody>
</table>

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, teachers and students on instructional strategies for ELLs/MLLs. ELL/MLL and World Languages classrooms were visited on-site and recommendations to improve instructions were made. The RBE-RN also conducted multi-language parent workshops at the 42nd Annual NYSABE conference on social emotional competencies and how parents can address their child’s social-emotional needs at home.

The NYS Language RBERN’s major event of the year was the New York State ELL/MLL Parent Conference. Over 500 attendees participated in workshop sessions and panel discussions that highlighted parental rights and how parents can advocate for their children, as well as essential resources and strategies that stakeholders can use to support parents of K-12 ELLs/MLLs in the communities and schools they service.
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, ASD Nest helps partners build truly inclusive learning environments.

ASD Nest was fortunate to host their annual NestCon in February, the last in person event they had for the year. Less than a month later, the ASD Nest team turned on a dime and jumped into immediate action in the spring—amidst incredibly challenging circumstances—to adapt their training, professional development, and school consultation to provide responsive and relevant and compassionate support of the thousands of students and families and school teachers, therapists, and principals of the 54 ASD Nest program schools across the NYCDOE.

All of the ASD Nest team’s work shifted to support public school staff, as well as families of students, with adapting to remote learning. The team also began the process of explicitly and meaningfully focusing on anti-racism, both in the work the team does and in its internal structures and culture.

Though not an SEL program, a social-emotional lens influences the vast majority of the ASD Nest team’s training and support to teachers and families, and this was a more deliberate focus this year. In the spring, more emphasis was placed on a trauma-informed care response, validation, reassurance, and consultative support responsive to the well-being of the practitioners the team works with.

**ASD Nest Support Project (ASD Nest)**

- **200** individuals reached virtually
- **2000** students served
- **350** parents/community members served
- **1200** teachers served
- **15** district leaders served
- **75** school leaders served
- **80** trainings hosted

ASD Nest was fortunate to host their annual NestCon in February, the last in person event they had for the year. Less than a month later, the ASD Nest team turned on a dime and jumped into immediate action in the spring—amidst incredibly challenging circumstances—to adapt their training, professional development, and school consultation to provide responsive and relevant and compassionate support of the thousands of students and families and school teachers, therapists, and principals of the 54 ASD Nest program schools across the NYCDOE.

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Project for the Advancement of Our Common Humanity (PACH)

PACH is a think-and-do tank that draws from the science of human connection in order to create a more just and humane world. Their theory of change is that transforming the way we see each other will transform the way we treat each other. PACH’s work involves research, curriculum development, community interventions, and training that add insight to, educate about, and tackle our most pressing societal problems. PACH’s Listening Project addresses society’s crisis of connection by training students and teachers in transformative interviewing, a method of interviewing that allows participants to see themselves and others outside of a set of stereotypes and, according to our evaluation research in middle schools and universities, fosters connection, belongingness, curiosity, listening skills, and a sense of a common humanity.

The challenge of COVID-19 and social isolation has reenergized interest and attention to the crisis of connection and the need for fostering more caring and connected communities. As such, PACH has seen enormous interest in organizations and institutions seeking partnership including from 1) NYC Department of Education middle schools to conduct the Listening Project as integrated into their English/Humanities classes. They have also partnered with English teachers to further develop the Listening Project curriculum for an in-person and on-line experience; 2) the NYC Department of Youth and Community Development to train program leaders to implement the Listening Project for their highschool after school programs, and 3) the Boy’s Club of NY who will be partnering with PACH to train their staff in the methods of the Listening Project. In addition, this year PACH launched the Listening Project workshops for NYU faculty, administrators, and graduate students to foster greater connection and common humanity at NYU. These workshops have seen overwhelming interest with over 500 NYU community members on a growing waitlist. It has been a year of great growth and reach for PACH.

700 individuals reached
400 students served
75 parents/community members served
20 teachers served
14 school leaders (Principals/Assistant Principals) served
10 Middle School Teacher training
6 University trainings offered

PACH is also a part of the Einhorn Collaborative, a network of organizations dedicated to addressing the crisis of connection and building bridges across differences. The “Builders” are a powerful group of social justice leaders, educators, and activists who have founded organizations dedicated to addressing the crisis of connection.
College Prep Academy/1199 Workforce (CPA)

**CPA** is a supplemental college-preparatory program that enables 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.

The impact of the program's Saturday and summer programming on students' academic performance has been both impressive and transformative. Despite the COVID-19 Pandemic and abrupt transition to virtual learning platforms CPA seniors persisted in their goals:

- **100%** of seniors successfully graduated high school and matriculated to college with many earning Advanced Diplomas.
- **96%** of Academy seniors were accepted and matriculated in 4-year institutions (Public: 63% / Private: 37%), the remaining 4% were enrolled in 2-year Public community colleges.
- CPA/1199 WF Graduates enrolled in private institutions all obtained scholarship assistance including from: NYU, NYIT, Spelman, Tufts, D’Youville College, College of St. Rose, College of Mt. St. Vincent, Hofstra, Molloy, LIU, Stevens Institute of Technology, Curry College, West Virginia University, Berkeley College, Alabama A&M, and Washington University of St. Louis.
- Providing a virtual celebration for the end of the school term and a Graduation celebration for College Prep Academy seniors where students created and performed original music compositions and lyrics, poetry, and artwork to commemorate their achievements and share with family and peers was a major success and fun!

Engagement and connections with students and families were fostered through bi-weekly check with staff via phone and email along with daily Creative Arts/Mindfulness Welcome sessions for all. Using music, art, poetry, improvisation, mindfulness, interactive videos, social media tools, movement and exercise to prompt discussion and provide opportunities for students and families to share what was happening in their lives and in their communities. Promoting difficult conversations in safe spaces about racial and social injustice, the struggles to cope with the uncertainty, disruption, loss and traumas they were experiencing and supporting their future through gap bridging focused on equity, exploring new paths or redefining them and promoting student agency.

A grant from the Winston Foundation permitted CPA to expand program hours beyond the standard 9:00 am to 1:00 pm hours. Offering flexible afternoon/early evening, as well as on the weekends during the summer through August for over 110 participants extended learning opportunities for all of our students.

Instructional services focused on a strong Core Curriculum in Math and Science, ELA as well as Creative writing, Forensic Science, Performance Arts, Social Justice along with career exposure courses in Biomedical science, Anatomy and Physiology and Computer Tech (gaming and coding). Bi-weekly Career Conversations were held with professionals, program alumni and college professionals in each of these courses fostered networking and spurred an understanding of the opportunities and pathways to careers in their future.
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.

EXCEL youth have presented annually at a research showcase sponsored by NYU Steinhardt Graduate Student Organization, the Office of Research, and the Office of Student Affairs, New York University since 2017. This year, Hui-Ling Malone presented her research findings alongside EXCEL scholars and won the Doctoral Distinguished Research Poster. The presentation focused on the impact of community partnerships at Fannie Lou Hamer.

The EXCEL model was featured at the June 2019 Youth Summit, hosted by the Youth Technical Assistance Center on Addressing Disproportionality and Youth Restorative Justice. Program staff led workshops with current and former EXCEL students on topics such as bridging the achievement gap with college access work and utilizing restorative justice to facilitate stronger relationships, reduce bias, and encourage diversity and understanding. Furthermore, youth present their research and scholarly work to NYU faculty and staff every summer at the Radical Futures Showcase. Each year, faculty members comment on how they are inspired by the program and the youth perspectives.

As a result of the COVID-19 pandemic, EXCEL @ NYU worked in collaboration with Children’s Aid to focus on trauma-informed practice to implement a mental health and hygiene component that focuses on self care and allows participants to develop stress coping skills and use creative expression to reinforce personal values. The Children’s Aid social worker uses group work and regular one-on-one check-ins to connect with participants. The effects of the COVID-19 pandemic on students and their families have made this a critical component of the program and a means to maintain young people's participation.
Metro Learning Communities (MLC)

MLC is a specialized professional development project and is widely known for seminars in facilitative leadership, supporting students impacted by trauma, stress and loss, but it also offers professional learning opportunities in other formats. The project’s core mission is to promote educational excellence and equity for all students through deep and collaborative teacher learning.

This year MLC made a successful transition from in-person to remote opportunities for all and developed online learning strategies for quality teaching and learning for our communities. MLC incorporated current challenges educators, students and families are facing, including “the pause”–COVID pandemic, racial injustice and social unrest. They shifted focus in all their work to best practices for teaching and “Supporting Students Impacted by Individual and Community Trauma,” which was put into motion through coaching sessions and impact seminars held throughout the year. MLC made sure to continue offering in-depth professional development and coaching for all educators including paraprofessionals. Because of the increased demand for support in dealing with COVID and all of its implications as well as racial injustice and social unrest MLC offered and will continue to offer these seminars during the 2020-2021 year.
Mindful Education Lab (MEL)

MEL conducts research, teacher training, and service to schools and individual students. MEL research looks at the psychological and neurological effects of mindfulness on student learning, teacher effectiveness, and school and classroom climate. This work, in turn, informs training of teachers and educators.

- **400** individuals reached virtually
- **620** students served
- **250** parents/community members served
- **40** teachers served
- **17** school leaders served
- **11** trainings hosted
- **15** affiliate groups

This year, MEL continued to provide critical destressing and meditative services in the numerous spaces that were particularly impacted by the overlapping pressures of the year. MEL events consisted of mostly service-based teachings to schools, hospital staff, and college students during the lockdown.

MEL is particularly proud of the work they conducted with stress relief and management for overwhelmed health care workers, high school and college students. In providing meditation training for whole teams of health care staff, the MEL team also benefited from participating in the much needed stress relief.

They also initiated a program of intervention designed to help international students, especially those from China, who were dealing with heightened stress due to the rise of Anti-Asian sentiment during the COVID-19 pandemic.

MEL experienced several successes this year at NYU and other colleges. This success has propelled MEL into plans to work with universities outside of the United States of America in the near future.
Urban Education Research Collaborative (UERC)

UERC provides 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.

The Voices in Urban Education (VUE) journal is the paragon of UERC. Now in its second year of publication at NYU Metro Center, VUE continues to stimulate conversation about critical educational equity issues in a way that honors 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.
Revenue Fiscal Year 2019-2020

TOTAL: $188,815.00

Revenue from government agencies: $11,488,167.00
Fee for Service: $3,652,662.00
Foundations: $2,779,535.00
Gifts: $188,815.00

$168,109,179 million

Total Amount Awarded in Grants, Contracts, and Other External Funding from 2010-2020
A special thank you to our partners who, year after year, support our work.

Partners

1199 Seiu / Employer Child Care Corporation (Ccc)
Bill and Melinda Gates Foundation
Brewster Central School District
Chappaqua Central School District
Council of Chief State School Officers
Eastern Suffolk Boces
Edward W. Hazen Foundation
Evergreen Charter School
FMC Lithium USA Corp
Foodcorps
Garland Independent School District
Gothamculture Llc
Irvington Union Free School District
John Jay College Foundation, Inc
Knowledgeworks
Mathematica Policy Research, Inc.
Monroe 2-Orleans Boces
Monroe One Boces
Mott Haven Academy Charter School
National Charter Collaborative
National Parent Leadership Institute
New York City Department of Education
New York Community Trust
New York State Education Department
Onodaga-Cortland-Madison Board Of Cooperative
Prichard Committee For Educational Excellence
Putnam Westchester Boces
Rand Corporation
Rondout Valley Central School District
Saugerties Central School District
Sausalito Marin County School District
The Child Center Of New York
The Eskolta Network
The Greenburgh North Castle Union Free School District
The William And Flora Hewlett Foundation
Tides Foundation
Winston Foundation
Meringoff Foundation
Teagle Foundation