

The National Coalition
on
School Diversity

#NCS2017

A STRUGGLE

WE

MUST

WIN

**ADVANCING
SCHOOL
INTEGRATION
THROUGH
ACTIVISM,
YOUTH VOICE,
& POLICY
REFORM**

SCHEDULE

DAY ONE

October 19th

NEW YORK UNIVERSITY
KIMMEL CENTER
60 WASHINGTON SQUARE S
NEW YORK, NY 10012

	School Visits Times and locations vary (see pg. 5 for more details)
4:00PM	Consultancies
5:30PM	Room 912
6:30PM	Opening Reception
9:00PM	Rosenthal Pavilion
8:00PM	Learn Together, Live Together
10:00PM	Networking Hour NYLO (conference hotel)

STORY LAB

Join us in the #CelebrateSchoolDiversity StoryLab (Room #HM436) on October 20th (10AM-4PM), where we'll use the StoryCorps app to record and share stories about the power and promise of diverse schools.

Get ready by downloading the StoryCorps app on your mobile phone now: storycorps.org/participate/storycorps-app/

You can find and share the collected stories at <https://archive.storycorps.org/communities/celebrateschooldiversity/>

DAY TWO

October 20th

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
HORACE MANN HALL
525 WEST 120TH STREET
NEW YORK, NY 10027

Use entrance on Broadway

8:30AM	Registration and Breakfast
9:00AM	Welcome
9:30AM	Plenary I
10:35AM	Workshops I (first 15 min icebreakers)
12:05PM	Lunch
12:45PM	Plenary II
1:50PM	Workshops II
3:05PM	Break
3:15PM	Workshops III
4:35PM	NCSD Presentation
4:45PM	Plenary III

RECEPTION TO FOLLOW AT 5:45PM

CONNECT.

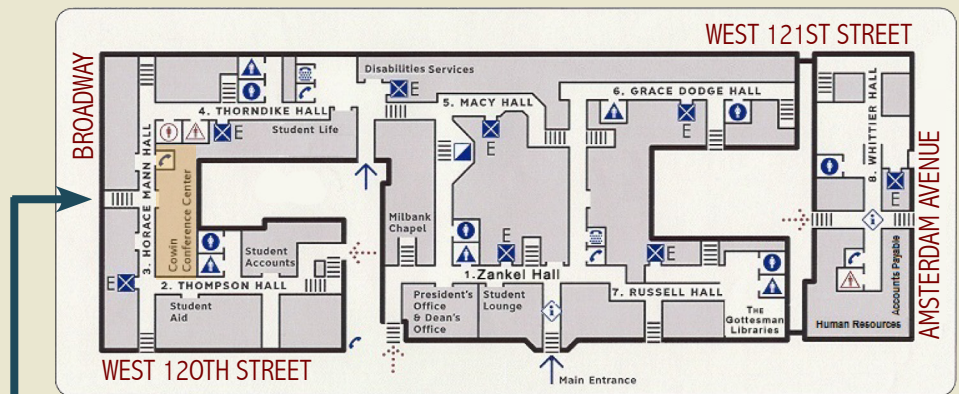
We want you to leave NCSD2017 with stronger networks. Here are some of the ways you can connect during the conference:

- *Learn Together, Live Together Networking Hour*
10/19 @ Conference Hotel
- *Networking Lounge*
10/20 @ Room #HM 142
Snacks provided
- *Icebreakers (in workshop)*
10/20 10:35AM-10:50AM
Win a prize!
- *StoryCorps Lab (#HM 436)*
Share your school integration story with a partner during the event
- *Tweetbeam Projection*
Connect with other attendees and share your experience on social media
Find us at @diverse_schools

We are on the move during this conference! Please pay careful attention to times and locations of conference events - we don't want you to end up in the wrong place!!



FINDING YOUR WAY AT TEACHERS COLLEGE



NCSD2017
ENTRANCE

CONFERENCE HOTEL

NYLO

2178 Broadway (@77th)
New York, NY 10024



is proud to support

The National Coalition on School Diversity

and its mission to advance school integration

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The United Federation of Teachers

SALUTES THE

National Coalition on School Diversity

ON ITS FOURTH NATIONAL CONFERENCE

We support the work of integrating elementary and secondary schools racially and socioeconomically for the betterment of all.



United Federation of Teachers
A Union of Professionals

Michael Mulgrew, President

52 BROADWAY, NEW YORK, NY 10004 • WWW.UFT.ORG

THANK YOU AND CONGRATULATIONS

To the National Coalition on School Diversity for your courageous leadership on school integration.

The Century Foundation stands with you and our nation's students, teachers and school leaders in this, the struggle we must win. *Learn more at tcf.org.*



Research and advocacy to promote inclusive, integrated communities and schools

PRRAC

*Poverty & Race
Research Action Council*

www.prrac.org

SCHOOL VISITS

OCTOBER 19TH

PS 705 BROOKLYN ARTS & SCIENCE (PK-5)

Maintaining diversity in gentrifying Crown Heights, Brooklyn
443 St. Marks Avenue • Brooklyn, NY 11238

12PM
2PM

PS 513 CASTLE BRIDGE (PK-5)

How do children conceptualize safety in a multicultural classroom?
560 West 169th Street • New York, NY

10AM
12PM

HARVEST COLLEGIATE (HS)

Harnessing diversity for more diverse classrooms
34 West 14th Street • New York, NY 10011

9:30AM
11:30AM

PARK SLOPE COLLEGIATE (6-12)

Exploring learning and teaching at an anti-racist, integrating school
237 7th Avenue • Brooklyn, NY 11215 (John Jay Campus)

10AM
12PM

PS 133 WILLIAM A. BUTLER (PK-5)

Showcasing student leadership
610 Baltic Street • Brooklyn, NY 11217

10AM
12PM

PS/MS 492 ARTS & LETTERS (K-8)

Student voice
225 Adelphi Street • Brooklyn, NY 11205

10AM
12PM

PS 10 (PK-5)

Diversity in action
511 7th Avenue • Brooklyn, NY 11215

10AM
11:30AM

BROOKLYN PROSPECT CHARTER SCHOOL (K-12)

Recruitment as a tool for maintaining diverse schools
80 Willoughby Street • Brooklyn, NY 11201 (8th Floor)

10:30AM
1PM

THANKS TO OUR TOUR GUIDES:

- KELLY BARE
- MATT GONZALES
- HILLARY DONNELL
- CONNIE CLARK
- BRAD LANDER
- DAVID TIPSON
- MIKE HILTON
- BLISS BOYARD

CONSULTANCIES

4PM-5:30PM
ROOM #912 (NYU's Kimmel Center)

Facilitated by Reimagining Integration: The Diverse and Equitable Schools Project

DO YOU HAVE AN INNOVATIVE APPROACH FOR PROMOTING SCHOOL DIVERSITY AND INTEGRATION THAT YOU WOULD LIKE FEEDBACK AND INPUT INTO SHAPING? ARE YOU WRESTLING WITH A THORNY PROBLEM OR CHALLENGE IN YOUR DIVERSITY WORK THAT YOU WOULD LIKE SOME ADVICE ABOUT? DO YOU WANT TO LEARN WITH AND SUPPORT YOUR PEERS FROM ACROSS THE COUNTRY WHO ARE TAKING ON SIMILAR WORK?

What inspired you about your school visit?

#NCS2017

@EpicTheatr



OPENING RECEPTION

Over 60 years after Brown v. Board of Education, New York City is one of the most segregated school districts in the United States. Conceived, written, and performed by NYC Public High School students,

LAUNDRY CITY is a hilarious and provocative exploration of what “Separate but Equal” means to us today.

Actors:

MIGUEL DELACRUZ, CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL
OLIVIA DUNBAR, CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL
RODWELL MASQUITTA, CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL
DAVION OSBOURNE, CHELSEA CAREER AND TECHNICAL EDUCATION HIGH SCHOOL
NASHALI PEREZ, URBAN ASSEMBLY SCHOOL FOR THE PERFORMING ARTS

JIM WALLERT, FOUNDER/ASSOCIATE ARTISTIC DIRECTOR, EPIC THEATRE ENSEMBLE



Epic makes theatre that empowers. Epic’s artists are equal parts cyphers and mentors: they create and amaze; they teach and inspire; they translate the struggles of history into lessons for our future; they fight their way into the center of the civic dialogue. We value youth voice deeply, because we share a youthful passion for justice; we believe that theatre that embraces this passion transforms audiences from passive bystanders into active participants forging a more inclusive and collaborative vision of America.

RECEPTION FUNDERS



FORD FOUNDATION

Rosenthal Pavilion (NYU's Kimmel Center) 6:30PM-9PM

WELCOME TO #NCS2017!

REMARKS

6:40PM-7PM

- **David Kirkland**, Associate Professor of English and Urban Education, New York University Steinhardt School of Culture, Education, and Human Development and Executive Director of The NYU Metropolitan Center for Research on Equity and the Transformation of Schools
- **Tanya Clay House**, Co-Founder & CEO, ClayHouse Consulting Inc. and Former Deputy Assistant Secretary (P-12), U.S. Department of Education
- **Dan Vazquez**, Mindfulness Instructor

PERFORMANCE

7PM-8PM

MINGLING

Reception ends at 9PM

BRIDGING A GRASSROOTS MOVEMENT

Join Learn Together, Live Together for an evening of creativity, conversations, and networking around building a grassroots school diversity movement. Share ideas and stories, network, and pick up info about LTLT, NCS2, and other organizations focused on movement-building.

Held 10/19 from 8PM-10PM at the conference hotel. (Note there is overlap between this event and main reception.) Light refreshments will be served.

Reflections on #LaundryCity?

#NCS2017



W.K.
KELLOGG
FOUNDATION®



MAIN CONFERENCE

**TEACHERS COLLEGE
COLUMBIA UNIVERSITY
HORACE MANN HALL**
Use entrance on Broadway

OPENING REMARKS

Cowin Auditorium
9:00AM-9:25AM

- **Betty Rosa**, *Chancellor*, New York Regents (Regent for the Twelfth Judicial District)
- **Sanjiv Rao**, *Senior Program Officer (Youth Opportunity and Learning)*, Ford Foundation
- **Roslyn Arlin Mickelson**, *Chancellor's Professor and Professor of Sociology, Public Policy, & Women and Gender Studies*, University of North Carolina at Charlotte

PLENARY PANEL

CURRENT POLICY OPPORTUNITIES & CHALLENGES FOR SCHOOL INTEGRATION

Cowin Auditorium

9:30AM-10:30AM

FACILITATOR

Sunil Mansukhani, *Principal*, The Raben Group

PANELISTS

- **Sonia Park**, *Executive Director*, Diverse Charter Schools Coalition
- **Amy Stuart Wells**, *Professor of Sociology and Education*, Teachers College Columbia University
- **Monique Lin-Luse**, *Assistant Counsel*, NAACP Legal Defense and Educational Fund

Constanza Segovia will take visual notes during this session.

Name an opportunity or challenge
this moment presents.

NCS2017

WORKSHOPS

10:35AM-12:05PM

SESSION ONE

1 Creating Sanctuary Campuses from a Legal and Pedagogical/School Climate Perspective

ROOM # HM 146
CAPACITY 15

2 Engaging Corporate Partners in Your Diversity, Inclusion, and Equity Strategy

ROOM # HM 332
CAPACITY 25

3 Equity in Early Education: Understanding Inequities in Access to Early Educational

ROOM # HM 144
CAPACITY 25

4 Co-Creating Equity: Critical Shifts

ROOM # HM 140

5 Engaging Families in Diverse Schools: Innovative Approaches to Community Building

ROOM # HM 150

6 Making the Case for Activating Parents

ROOM # HM 152

7 From Segregation to Intentionally Diverse-by-Design: A Commitment to Cultural Competency and Implementation of Culturally Responsive Teaching – Lessons from Blackstone Valley Prep

ROOM # HM 138

8 School-University Partnerships For Integration: Different Models; Different Relationships

ROOM # HM 148
CAPACITY 25

9 School Choice, Student Diversity, and Segregation: Examining the Evidence

ROOM # TH 229

LUNCH BREAK

12:05PM-12:45PM

PLENARY PANEL

SCHOOL INTEGRATION INITIATIVES IN NEW YORK

Cowin Auditorium

12:45PM-1:45PM

FACILITATOR

Arlen Benjamin-Gomez, *Engagement Manager*, The Center for Public Research and Leadership
Columbia Law School

PANELISTS

- **Miriam Nunberg**, *Co-Founder*, Parents for Middle School Equity
- **Nyah Berg**, *Education Equity Organizer*, ERASE Racism
- **Frantzy Luzincourt**, *Political Strategist Intern*, IntegrateNYC
- **Angelica Infante-Green**, *Deputy Commissioner Office of Instructional Support*, New York Department of Education
- **Ilya Benjamin**, *Ed.M, Teachers College Alum, Human-Centered Designer*

WORKSHOPS

1:50PM-3:05PM

SESSION TWO

1 Race and Revolution: Challenging Historical Narratives through Art

ROOM # HM 140

2 Using Faith Messaging to Win

ROOM # HM 148
CAPACITY 25

3 The Citizen Artist Curriculum: Ripped from the Headlines

COWIN AUDITORIUM

4 Step 1 in School Integration: The Theory of Change

ROOM # HM 138

5 Policy Through Play: Using Theatre to Translate Impact and Mobilize Communities

ROOM # HM 152

6 Dialogue for Equity and Integration

ROOM # HM 144
CAPACITY 25

7 Undesigning Educational Segregation and Disparities?

ROOM # TH 229

8 Cultivating Cross-Group Solidarity within Social Movements

ROOM # HM 146
CAPACITY 15

9 Sitting at the Seat of Change

ROOM # HM 150

Visit the networking lounge for a snack during your break!

WORKSHOPS

3:15PM-4:30PM

SESSION THREE

1 Separate and Equitable? The Struggle and Expansion of Community Schools and Other Community-based School Models and Continued Discussion on Integration vs. Resourcing

ROOM # HM 138

2 Diversifying Neighborhood Schools: New Ideas to Reduce Segregation 50 Years After the Fair Housing Act

ROOM # HM 150

3 The Role of Trauma-Informed Schools in Advancing Integration

ROOM # HM 332
CAPACITY 25

4 Methods and Definitions of Voluntary Integration in the United States

ROOM # HM 152

5 A New Table: Cultivating a Racial Equity Lens in School District Decision-Making

ROOM # HM 148
CAPACITY 25

6 Organizing for School Integration: Lessons Learned from Suburban Experiences

ROOM # TH 227
CAPACITY 20

7 Kickstarting Integration: An Equity-based Framework for Pursuing Racially Diverse Schools

ROOM # TH 229

8 Pioneering School Integration Through Magnet Programs

ROOM # HM 144
CAPACITY 25

9 Trump, Post-Racialism, and New Frames of Racial Integration

ROOM # HM 146
CAPACITY 15

10 The PROSE Program: Supporting Integration Through Empowering School-Level Educators

ROOM # HM 140

NCSD PRESENTATION

Cowin Auditorium

4:35PM-4:45PM

- Melissa Hewitt, *Founder and Principal*, Forward Movement Consulting LLC
- Philip Tegeler, *President/Executive Director*, Poverty & Race Research Action Council

PLENARY PANEL

CENTERING STUDENTS & PEOPLE OF COLOR IN THE SCHOOL INTEGRATION MOVEMENT

Cowin Auditorium

4:45PM-5:45PM

FACILITATOR

Elise Boddie, *Professor of Law*, Rutgers Law School

PANELISTS

- Candace Moore, *Staff Attorney*, Chicago Lawyers' Committee
- Matt Gonzales, *Director of School Diversity Project*, New York Appleseed
- Hebh Jamal, *Lead Student Activist*, IntegrateNYC
- Derek Hall, *Program Director-Training*, The Discovery Center
- Alexis McGill Johnson, *Executive Director and Co-Founder*, Perception Institute

Constanza Segovia will take visual notes during this session.

What knowledge or insight
from #NCSD2017 do you
most appreciate?

Reception to follow!

NCSD2017

A NEW TABLE: CULTIVATING A RACIAL EQUITY LENS IN SCHOOL DISTRICT DECISION-MAKING

The Boston Public Schools (BPS) is engaged in a far-reaching partnership with the Government Alliance on Race and Equity, and the associated Center for Social Inclusion. The BPS Office of Equity and Office of the Opportunity and Achievement Gap are rolling out the use of a racial equity tool to bring to every table where decisions are made, from curriculum selection to program design to policy making.

To succeed, integrated schools must deliberately, skillfully, and unwaveringly advance racial equity. This session will introduce the BPS organizational change model: how we are normalizing racial equity as a fundamental value; operationalizing racial equity by shifting policies and practices; and organizing internally, with our external partners, and across the broader community.

This workshop will explore the role, challenges, responsibilities, and opportunities for school districts to advance racial equity in every aspect of their work, and will introduce BPS's racial equity tool, which has begun to transform who is at the table and our resulting strategies as educators.

Becky Shuster
Assistant Superintendent of Equity
Boston Public Schools

Ceronne Daly
Managing Director of Recruitment, Cultivation, and Diversity Programs
Boston Public Schools

Rachael DeCruz
Vice President of Policy
Race Forward/Center for Social Inclusion

CO-CREATING EQUITY: CRITICAL SHIFTS

The Discovery Center has been in a co-creating equity process for several years. These 5 Critical Shifts have emerged as the anchors to which we tie our framework for educational equity. They have been developed in collaboration with students, educators and administrators across Central CT. These shifts are both ideological and practical. This workshop will be inquiry-based and harness the knowledge of group participants while challenging them to expand their understanding of systemic inequity and our role in transforming the policies, practices, and procedures that harm students with marginalized identities.

Jason Fredlund
Program Director
The Discovery Center

Derek Hall
Program Director
The Discovery Center

CREATING SANCTUARY CAMPUSES FROM A LEGAL AND PEDAGOGICAL/SCHOOL CLIMATE PERSPECTIVE

Attendance will be capped at 15.

A lawyer and educator from SPLC will look at immigration-related issues from both a policy and practice perspective. They'll provide a brief overview of the law about what schools can actually do to create sanctuary spaces and then talk about the effect of immigration issues on school climate, student safety and school-community relations.

Monita Bell
Senior Editor, Teaching Tolerance
Southern Poverty Law Center

Michelle Lapointe
Senior Staff Attorney, Immigrant Justice Project
Southern Poverty Law Center

CULTIVATING CROSS-GROUP SOLIDARITY WITHIN SOCIAL MOVEMENTS

This is a small group dialogue. Attendance will be capped at 15.

We invite you to join in a discussion on the challenges of cultivating diversity and cross-group understanding within social movements. This workshop will provide attendees with an opportunity to learn about and reflect on survey research indicating (a) the ways in which people from different racial and ethnic backgrounds become mobilized to take action for racial justice, and (b) how people of different backgrounds experience and respond to cross-race solidarity in protests for racial justice. Following a brief presentation of research findings, attendees will engage in small group and broader group discussions to share perspectives regarding their own experiences in protests for racial justice, how we might effectively engage in solidarity across racial lines, and how efforts to bridge racial differences in the context of social movements might inform strategies for school integration movement building.

Linda Tropp
Professor
University of Massachusetts Amherst,
Department of Psychological and Brain Sciences

WORKSHOPS

DIALOGUE FOR EQUITY AND INTEGRATION

Public discourse at the local and national level around issues of equity and integration is often framed as debate rather than dialogue, leading to contentious interactions and stagnant progress. Determined to be right or focused on the evidence for our position, we may be unable to see others with different points of view or experiences as partners in collaborative solutions. As participants in dialogue, we listen deeply to each other, acknowledging and healing divisions that have separated us and opening the possibility of forming creative and inclusive agendas for action. In this session, we will practice framing and engaging in dialogue around current issues in equity and integration and explore some of the implications of intercultural and intergenerational dialogue. Participants will leave with resources for building on this practice in their own work.

Patricia O'Rourke
Doctoral Student
University of Connecticut

DIVERSIFYING NEIGHBORHOOD SCHOOLS: NEW IDEAS TO REDUCE SEGREGATION 50 YEARS AFTER THE FAIR HOUSING ACT

Skyrocketing levels of income segregation in housing, in tandem with pervasive racial segregation, are largely manufactured and sustained through discriminatory practices surrounding marketing, zoning, and affordable housing investment. Researchers recognize the many benefits of living in high-opportunity areas, not least of which is the ability of residents to send their children to high-opportunity schools. This dual neighborhood

and school-level segregation of children by socioeconomic status is leading to a society that is less connected, less democratic, and more at risk of passing inequities to future generations. As we approach the fifty-year anniversary of the landmark Fair Housing Act, this panel will discuss the intersections of housing policy and school policy, focusing on policy ideas that will reduce segregation and ensure justice and opportunity in the housing market for families of all incomes and races. For example, it will explore the potential of legislation that offers protections against class-based injustices such as exclusionary zoning, and ways to facilitate greater coordination between education and housing actors.

Kimberly Quick
Policy Associate
The Century Foundation

Rick Kahlenberg
Senior Fellow
The Century Foundation

Philip Tegeler
President/Executive Director
Poverty & Race Research Action Council

Angelica Infante-Green
Deputy Commissioner Office of Instructional Support
New York Department of Education

Dawn O'Keeffe
Board Member
Pasadena Educational Foundation

ENGAGING CORPORATE PARTNERS IN YOUR DIVERSITY, INCLUSION, AND EQUITY STRATEGY

What role can corporate partners play in advancing your school community's anti-bias work? During this session,

we'll hear from two community groups who leverage corporate partners in their diversity, equity, and inclusion work. Cultural Leadership trains integrated cohorts of high school students to be the next civil rights leaders. Throughout the program, students learn to facilitate anti-bias and anti-discrimination workshops. Cultural Leadership supports program alumni with corporate internships focused on developing internal diversity, inclusion, and equity targets. Give Respect Get Respect is a program at Diversity Awareness Partnership that brings together corporate associates and secondary students through a joint anti-bias training series. Each program director will share their model, lessons learned, and strategy for recruiting and retaining corporate partners.

Rhonda Broussard
Founder
Beloved Community

Holly Ingraham
Executive Director
Cultural Leadership

Steve Parks
Director of Programs
Diversity Awareness Partnership

ENGAGING FAMILIES IN DIVERSE SCHOOLS: INNOVATIVE APPROACHES TO COMMUNITY BUILDING

One of the most important stakeholders in a diverse school community are the families. In this workshop, we'll share a new approach to family programming that pushes us to think beyond the "multicultural potluck" and towards authentic relationship building. We will discuss the key elements needed for successful community programming

and elements of careful program planning, particularly in diverse school environments. Participants will leave with an opportunity to think about how this presentation has direct impact on their practice and will consider next steps in continuing to build their vibrant school communities.

Sahba Rohani
*Director of Community Development/
Diversity Working Group Member
Community Roots*

Allison Keil
*Co-Director and Co-Founder/Diversity
Working Group Member
Community Roots*

EQUITY IN EARLY EDUCATION: UNDERSTANDING INEQUITIES IN ACCESS TO EARLY EDUCATIONAL OPPORTUNITIES

For many children, their first “schools,” i.e. educational settings, are their child care centers and preschools. Emerging evidence shows that children are racially and economically segregated starting in their child care centers and preschools. At the same time, evidence is building showing that racial/ethnic disparities exist in access to federally-sponsored early childhood programs (including Head Start and Child Care assistance), an important contributing factor to segregation amongst early learners and related educational inequities. This workshop presents research by leading organizations shaping the national research and policy agenda on issues of equity in early education. Erica Frankenberg (Penn State) will present research on racial and ethnic segregation amongst preschool

students. Erin Hardy (Brandeis) and Amy Claessens (University of Chicago) will present applied research that examines how patterns of local access to Head Start and subsidized child care could contribute to patterns of disparate access and segregation in early education settings. Federal, state and local policy implications and strategies will be discussed. Stephanie Curenton, Associate Professor and Director of the Ecology of School Readiness Lab at Boston University School of Education, will serve as panel discussant and facilitator.

Stephanie Curenton
*Associate Professor
Boston University School of Education
Director
Ecology of School Readiness Lab*

Dr. Erica Frankenberg
*Associate Professor of Education
(Educational Leadership)
Penn State College of Education*

Erin Hardy
*Fellow
Institute for Child, Youth, Family
Policy, Brandeis University
Research Director
diversitydatakids.org*

Amy Claessens
*Assistant Professor
University of Chicago
Co-Investigator
Illinois-New York Child Care Research
Partnership*

FROM SEGREGATION TO INTENTIONALLY DIVERSE-BY-DESIGN: A COMMITMENT TO CULTURAL COMPETENCY AND IMPLEMENTATION OF CULTURALLY RESPONSIVE TEACHING – LESSONS FROM BLACKSTONE VALLEY PREP

BVP will present an overview of their development and implementation of a cultural competency model used to support and evaluate all staff and its adoption of network-wide Culturally Responsive Teaching practices in an effort to better engage its diverse scholar population. BVP will provide ideas for how other schools and networks can replicate this work while also engaging in an honest dialogue with audience members to discuss how BVP and others can further improve on the work done to date.

Michael DeMatteo
*Chief Operations Officer
Blackstone Valley Prep*

Sarah Anderson
*Chief Academic Officer
Blackstone Valley Prep*

Oswaldo Jose Marti
*Head of School
Blackstone Valley Prep (MS2)*

Jonathon Acosta
*PhD Candidate
Brown University*

Connie Yankus
*First Grade Teacher (ES2)
Blackstone Valley Prep*

Have you found a
StoryCorps partner?

KICKSTARTING INTEGRATION: AN EQUITY-BASED FRAMEWORK FOR PURSUING RACIALLY DIVERSE SCHOOLS

The need for racially and socioeconomically diverse schools and classrooms is at its greatest height in decades. However, the complexity of student assignment plans, a lack of awareness about the legal options to integrating schools, and the politically charged decision-making process present great barriers for many communities interested in pursuing integration. The four federally-funded regional equity assistance centers (EACs) have been collaborating on a joint project to pursue racial integration through the use of socioeconomic factors. This work will culminate in an equity-based framework that will help simplify the issue and empower local advocates. Participants will learn the essential elements of inclusive strategies and how communities can adapt and use the framework to better implement certain SES strategies in achieving racially integrated schools AND classrooms. Each EAC has collaborated with the NCSD on school integration and each has partnered with NCSD organizational and individual researchers in developing the framework.

Hector Bojorquez
Assistant Director
EAC-South at Intercultural
Development Research Association
(Region 2)

Susan Schaffer
President
Mid-Atlantic Equity Consortium
(Region 1)

Seena Skelton
Director
Midwest and Plains Equity Assistance
Center, Indiana University (Region 3)

Marilyn Chipman
Educational Equity Coordinator
Western Educational Equity Assistance
Center at Metropolitan State
University of Denver (Region 4)

MAKING THE CASE FOR ACTIVATING PARENTS

Recent advocacy work around school integration (and desegregation) has largely taken place within policy and research circles. EmbraceRace and Integrated Schools argue that such efforts, while necessary, must be complemented with much more vigorous and purposive collaborations with, for, and by parents if our goal is to achieve robustly integrated, community-supported schools. Parents/guardians are primary decision-makers for their children's education (especially in this era of increasing rhetoric around 'choice'); it is past time to take seriously the role(s) that parents must play to support intentional school integration. We offer a set of arguments for building this wing of advocacy as well as tools to begin this work. Drawing from research-based practices as well as experiential results, we will conceptualize ways to build a community of intentional integration parent-advocates.

Courtney Everts Mykytyn
Founder
Integrated Schools

Andrew Grant Thomas
Co-Founder
Embrace Race

METHODS AND DEFINITIONS OF VOLUNTARY INTEGRATION IN THE UNITED STATES

This workshop seeks to enhance understanding of the current state of school districts' voluntary integration policies in the United States. It utilizes an ongoing study that evaluates policies from 65 school districts in 25 states and the District of Columbia. The study examines the design of these policies and the measurement of both racial and socioeconomic segregation in the included school districts. Two main themes will be at the center of the workshop. First, the way in which a school district chooses to define "diversity" has implications for the way in which it designs a policy to increase diversity. We will explore a) the ways in which districts are defining diversity b) how census data can be used to increase diversity and c) the benefits of defining diversity beyond free and reduced lunch status. Second, the actual methods by which districts are voluntarily integrating will be discussed.

Jeremy Anderson
PhD Candidate
Penn State University

Kendra Taylor
PhD Candidate
Penn State University

Dr. Erica Frankenberg
Associate Professor of Education
(*Educational Leadership*)
Penn State College of Education

Did you write (and share)
a revolutionary poem?
Visit the resource table.

ORGANIZING FOR SCHOOL INTEGRATION: LESSONS LEARNED FROM SUBURBAN EXPERIENCES

ERASE Racism's workshop focuses on how civil rights, grassroots or other types of nonprofit organizations can maximize their capacity to drive school integration efforts. Using our Education Equity Initiative as an example, we will demonstrate how powerful a dedicated few can be in spearheading change. We will spotlight key strategies that are vital in changing practices and policies that segregate students, in addition to addressing structural impediments to school integration, especially in suburban settings. For example, we utilize research that is both impactful and accessible to a variety of audiences, to educate allies and the public. We organize diverse coalitions to advocate for local, state and national policy change, especially by engaging educators and students. Participants will receive concrete strategies from our lessons learned regarding organizing school integration efforts, particularly in suburban settings.

V. Elaine Gross
President
ERASE Racism

Nyah Berg
Education Equity Organizer
ERASE Racism

Wesley Jean-Pierre
Student
Amityville High School

PIONEERING SCHOOL INTEGRATION THROUGH MAGNET PROGRAMS

Magnet schools are an effective tool used to promote school diversity. Utilizing specialized theme-based curriculum and instruction, school

districts can offer families attractive public school choice options that will encourage them to participate in voluntary school integration efforts. Since their inception in the early 1970s, magnet schools have evolved and continue to flourish in many different ways. As the American legal landscape has changed over time, school districts have had to adapt their magnet school policies and practices to withstand stricter legal scrutiny.

In this presentation, representatives from Magnet Schools of America will share new national research created in conjunction with the UNC-Charlotte Urban Institute. It details the current national magnet school landscape and highlights what policies school districts are implementing to promote diverse classrooms and ensure equitable access to these high-quality programs.

Todd Mann
Executive Director
Magnet Schools of America

John Laughner
Legislative Manager
Magnet Schools of America

Doreen Marvin
Immediate Past President
Magnet Schools of America

POLICY THROUGH PLAY: USING THEATRE TO TRANSLATE IMPACT AND MOBILIZE COMMUNITIES

This interactive workshop is focused on turning policy jargon into theatre. The lack of accessible language is one of the largest barriers to communities organizing around harmful practices. Policy Through Play is a means of translating words into action to make the ideas, intent, and impact of a policy visible to all. Through a process

adapted by Via Arts Founding Partner Kristianna Smith, this workshop utilizes civic engagement theatre, arts integrations, and FUN to facilitate participants into transforming written policy into a lively performance without changing a word! For this workshop, our source material will be a collection of housing policies that have contributed to the current racial and economic divide of Connecticut. Participants will gain artistic strategies for translating and engaging the community at large in meaningful political dialogue.

Kristianna Smith
Founding Partner
Via Arts LLC

RACE AND REVOLUTION: CHALLENGING HISTORICAL NARRATIVES THROUGH ART

Participants will critically examine artworks and excerpts from historical documents from the exhibition *Race and Revolution: Still Separate – Still Unequal*, which explores school segregation. We will confront what we thought we knew about the historical narrative of segregation and discuss how we can re-introduce historical content through the critical lens of dominant power structures and how those power structures are maintained.

By acting as educators and students simultaneously, how can we empower ourselves to learn and disseminate a more equitable historical narrative?

How does this art make me feel?
How does this art represent a specific point of view?
What experiences am I drawing from to make meaning from this art?
How does this point of view challenge the dominant point of view?
How can art shape and expand our

understanding of historical narratives?
How can we become active
participants in how history is
documented and remembered?

Kathryn Fuller
Curator/Researcher/Educator
Race and Revolution

Larry Ossei-Mensah
Independent Curator/Writer/Educator
Founder
ArtNoir

Indu Viswanathan
Doctoral Student
Teachers College, Columbia University

Rachel Knight
Doctoral Student
Teachers College, Columbia University

SCHOOL CHOICE, STUDENT DIVERSITY, AND SEGREGATION: EXAMINING THE EVIDENCE

Segregated schools are often the product of segregated housing patterns. In many jurisdictions, a zip code determines a child's educational options, with the concentrated poverty and racial isolation that is endemic in our neighborhoods resulting in schools that are in many places more segregated, along lines of race and class, than at any point since Brown. Many in the school integration movement see school choice, in which school assignment is decoupled from residential addresses, as a logical and powerful solution to de facto segregation. Others view voucher programs, which allow some students to choose to attend a private or parochial school using public dollars, as an immediate and effective alternative to failing schools. But these approaches often exacerbate aspects of inequality – asymmetric access to information, for example – that can

perpetuate segregation. This workshop examines the effect of choice systems on school integration efforts. We will review research on publicly funded private school vouchers, looking at issues such as (1) how voucher statutes address matters of discrimination; (2) the segregative effects of voucher and voucher programs; and (3) research comparing the achievement and attainment of voucher students with similar students in traditional public schools. We also will look at issues such as school-level enrollment requirements, lottery preferences, and access to transportation, and how these issues can hinder the efficacy of choice systems designed to increase school quality and diversity.

Ramin Taheri, Office of the Deputy Mayor for Education, Washington DC

Julie Mead, Professor (Department of Educational Leadership & Policy Analysis), University of Wisconsin-Madison

SCHOOL-UNIVERSITY PARTNERSHIPS FOR INTEGRATION: DIFFERENT MODELS; DIFFERENT RELATIONSHIPS

This workshop will highlight and profile school-university partnership work between three universities and dozens of schools related to issues of race, class, and integration. This session will emphasize the unique approaches taken by each of four university-based projects – The Public Good Project at Teachers College, Columbia University; Reimagining Integration: The Diverse and Equitable Schools Project (RIDES) at Harvard University, and Community Engagement in School Integration: A Rights-based Approach at the University of Connecticut. After presenters provide overviews of these partnerships, including their foci, mission, and approach, workshop

participants will be able to engage in deeper discussion about what this work looks like at the school and community level. A central goal of this interactive workshop is for participants to leave with specific ideas about what meaningful partnership can do to support equitable integration work in public schools.

Lee Teitel
Lecturer on Education
Harvard Graduate School of Education
Faculty Director
Reimagining Integration: The Diverse and Equitable Schools Project

Mary Antón
Principal
Bowman Elementary School
(Lexington, MA)

Abbey Keener
Doctoral Student
Sociology and Education Program,
Teachers College
Graduate Research Assistant
The Public Good Project

Glenn Mitoma
*Assistant Professor of Human Rights
and Education*
University of Connecticut
Director
Thomas J. Dodd Research Center

Patricia O'Rourke
Doctoral Student
University of Connecticut

Don't forget to peruse
the design hallway!
We'd love your input...

SEPARATE AND EQUITABLE? THE STRUGGLE AND EXPANSION OF COMMUNITY SCHOOLS AND OTHER COMMUNITY-BASED SCHOOL MODELS AND CONTINUED DISCUSSION ON INTEGRATION VS. RESOURCING

The renewed interest in community schools is in part due to the organizing efforts of Black and Latino parents who want quality public schools in their neighborhoods. This is raising questions about the possibilities and limitations of school reform that eschews integration, in favor of creating high quality schools in neighborhoods of color. Such schools seek to be both accessible and responsive to the needs of the community by creating mechanisms for community control and increased resources. This harkens back to DuBois' 1935 question about Black people needing separate schools and points to core differences in approaches to racial equity in education. In this session researchers discuss these questions with community organizers from the perspectives of evidence and political realities consider the implications for equitable education for students of color in the current political and economic context. Attendees will also engage actively, bringing their diverse backgrounds and professional experience to bear on these questions.

Jeannie Oakes
Senior Fellow in Residence
Learning Policy Institute, National
Education Policy Center

Michael Dumas
Researcher
University of California, Berkeley

Zakiyah Ansari
Community Organizer
Alliance for Quality Education

Natasha Capers
Community Organizer
Coalition for Education Justice

Julia Daniel
Researcher
National Education Policy Center,
University of Colorado, Boulder

SITTING AT THE SEAT OF CHANGE

#WeAreWelcomeHere makes space for change by providing opportunities for unlikely practitioners to practice design thinking for public interest & to solve real-world problems in our community. This workshop introduces participants to five (5) iterative techniques of design. The workshop emphasizes empathy as the foundation of problem-solving. Participants will practice abductive reasoning in a creative and engaging way. Followed by a short presentation and Q&A.

Marisol Cantu
M.A. Candidate
Co-founder
#WeAreWelcomeHere

Ilya Benjamin, Ed.M
Teachers College Alum
Human Centered Designer

STEP 1 IN SCHOOL INTEGRATION: THE THEORY OF CHANGE

Developing a detailed and actionable Theory of Change (TOC) should be the first step in any program or policy designed to promote school integration through activism and youth voice. The TOC provides a clear and concise explanation of assumptions, context, and need for the change or outcome, and why and how

the change or outcome is expected to be achieved under the specified conditions. A well-crafted TOC is critical to informing the development of a program or policy logic model, which serves as a road map for specific planning and implementation activities, outputs, and outcomes. In this session, Metis and IntegrateNYC will model effective strategies for developing a theory of change for the IntegrateUS network. In this process, Metis will guide IntegrateNYC through a series of essential questions to engage stakeholder and youth voice in constructing and refining a TOC. Session participants will then be encouraged to continue TOC conversations within the context of their own work in breakout groups with consultation from either IntegrateNYC or Metis.

Marilyn Zlotnik
Vice President for Strategy
Metis Associates

Claire Aulicino
Senior Associate for Research and Evaluation
Metis Associates

Sarah Camiscoli
Co-Founder and Co-Director
IntegrateNYC

Matthew Diaz
Youth Director of National Outreach
IntegrateNYC

THE CITIZEN ARTIST CURRICULUM: RIPPED FROM THE HEADLINES

Epic Theatre Ensemble Co-Founder and Associate Artistic Director Jim Wallert leads this interactive workshop in creative writing techniques from Epic's Citizen Artist Curriculum. Participants will explore civic questions using current newspaper articles as the catalyst to create new original scenes and monologues on the theme of social justice.

Jim Wallert
Founder/Associate Artistic Director
Epic Theatre Ensemble

THE PROSE PROGRAM: SUPPORTING INTEGRATION THROUGH EMPOWERING SCHOOL-LEVEL EDUCATORS

During this workshop, participants will learn how the Progressive Redesign Opportunity Schools for Excellence (PROSE) program allows educators at collaborative schools in NYC to explore innovative ways of re-shaping their schools, including through designing and developing integration plans tailored to the needs of their students and their communities. Topics covered will include how PROSE schools have used admissions flexibilities, recruitment efforts, professional development opportunities, and other strategies to increase and support diversity and integration.

Dr. Christina Collins
Lead Researcher and Policy Analyst
United Federation of Teachers
Member
PROSE Panel

THE ROLE OF TRAUMA-INFORMED SCHOOLS IN ADVANCING INTEGRATION

Nationally, the trauma-informed schools movement is helping educators apply the science behind the impact of trauma to an organizational and cultural transformation. St. Louis, Missouri has emerged as a leader in advancing the work of trauma-informed communities through an effort called Alive and Well STL. As a part of this effort, schools from across the region have come together to share learning and advance their journeys to becoming trauma-informed. The School District of University City, under the direction of Dr. Sharonica Hardin, has been a leader amongst its peers, particularly in exploring the intersections of trauma-informed care and integration, intersectionality, and racial equity. This presentation will explore the ways in which the trauma-informed approach allows schools to find commonality amongst its stakeholders through the shared experiences of stress and trauma, while also acknowledging the unique role that historical trauma and systemic oppression play in their lives of students and staff.

Emily Luft
Program Director
Alive and Well
Lead
Trauma-Informed Schools Learning
Collaborative

Sharonica Hardin
Superintendent
University City School District

TRUMP, POST-RACIALISM, AND NEW FRAMES OF RACIAL INTEGRATION

*This is a small group dialogue.
Attendance will be capped at 15.*

The election of Donald Trump, with his explicit appeals to racist discourse and policies that can be described as “normalizing racism,” compels scholars to re-articulate strategies and tactics to promote voluntary integration in public education as well as related efforts in neighborhoods and communities dedicated to the project of achieving multi-racial democracy. Trump policies, throughout his administration, have confirmed the dominance of previous decades of color-blind ideology and the advent of its even more dangerous ideological formation of “post-racialism,” which poses new critical challenges to established studies of color-blind framing and the need to develop a “new language of integration” adequate to respond to this transformation. Key points of discussion here will include: (1) An analysis of post-racialism and its new formations in the age of Trump; (2) A discussion of central frames of post-racialism; (3) A dialogue on the development of a “new language of integration” that can effectively respond to the adverse impacts of post-racialism and be practically applied in multidisciplinary fields of education.

Josh Bassett
Director
Institute for Social Progress, Wayne
County Community College District

Andrew Grant Thomas
Co-Founder
Embrace Race

UNDESIGNING EDUCATIONAL SEGREGATION AND DISPARITIES

What if the vast disparities we see in education, income, housing and health are all by design? Instead of being resigned about fighting a losing battle, get rejuvenated by re-framing our work in the context of 'Undesign'. We will start with a crash course in how the explicit racism of the Jim Crow era was designed into cities and places all across the country during the New Deal and subsequent decades in policies like Redlining, Urban Renewal, Planned Shrinkage, and the structuralization of the racial wealth gap. What does it mean that the current crises we face are by design? Through both small and large group workshop activities, we will co-design what an 'Undesign' approach could look like with education and across sectors. Is 'School Diversity' the goal or a means to something else? What type of process will be required to achieve what we seek?

Gregory Jost
Partner
Designing the We

USING FAITH MESSAGING TO WIN

The facilitator and presenters will deliver an interactive workshop on the power of faith messaging to combat harmful narratives. Attendees will have an opportunity to develop effective messaging while deconstructing the hidden meaning behind words and language. We'll also discuss ways to amplify one's message using digital media.

Rev. JaNae Bates
Communications Director
ISAIAH

Beulah Osueke
Communications Director
Philadelphians Organized to Witness,
Empower and Rebuild (POWER)

GRATITUDE

Thanks to the many, many people who made this event possible, including:

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- ELAINE GROSS
- TYLER BARBARIN
- KIMBERLY HALL
- DAVID HINOJOSA
- DAVID KIRKLAND

ERIKA SPEED

TEACHERS COLLEGE EVENTS STAFF

NEW YORK UNIVERSITY EVENTS STAFF

SCHOOL TOUR HOSTS AND GUIDES

ICEBREAKER LEADERS

LEARN TOGETHER, LIVE TOGETHER

LEE TEITEL

KELLY BARE

CONSTANZA SEGOVIA

BRANDON SLAUGHTER

CHRIS BOTH

JENNIFER FARMER

TANYA CLAY HOUSE

HERB MCREYNOLDS (NYLO)

CHRISTINE KINSEY (NYLO)

JASMINE VIPANI (MOXY)

SEE YOU IN 2019!

E·R·A·S·E



RACISM

INTEGRATENYC

NATIONAL CENTER for
MONTESSORI in the PUBLIC SECTOR



NEPC
NATIONAL EDUCATION
POLICY CENTER



VICC
Voluntary Interdistrict Choice Corporation
The Saint Louis Student Transfer Program



Charles Hamilton
**HOUSTON
INSTITUTE**
For Race & Justice



**THOMAS J. DODD
RESEARCH CENTER**



REIMAGINING
INTEGRATION
Diverse and Equitable Schools



**INSTITUTE
FOR
SOCIAL PROGRESS**



American Education Solutions



**LEARNING
POLICY
INSTITUTE**
Research. Action. Impact.



mid-atlantic equity
CONSORTIUM



SPLC
Southern Poverty
Law Center



CEA

**STRONGER
TOGETHER**



LAWYERS' COMMITTEE FOR
CIVIL RIGHTS
UNDER LAW



FHJC
Fair Housing Justice Center

New York Appleseed



**DIVERSE
CHARTER SCHOOLS
COALITION**



**MAGNET SCHOOLS
OF AMERICA**

The
**Civil Rights
Project**

*Proyecto Derechos
Civiles*



IDRA



haas institute
FOR A FAIR AND INCLUSIVE SOCIETY

**THE CENTURY
FOUNDATION**

LDF
DEFEND EDUCATE EMPOWER

PRRAC

*Poverty & Race
Research Action Council*



UFT
United Federation of Teachers
A Union of Professionals

nea NATIONAL
EDUCATION
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THE
PUBLIC
GOOD

Proskauer

The Metropolitan Center for Research on
Equity and the Transformation of Schools



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