

Harlem Promise Neighborhood (HPN)
Preliminary Memorandum of Understanding

This Preliminary Memorandum of Understanding details Abyssinian Development Corporation's proposed partnerships with two target schools and 18 community and city-based partners to plan and implement the Harlem Promise Neighborhood.

Target Schools

School: Bread & Roses Integrated Arts High School (M685)

Address: 6 Edgecombe Avenue New York, NY 10030

Principal: Assigned Principal.

Mission: Bread & Roses Integrated Arts High School provides the communities of Northern Manhattan with a small, safe, student centered school that: is academically rigorous; prepares young adults to go to college; integrates arts and social justice into the curriculum; and addresses the needs of students with learning disabilities or second language literacy issues in an inclusive way.

Financial and Programmatic Commitment: Bread & Roses Integrated Arts High School agrees to designate Assigned Principal, to attend and participate in HPN planning sessions and organize internal meetings at the school to inform plan development. Additionally, a team consisting of administrators, faculty, support staff, parents, and students will be identified to sit on the HPN Advisory Committee.

Bread & Roses Integrated Arts High School and Thurgood Marshall Academy for Learning and Social Change agree to serve as target schools in the Abyssinian Development Corporation-led Harlem Promise Neighborhood (HPN), and understand that this means that they will work with ADC, each other, and HPN partners to build a continuum of solutions designed to significantly improve educational outcomes and to support the healthy development and well-

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being of children in the Harlem Promise Neighborhood. Bread & Roses and TMA understand and agree that:

- Academic programs must include programs, policies, and personnel for children in kindergarten through the 12th grade that are linked to improved academic outcomes and programs that prepare students for college and career success.
- Family and community supports must include programs to improve student health, safety, community stability, family and community engagement, and student access to 21st century learning tools.

As a target school, children attending Bread & Roses Integrated Arts High School will have exposure and access to the full cradle-through-college-to-career solutions (continuum of solutions). The core components of the continuum of solutions will significantly improve Bread & Roses Integrated Arts High School by implementing a “transformation model” of intervention. Specifically,

- Develop teacher and leader effectiveness;
- Comprehensive instructional programs using student achievement data;
- Extend learning time and create community-oriented schools; and
- Provide operating flexibility and intensive support.

School: Thurgood Marshall Academy for Learning and Social Change (M670)

Address: 200-214 West 135th Street New York, NY 10030

Principal: Dr. Sandye Poitier Johnson

Mission: Thurgood Marshall Academy for Learning and Social Change is an academically rigorous environment where college and career readiness drive instruction and practices. Every

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student embraces their global responsibility, has a vision for their future, a plan for realizing that vision, and the knowledge, skills, and experiences for setting it in motion.

Financial and Programmatic Commitment: Thurgood Marshall Academy for Learning and Social Change agrees to designate Bryant Harris, Assistant Principal, to attend and participate in HPN planning sessions and organize internal meetings at the school to inform plan development. Additionally, a team consisting of administrators, faculty, support staff, parents, and students will be identified to sit on the HPN Advisory Committee.

Thurgood Marshall Academy for Learning and Social Change agrees to serve as a target school in the Abyssinian Development Corporation-led Harlem Promise Neighborhood (HPN), and understands that this means that it will work with ADC and its partners to build a continuum of solutions designed to significantly improve educational outcomes and to support the healthy development and well-being of children in the Harlem Promise Neighborhood. Thurgood Marshall Academy for Learning and Social Change understands and agrees that:

- Academic programs must include programs, policies, and personnel for children in kindergarten through the 12th grade that are linked to improved academic outcomes and programs that prepare students for college and career success.
- Family and community supports must include programs to improve student health, safety, community stability, family and community engagement, and student access to 21st century learning tools.

As a target school, children attending Thurgood Marshall Academy for Learning and Social Change will have exposure and access to the full cradle-through-college-to-career solutions (continuum of solutions). The core components of the continuum of solutions will significantly

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improve Thurgood Marshall Academy for Learning and Social Change by implementing a “transformation model” of intervention. Specifically,

- Develop teacher and leader effectiveness;
- Comprehensive instructional programs using student achievement data;
- Extend learning time and create community-oriented schools; and
- Provide operating flexibility and intensive support.

Community Partners

Partner: Community School District 5

Contact: Gale Reeves, Superintendent

Harlem’s District 5 is a historically low-performing school district that has faced additional challenges in the last two years. The District 5 Superintendent has been focused on finding creative and innovative ways to support schools and increase and sustain student performance. It is through comprehensive collaborations that we see getting this critical work done, and the Superintendent’s office fully supports and will work with Abyssinian Development Corporation and its two target schools. Together we will ensure that students succeed in school, college and beyond through strong academic performance and overall excellence.

Understanding that this is a year-long planning effort to create the multi-year Harlem Promise Neighborhood implementation plan that will further develop cradle-to-career solutions that lead to academic achievement in Harlem’s District 5, we will:

- Facilitate aggregate data collection for District 5 schools in the HPN;
- Partner to implement a transformation effort at Bread & Roses Integrated Arts High School and support continued development at the Thurgood Marshall Academy for Learning and Social Change, an effective school;
- Participate in HPN planning committees to create a comprehensive implementation plan.

Partner: Blue Nile Passage, Inc. Contact: Clifford Simmons, Director

Mission/Vision: To enhance, uplift and enlighten youth of African descent. To cultivate spiritually grounded, culturally enriched and spiritually enlightened youth who will be positive

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influences in their community and who will seek to fulfill their purpose for the betterment of the community. Theory of Change: Through the training in the seven principles and the completion of the nine month program: participants will show improvement in attitudes and behaviors at home and/or in school; indicate increased awareness of their history and culture, knowledge in politics and economics, and sexual health. Additionally parents will report that participation in Blue Nile had a positive effect on their children (at school and at home) and will report that their children reduced, eliminated, or avoided participation in deviant behaviors such as drugs and derogatory language. Financial and Programmatic Commitment: Clifford B. Simmons, Executive Director, has been designated as the point person. Mr. Simmons is committed to assisting the development of the Promise Neighborhood Mentor Core.

Partner: City University of New York Contact: John Mogulescu, Senior University Dean for Academic Affairs and Dean of the School of Professional Studies
Mission/Vision: A commitment to first-rate academic opportunities for students of all backgrounds. Theory of Action: CUNY will engage ADC and its HPN partners in the NYC College Readiness and Success Initiative. Areas of focus will include: transforming culture in NYC related to college readiness and success; using data to drive change and hold the community accountable; and change policy and practice to reflect best practices and orientation toward student success. CUNY will also ensure that connections are made to the range of CUNY Collaborative programs such as College Now, At Home in College, MGI Gear Up, and other initiatives like Accelerated Study in Associate Programs (ASAP). Finally, the CUNY based New York City Early Childhood Professional Development Institute (PDI) – an organization with a broad early childhood agenda - will participate in the planning grant. Financial and Programmatic Commitment: CUNY's contribution to the Harlem Promise Neighborhood planning initiative includes staff who will participate throughout the planning process, matching

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project goals and objectives with a range of services available through CUNY's wide range of programming.

Partner: Harlem Hospital Center Contact: John M. Palmer, Ph. D., Executive Director

Mission/Vision: To provide competent, culturally sensitive, quality of care to our patients with dignity and compassion regardless of ethnicity, nationality, religion, or ability to pay, in a safe environment. Harlem Hospital Center's vision is to be a patient centered actual care facility in support of primary care initiatives. Theory of Change: If performance improvement initiatives, as well as departmental and corporate strategic planning goals are monitored on a regular basis, then the Hospital will experience improved effectiveness and efficiency and can accomplish long term goals. Theory of Action: We know it "takes a village to heal a community." The development and enhancement of partnerships and collaborative relationships with community organizations is critically important to improving the health of children in our community. The Hospital's leadership has a history of developing successful collaborations to build effective programs motivating community residents to adopt healthier lifestyles. The Hospital will engage new and existing partners in participating in the HPN Initiative activities. Financial and Programmatic Commitment: Dr, Benjamin Aubey, Pediatrician, is the designated point person. Dr. Vincent Hutchinson, Director of Pediatrics, will serve on the Advisory Committee. Programmatic commitment includes: Opening up the Outreach Center of Excellence, which boasts more than 30 outreach programs designed to engage and support families in adopting healthy lifestyles, to the HPN; assisting in the development of school health programs for the entire community.

Partner: Harlem YMCA Contact: Tiffeny Forrest, Executive Director

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Mission: The YMCA of Greater New York is a community service organization which promotes positive values through programs that build spirit, mind and body, welcoming all people, with a focus on youth. Theory of Action: The YMCA prepares youth for success in life through programs that build self-esteem and teach important life skills using an assets-based approach. Financial and Programmatic Commitment: The Harlem YMCA has identified Tiffeny Forrest, Executive Director and Latoya Jackson, Youth & Family Director as its point persons. Additionally, Jon Qalam, Healthy Lifestyles Facilitator, will serve on the Advisory Committee. Programmatic Commitment includes: creating athletic-based opportunities and extended learning opportunities.

Partner: NYPD 32nd Precinct Contact: Deputy Inspector Kevin T. Catalina

The NYPD 32nd Precinct agrees to work Abyssinian Development Corporation and its partners over the course of the planning year to develop the comprehensive Harlem Promise Neighborhood implementation plan. To ensure that students feel safe at school and in their community. Proposed solutions include:

- Creating a bullying prevention program for students in grades K-8;
- Creating a gang prevention and reduction program for HPN residents; and
- Implementing drug abuse prevention education through the community-wide afterschool program.

The NYPD 32nd Precinct will provide expertise in community policing, crime prevention, and community affairs to assist with planning the proposed solutions. Further, the NYPD 32nd Precinct agrees that its representative(s) will participate in HPN planning and advisory committee meetings as well as ensure that HPN community partners attend 32nd Precinct community meetings on safety and gang prevention. To ensure that the HPN implementation

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plan is results- and data-driven, the NYPD 32nd Precinct will assist the HPN team by sharing real-time data that is already collected as part of the Precinct's ongoing crime statistics reporting.

Partner: Northern Manhattan Perinatal Partnership

Contact: Sabrina Brown, Deputy Executive Director

Mission: The Center for Preschool and Family Learning Head Start (CPFLHS) is a federally funded Early Childhood program that offers comprehensive services to low income children and families. All facilities are licensed by the NYC Department of Health and Mental Hygiene (NYCDOHMH) and have the appropriate safety, developmental equipment, materials and follow designated procedures mandated by federal guidelines.

Theory of Action: CPFLHS staff advocates for families both to improve social conditions and in helping with immediate needs. This service area serves to ensure that every family gets all the information, access to community services and benefits in the community. The staff works with families individually and helps to link them to the services provided in the community.

Financial and Programmatic Commitment: Sabrina Brown, Deputy Executive Director, is the designated point person. Programmatic commitment includes: supporting early childhood development programming, specifically the Harlem Healthy Start and Head Start programs.

Partner: Northside Center for Child Development, Inc.

Contact: Rose Ann Harris, M.S., Director TECC Advisory Committee

Mission/Vision: The Northside Center for Child Development, Inc. provides mental health, therapeutic and special education services to children and families. Based upon the pioneering research conducted by its co-founders Drs. Kenneth B. and Mamie Phipps Clark, which documents the impact of racism and segregation on the development of self-esteem, the Center

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has traditionally offered its services primarily to African American and Hispanic/Latino children and families who are the most frequent victims of these destructive forces.

By identifying, emphasizing and reinforcing individual and family strengths, Northside seeks to enhance full and positive self-development. Ultimately, the goal of Northside's comprehensive and enriched services is to **improve self-esteem**, thereby minimizing the effects of negative environmental forces and to assist individuals in developing their human potential so that they function as healthy, active, and productive members of society.

Theory of Change: *If* families are informed about their child's special needs and are active participant in their services, *then* the children will have their parents as advocates on their behalf and parents will be able to support the therapies. *If* parents are engaged and empowered to be active in their infants and toddlers learning environment, *then* they will remain active in their child's education and school. *If* infants and toddlers are exposed to enriched developmentally appropriate activities and environment, *then* their development in all domains will be enhanced.

Financial and Programmatic Commitment: Brenda C. Mead, Assistant Director, TECC is the designated point person, and Rose Ann Harris, Director, TECC will sit on the Advisory Committee. Northside Center for Child Development, Inc. will provide the following services: Early Head Start program and a Therapeutic Early Childhood Center (TECC) that employs a segmented approach for the services offered to children: 18 months to three years (early intervention program); 30 months to five years (pre-kindergarten program) and three to five years-old (preschool evaluation unit).

City-wide Partners

Partner: **Bank Street College**

Contact: Fern Khan, Dean, Division of Continuing Education

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Mission: To improve the education of children and their teachers by applying to the educational process all available knowledge about learning and growth, and by connecting teaching and learning meaningfully to the outside world. In so doing, we seek to strengthen not only individuals, but the community as well, including family, school, and the larger society in which adults and children, in all their diversity, interact and learn.

Theory of Change: We believe that by providing high quality educational experiences and safe environments where they can overcome academic, social, and emotional obstacles, all students will discover their strengths, challenge themselves and expand their horizons by completing school and pursuing post-secondary education.

Theory of Action: Through the partnership, we will share and gather best practices, select the most appropriate approaches and use these as solutions to the problems identified.

Financial and Programmatic Commitment: Fern Kahn, Dean, Division of Continuing Education, is the designated point person, and Farhad Asghar will sit on the Advisory Committee. Programmatic commitment includes: supporting professional development for preschool teachers.

Partner: **Big Brothers Big Sisters**

Contact: Melissa Montroni, Director of Workforce/School-based Mentoring Programs

Mission: Our mission is to provide mentors to all children who need a caring adult role model in their lives, a special friend who can help to expand their horizons and enrich their futures. And to train community organizations in every neighborhood to establish their own mentoring programs.

Theory of Change: Acting as a reliable, long-term, caring adult presence, mentors help youth to develop trust, respect, and a stronger connection to their schools, families, and communities –

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helping to build stronger communities for our city’s children, youth, and families. In addition, for our site-based programming, the mentor gives the youth access to corporate America, and they learn the attitudes and skills necessary to enter and thrive in the workforce. In being exposed to career at an early age, youth are more likely to make a connection to going to college and achieving their full career potential.

Theory of Action: BBBS of NYC provides one-on-one mentors from the corporate world who meet with at-risk youths several hours per month either at the school site or at the corporate partner’s offices. The program helps the youth to develop self-confidence and self-esteem as well as the pro-social attitudes and skills youth need to succeed in school; choose a career; become productive members of society; develop resilience; resist negative influences; and make positive choices in their lives today and in the future.

Financial and Programmatic Commitment: Melissa Motroni, Director of Workplace/School-Based Mentoring Programs, will attend HPN planning sessions and organize internal BBBS of NYC meetings to inform plan development. She will serve on the Advisory Committee. Programmatic commitment includes: supporting creation of Harlem Promise Neighborhood Mentor Core.

Partner: **Digital Divide Partners (DDP)**

Contact: Stuart Reid, Co-Chairman

Mission: To provide ubiquitous, free and affordable broadband access, technology, and support services to underserved communities. DDP’s vision is to connect every American citizen to the digital age, creating “digital citizens” through the deployment of a Community Broadband LifeLine Network.

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Theory of Change: *If* low-income families can receive free LifeLine Broadband, free and affordable computers and mobile devices, and targeted applications and services, *then* students and parents will experience improved quality of life, and teachers, administrators, after-school support services, and other critical neighborhood anchor institutions will experience increased effectiveness.

Theory of Action: The Community Broadband LifeLine Network is already deployed in the targeted community, and can be readily expanded to ensure availability to 100% of the targeted neighborhood on a 24 hour basis. Working in association with its collaborative partners, Per Scholars and One Economy, the Digital Divide Partners can make free and affordable computers and mobile devices available to families in need.

Financial and Programmatic Commitment: Stuart Reid, Co-Chairman, is the designated point person and will be available for planning sessions and meetings. Douglas Frazier will be an addition Digital Divide Partners resource on the project.

Partner: **NBC Universal – African American Forum (AAF)**

Contact: Yolanda Askew, Sales and Marketing Project Specialist

Mission: To continue to make a positive impact on the communities we work in, live and serve as a media outlet.

Vision: The vision is to assist in the development of programs that help to improve the quality of life for those in our local communities. One of our key areas of focus is mentoring youth academically, socially, and economically so that they may be empowered to be a positive impact on the greater community at large.

Theory of Change: Financial resources are very important to communities, however finances alone are not always enough to make long term impacts for communities in need. We believe

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that to truly see long term positive impacts we must invest a combination of time, economics, and social resources so that the impact will be felt in communities for generations to come.

Financial and Programmatic Commitment: NBU Universal identifies Ofelia Castiblanco and Yolanda Askew as designated point persons for this partnership.

Partner: **Renzulli Learning**

Contact: Michael L. Daversa, Chief Executive Officer

Mission: To apply 35 years of federally funded research and development on student talent development to 21st century learning opportunities where Renzulli's strengths-based pedagogy scales and stretches student capacity.

Vision: Renzulli Learning is the expert in personalized curriculum and instructional services. Through technology, teacher training, and constant classroom support, we assist educators in connecting their curriculum to kids' lives. Our proprietary resource match-making strategies provide the right content, to the right student, at the right time. The result is a highly-engaging teaching and learning environment where interventions costs are reduced, more ground is covered, and all kids thrive.

Theory of Change: By exposing, then encouraging individual student talents and developing critical thinking skills, a transformation occurs. Students take ownership of their learning when it has relevance to their lives, role models, and aspirations. Teachers can cover more ground and provide deeper investigation into unit topics.

Theory of Action: By assessing students' individual interests, learning styles, and expressions styles, Renzulli then provides students with a personalized "Lesson Library" that contains their personal portfolio, as well as differentiated resources that enhance the teacher's desired unit topics and scope and sequence. This resource match-making approach is mastered by teachers

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through professional and curriculum research and development services, as well as access to web-based differentiation tools.

Financial and Programmatic Commitment: Renzulli Learning has identified Michael Daversa as the planning and Advisory Committee point of contact.

Partner: **Teachers College**

Mission: Teachers College was founded in 1887 on the belief that all children, whatever their family background and economic circumstances, are entitled to a meaningful opportunity to attain life success. The College's teaching, research and service missions reflect our commitment to the essential opportunities for student success that include effective teaching, a rich and rigorous curriculum, appropriate learning materials, supportive early childhood education, physical and mental health, out-of-school- time learning opportunities, and family engagement. We fulfill the mission by creating new knowledge through rigorous research, designing evidence based materials and practices, preparing teachers and other educational professionals to be leaders in the field, informing the development of policy, and supporting schools in our community to provide these essential opportunities.

Financial and Programmatic Commitment: Dr. Nancy Streim, Associate VP for School and Community Partnerships will serve as the point person for TC and will serve on the advisory committee.

TC will participate in providing the following solutions as part of the HPN:

- Strengthen Professional Learning Communities (PLC) in schools to promote faculty use of its student data to drive instruction and understand the impact of its curriculum on student learning
- Provide access to high quality professional development opportunities for early childhood education teachers and service providers.

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Partner: The After-School Corporation

Contact: Charissa Fernandez

Mission: TASC is dedicated to giving all kids opportunities to grow through after-school and summer programs that support, educate and inspire them.

Vision: TASC's vision is that all children from all backgrounds will have access to the range of high quality activities beyond the school day that every family wants for their children: experiences that support the intellectual, social and healthy development and help them to be their best, in and out of school.

Theory of Change: TASC believes that offering students a combination of additional instructional time and a range of structured, experiential enrichment activities will produce lasting improvements in student engagement and achievement.

Theory of Action: TASC provides community-based organizations and schools with technical assistance to deliver high quality after-school and expanded learning activities. We offer technical assistance in the form of facilitation, training, resource development, policy and data analysis, and monitoring.

Financial and Programmatic Commitment: Rashida Ladner, TASC's Program Officer, will serve as the point person and Saskia Traill, TASC's Director of Policy, will serve on the Advisory Committee.

Partner: United Federation of Teachers (UFT Teacher Center)

Mission: The mission of the UFT Teacher Center is to provide high quality professional development that links policy and current research with effective classroom practice to educational communities as they promote high academic achievement for all students.

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Vision: Building and sustaining learning communities today to address the learning needs of all students while also preparing for the future.

Theory of Change: When educators participate in effective professional development in a collegial setting over time, instructional practice can positively impact student learning. Stages in change include: learning, rehearsing, access to materials, common planning time, application in the classroom, classroom-based coaching and change in students' work. (Killion, J. (2002).

Assessing Impact: Evaluating Staff Development. Oxford, OH: National Staff Development Council.)

Theory of Action: UFT Teacher Center professional is effective because it is customized and differentiated to meet educators' learning needs, occurs in learning communities, in a variety of locations and times (during the school day and after school), is based on best practices and conducted by master teachers. Activities include: in classroom demonstrations, one-on-one coaching, study groups, work sessions, seminars, conferences, and networks.

Financial and Programmatic Commitment: One UFT Teacher Center staff member (TBD) will be the point person for the UFT Teacher Center. S/he will attend HPN planning sessions and organize internal meetings to inform plan development at an in-kind cost of \$34,750. A second UFT Teacher Center staff member (TBD) will serve on the Advisory Committee

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We, the undersigned, understand the complexities of serving low-income families in high poverty neighborhoods. The intersection of economic issues and the social, developmental and educational opportunities afforded to children in the community are inextricably linked. Therefore, strategic partnerships aimed at planning for and implementing a set of robust solutions that take a comprehensive approach to address these challenges is required.

We are committing to be a partner with the Abyssinian Development Corporation (eligible entity and lead applicant) in a year-long planning effort to create a multi-year Harlem Promise Neighborhood (HPN) implementation plan. The HPN will improve the quality of life in the neighborhood by leveraging existing community assets to improve educational and developmental outcomes for children. We understand that being a partner includes an in-kind contribution of staff time to serve on HPN planning committees to create a comprehensive implementation plan. This also includes designating a staff person and one constituent to serve on an HPN Advisory Committee to monitor the project’s progress during the implementation phase.

Organization Name	Area	Name	Title	Signature	Date
Bread & Roses High School	Target School	Larry Wilson	Principal		06/24/10
Thurgood Marshall Academy for Learning and Social Change	Target School	Dr. Sandye Poitier-Johnson	Principal		06/24/10
School District 5	Target Schools, Target District & Data Collection	Gale Reeves	Superintendent		06/25/10
Bank Street College Big Brothers Big Sisters	Mentoring	Melissa Motroni	Director of Workplace/School-based Mentoring Programs		06/24/10
Blue Nile Passage, Inc.	Mentoring	Clifford Simmons	Executive Director		06/23/10
CUNY	College Readiness	John Mogulescu	Senior University Dean for Academic Affairs and Dean of the School of Professional Studies		06/23/10

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Digital Divide Partners	21 st Century Learning Skills (Technology)	Stuart Reid	Co-Chairman	06/24/10
Harlem Hospital Center	Health	John M. Palmer, Ph. D.	Executive Director	06/23/10
Harlem YMCA	Physical Fitness	Tiffany Forrest	Executive Director	06/24/10
NBC Universal African American Forum	Career Exploration, Career Mentoring & Community Service	Yolanda Askew	Sales & Marketing Project Specialist	06/25/10
NYPD 32 nd Precinct	Safety	Kevin T. Catalina	Deputy Inspector	06/25/10
Northern Manhattan Perinatal Partnership	Early Childhood Education	Sabrina Brown	Deputy Executive Director	06/24/10
Northside Center for Child Development, Inc.	Health	Rose Ann Harris, M.S.	Director, TECC Advisory Committee	06/24/10
Renzulli Learning	Differentiated Learning & Professional Development			06/25/10
Teachers College	Professional Development			06/25/10
The After School Corporation	After-School and Summer Initiatives	Charissa L. Fernandez	Chief Operation Officer	06/25/10
United Federation of Teachers	Professional Development	Michael Mulgrew	President	06/25/10