

Arthur Zankel Urban Fellowships

2022 – 2023

Established in 2007, The Arthur Zankel Urban Fellowship Program has provided opportunities for Teachers College students to impact the lives of students in New York City. Partnering with public schools and after-school programs, the Fellows contribute to the growth and well-being of young people through reading, mathematics, art, and other educational initiatives. Thanks to the generous support of the Zankel Urban Fellows program, hundreds of Fellows have been able to connect with and support New York City's underserved youth, forging mutually beneficial relationships.



**Joe
Hille**

**M.A. Candidate,
Arts & Art Education**

“I am proud of the social and emotional growth of so many of my students.”

I served as a fellow in Dr. Martinez Alvarez' Varied Ways of Reading, where we provided an after-school program in literacy through culturally relevant materials. The program had students from 2nd to 4th grade and served the Washington Heights Expeditionary Learning School (WHEELS) two days a week, on Tuesdays and Wednesdays. We met with in-service teachers weekly for advice on particular students and their issues, classroom management, and general approaches to teaching on an individual level.

Over the course of the program, I have seen each of the students grow in their own ways.

However, I am especially proud of those who have learned to communicate their thoughts with us and their teachers more clearly and with less anger. One of our students had severe difficulties with attention, often running from the room. Through our coaching on communicating feelings, this student has shown a lot of self awareness and improvement in that respect, running from the room less often and instead getting our attention in other ways. Another student had low confidence in her writing/spelling abilities. While we are required by the nature of our program to not spend time on more basic skills like these, I have taken every opportunity

to slow down during class exercises to help this student feel more comfortable with her ability to write letters and sound them out.

I am proud of the social and emotional growth of so many of my students, who now even see the importance of teaching and assisting their fellow classmates in their collective pursuit of understanding the material. I understand better now the need for teachers to consider the cultural references of each student in their classroom, and on top of that, integrate resources which pertain to that students cultural references into the curriculum.



**Baylor
Andrews**

**Ed.M. Candidate,
Mental Health Counseling**

“I am most proud of the intergenerational relationships we were able to start through our curriculum and the ways my peers and I were able to balance the teacher’s needs and ours in creating the curriculum.”

I was placed at the Wadleigh Secondary School for Performing and Visual Arts (Wadleigh) through the Youth Historians of Harlem program, where I assisted in teaching Harlem’s history, community activism, budgeting, mayoral vs. community control, and the history of the school and the people within it.

Students typically have no agency in regards to what they learn. However, through this fellowship, myself and other Fellows were able to take into account what students were interested in learning about and incorporate it into the curriculum. For example, we created a lesson on activism specifically occurring in their community. Learning about Martin Luther King Jr. and Malcolm X is great, but the students were now able to also learn about local activists who have impacted and continue to influence their everyday lives.

I also individually created a yearbook scavenger hunt to promote intergenerational conversations between Wadleigh alumni and current seniors. This project provided students with a fun way to engage with previous yearbooks, dating back to the start of the school’s founding. I furthermore designed a curriculum to help students understand budgeting, which coincided with the school’s current budget cuts.

In collaboration with the students’ primary teacher, one of our major projects was celebrating Wadleigh’s 100th anniversary as a school and educating students on the institution’s history. We assisted students in creating presentations for the event and encouraged them to take the lead on their projects, and we were able to get them highly engaged and excited about being part of a beautiful educational legacy.

This fellowship gave me a love for curriculum planning and building. I worked with teens outside of school, where we met personally or in small groups, so the fellowship opened my eyes to other aspects of their lives. For example, through the school budget lessons, I saw first-hand many of the resources my clients and students have lost, from teachers to materials. I am most proud of the intergenerational relationships we were able to start through our curriculum, and the ways my peers and I were able to balance the teacher’s needs and ours in curriculum design.



**XinRong
Yeo**

**M.S. Candidate,
Nutrition Education**

“I am most proud of the collaboration between SEED and Cornell University Cooperative Extension...”

I was placed at the School of Earth Exploration and Discovery (SEED) Harlem as a continuing Zankel Fellow. My responsibilities at the school included providing nutrition education to all students at SEED, collaborating with the Zankel Garden Fellow by integrating gardening and cooking, and partnering with classroom teachers to deliver nutrition-related lessons in their classes.

I collaborated with a nutrition educator from an outside organization, the Cornell University Cooperative Extension, to hold a 6-week nutrition education and cooking program during school lunch for ten 6th and 7th grade students. Students learned about basic cooking skills and were able to immediately apply what they learned in the mini-nutrition lesson to their cooking session. For example, when students learned about the benefits of eating whole grains, they were able to prepare french toast made with 100% whole wheat and understand how to identify food products made with whole grains.

With their active participation in preparing and cooking their own lunch, students were more open to trying new foods and increasing their fruit and vegetable intakes, such as veggie (zucchini and red peppers) pizza, french toast made with 100% whole wheat bread, and broccoli black beans quesadilla. Most importantly, students gained teamwork skills while preparing a meal and learned to share responsibility and respect each team member.

Since the lunch and after-school cooking programs (named “What’s Cooking Club”) received excellent feedback from both students and staff members and even parents, I continued this partnership to launch a coordinated parent nutrition education workshop this spring semester. Concurrently, I also worked with the school counselor in developing a weekly 30-minute “Food as Medicine” therapy session for her students with special cognitive needs.

I am most proud of the collaboration between SEED and Cornell University Cooperative Extension that I was able to establish, after various challenges encountered trying to implement nutrition-focused cooking classes for students. As described above, this will be a long-term partnership and therefore students of all grade levels are ensured to receive credible nutrition education through the Extension throughout the school year.

The fellowship further confirms my perspective that, when executed effectively and intentionally, education can transform lives and empower students. Most importantly, supportive school leaders in the school are the key to implementing effective changes in an educational environment. This fellowship also inspires me to advocate for and bring easy-to-implement nutrition education and cooking classes to as many public schools as possible, and hopefully, one day, nutrition education is one of the core classes students complete prior to graduation.



**Satoria
Ray**

**M.A. Candidate,
Sociology & Education**

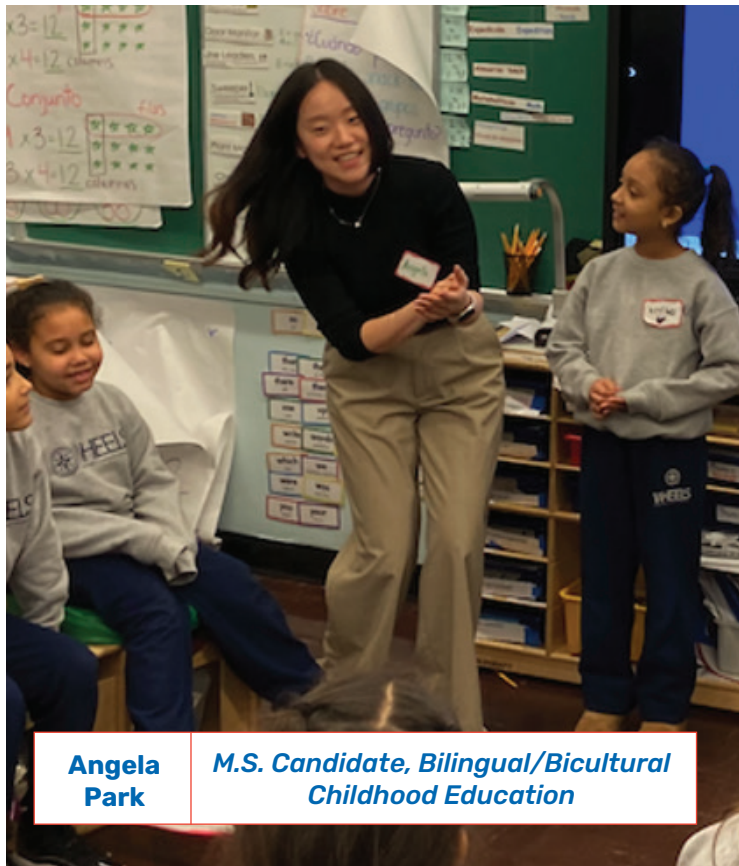
“This fellowship has shown me the importance of a curriculum that is participatory, especially for students of marginalized identities who are so oftentimes left out of history curriculum.”

My Arthur Zankel Fellowship is with Youth Historians in Harlem at Columbia Secondary School (CSS). The overarching goal of Youth Historians in Harlem is to enable students to participate in history. With this in mind, we constructed a project for students to place themselves in the historical context of Harlem and understand that history is a living thing that can impact us in the present. Specifically, we took the students to the Schomburg Center for Research in Black Culture, where they engaged with the various collections and learned how to conduct research. Afterwards, the students mapped out their own neighborhoods, interviewed a neighborhood member, and, if they did not reside in Harlem, examined how their neighborhood compared to Harlem.

History is alive, however oftentimes, state-mandated standards do not make it seem that way. This project allowed students to have a deeper, more meaningful understanding of historical concepts by moving them from the pages of textbooks into real life. Students saw themselves as a part of history and as historians. Through this fellowship and resources from Teachers College, the students at CSS have received a more robust history lesson than they otherwise would have and have internalized educational skills that will stick with them far beyond this year.

I was drawn to Youth Historians in Harlem because of my background as a history teacher, and this fellowship has shown me the importance of a curriculum that is

participatory, especially for students of marginalized identities who are so often left out of history curriculum. If we show these students that they have the power to conduct their own research, find their own histories, and write about them, then we are actively working against the erasure of marginalized voices. This is what I am most proud of about the work we are doing. It has not been without challenges, many of which are a direct result of the pandemic's impact on children and their mental health, but it has been worth it.



**Angela
Park**

**M.S. Candidate, Bilingual/Bicultural
Childhood Education**

“I am most proud of one lesson I led with one of my peers. We chose a culturally-relevant book, “A Song of Frutas” by Margarita Engle, and created sessions that involved literacy through music, games, and grade-level differentiation.”

As a part of the Varied Ways of Reading for Content Learning after school program, I worked with 2nd–4th grade students at the Washington Heights Expeditionary Learning School (WHEELS). The students involved in the program are all bilingual/bicultural and part of a school that offers a Spanish–English bilingual program. Our program focused on helping students develop higher-order reading skills and Spanish oral language for learning and reading while integrating their cultural, linguistic, and (dis)ability differences. On Tuesdays, we were joined by the in-service teachers at WHEELS, who provided feedback and advice following the session. Every Friday, our Zankel cohort and the two lead professors reflected on the previous week’s sessions and planned collaboratively for the upcoming sessions.

Initially, we felt resistance from the children to communicate in Spanish and participate in activities. Many of the children were recommended to our program due to their difficulty with reading, so we designed activities targeting decoding and reading

comprehension. However, most of the children were also part of other after-school programs focused primarily on play – so it was only natural that they felt our program was “not as fun.” Throughout the semester, we challenged ourselves to make literacy learning “fun.”

In this endeavor, we took a lot of time to get to know our students and worked as a team to design sessions that were creative and engaging, based on non-traditional forms of literacy learning: student interests. For example, one week we provided digital cameras for students to capture important people, interesting moments, and family traditions. We then had students participate in a gallery walk, where students orally explained to each other the activities and people in the photos. This activity allowed students to be more agentive in their learning and proved to be highly engaging. To help children develop their phonemic awareness and high-order literacy skills, we first needed to change how we viewed literacy development.

I am most proud of one lesson I led with one of my peers. We chose a culturally-relevant book, “A Song of Frutas” by Margarita Engle, and created sessions that involved literacy through music, games, and grade-level differentiation. These different activities allowed space for students to be creative with their learning (i.e., they could choose to show their understanding orally, in written form, or even through actions) – showing agency in their own literacy development. In this way, we aim to continue redefining what learning is and how it takes place in our inclusive after-school program, especially as we are working with bilingual children whose home language has historically been undervalued in our society.

2022–2023 Zankel Fellows

Alejandro Valdivieso

REACH Community School Expanded Learning Opportunity

Ana Camacho*

REACH Community School Expanded Learning Opportunity

Erin Miles*

REACH Community School Expanded Learning Opportunity

Hanyu Lu*

REACH Community School Expanded Learning Opportunity

Hira Shahbaz*

REACH Community School Expanded Learning Opportunity

Jimena Madrigal-Salazar*

REACH Community School Expanded Learning Opportunity

Juliya Pattammady

REACH Community School Expanded Learning Opportunity

Tara Fernandes*

REACH Community School Expanded Learning Opportunity

Yesenia Rijo-Morales*

REACH Community School Expanded Learning Opportunity

Crystal Soriano*

Students and Teachers and Critical Researchers

Vernon (Trey) Keeve*

Students and Teachers and Critical Researchers

Grant Brown*

Empowering Teachers and Students through Project-Based Learning

Jonathan Beltran*

Empowering Teachers and Students through Project-Based Learning

Richaa Hoysala*

Empowering Teachers and Students through Project-Based Learning

Florest Yannick*

Empowering Teachers and Students through Project-Based Learning

Victoria Fernandez*

Empowering Teachers and Students through Project-Based Learning

Brian Villa Gonzalez*

Leveraging Linguistic and Cultural Diversity to Improve Student Achievement and College Readiness

Laura Carbajal Montalvo*

Leveraging Linguistic and Cultural Diversity to Improve Student Achievement and College Readiness

Baylor Andrews

Youth Historians in Harlem

Flavia Passos Cardillo*

Youth Historians in Harlem

Natacha Robert

Youth Historians in Harlem

Noa Ovadia

Youth Historians in Harlem

Satoria Ray

Youth Historians in Harlem

Jessica Coombs*

SKIPI! (Small Kids in Physical Activity) at TCCS

Oliver Gonzalez-Yoakum

SKIPI! (Small Kids in Physical Activity) at TCCS

Ruskin Del Mundo*

SKIPI! (Small Kids in Physical Activity) at TCCS

Hanaan Osman*

Social-Emotional Learning for Students at De La Salle Academy

Andy Nunez*

Hands and Voices: Language and Literacy for Deaf and Hard of Hearing Children

Krista Martin*

Hands and Voices: Language and Literacy for Deaf and Hard of Hearing Children

Angelica Torres

Specialty Teaching at TCCS

Iman Niazi

Specialty Teaching at TCCS

Kathryn Lin*

Specialty Teaching at TCCS

Nayeli Pena*

Specialty Teaching at TCCS

Neha Pant*

Specialty Teaching at TCCS

Rebecca Ericson*

Specialty Teaching at TCCS

Juandiego Carmona

Supporting the Academic and Social-Emotional Development of Youth with Special Needs in East Harlem

Junnan Li

Creative Technologies STEAM Fellows

Minne Atairu*

Creative Technologies STEAM Fellows

Lauren Decunto*

MS 371 Earth Justice through Garden and Nutrition

Natalie Wright*

MS 371 Earth Justice through Garden and Nutrition

XinRong Yeo*

MS 371 Earth Justice through Garden and Nutrition

Alaina Gostomski

Engaging Urban Young People in Ethical Inquiry

Andrea Montero De Howitt*

Varied Ways of Reading for Content Learning (VWR)

Angela (Yeo Jin) Park*

Varied Ways of Reading for Content Learning (VWR)

Cristina Anillo*

Varied Ways of Reading for Content Learning (VWR)

Joseph Hille*

Varied Ways of Reading for Content Learning (VWR)

Manuel Mora Casasola*

Varied Ways of Reading for Content Learning (VWR)

Maria Belen Berrios-Droguett

Varied Ways of Reading for Content Learning (VWR)

Laura Lynch*

Working with Special Readers and Writers

Michelle Liu*

Working with Special Readers and Writers

Janina Fosu*

The Schomburg Center Junior Scholars Program

Mac Mann-Wood

Youth at the Center

Maria Huertas-Trujillo

Youth at the Center

Sarah Lewis

Youth at the Center

Sarina Alavi*

Supporting the Healthy Development of Young Girls in NYC

Kella Merlain-Moffatt*

Human Rights Education: Empowering Newcomer & Resettled Refugee Students in New York City Public High Schools

Victoria Jones*

Human Rights Education: Empowering Newcomer & Resettled Refugee Students in New York City Public High Schools

Claudia Hui*

Human Rights Education: Empowering Newcomer & Resettled Refugee Students in New York City Public High Schools

Michelle (Shell) Avenant*

Media Justice for Social Change: Racial Literacy, Civic Engagement, Participatory Action with Children and Youth

Catherine Huff*

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Jessica Lipaz

Media Justice for Social Change: Racial Literacy, Civic Engagement, Participatory Action with Children and Youth

Lunx Girgado*

Media Justice for Social Change: Racial Literacy, Civic Engagement, Participatory Action with Children and Youth

Michael Cerda

Media Justice for Social Change: Racial Literacy, Civic Engagement, Participatory Action with Children and Youth

**Reading and Math Buddies*

Zankel Urban Fellowship Fund

YEAR	Corpus at Beginning of Year	New Gifts	Corpus at End of Year	Market Value	Spendable Gift	Distribution	Spending	Unspent Distribution	Zankel Fellows Distribution %	Total Endowment Return %
FY2007	\$2,213,240	\$6,120,000	\$8,333,240	\$9,246,083	-	\$322,643	-	\$322,564	5.25%	14.6%
FY2008	\$8,333,240	\$1,171,955	\$9,505,195	\$9,777,622	-	\$413,190	\$350,000	\$385,834	5.00%	-2.1%
FY2009	\$9,505,195	\$676,000	\$10,181,195	\$9,171,653	-	\$472,499	\$500,000	\$358,333	5.00%	-7.0%
FY2010	\$10,181,195	\$112,490	\$10,293,685	\$9,675,694	\$120,000	-	\$470,000	\$8,333	0.00%	7.6%
FY2011	\$10,293,685	\$112,325	\$10,406,010	\$10,538,843	-	\$518,938	\$435,000	\$92,270	5.00%	13.6%
FY2012	\$10,406,010	\$12,078	\$10,418,088	\$10,903,903	\$556	-	\$452,500	-(A)	0.00%	4.1%
FY2013	\$10,418,088	\$13,040	\$10,431,128	\$11,729,581	-	\$520,178	\$445,000	\$75,178	5.00%	12.6%
FY2014	\$10,431,128	\$737	\$10,431,865	\$13,296,100	\$767	\$543,129	\$345,000	\$274,074	5.00%	18.5%
FY2015	\$10,431,865	-	\$10,431,865	\$12,529,591	-	\$575,675	\$355,000	\$494,749	5.00%	-1.3%
FY2016	\$10,431,865	-	\$10,431,865	\$12,023,339	-	\$591,018	\$347,500	\$738,267	5.00%	0.7%
FY2017	\$10,431,865	\$3,730	\$10,435,595	\$12,543,178	-	\$583,673	\$352,500	\$969,440	5.00%	9.6%
FY2018	\$10,435,595	-	\$10,435,595	\$13,136,858	-	\$587,625	\$495,000	\$1,062,065	5.00%	9.7%
FY2019	\$10,435,595	-	\$10,435,595	\$12,923,200	-	\$576,988	\$583,675	\$1,055,378	5.00%	3.1%
FY2020	\$10,435,595	-	\$10,435,595	\$14,290,903	-	\$590,788	\$595,000	\$1,051,166	5.00%	16.0%
FY2021	\$10,435,595	-	\$10,435,595	\$17,008,650	-	\$642,324	\$627,000	\$1,066,490	5.00%	24.0%
FY2022	\$10,435,595	-	\$10,435,595	\$14,546,698	-	\$661,699	\$616,000	\$1,112,189	5.00%	-10.6%
Total						\$121,323	\$7,600,368	\$6,969,175		