“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

Paulo Freire

“If the structure does not permit dialogue the structure must be changed.”

Paulo Freire

“Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.”

Paulo Freire

“Looking at the past must only be a means of understanding more clearly what and who they are so that they can more wisely build the future.”

Paulo Freire
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WELCOME FROM THE PLANNING COMMITTEE
We want to thank all of you for attending the 2017 Decolonizing Education Conference! Your participation and engagement is evidence of your commitment to building your own capacity in providing and fostering a positive climate for all racially, culturally, and linguistically diverse students!

This conference is the culminating event for the pilot year of the Critically Conscious Educators Rising (CCER) Series. CCER was born out of a professional development series CSS facilitated in partnership with ESI in the summer of 2016. Digging into issues of racism in schools and creating anti-bias environments by developing consciousness, teachers spent summer days with us exploring, ideating, and imagining the possibilities for combatting systems of inequity. Teachers yearned for a space during the year to continue to tie these explorations of the theory of culturally responsive education to their practice with NYC students. Thus, CCER was born. As we are a team of activists and advocates who live and breathe this work, we made this series happen beginning in the fall of 2016 and knew we wanted to end with an event where the participating teachers could present how the series has influenced their work. Here we are today where you will hear from and engage with this phenomenal group of educators who are presenting on the critical pedagogy they now implement in their classrooms. Our deepest thanks to the 2016-2017 cohort of CCER participants. You have been vulnerable, reflective, collaborative, and daring, and we are blessed to have learned from you!

We want to thank our teams at the Center for Strategic Solutions and the Expanded Success Initiative, as well as our respective parent organizations, the NYU Metropolitan Center for Research on Equity and the Transformation of Schools and the New York City Department of Education. The individuals who comprise these organizations serve as the roots of our collaboration and as our accomplices in the work for racial justice. Each day is an opportunity for us to deepen our commitment to providing our students of color the education to which they are entitled.

Let’s grow and continue this fight!

Yours in education and in liberation,

Natalie, Paul, Khalilah, Camille
AGENDA
8:00 - 8:30 a.m.
Registration and Breakfast | 1st Floor Student Lounge

9:00 - 9:10 a.m.
Urban Word NYC | Moot Court Room

9:10 - 9:25 a.m.
Welcome | Paul Forbes, Director of the Expanded Success Initiative

9:25 - 9:35 a.m
Introduction | Natalie Zwerger, Director New York University’s Center for Strategic Solutions

9:35 - 9:50 a.m.
Remarks | Dr. David E. Kirkland, Executive Director of the NYU Metropolitan Center for Research on Equity and The Transformation of Schools

9:50 - 10:45 a.m.
Keynote Address | José Vilson, Educator and Author

10:45 - 11:00 a.m.
Break

11:00 a.m. - 12:15 p.m.
Workshops Session #1

12:15 - 12:45 p.m.
Lunch | Subtonick Center 10th floor

12:45 - 1:15 p.m.
Student Panel | Subtonick Center 10th floor

1:30 - 2:45 p.m.
Workshops Session #2

2:45 - 3:00 p.m.
Break

3:00 - 4:00 p.m.
Closing Remarks - Reflection - Action Planning | Moot Court Room
Workshop Session Descriptions

#DecolonizeEd
SESSION 1

WORKSHOP 1
TITLE: Humanizing educators: Shifting the culture and breaking the silence around race in the workplace.

ESSENTIAL QUESTION: How do we begin to create opportunities for discussing race in the workplace?

FACILITATOR: Khalya Hopkins and Frank Tamayo

DESCRIPTION: As educators, we must begin to discuss the ways in which race impacts the way we make decisions, implement practices and teach curriculum in our schools. However, in order to dig into this, we must first create a space to confront race not only in the wider society but in our own offices and amongst our colleagues. In this workshop, participants will learn how two members from one of the Field Support Center teams began to shift their work culture and open the lines of communication around race with their colleagues.

TARGET AUDIENCE: Open to all.

ROOM 505

WORKSHOP 2
TITLE: Real Talk: Critical Conversations About Race, Power, & Privilege in the Classroom

ESSENTIAL QUESTION: In many classrooms across NYC, subjects like race & gender are considered taboo or are only brought up when tragedy strikes. How do we create safe classrooms that ensure that students are able to discuss difficult issues like race, gender, & equity?

FACILITATORS: Ingrid Chung, Kimberly Melgar, Tommy Gonzalez, & AMS Students

DESCRIPTION: We live in a world in which one of education’s primary functions is to cultivate a generation of young critical thinkers who are invested in inquiry-based learning and the construction of meaning. And yet, in many classrooms across New York City’s rich and diverse landscape, subjects like race and gender are considered taboo, whispered in limited spaces, or are only considered “important” when tragedy strikes. How can we fully nurture and encourage our young thinkers if we do not talk about the very topics that are relevant in their everyday lives? How can we help our young people navigate this increasingly complex world if we do not engage in these critical and relevant conversations in the classroom? It is our belief that it is the responsibility of schools and their teachers to ensure that we are engaging in crucial conversations with our young people about race and gender. Not only do these conversations serve as the foundation for our culturally relevant curricula, they ensure that our students are thinking and talking about these complex topics in a variety of different ways with a number of different perspectives. The result? Our students are engaged, focused, and construct their own meaning on a daily basis. Conversations that begin in the classroom move into the hallway and into their next classes. Students are able to make cross-curricular connections and are able to consider the ways in which our society has progressed (or not).

TARGET AUDIENCE: Open to all.

ROOM 502

WORKSHOP 3
TITLE: Planting the Seeds: Cultivating the Brilliant Minds of our Elementary Students

ESSENTIAL QUESTION: How do we plant the seeds of cultural awareness to embrace the diversity of our students while creating a community of engagement that provides an opportunity for them to access the jewels they hold within?

FACILITATOR: Antoinette Desouza & Marlie Leopold

DESCRIPTION: In order to foster the self-esteem and cultural identity within our students, we must first raise the cultural awareness within the school community, staff and ourselves. This workshop will provide protocols and strategies that reflect the implementation of CRE on the Elementary level. The workshop will also include: information on CRE, Critically Conscious lesson ideas, best practices that teach and nurture to the mind, body and spirit of our students and multiple opportunities to reflect on the decolonization of education.

TARGET AUDIENCE: Elementary School Educators

ROOM 401
WORKSHOP 4

TITLE: How Sway? When you want to be woke but don't know where to start.

ESSENTIAL QUESTION: How do we leverage student culture to create an equitable learning environment?

FACILITATOR: Steven Bufford & Ebony Fuseyamore

DESCRIPTION: How Sway? -Borrowed from the infamous Kanye West interview on the Sway in the Morning radio show in which Kanye West shares his frustrations in trying to enter into and be taken seriously by the fashion industry.

When asked by Sway Callaway why he continues to abide by the rules of an industry notorious for marginalizing and devaluing Black people and Black culture, an exasperated Mr. West repeatedly replied “How Sway? ... You ain’t got the answers!”

As teachers, we can certainly relate to that frustration when trying to figure out how to do better by our multi-racial, multi-ethnic and multicultural students. How do we begin to implement culturally relevant, responsive, and sustaining practices in a system that is anything but? What do you do when feel like “you ain’t got the answers”?

Follow the journeys of two teachers (ELA and Living Environment) as they begin to transform their colonized practices into ones that validate, honor, and incorporate the cultures of all their students... Oh, and still prepare them for the regents.

TARGET AUDIENCE: Open to all.

ROOM 504

WORKSHOP 5

TITLE: Digging Into the Real: Dynamics of Race, Media and Construction of Self.

ESSENTIAL QUESTION: How might the process of learning about racism, be a tool for empowerment and uplift?

FACILITATOR: Lonice Eversley

DESCRIPTION: This session will enlighten participants about the role that racism plays in the formation of ideas about self and others, through the examination of our sources of influence that work to advance Eurocentric hegemony. The goal is to understand how the omnipresence of racism through systematic media processes, works to create a norm that promotes racial inequality, and impacts even our understanding of ourselves.

TARGET AUDIENCE: Open to all.

ROOM 602

WORKSHOP 6

TITLE: Vulnerability as Pedagogy: Building Community with Consciousness

ESSENTIAL QUESTION: How do we create a learning community that honors students’ lived experiences, celebrates their individuality, and allows for our innate humanity to shine?

FACILITATOR: Charlie Maciejewski

DESCRIPTION: Creating a community of learners takes commitment to getting to know students’ lives. Getting to know students takes creating structures to allow students to feel seen and heard. Participants in this workshop will explore the human endeavor of creating community with a particular focus on young people who face institutional racism. Participants will explore implicit bias and ways to effectively address and hear from a white educator who has deepened his awareness about his own biases and strengthened the effectiveness of addressing these biases to counteract institutional racism.

TARGET AUDIENCE: Open to all.

ROOM 500
WORKSHOP 7

TITLE:
Hip hop & spoken word therapy: The art and necessity of self-expression

ESSENTIAL QUESTION:
How do we create a challenging academic space for students which will offer them a safe space to express themselves, how they personally relate to and cope with their surroundings and the issues going on in society, while informing educators on students’ experiences, their unique perspectives, and creating higher-level connections in the classroom?

FACILITATOR:
Qiana Spellman, Malik Tobias, & Crystal Belle

DESCRIPTION:
“So while you're imitating Al Capone, I'll be Nina Simone and defecating on your microphone.”
-Lauryn Hill

Art imitates life. Children imitate what they see. The fame, the glory, the idea of what they think is dope. Internally however, they have their own unique stories, they are their own poets, needing only a beat or even silence, and a pen and paper. Here we will analyze lyrics of hip hop artists whose messages speak to their own narratives. We will then meet with current students in the program, as they discuss the emotional impact that hip hop has on their lives and how they use it as a tool for academic bravery.

TARGET AUDIENCE:
Open to all.

ROOM 501

WORKSHOP 8

TITLE:
Pedagogy of Trap

ESSENTIAL QUESTION:
How can we use the elements of trap music to deepen our pedagogical practice in order to center our students, particularly our Black and Latino male students?

FACILITATOR:
Khalilah Brann & Vincent Deas

DESCRIPTION:
When teachers think about hip hop we often believe that if we just listen to the same music as our students, they’ll like us and then be willing to learn from us. That’s probably the biggest misconception of hip hop ed. We contend that the point of hip hop ed and trap music in particular is to make a connection between the tales being told in the music and the ways the music reflects the reality of our students; trying to be successful, living in poverty, dealing with institutional racism and the institution of education denying them access to economic opportunity because they don’t fit the model student mold.

When we write off hip hop music specifically trap and the culture of trap, we in turn write off our kids who are most connected to the music and we take away their access to mainstream society while also denying them the opportunity to create a new reality for themselves and their community. All the while allowing mainstream society ie white people to Columbus and appropriate the culture to their economic benefit.

Join us as we engage in a critical dissection of trap music and how we can use it as pedagogy.

#Ratchademics
#hiphopliteracies
#realitypedagogy
#WokeCyphaElements

Rated E for Explicit

ROOM 503

WORKSHOP 9

TITLE:
Bridging The Gap/Student Voices Rising

ESSENTIAL QUESTION:
How can teachers create or impede the development of a student centered classroom?

FACILITATORS:
Fannie Lou Hamer High School Students
Zayasha Pollock, Jenisey Ferrer, Andrea Alarcon, Diamond Martinez, Luisa Guzman and Mahamoudou Silla

DESCRIPTION:
This student run workshop is crafted by youth from Fannie Lou Hamer Freedom High School in the South Bronx. This interactive session is based in our own experiences and those of our peers. We aim to assist teachers in creating more engaging and student centered learning spaces for black and brown students.

TARGET AUDIENCE:
Open to all.

ROOM 402
WORKSHOP 1

TITLE: The Village it Takes...
Partnering with Community-Based Organizations towards racial equity.

ESSENTIAL QUESTION: How do we effectively partner with CBO’s in order to ensure equity and racial justice for our students and schools?

FACILITATOR: Tina Vasquez

DESCRIPTION: As the Mayor and Department of Education looks to the community school model to remedy “poor” or “focus” schools, principals and teachers are being required to share their leadership and decision making with a CBO partner. Participants will discuss ways in which these partnerships can work effectively to address issues of racial justice and equity while meeting the academic and attendance benchmarks set by the office of community schools.

TARGET AUDIENCE: CBO members, Administration and Educators

ROOM 505

WORKSHOP 2

TITLE: Dangerous Minds: Beginning Courageous Conversations About Race & Ethnicity within School Communities

ESSENTIAL QUESTION: How do we build professional learning communities focused on increasing culturally responsive pedagogical practices while simultaneously addressing race and racism?

FACILITATOR: Cassandra Baptiste

DESCRIPTION: Often times as classroom teachers, we have limited decision-making power regarding curriculum and best instructional practices for our students. As we gain more experience and become adept at infusing Critically Conscious Pedagogy into our daily instruction we may at times find that we are operating in a siloed fashion. Participate in a workshop that highlights best practices and offers multiple examples of ways to have courageous conversations centered on race and racism.

TARGET AUDIENCE: Open to all.

ROOM 401

WORKSHOP 3

TITLE: Shattering a single story: Creating culturally responsive English lessons

ESSENTIAL QUESTIONS: How do we craft lessons that celebrate all of our students? What helps our students open up and share personal stories/beliefs? How do we evolve from narrow sense of self to see a bigger picture?

FACILITATOR: Antoinette Thorne & Frieda Kraft

DESCRIPTION: Before educators can work towards closing the achievement gap for students, we need to don the hat of all students within the class. Educators must be open to navigating multiple and complex feelings while acknowledging differences between the cultures of all students. Culturally responsive lessons surface the complexities of our students’ humanity, which by its nature counters the danger of a single story.

Participate in a workshop that shares successful and engaging lessons from High School English classrooms that incorporate culture in various formats.

TARGET AUDIENCE: HS Educators

ROOM 501
WORKSHOP 4

TITLE: Is Teaching a Political Act?

ESSENTIAL QUESTION: How do we identify our own implicit biases to combat the construction of classroom environments that oppress instead of liberate?

FACILITATOR: Jacqueline Jackson

DESCRIPTION: Prior to being able to teach through a critically conscious lens we must first understand our identities and how they impact our teaching as well as the classrooms we run. Participants in this workshop will complete activities on identity and classroom instruction that is centered on the role teachers hold within an oppressive educational system. Through the examination of critically conscious author works and group activities attendees of this workshop will learn techniques on self-reflection and ways to deconstruct narratives of systematic oppression within our public schools.

TARGET AUDIENCE: Open to all.

ROOM: 503

WORKSHOP 5

TITLE: Talking about the hard stuff: A Cross Disciplinary approach to discussions on race, class, and gender

ESSENTIAL QUESTION: How do we effectively create critical spaces for high school students to discuss racism, sexism, and classism?

FACILITATOR: Jillian McRae and Sam North

DESCRIPTION: The presenters, a Black female English teacher and a white male Social Studies teacher, have created college level courses for high school dealing with issues of race, class, and gender. They advocate a team taught interdisciplinary approach that seeks to engage students by analyzing popular culture as a reflection of historical experience. Students are encouraged to interrogate systems of power, recognize and understand their place in those systems, and develop tools to deconstruct them. The session is designed to engage participants in a discussion on how to talk about these sensitive issues.

TARGET AUDIENCE: Open to all.

ROOM 601

WORKSHOP 6

TITLE: Decentering Whiteness

ESSENTIAL QUESTION: How do the personal and racial identities of white teachers working in multiracial schools impact their teaching and relationships in the classroom? Is it possible for white teachers to decenter whiteness in their classrooms and school communities while deepening their understanding of whiteness and their own racial identity?

FACILITATORS: Kim Harmon, Tom McConkey, Alex Cuff, Heather Nordstrom

DESCRIPTION: Through a community-building circle employing story-telling, reading and discussion, white educators are invited to discuss the importance of developing a positive racial identity in order to create a culturally responsive classroom and contribute to a school community that does not only respond to white dominant culture. Facilitators will share culturally responsive and relevant education strategies and participants will leave with their own inquiry question around decentering whiteness.

TARGET AUDIENCE: Affinity Space

ROOM 402
WORKSHOP 7

TITLE: The Woke Cypha: Using hip hop to develop woke curriculum

ESSENTIAL QUESTION: How can we use the rap cypha and elements of hip hop to develop curriculum that engages new century students of the African Diaspora?

FACILITATORS: CREAD NYC
Cathleen Antoine & Nakeeba Wauchope

DESCRIPTION: The Urban Dictionary defines woke as being aware and knowing what’s going on in the community. And a cypher or “cypha” as the process of tapping into your subconscious. A state of mind where thoughts and actions flow from your mind rather than being instrumented.

In the spirit and tradition of improvised rap or free-styling teachers gather in and across content areas to formulate new ideas, activities and learning experiences that are centered in the development and mastery of academic skills and positive racial identity development for students of the African Diaspora. Using the CREAD Woke Cypha elements, educators will engage in the process of decolonizing their curriculum through the use of hip hop culture.

TARGET AUDIENCE: Open to all.

ROOM 602

WORKSHOP 8

TITLE: Healing in the Hood

ESSENTIAL QUESTION: How do we create best practices that meet the socio-emotional needs of students’ through purposeful instruction through a critically conscious lens? How do we support teachers using Danielson’s framework (3b) for teaching through the lens of culturally relevant education?

FACILITATOR: Pierrette Celestin & Tameeka Pigford

DESCRIPTION: Teenagers are often characterized as inconsequential; many adults disregard the adversities that students in urban communities endure. They have issues and needs that need to be addressed but often times their cries go unheard. Healing in the Hood will provide an unorthodox approach to incorporating emotional healing with critically conscious curriculum.

Participants will evaluate question and discussions that intersect with tenets of CRE (student learning and achievement, cultural competence and socio-political consciousness).

TARGET AUDIENCE: Open to all.

ROOM 502

WORKSHOP 9

TITLE: IMPLICIT BIAS: How Well-Intentioned Teachers and Administrators Perpetuate, Widen and Deepen the Achievement, Opportunity and Access Gaps

ESSENTIAL QUESTION: As teachers and educators we often say, “All children can learn.” While that is the “right” thing to say, do we actually believe that? Can well-intentioned educators harbor belief systems and biases that actually harm the same children and families that they commit to help every day? How can we examine and address our implicit biases? We all have biases... are there strategies to eliminate the harmful effects that manifest in our practices, procedures and policies?

FACILITATOR: Paul Forbes

DESCRIPTION: Most people in this country adamantly reject any form of racism, sexism, prejudice and discrimination. However, research shows us that the same people unknowingly reveal recurring patterns of subconscious bias in their thoughts, feelings and actions. This bias is more commonly known as implicit bias. According to the Kirwan Institute for the Study of Race and Ethnicity, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control. During this interactive session, participants will examine implicit biases and understand how they manifest in practices, policies and procedures. They will also learn strategies to minimize and reduce biases.

TARGET AUDIENCE: Open to all.

ROOM 504
José Luis Vilson is a math educator, blogger, speaker, and activist in New York City, NY. He is the author of *This Is Not A Test: A New Narrative on Race, Class, and Education*, and has spoken about education, math, and race for a number of organizations and publications, including The New York Times, Education Week, The Guardian, Al Jazeera America, Huffington Post, Edutopia, GOOD, and El Diario / La Prensa, NY. He is the founder of EduColor, a Math for America fellow and a National Board Certified teacher.
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