



New York Appleseed[®]

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- **A COMMUNITY CONVERSATIONS SERIES:**
 - **SCHOOL INTEGRATION TOOLKIT**
 -



**A COMMUNITY GUIDE FOR
ADVANCING REAL INTEGRATION
FOR SCHOOLS, COMMUNITIES,
BOROUGHES, AND DISTRICTS**



Visit us at:  nyappleseed.org

Table of Contents

Introduction..... 3

Glossary..... 4

5 Rs of Real Integration..... 5

How to Create an Intergenerational Space..... 7

How to Facilitate Equitably 12

Workshop 1: Mapping Identities: Exploring the Stories and Histories of Diversity in Communities..... 15

Workshop 2: School Segregation in New York City & Ongoing Advocacy 21

Workshop 3: Pathways to Integration: Exploring the 5 Rs of Real Integration and Policy-Making for Community 29

Workshop 4: Pathways to Integration: Diversity Planning for School Communities 46

Workshop 5: Building Community Accountability for School Integration..... 51

Acknowledgements..... 64



Introduction

New York Appleseed is delighted to present a toolkit designed to help initiate conversations and actions around race, privilege, and integration. The toolkit is a product of our 5-part Community Conversations Series, where we delved into the history and continuing consequences of school segregation across New York City public schools. Participants were encouraged to explore how their own educational experiences and school communities can inform and further strategies for combatting segregation and promoting integration within schools.

Within this toolkit, you will discover the content of each workshop, along with materials such as worksheets, group activities, and discussion topics. This toolkit serves as a guide on how to learn, discuss, and define what meaningful integration means for yourself and your larger school community. Additionally, it offers ideas on how to extend conversations into collective goals and actions.

We hope that readers of this toolkit receive the resources and knowledge they need to bring the framework of integration back into their school, community, borough, district, or any other communal space. If you find this kit helpful, please consider sharing it with others who might benefit.



Glossary

Desegregation- School policies related to school admissions and recruitment that facilitate a diverse and representative student body.

Integration- The conditions, policies, practices, and beliefs that support a diverse student body, meaning schools are building culturally responsive, restorative, antiracist, and inclusive educational spaces.

Culturally Responsive and Sustaining Education (CRSE)- Framework of inclusive curriculum and assessment, welcoming and affirmative environments, high expectations and engaging instruction, and ongoing professional support

School Diversity Advisory Group (SDAG)- A group established to make formal school integration policy recommendations to the Mayor and Chancellor of New York City. It is composed of over 40 members including students, city government stakeholders, local and national experts on school diversity, and other community leaders.

Restorative Justice- A set of principles and practices that repairs the harm caused by conflict in a way that is centered around understanding and responding to the needs of each involved party and the broader community. With roots tracing back to indigenous societies, restorative justice can be applied both reactively in response to conflict and proactively to strengthen community by fostering communication and empathy.

Diversity in Admissions- An initiative of NYC public schools to encourage diversity within schools by giving admissions priority to applicants who are low-income, English Language Learners (ELLs) or Emerging Multilingual Learners (EMLs), in the child welfare system, or live in temporary housing.





5 Rs of Real Integration



Originally co-created by students at student-led advocacy organization IntegrateNYC, and serving as New York Appleseed's larger mission and vision, this framework outlines the 5 components necessary for schools to be truly integrated.

Race and Enrollment- schools are diverse in student composition and follow student assignment policies that prioritize diversity by ability, race, class, and home language.

Resources- schools are equitably resourced through fair distribution of funding and opportunities. A well-resourced school includes (but is not limited to), a sufficient number of qualified staff, school counselors, and mental health supports, an updated culturally relevant curriculum, support for students with disabilities, prioritized language accessibility, appropriate class sizes, and space for elective activities such as a gym, library, and cafeteria.

Restorative Justice- schools implement healing practices that provide appropriate responses to conflict and justice that interrupt the school-to-prison pipeline.



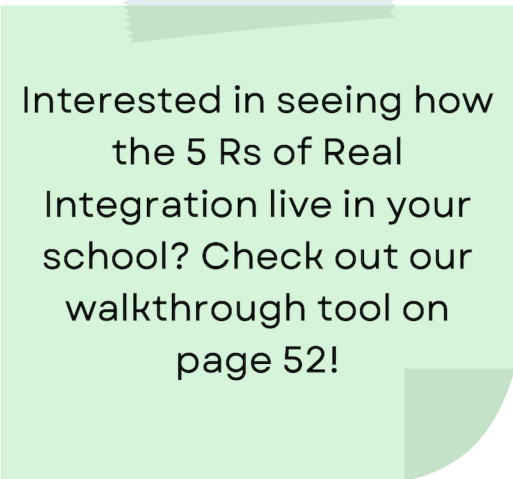


5 Rs of Real Integration



Representation- school faculty and leaders reflect the cultures and identities of students and families within the school community. The diversity of the student body should also be reflected in local school governing bodies such as Parent Teacher Associations, Community Education Councils, and School Leadership Teams.

Relationships- schools encourage students to foster relationships across difference through providing a culturally responsive education and culturally relevant professional development for educators and school leaders.



Interested in seeing how the 5 Rs of Real Integration live in your school? Check out our walkthrough tool on page 52!



How to Create an Intergenerational Space



In intergenerational relationships, we are constantly renewing ourselves and creating and recreating our values and perceptions. It can be difficult for adults to recognize that their views are not all-encompassing and, thus, difficult to honor youth power in these dynamics.

In order for power to be distributed equitably, older generations must decenter their perspectives and intentionally make space for younger generations to have a central role in decision-making, organizing, and governing. Working together on an equal playing field is how both parties cultivate trust and community. By building power and social consciousness in a way that uplifts and sustains youth leadership and adult allyship, adults and youth can bridge the generational gap and co-create more cohesively than before.

Youth Engagement Ladder

The youth engagement ladder has served as an important tool across several educational justice organizations in New York City that partner with youth. It is a guide to ensure programming for youth leadership development does not fall into traditional patterns of tokenizing student input. As those closest to the problem, students also deserve a seat at the table in developing solutions.

1

Organizing and Governing

- Youth have a central role in the organization's structure, driving programmatic or strategic decisions.
- Youth are empowered to be part of shared decision-making processes.
- Youth have the opportunity to learn from life experiences and expertise of adults.

2

Youth-Initiated Leadership

- Youth serve as peer leaders in a paid or volunteer capacity.
- Youth lead activities with their peers or with adults.
- Adults are involved only in a supporting role.

3

Youth-Initiated Partnership

- Youth and adults join together as equals to accomplish programming, plan activities, operate the program, or complete specific tasks.

4

Adult-Initiated, Shared Decision-Making

- Projects or programs are initiated by adults but the decision-making is shared with youth.
- Attempts are made to use youth-friendly procedures and language.

Youth Engagement Ladder

5

Informed Dialogue

- Youth give ongoing advice on projects or programs designed and run by adults.
- Youth are informed as to how their input will be used and the outcomes of the decisions made by adults.
- Youth are involved in evaluation of programming.

6

Assigned but Informed

- Youth are assigned a specific role and informed as to how and why they are being involved.

7

Tokenism

- Young people appear to be given a choice, but in fact they have little or no choice about what they do or how they participate.

8

Decoration

- Young people are used to bolster a cause in a relatively indirect way, although adults do not pretend that the cause is inspired by youth.

Adult Allyship 101

DO

DON'T

Watch the space you take up. Be careful about when you speak and for how long.	Jump in too quickly, take up a lot of time, or always speak first.
Expect youth expertise.	Patronize.
Apologize when you inevitably make a mistake. Listen first and take responsibility for the impact you had.	Say “I apologize IF” or try to explain your intentions.
Give constructive feedback to youth leaders and take on parts of the work, just as you would with any colleague.	Just step back but also, don't take over. Be a peer, not a manager.

Adult Allyship 101

DO

DON'T

Amplify youth voice when a point made by a youth leader has been ignored, with credit to the youth leader.	Amplify by adult-splaining.
Offer to take responsibility for holding adults accountable to the collective impact principle of community-leadership.	Disregard or deny youth when they tell you someone is being adult-centric.
Pass the mic to a youth leader when you are asked to speak.	Speak for too long and too often. De-center your perspective and give the floor to young people.
Provide necessary context and training for young people to be informed and confident decision makers.	Keep knowledge to yourself but also, don't confuse having knowledge with being right.

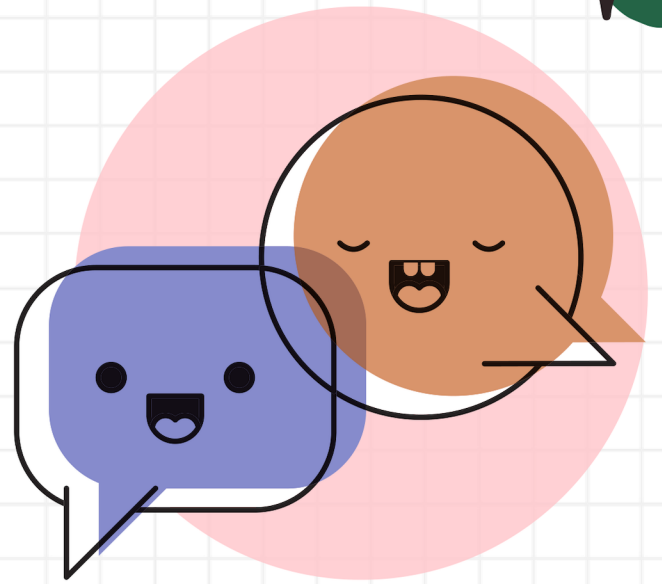
Equitable, Anti-Racist Practices in Facilitation

How can we avoid replicating systems of oppression in our facilitation spaces?

Creating with intention and de-centering our perspectives promotes accessible and significant community-led conversations where power is shared equitably. These guidelines are designed to help you achieve that and cultivate a culture of safety and respect for you and all participants.



EQUITABLE, ANTI-RACIST PRACTICES IN FACILITATION



PARKING LOT/ COMMUNITY GARDEN

Create a physical or digital list where the facilitator can “park/plant” issues/questions/ideas that are raised but may not be able to be addressed in this meeting, for follow-up later.

NO JARGON

Avoid acronyms, abbreviations or insider terms that are not known by all. Invite literacy moments by asking for clarification, so that everyone is on the same page. Create a signal or code word that participants can use to signify their need for clarity.

GROUP VIBES

Stay attuned to the collective energy, whether negative (boredom, tension, upset, etc.) or positive (excitement, connection, hopefulness) and adjust your rhythm and agenda accordingly. Sometimes the planned agenda has to be abandoned for the agenda that emerges from the group.

BE PREPARED FOR CHALLENGING BEHAVIOR

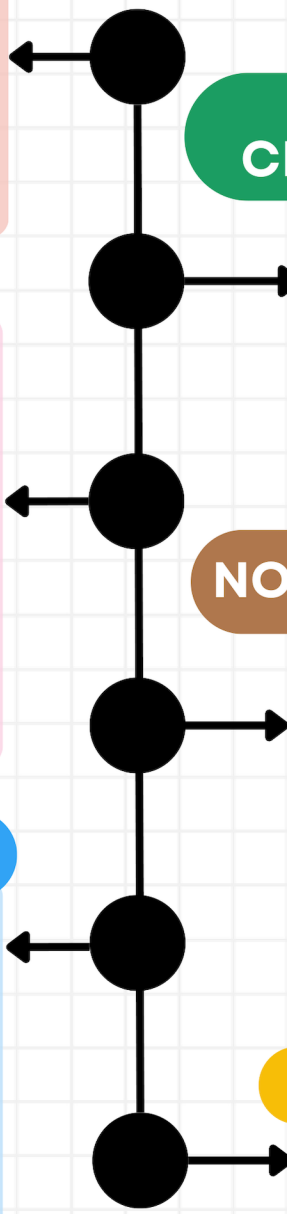
Before the meeting, make a list of “what ifs” for what obstacles might come up, and talk with your team about options for responding to them.

NO EXPERTS/ALL EXPERTS

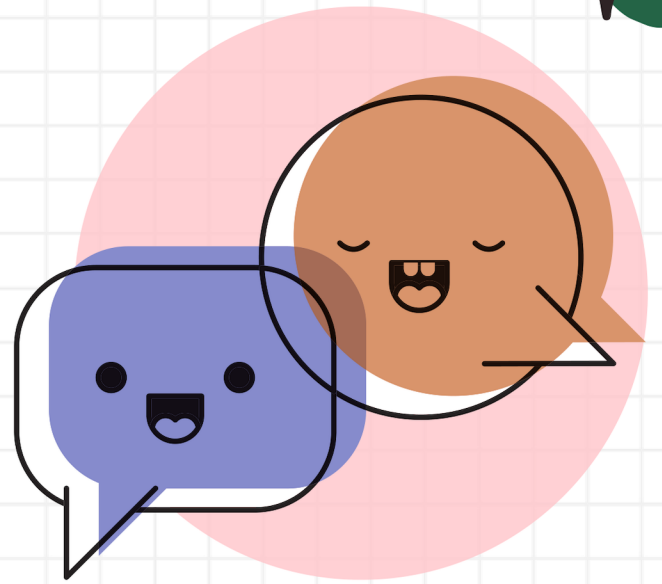
As a facilitator, your job is to raise the right questions. Use the wisdom of the group to figure out solutions and the way forward. If there is information people need that you don’t have, say you’ll find out and get back to them.

CONTAINER

Create an opening and closing ritual. This helps to set the tone, check if the original intentions of the meeting were met, and/or to appreciate everyone in the room and their participation.



EQUITABLE, ANTI-RACIST PRACTICES IN FACILITATION



INTERACTIVE AGENDA

Provide opportunities for input on the agenda before the meeting. Ensure that the agenda is clear, leaves room for questions, includes real decisions to be made, and includes space for participation, such as small groups, pairs, and go-rounds for discussion.

SET THE TONE

Always start meetings with a question or exercise that helps people become present in the space, connect with each other, connect with their bodies, relax and enjoy.

LANGUAGE JUSTICE

Provide simultaneous interpretation. Translate all materials ahead of time. Lead sections of the meeting in languages other than English, with interpretation for the English speakers.

COMMUNITY AGREEMENTS

Help establish an equitable environment from the start of the meeting, and can be referred back to as needed. Check out some examples [here](#).

PROGRESSIVE STACKING

Prioritizes those participants with marginalized identities whose voices are less frequently heard. Which groups are marginalized may vary depending on your context and who is in the room.

VARY FACILITATORS

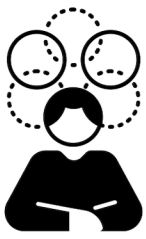
Make sure the facilitators reflect the various identities in the group (gender, race, language, etc).

Workshop 1: Mapping Identities: Exploring the Stories and Histories of Diversity in Communities

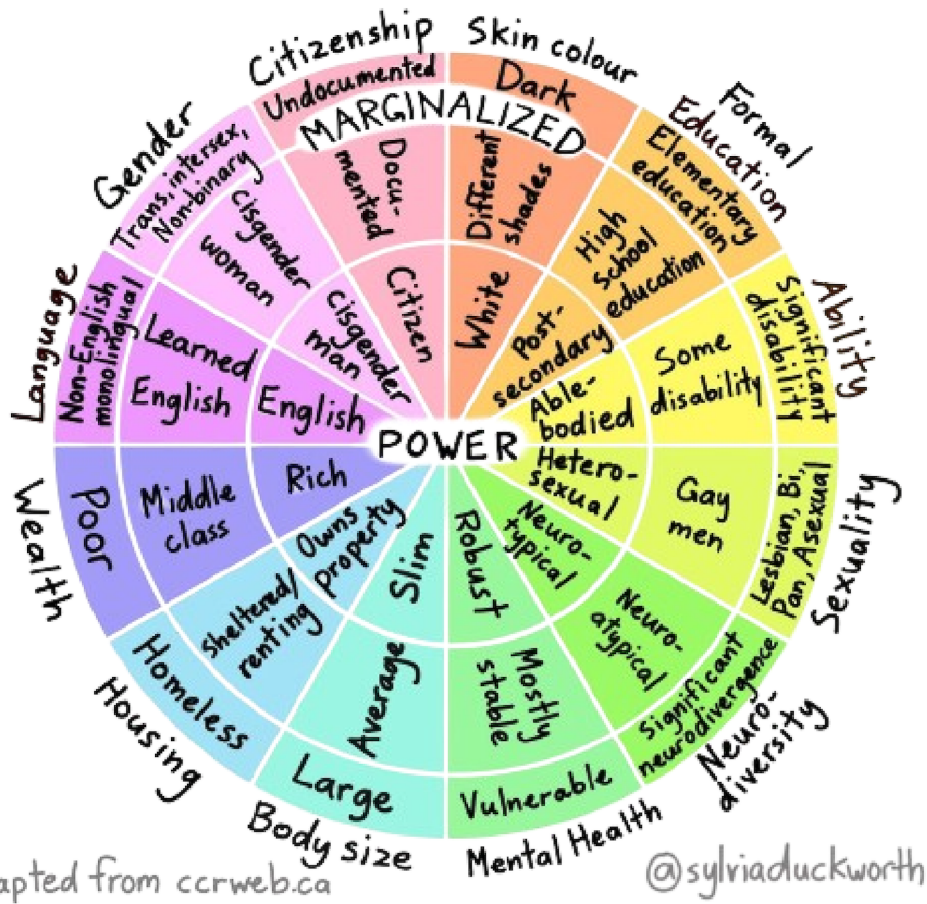
The first workshop is meant to set up a trusted communal space for courageous conversations. It serves as an introduction to participants' different identities, communities, and districts. Facilitators delve deeper into individual and group histories by using guided questions, storytelling, and art.



Scan the QR code for the PowerPoint Presentation of the first workshop. Use it to guide workshop 1 and to follow along on the worksheets!



Identity Wheel Reflection



Take some time to explore the identity wheel. Reflect on your positionality within it by answering the questions below.

1. Where do I find myself on the wheel?

2. Which identities do I share/not share with students/families in my school/district?



Identity Wheel Reflection

3. How do my identities give or deny privilege?

4. In what ways do I have privilege and power in relation to students/families in my school/district?

5. How do my privileges and identities show up in my relationships and interactions with students/families?

6. How do they impact my daily life?



What is Your Community's History?

1. What is unique about your community?

2. What are the demographics of your community (age, race, religion, financial background, etc.)?

3. What celebrations does your community take part in?

4. What are some concerns you have about your community?



What is Your Community's History?

5. What would you like to see happen more in your community?

6. What was your experience getting into high school like?

7. Did you feel your identity as a student was honored?

8. Would you like to see school admissions processes change?
How so?

Activity

Integration Visualization

Visualize the role integration has played in your life and how it has shown up in your spaces. What is your understanding of school/community integration? How does your identity factor into integration? What memories of integration do you have? What does it look like in your schools, communities, and boroughs? What do you hope for it to look like?

This can take the form of a collage, drawing, painting, or any other art form that encompasses your knowledge of integration. Share your art with your community!



Workshop 2: History & Progress: The Modern Movement for School Integration in NYC

The second workshop delves into New York City's rich history in combatting school segregation and details the important history and incremental progress, particularly of the past decade to further school integration. It also notes the importance of key stakeholders in the movement, making space to recognize the achievements of past and present advocates and student activists.



Scan the QR code for the PowerPoint Presentation of the 2nd workshop. Use it to guide workshop 2 and to follow along with the worksheets and activities!

Integration Resources

INTEGRATION TIMELINE

For the first activity, participants looked at New York City's integration timeline that spans from the late 1800s to modern day and explores the many pivotal moments that defined New York City's education landscape.

INTEGRATION HUB

The Integration Hub is a digital resource center that provides the history, tools, and resources to contextualize and build the movement for equitably desegregated and integrated schools.



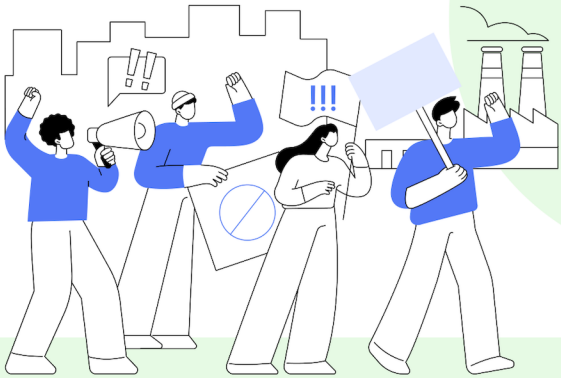
REFLECTION

Looking at the timeline, reflect on where you think your journey with integration started. When did a specific memory of integration take place? What year means a lot to your community?

Youth Activism



Youth power has **always** played a crucial role in movements and organizing. New York City students are connecting across schools, districts, and boroughs to advocate together and create an equitable learning environment for all.



A few student organizations that are at the forefront of these efforts are the Asian American Student Advocacy Project, Teens Take Charge, and IntegrateNYC.



Continue reading to learn about these student organizations and their roles in the movement for more equitable and integrated schools.



Asian American Student Advocacy Project



ABOUT

Asian American Student Advocacy Project (ASAP) is a youth leadership program that educates, trains, and equips AAPI youth to be agents of positive change by knowing their self-worth, understanding their communities, and feeling a sense of belonging, as well as building more equitable schools, communities, and systems that touch the lives of all New York City students.

CAMPAIGN QR CODE



Scan the QR code for more information on ASAP's campaigns.

CAMPAIGNS

Their past and current campaigns strive to understand what Culturally Responsive Sustaining Education looks like for AAPI students and other communities of color, with emphasis on welcoming and supportive school environments and language-accessible and culturally-responsive mental health services in schools.

Teens Take Charge



ABOUT

Teens Take Charge is a youth-led organization that empowers New York City public school students with the tools to amplify their voices in order to re-imagine an equitable, anti-racist future for themselves and their communities.

CAMPAIGN QR CODE



Scan the QR code for more information on Teens Take Charge's campaigns.

CAMPAIGNS

One of their campaigns is to eliminate discriminatory high school admissions screens, which have a profound segregating effect on the system. Their resource demands include paid internships for all students, more guidance and college counselors, and shared sports, clubs, and courses.



IntegrateNYC



ABOUT

IntegrateNYC is a youth-led organization that stands for equity and justice in New York City schools. Integrate's youth leaders repair the harms of segregation and build authentic integration and equity so that these systems of liberation can help people thrive in powerful communities.

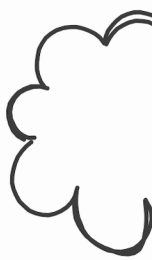
CAMPAIGN QR CODE



Scan the QR code for more information on Integrate's campaigns.

CAMPAIGNS

The goal of their campaigns is to end the discriminatory practice of admissions screening and promote equitable means of prioritizing youth, especially youth in vulnerable communities. They use art, data-driven policy, and teach-ins to organize and mobilize communities and students from all across the 5 boroughs.



Students of the Movement Campaign Study

What was the purpose/goal of each organization's campaign?
What were the strategies used to achieve their goal?



What do you perceive as challenges they had to overcome?
What were the successes of each organization's campaign?



Where is your place and your community's place in this history?




Reflection



Research youth organizations in your area that inspire you. Then, answer the following questions below.

Can you name a youth group creating community change?

What kinds of actions/events do they hold? 

What makes them stand out in your mind?

What lessons can be learned from them?

Workshop 3: Pathways to Integration: Exploring the 5Rs of Real Integration and Policy-Making for Community

The third workshop delves into the New York City School Diversity Advisory Group's (SDAG) reports and recommendations for integrating the NYC public school system. Participants share their perceptions of integration and segregation within their communities through the 5 R's of Real Integration framework.

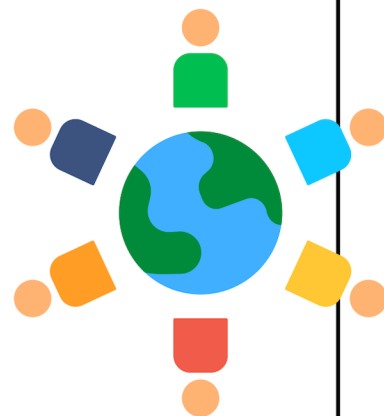


Scan the QR code for the PowerPoint Presentation of the 3rd workshop. Use it to guide workshop 3 and to follow along with the worksheets and activities!

Background on SDAG

CONTEXT

- SDAG was convened in 2017 as part of DOE's Diversity Plan
- SDAG used the 5 Rs framework to organize their recommendations
- First report outlined goals for integration
- Second report recommended policies for desegregation in admissions



PARTICIPANTS

- 45 individuals and organizations representing a broad constituency, including students and local experts on school diversity



PROCESS

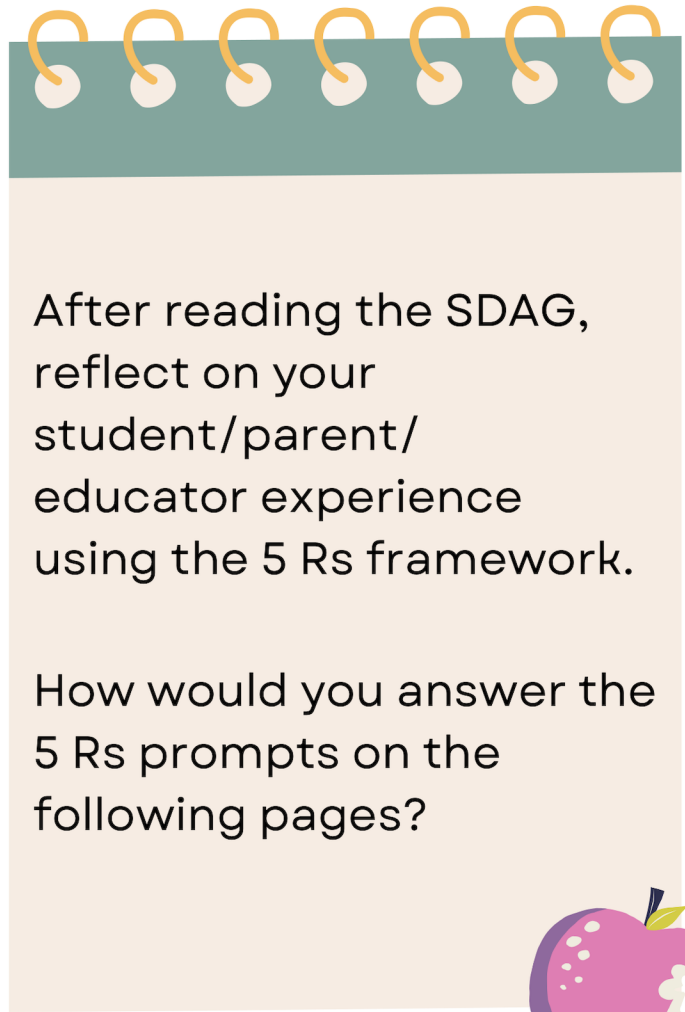

- Held 8 public town halls with over 800 New Yorkers (one in each borough, including 2 student town halls)
- Monthly meetings, countless emails/phone calls, and two full day retreats to facilitate research and discussion on a number of key policy areas related to diversity



Activity




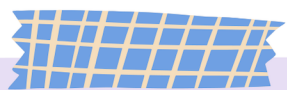

Perception of Integration and Segregation Issues Within Your Own Community



After reading the SDAG, reflect on your student/parent/educator experience using the 5 Rs framework.

How would you answer the 5 Rs prompts on the following pages?



- 
- Read on to discover how past participants considered the 5 Rs.
 - Compare similarities and differences between your experiences and theirs.
 - Post-reflection: identify possible solutions to listed issues.
- 

Race/Enrollment

Who goes to your school?
What was your/your child's enrollment process like?

Mostly white students- 46% according to inside schools

Students of color are being tokenized. They're there only for the school to say that their student body is diverse.

Our enrollment was easier via lottery because of suspension of screening during COVID restrictions.

Predominantly white population for both students and staff/faculty

The middle school has a diverse mix.

We don't screen for past academic performance; no tracking. I love instruction in ICT classes.

Diversity in admissions is working but information/advocacy needs to happen for it not to be seen negatively.

Race/Enrollment

Who goes to your school?
What was your/your child's enrollment process like?



Relationships

What are the relationships between teachers and students in your school like?

Teachers and families?

Students with different backgrounds?

No
deans=student-
centered schools

My school is very
competitive and
test-heavy,
which makes
fostering
classroom
relationships
difficult.

School admin
doesn't
encourage
teachers to
build
relationships
with families.

Predominantly
white
population for
both students
and
staff/faculty

Lack of trust
leads to families
not engaging in
their children's
schools.

Professional
development
doesn't address
bias to
stereotypes
brought into
teaching.

All students have at least 1 adult they
can go to.



Relationships

What are the relationships between teachers and students in your school like?

Teachers and families?

Students with different backgrounds?



Resources

Are you satisfied with the quality of your/ your child's textbooks, lab equipment and other educational materials?

Do/Did you have access to AP, honors, and other enrichment opportunities? Do you have access to quality and healthy school food?

My school is severely lacking social workers and guidance counselors

Textbooks? What's that? We have 2-3 labs currently under renovation. I have never seen the lab equipment. I don't think the quality of ed materials is an issue at our school.

Lack of funding for educational resources: SAT/ACT prep, tutoring, advanced classes, etc.

Access to Regent classes for 7/8 grades. We don't have an honors track. But we have accelerated curriculum in certain subjects.

Fair student Funding formula needs to be revamped

All communities are not treated equally. Certain communities are valued higher than others.

We got the Cafeteria Enhancement for my middle school last June, school food has improved greatly.



Resources

Are you satisfied with the quality of your/ your child's textbooks, lab equipment and other educational materials?

Do/Did you have access to AP, honors, and other enrichment opportunities? Do you have access to quality and healthy school food?



Restorative Justice

Does/Did your school have metal detectors?

What is the relationship between school safety agents and students?

Does your school have a restorative justice coordinator?

Bring families in... so much work to break down PTSD

Even as a junior, having my phone taken and walking through metal detectors everyday fosters a narrative in me that I am a criminal.

We have metal detectors in a co-located school. There needs to be a DOE policy to remove them without it being just on principals.

In my school, no deans- everyone works on conflict/relationships



Restricting suspension- disrupt school to prison pipeline

Relationship is good between the SSA and students in our school. The (2) main ones have friend-like connections with the students.

Middle schools- no metal detectors. We got scanned for 1st time in a long time last week. Talk about freak out! Rumors rampant on why. No one explained pop-scanning to the school community.



Restorative Justice cont.

Does your school have an adequate number of counselors and social workers?

Do you have a Restorative Justice program or other social emotional learning support?

My school uses suspension and doesn't have restorative justice practices.



SEL school admin really believes in RJ so they provide a great deal around it. I find that teachers aren't as supportive in their classrooms of SEL work.



Yes have some restorative justice work & SEL support. I feel the RJ could be more robust, deeper in comparison to what I have seen. They try. However the # & intensity of fights increased this year, so suspensions are up.



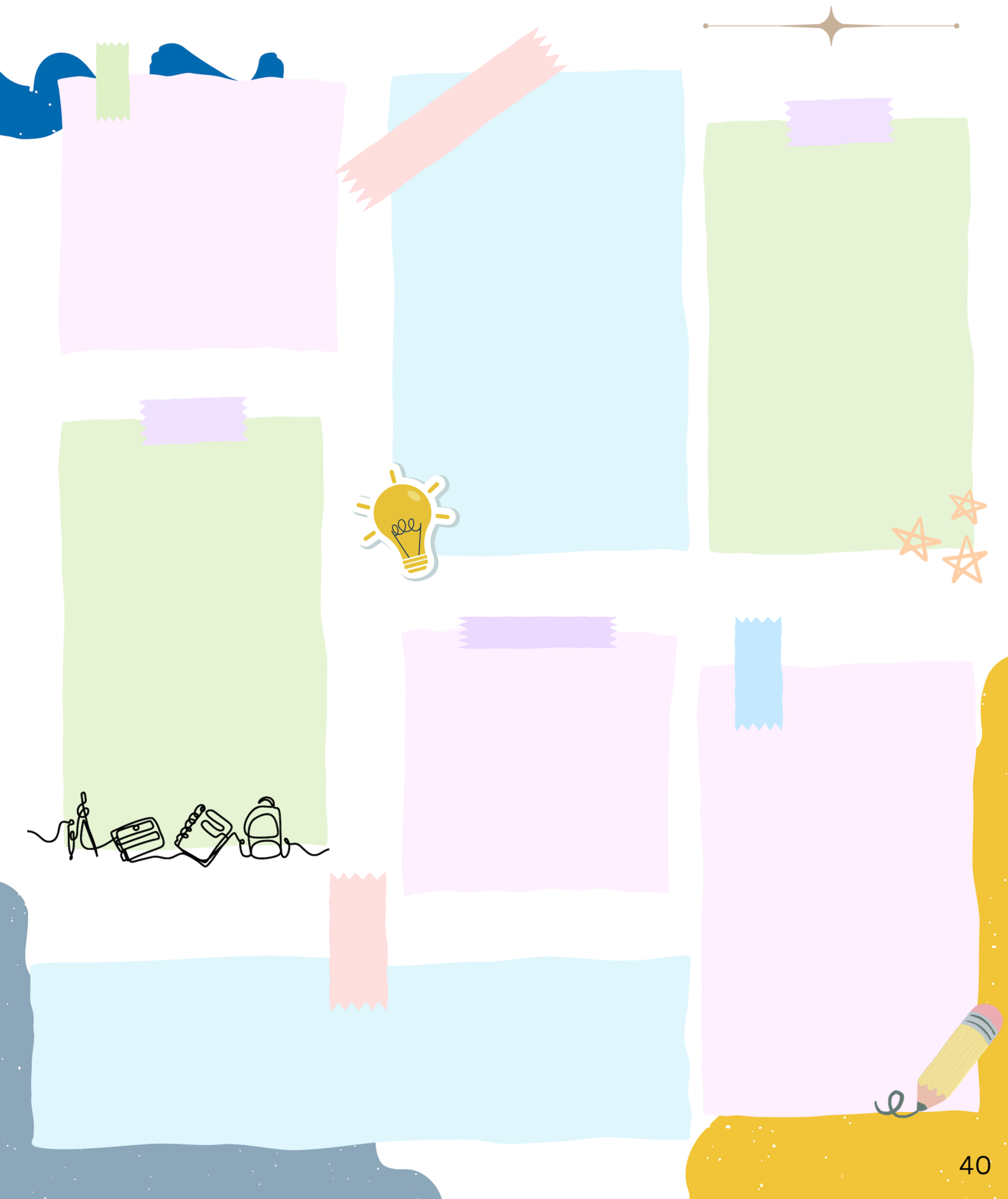
My school resolves conflict through the use of circles, where those involved sit and express their feelings/ understanding of the conflict, apologize if needed, and discuss next steps.

We have 3 guidance counselors, 1 SAPIS. I know my Principal would like 1 more GC. We have 1 social worker, not sure if more.



Restorative Justice

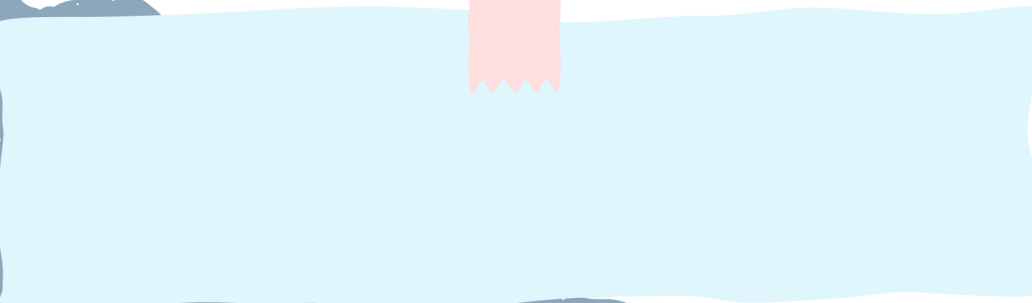
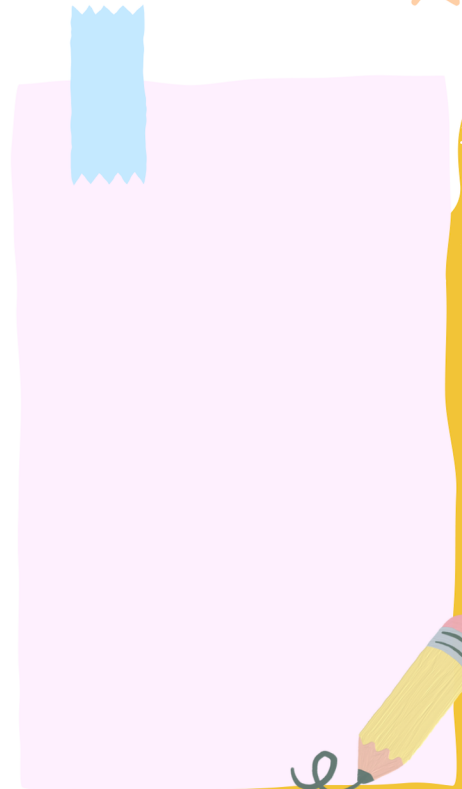
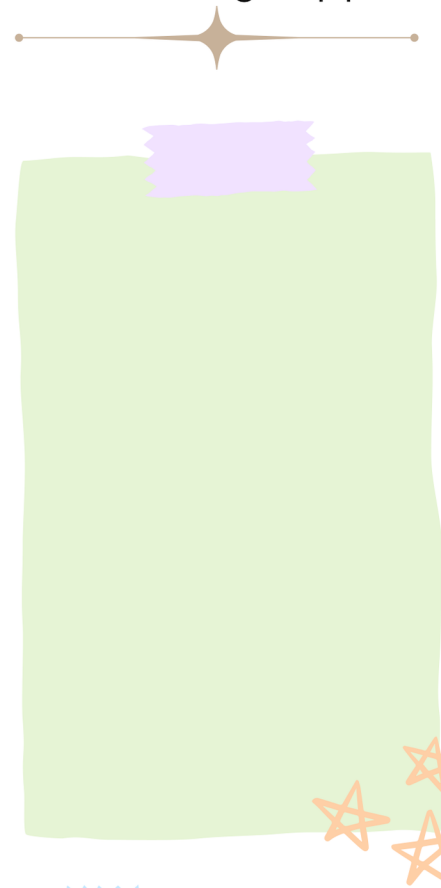
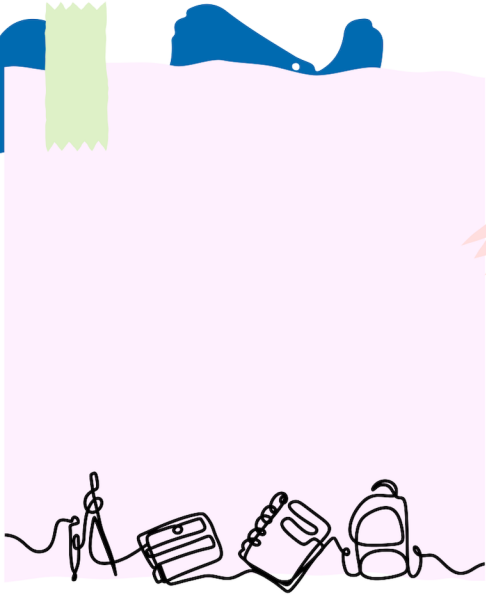
Does/Did your school have a metal detector?
What is the relationship between school safety agents and students?



Restorative Justice

Does your school have an adequate number of counselors and social workers?

Do you have a Restorative Justice program or other social emotional learning support?



Representation

Are there teachers and administrators in your school that you / your child connects to/ feels comfortable talking to? Is the teaching and administrative staff representative of the students in terms of race, language, etc?

My school hires more POC than white teachers, white teachers must be anti-racist (live by this work/life)

In Black/brown communities, school staff doesn't reflect the community, nor are their biases addressed.

Yes, I & my child are very connected to admin & teachers. Several that my child feels very comfortable talking to. Going through a difficult time- now they are very supportive.

Administrative cabinet = 6 people all white. Main office staff majority white w/ a few Latinx (b/c we have a large Latinx population). Teaching staff majority white.



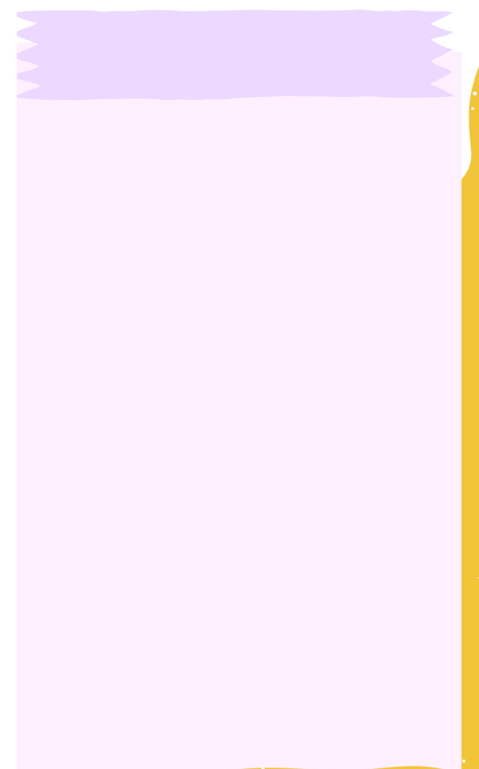
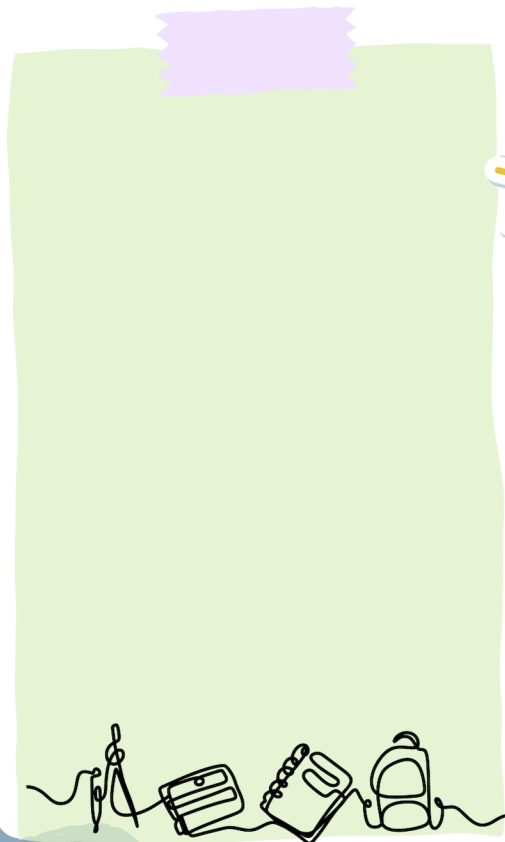
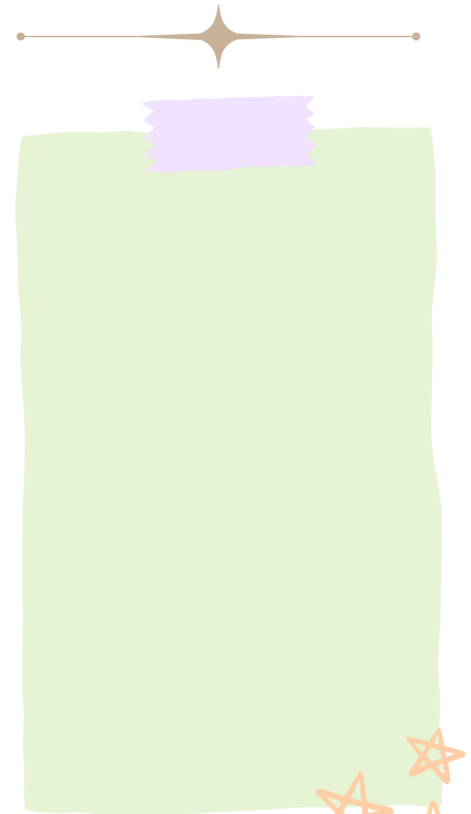
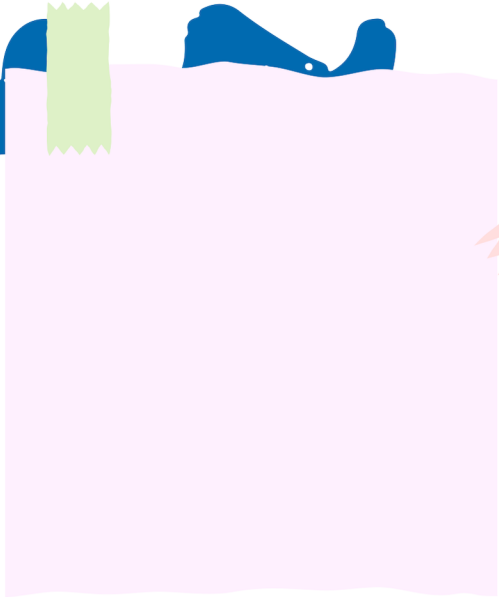
Teachers-Small # of Black. Small # of Latinx. More Asians. Other staff mix. Paraprofessionals-majority Black and Latinx.

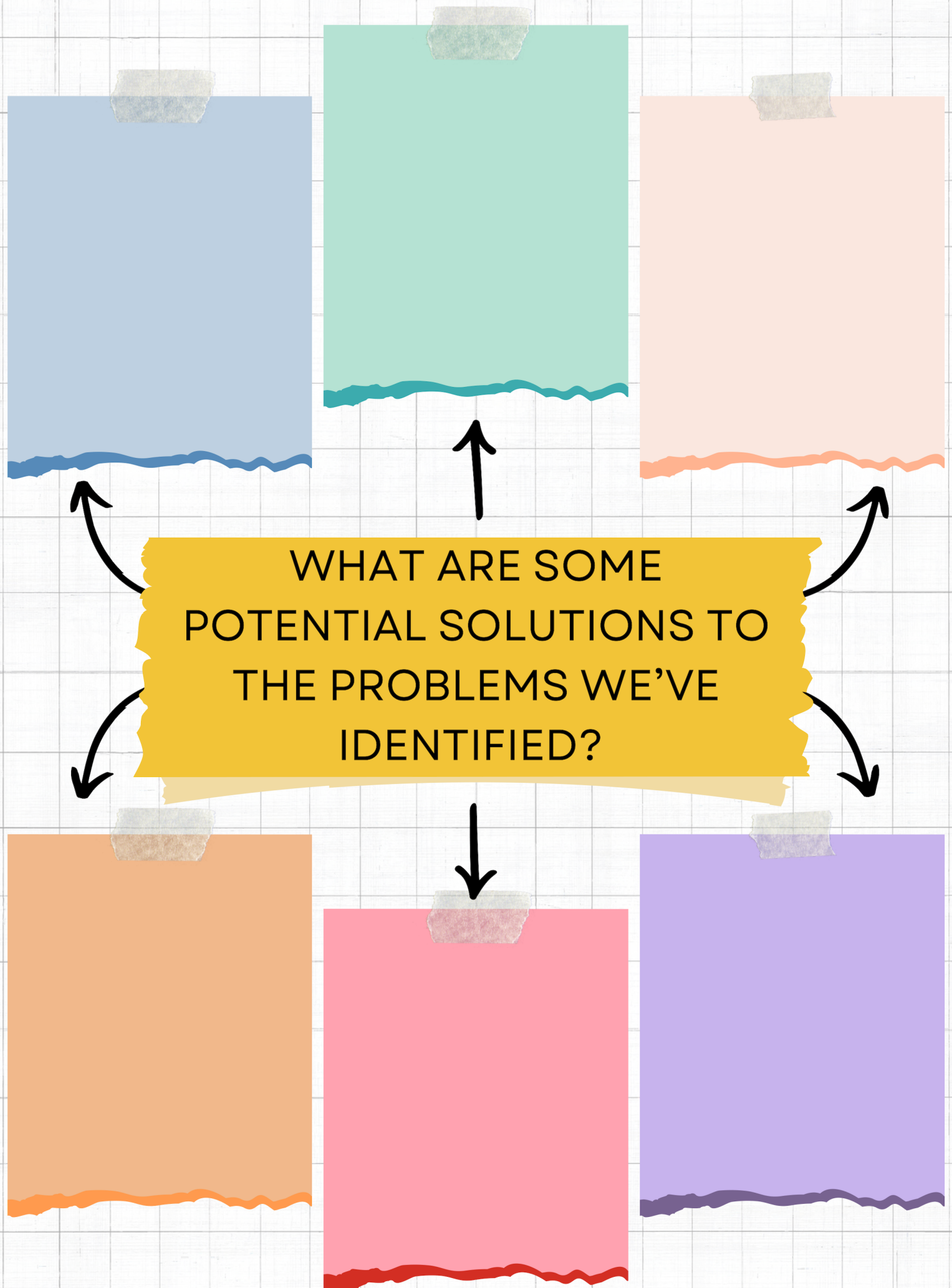
Although my school has a diverse population, students in predominantly white institutions can benefit from having Black/Brown staff.



Representation

Are there teachers and administrators in your school that you/your child connects to/ feels comfortable talking to? Is the teaching and administrative staff representative of the students in terms of race, language, etc?





REDUCE
CLASS SIZES

PAY
TEACHERS/
STUDENT
TEACHERS
MORE

INVEST MORE
FUNDING IN HIRING
TEACHERS OF
COLOR AS WELL AS
RESTORATIVE
JUSTICE/CULTURAL
HUMILITY
TRAININGS, ESP FOR
WHITE TEACHERS

POTENTIAL
SOLUTIONS

INVOLVE
STUDENTS/
PARENTS
MORE IN
HIRING
DECISIONS

PLAN CURRICULUM,
WITH INPUT FROM
DIRECT
STAKEHOLDERS LIKE
STUDENTS, THAT
DOESN'T DEHUMANIZE
STUDENTS OR
TEACHERS

INVEST IN
CULTURALLY
RESPONSIVE-
SUSTAINING
EDUCATION
TRAINING

Workshop 4: Pathways to Integration: Diversity Planning for School Communities

The fourth workshop delves into the diversity plans of several districts in New York City. Participants study these plans using the 5 Rs framework and then answer reflection questions about the challenges of diversity planning and recommendations for overcoming these challenges.



Scan the QR code for the PowerPoint Presentation of the 4th workshop. Use it to guide workshop 4 and to follow along with the worksheets and activities!

WHAT IS A DIVERSITY PLAN?

A diversity plan is a community-created guide that develops goals of academic excellence **for all** students and furthers equity, inclusivity, and integration across school(s). The plan should outline specific actions and provide recommendations that advance overall goals for equity and excellence.



- The following pages have the QR codes for NYC school districts 1, 3, 13, and 15's diversity planning details.
- Read through each plan using the QR codes and identify the 5 Rs within.
- Where do the 5Rs live in the plan?
- How many examples of each R can you find?



District Diversity Plan Details

District 1



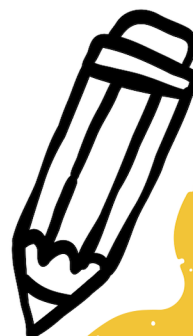
District 3



District 13



District 15



Find the 5 Rs

Where do the 5 Rs live within the plan?

How many examples of each R can you find?

How can we strengthen each R?



Diversity Plan Reflection

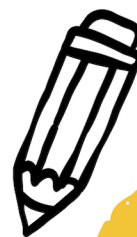
1 Given this information, what opportunities and challenges would arise with diversity planning in your school community? Do you have any recommendations or potential solutions?

2 Research if your district has a diversity plan. If not, find the curriculum, school guidelines, or anything else that is similar and see if you can identify the 5 Rs within that. Answer the same questions on the previous page.



Workshop 5: Building Community Accountability for School Integration

The fifth workshop focuses on building accountability for addressing school segregation and its consequences. Participants use a school integration walkthrough tool to assess the policies and practices that facilitate and support an integrated school community.







New York Appleseed^l



**THANK
YOU!**



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