



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: The Honorable the Members of the Board of Regents
FROM: Tony Lofrumento *Anthony Lofrumento Jr*
SUBJECT: Summary of the December 2016 Meeting

DATE: December 29, 2016

AUTHORIZATION(S): *Mary Ellen Eia*
Executive Summary

Issue for Decision

Review of the Summary of the December 2016 Meeting of the Board of Regents.

Proposed Handling

Approval of the Summary of December 2016 meeting.

Procedural History

This document summarizes the actions of the Board of Regents during the monthly meeting and is brought before the Board the following month for approval.

Recommendation

Approval of the Summary of the December 2016 meeting.

Timetable for Implementation

Effective January 10, 2017.

VOTED, that the Summary of the December 2016 Meeting of the Board of Regents of The University of the State of New York be approved.



SUMMARY OF THE DECEMBER 2016 MEETING

OF THE BOARD OF REGENTS

OF

THE UNIVERSITY OF THE STATE OF NEW YORK

Held at the State Education Building

Albany, New York

December 12 and 13, 2016

and

REGENTS RESEARCH WORK GROUP MEETING

Held at the State Education Building, Albany, New York

1411 Broadway, New York City

508 Main Street, Buffalo

Onondaga-Cortland-Madison BOCES, 110 Elwood Davis Road,

Liverpool

St. Lawrence-Lewis BOCES, 40 West Main Street, Canton

Southern Westchester BOCES, 450 Mamaroneck Avenue, Harrison

December 15, 2016

***Anthony Lofrumento, Secretary
Board of Regents***

THE BOARD OF REGENTS

The Board of Regents of The University of the State of New York held a public session on Monday, December 12, 2016 at 9:00 a.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Monday, December 12th at 9:00 a.m.

Board Members in Attendance:

Betty A. Rosa, Chancellor
T. Andrew Brown, Vice Chancellor
James R. Tallon, Jr.
Roger Tilles
Lester W. Young, Jr.
Kathleen M. Cashin
James E. Cottrell
Josephine Victoria Finn
Judith Chin
Beverly L. Ouderkirk
Catherine Collins
Nan Eileen Mead
Elizabeth S. Hakanson

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel and Deputy Commissioner for Legal Affairs, Alison B. Bianchi, and the Secretary, Board of Regents, Anthony Lofrumento. Regents Christine D. Cea, Wade S. Norwood, Judith Johnson and Luis O. Reyes were absent and excused.

Chancellor Betty A. Rosa called the meeting to order at 9:00 a.m. and asked Regent James Cottrell to provide thoughts for a moment of reflection.

ACTION ITEM

Executive Session Motion

MOVED, that the Board of Regents convene in executive session, Tuesday, December 13 at 11:00 a.m. to discuss personnel and litigation matters.

Motion by: Vice Chancellor T. Andrew Brown
Seconded by: Regent Roger Tilles
Action: Motion carried unanimously

PRESENTATION

Every Student Succeeds Act (ESSA) Update

Commissioner Elia and Scott Marion, Executive Director, National Center for the Improvement of Educational Assessment presented an update to the Board of Regents regarding the Every Student Succeeds Act (ESSA) (Attachments I and II.)

Chancellor Betty A. Rosa adjourned the meeting.

The Board of Regents of The University of the State of New York held a public session on Tuesday, December 13, 2016 at 11:15 a.m. pursuant to a call to duty sent to each Regent.

MEETING OF THE FULL BOARD, Tuesday, December 13th at 11:15 am

Board Members in Attendance:

Betty A. Rosa, Chancellor
T. Andrew Brown, Vice Chancellor
James R. Tallon, Jr.
Roger Tilles
Lester W. Young, Jr.
Wade S. Norwood
James E. Cottrell
Josephine Victoria Finn
Judith Chin
Beverly L. Ouderkirk
Catherine Collins
Nan Eileen Mead
Elizabeth S. Hakanson

Also present were Commissioner of Education, MaryEllen Elia, Executive Deputy Commissioner, Elizabeth Berlin, Counsel and Deputy Commissioner for Legal Affairs, Alison B. Bianchi, and the Secretary, Board of Regents, Anthony Lofrumento. Regents Christine D. Cea, Kathleen M. Cashin, Judith Johnson and Luis O. Reyes were absent and excused.

Chancellor Betty A. Rosa called the meeting to order at 11:15 a.m.

PRESENTATION

Report of the Workgroup to Improve Outcomes for Boys and Young Men of Color

Regent Young, Stan Hansen and Monique C. Morgan reported to the Board of Regents on the work of the Workgroup to Improve Outcomes for Boys and Young Men of Color (Attachments III, IV and V.)

At the end of the presentation, Chancellor Rosa asked Regent Josephine Victoria Finn to provide thoughts for a moment of reflection.

ACTION ITEMS

**Charter Applications
BR (A) 1**

MOVED, that the Board of Regents approve each application in accordance with the recommendations contained in the summary table (see Appendix I).

**Summary of the November 2016 Meeting of the Board of Regents
BR (A) 2**

MOVED, that the Summary of the November 2016 Meeting of the Board of Regents of The University of the State of New York be approved.

Motion by: Regent Roger Tilles
Seconded by: Regent James E. Cottrell
Action: Motion carried unanimously.

PROGRAM AREA CONSENT ITEMS

Office of Counsel

**2017 Regulatory Agenda
BR (CA) 16**

MOVED, that the 2017 Regulatory Agenda for the State Education Department be approved, as submitted.

Adult Career and Continuing Education Services (ACCES)

**Appointments to the New York State Rehabilitation Council
BR (CA) 1**

MOVED, that Melissa Campbell, Yvette Goorevitch, Lindsay Miller, and Melissa Schindler be appointed as voting members for a term beginning January 1, 2017 and ending December 31, 2019.

MOVED, that Deborah Croce, Paul Czech, and Helene Fallon be reappointed for a three-year term beginning January 1, 2017 and ending December 31, 2019.

**Appointments to the New York State Independent Living Council, Inc.
BR (CA) 2**

MOVED, that that Aileen Martin be appointed for a three-year term beginning January 1, 2017 and ending December 31, 2019.

MOVED, that Aaron Baier be appointed for a three-year term beginning January 1, 2017 and ending December 31, 2019.

MOVED, that Crystal Rivera be appointed for a three-year term beginning January 1, 2017 and ending December 31, 2019.

MOVED, that Daniel Fuster be appointed to fill a one-year unexpired term beginning January 1, 2017 and ending December 31, 2017.

MOVED, that Mark Rosen be reappointed for a three-year term beginning January 1, 2017 and ending December 31, 2019.

MOVED, that Douglas Usiak be reappointed for a three-year term beginning January 1, 2017 and ending December 31, 2019.

MOVED, that Zachery Garafalo be reappointed to a three-year term beginning January 1, 2017 and ending December 31, 2019.

Higher Education

Appointment to the State Professional Standards and Practices Board BR (CA) 3

MOVED, that the Board of Regents approve the following appointments to the State Professional Standards and Practices Board for Teaching: Theresa Reynolds (administrator member), Amanda Zullo (teacher member), each for a four-year term beginning January 1, 2017 and ending December 31, 2020. Additionally, Riley Arnold (student member), for a two-year term beginning January 1, 2017 and ending December 31, 2018.

Conferral of Degrees: Elim Bible Institute and College, and Globe Institute of Technology BR (CA) 4

MOVED, that That the Board of Regents confer upon the following individuals, who have completed the requirements for their registered degree program at Elim Bible Institute and College, and Globe Institute of Technology, the respective degrees as listed below:

Elim Bible Institute and College

The following students have completed the requirements for the Associate in Applied Science (A.A.S.) degree program in Biblical and Theological Studies:

Ames, Sarah
Ball, Elijah York
Berry, Ian Anson
Bursch, Gabriel Joel
Cahill, Brenna A.
Cepeda Pizarro, Christian Gabriel
Cid Marquez, Ricardo Isaac

Davis, Angelica Faith
Davis, Samantha Ellen
Fox, Abigail Marianna
Freeman, Destiny Raine Elisabeth
Giordano, David Elisha
Handley, Sarah Katherine
Hugill, Victoria Joy
Hugill, William Allen
Hunt, Kyler M.
Kessler, Ethan Mark
Lampson, Bryan Michael
Leon, Joana M.
Lewis, Daniel C.
Marsh, Leah June
Mauer, Ashley Lynn
Misar, Scott Roland
Pisanzio, Jared S.
Riehl, Heidi E.
Rozycko, Matthew Shawn
Skillo, Nathan Mitchell
Tena Pina, Indria
Vassallo, Joseph M.
Wright, Laura Beth
Yeschick Jr., John E.

Globe Institute of Technology

The following students have completed the requirements for their respective programs as indicated:

Certificate in Business Management with Computer Applications

Concepcion, Carmen Isabel

Associate in Applied Science (A.A.S.) in Banking and Finance with Computer Applications

Arabei, Stanislav

Associate in Applied Science (A.A.S.) in Business Management with Computer Applications

Ahmed, Ahsan
Bookman, Elise
Chipepo, Isaiah Aaron
Verdugo, Mauro

Associate in Applied Science (A.A.S.) in Business Management: Legal Office Management

Mbengue, Mame Aminata Diop

Associate in Applied Science (A.A.S.) in Business Management: Sports Science Management

Brooks, Quayan
Concepcion Vincente, Yanio De Jesus
Cruz, Anthony Rene
Hardy, Jr., Cory Quassan
Lubin, Edwin
Mendoza, Ruby

Associate in Applied Science (A.A.S.) in Computer Information Systems

Lo, Abdou
Shehu, Klodiana

Associate in Applied Science (A.A.S.) in Healthcare Management

Joseph, Jonelle Jael
Justin, Isadora
Marji, Michael Elias
Percell, Randolph Alexander

Associate in Applied Science (A.A.S.) in Information Technology

Moniruzzaman, MD
Monju, Mehedi Hasan
Moreta De La Cruz, Ramon A.
Muchnik, Yevgeniy
Patel, Ankur Kiranbhai

Associate in Applied Science (A.A.S.) in Management Information Systems

Bhatia, Debbie
Islam, Synthia Tabassum
Toure, Aboudou

Associate in Applied Science (A.A.S.) in Medical Assisting

Ambersley, Cody Lloyd
Diallo, Fatoumata Binta
Diaz-Guerrero, Cinthia C.

Fernandez, Gissette
Herrera, Estivi
Vittini, Vanessa M.

Bachelor of Business Administration (B.B.A.) in Accounting

Arabei, Stanislav

Bachelor of Business Administration (B.B.A.) in Finance

Thomas, Takiyah Morowa

Bachelor of Business Administration (B.B.A.) in Management

Smith, Korri
Tulshi, Dharry

Bachelor of Technology (B. Tech.) in Computer Information Systems

Jackson, Marlon

Bachelor of Technology (B. Tech.) in Computer Programming

Amadi, Jose S.

**Proposed Amendment to Section 80-3.5 of the Commissioner's Regulations to Establish New Pathway Options for the Transitional A Certificate in a Career and Technical Education Subject for Candidates who do not Meet the Current Requirements but who Possess Industry Experience, Credentials, or are in the Process of Completing Certification
BR (CA) 5**

MOVED, that new paragraphs (5), (6), and (7) to subdivision (b) of section 80-3.5 of the Regulations of the Commissioner of Education be added, as submitted, effective December 17, 2016, as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the general welfare in order to immediately adopt revisions to the proposed amendment in response to public comment, and to otherwise ensure that the emergency rule adopted at the June and July Regents meetings and revised and adopted at the September and October 2016 Regents meetings, remains continuously in effect until the effective date of its adoption as a permanent rule.

**Proposed Amendment of Section 80-5.4 of the Regulations of the Commissioner of Education Relating to the Employment of Substitute Teachers Without a Valid Teaching Certificate
BR (CA) 6**

MOVED, that paragraph (3) of subdivision (c) and subdivision (d) of section 80-5.4 of the Regulations of the Commissioner be amended, as submitted, effective December 28, 2016.

**St. Francis College: Master Plan Amendment to Offer a Master of Fine Arts in Creative Writing Program
BR (CA) 7**

MOVED, that the Board of Regents approve a master plan amendment to authorize the College to offer a program in Creative Writing leading to the M.F.A. The amendment will be effective until December 13, 2017, unless the Department registers a program prior to that date, in which case master plan amendment shall be without term.

P-12 Education

**Proposed Amendment of Section 100.6 of the Commissioner's Regulations Relating to the Establishment of Criteria for the Approval of Work-Readiness Assessments for Earning the New York State Career Development and Occupational Studies Commencement Credential
BR (CA) 8**

MOVED, that paragraph (4) of subdivision (b) of section 100.6 of the Regulations of the Commissioner be amended as submitted, effective December 28, 2016.

**Proposed Amendment of Section 200.18 of the Commissioner's Regulations Relating to the Establishment of Tuition Rates Resulting from Fiscal Audits of Approved Programs Educating Students with Disabilities Ages 3 to 21 Who Have Been Enrolled Pursuant to Articles 81 and 89 of the Education Law
BR (CA) 15**

MOVED, that section 200.18 of the Regulations of the Commissioner is amended, as submitted, effective December 28, 2016.

**Proposed Amendments to Section 100.5 and 200.4 of the Commissioner's Regulations to Require Superintendents to Make a Local Determination as to Academic Proficiency for Certain Students with Disabilities to Graduate with a Local Diploma
BR (CA) 17**

MOVED, that a new paragraph (12) be added to subdivision (d) of section 100.5 of the Regulations of the Commissioner and clause (c) of subparagraph (i) of paragraph (7) of subdivision (d) of section 100.5, and subparagraph (ix) of paragraph (2) of subdivision (d) of section 200.4 of the Regulations of the Commissioner of Education be amended, as submitted, effective December 17, 2016; as an emergency action upon a finding by the Board of Regents that such action is necessary for the preservation of the

general welfare in order to ensure that certain students with disabilities who are graduating from high school and their parents are aware that if they do not meet the graduation standards through the existing appeal and safety net options, that the parent may request that the superintendent make a determination as to whether the student has met the academic standards and is eligible for a diploma; and to further ensure that superintendents are on notice that they must make a determination as to whether certain students with disabilities are eligible for a local diploma if the student meets the requirements of the proposed amendment upon receipt of a written request from an eligible student's parent; and to further ensure that the emergency rule adopted at the June and September Regents meetings and as further revised at the October Regents meeting remain in effect until it can be adopted as a permanent rule; and

MOVED, that a new paragraph (12) be added to subdivision (d) of section 100.5 of the Regulations of the Commissioner and clause (c) of subparagraph (i) of paragraph (7) of subdivision (d) of section 100.5, and subparagraph (ix) of paragraph (2) of subdivision (d) of section 200.4 of the Regulations of the Commissioner of Education be amended, as submitted, effective December 28, 2016.

Professional Practice

**(Re)Appointments of Members to the State Boards for the Professions and
(Re)Appointments of Extended Members to the State Boards for the Professions
for Service on Licensure Disciplinary and/or Licensure Restoration and Moral
Character Panels
BR (CA) 9**

MOVED, that the Regents approve the proposed (re)appointments.

**Report of the Committee on the Professions Regarding Licensing Petitions
BR (CA) 10 - REVISED**

MOVED, that the Regents approve the recommendations of the Committee on the Professions regarding licensing petitions.

**Designation of Regents Physician Shortage Areas (RPSAs)
BR (CA) 11**

MOVED, that the Regents should approve the changes in the lists of designated physician shortage areas with an effective date of January 1, 2017.

**Proposed Amendment to Section 61.10 of the Regulations of the Commissioner
of Education Relating to the Dental Anesthesia Certification Requirements for
Licensed Dentists
BR (CA) 12**

MOVED, that subdivisions (a) and (d) of section 61.10 of the Regulations of the Commissioner of Education be amended, as submitted, effective July 1, 2017 and subdivisions (b) and (c) of section 61.10 of the Regulations of the Commissioner of Education be amended, as submitted, effective January 1, 2018.

**Regents Permission to Operate in New York State: Gannon University
BR (CA) 13**

MOVED, that the Regents approve the renewal of the proposed permission to operate, effective December 13, 2016 which authorizes Gannon University's Villa Maria School of Nursing to use eight clinical agencies in New York for clinical education of no more than two students every other year enrolled in its Family Nurse Practitioner program leading to the Master of Science in Nursing degree.

**The State University of New York at Binghamton: Authorization to Award the
Doctor of Pharmacy Degree
BR (CA) 14**

MOVED, that the Board of Regents authorize the State University of New York Board of Trustees to award the Pharm.D. degree on students who successfully complete registered Pharm.D. programs at the State University of New York at Binghamton effective December 13, 2016.

MOVED, that the Regents approve the consent agenda items.

Motion by: Regent Roger Tilles
Seconded by: Regent Josephine Victoria Finn
Action: Motion carried unanimously.

STANDING COMMITTEE REPORTS

CULTURAL EDUCATION

Your Committee on Cultural Education Committee had its scheduled meeting on December 12, 2016. Regent Roger Tilles, Chair of the Cultural Education Committee, submitted the following written report. In attendance were committee members: Regent Tilles, Chair, Regent Cottrell, Regent Chin and Regent Ouderkirk. Regents in addition to CE Committee Members, in attendance were: Chancellor Rosa, Vice Chancellor Brown, Regent Tallon, Regent Norwood, Regent Mead and Regent Hakanson as well as Executive Deputy Commissioner Berlin.

ITEMS FOR DISCUSSION

Chair's Remarks: Regent Tilles welcomed everyone and indicated that due to the late start of the meeting, the presentations would be abbreviated.

New York's Constitutions

State Archivist Tom Ruller reported on a recent exhibition featuring New York and Federal constitutional documents. Ruller explained that the State Archives holds and preserves New York's four State constitutions, including the first state constitution, which was adopted on April 20, 1777 at the height of the Revolutionary War. In addition, the State Archives holds and preserves the copy of the United States Constitution that was adopted in 1788 at Poughkeepsie, New York along with the minutes of the convention where the document was debated and finally adopted. These iconic materials were placed on public display from November 8 to November 27, 2016. Ruller reviewed the exhibit and associated programs that helped educate the public and students about New York's constitutional history and reported on tentative plans to mark April 20, 2017 to celebrate the State's origination day.

State Library 200th Anniversary in 2018

Bernard Margolis, State Librarian, Elizabeth Duncan, Principal Librarian and Patricia Jordan shared with the committee a small sample of collection highlights that will be used as part of the celebration of the State Library's 200th anniversary in 2018. Margolis reviewed several items, including a 17th century Dutch document from the Van Rensselaer Manor Papers, several World War I posters and letters from Frederick Douglass. Among the celebratory projects are reviews of the Library's top 50 special/unique collections that will form the basis for on-line exhibits and a series of descriptive cards featuring collection highlights. In addition, they shared the Library's copy of a leaf from a Gutenberg bible, which was donated to the library, with members of the committee.

HIGHER EDUCATION

Your Higher Education Committee held its scheduled meeting on December 13, 2016. All members were present except for Regents Cea, Cashin, Johnson and Reyes who were absent and excused.

Action Items

State Legislative and Budget Priorities

Your Committee approved the initiatives to be advanced during the 2017 legislative session and the proposals to be advanced during the 2017-18 budget cycle. HE (A) 1 & 2

MOTION FOR ACTION BY FULL BOARD

Madam Chancellor and Colleagues: Your Higher Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on December 13, 2016, copies of which have been distributed to each member of the Board of Regents.

Other Matters Not Requiring Board Action:

Update on edTPA Task Force

Commissioner Elia gave an update on Regent Cashin's work with the edTPA Task Force. The Task Force is reviewing current regulations and practices related to the edTPA, the literacy requirement, and student teaching requirements.

Development of a Partnership Agreement between the Council for the Accreditation of Educator Preparation (CAEP) and the New York State Education Department (NYSED)

Department staff presented an overview and explanation of the partnership agreement. Commissioner's Regulations require that all teacher education programs in New York State maintain continuous accreditation from "an acceptable professional education accrediting association." CAEP is currently the only such accrediting entity. The Partnership Agreement will outline the protocol that will be followed in the accreditation process, describe the responsibilities of both CAEP and the Department and include the specific regulatory standards that the Department wants CAEP to review during accreditation site visits to the institution. The Department will use the draft partnership agreement, developed by the workgroup, to move forward on discussions with CAEP on a final partnership agreement. BR (D) 1

Proposed Amendment of Section 3.56 of the Rules of the Board of Regents to Establish Fees and Procedures for Out-of-State Institutions Seeking to Operate with a Physical Presence in New York State

Department staff will present a proposed amendment that would establish a fee structure for out-of-state institutions seeking to operate with a physical presence in New York State. Section 3.56 of the Rules of the Regents provides a process for out-of-state institutions of higher education to seek permission to establish a physical presence in New York, to offer credit-bearing courses or programs of study. It is anticipated that the proposed amendment will be presented for adoption at the March 2017 Regents meeting after publication of a Notice of Proposed Rule Making in the State Register and expiration of the 45-day public comment period prescribed in the State Administrative Procedure Act. If adopted at the March meeting, the proposed amendment will become effective on March 29, 2017. BR (D) 2

Consent Agenda

The Board of Regents took action on the following consent agenda items at their December 13, 2016 meeting.

- **PSPB Appointments** - Department staff will recommend appointments to the Professional Standards and Practices Board. BR (CA) 3
- **Regents Conferral of Degrees** - Department staff will recommend that the Regents confer degrees upon students successfully completing their program at Elim Bible Institute and College and Globe Institute of Technology. In the case of Elim Bible Institute and College, until its charter is made absolute, Section 224 of the Education Law requires that the Board of Regents award degrees on the College's behalf. In the case of Globe Institute of Technology, the institutions' temporary degree authority expired on June 30, 2016 and the institution failed to apply for an extension of that degree authority. To hold students harmless, the Department recommends that the Regents award degrees to those students who completed the requirements for their Globe degree programs during the summer 2016 term. Section 208 of the Education Law gives the Regents the authority to award degrees in certain circumstances. Globe Institute of Technology subsequently closed in September 2016. BR (CA) 4
- **Career and Technical Education (CTE) Teachers** - Department staff recommend changes to Part 80-3.5 of the Commissioner's Regulations that would provide three additional pathways for candidates seeking a CTE Transitional A certificate. The Transitional A certificate is a temporary three-year certificate during which time the individual must complete the requirements for an initial certification. This proposal is partly in response to New York City's need to hire qualified CTE teachers in the technical fields of study. Previously adopted at the June 2016 meeting as an emergency action, and subsequently revised and adopted at as a second and third emergency action at the September and October 2016 meetings. The item is before the Board this month for a fourth emergency action before it can be adopted as a permanent rule at the January 2017 meeting. BR (CA) 5
- **Permanent Adoption of Section 80-5.4 of the Regulations of the Commissioner of Education Relating to the Length of Time Substitutes Without a Valid Certificate may be Employed** - (Action) (15 minutes) Department staff will present a proposed new section that would amend the regulation that allows for school districts to employ a substitute teacher without a valid teaching certificate for up to 90 days by establishing a sunset provision that automatically repeals this provision after two years effective December 2018. BR (CA) 6
- **Master Plan Amendment for St. Francis College** - Department staff recommend approval of an amendment of the Master Plan of St. Francis College to offer a Master of Fine Arts (M.F.A.) program in Creative Writing. BR (CA) 7

P-12 EDUCATION

Your P-12 Education Committee held its scheduled meeting on December 12, 2016. All members were present, except for Regents Cea, Johnson, and Reyes who were excused.

ACTION ITEMS

New York P-12 Science Learning Standards [P-12 (A) 1]

Your Committee recommends that the Board of Regents approves the New York State P-12 Science Learning Standards to be implemented in all schools beginning July 1, 2017.

Uniform Violent and Disruptive Incident Reporting System (VADIR) [P-12 (A) 2]

Your Committee recommends that section 100.2(gg) of the Regulations of the Commissioner relating to the Uniform Violent and Disruptive Incident Reporting System (VADIR) be amended, as submitted, effective July 1, 2017.

Initial Applications Authorized by the Board of Regents [P-12 (A) 3]

Your Committee recommends that the Regents find that: (1) the proposed charter schools meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the application will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues an initial charter and provisional charter to the OnTECH Charter High School for a term of five years in accordance with §2851(2)(p) of the Education Law. Regents Collins and Hakanson abstained from the vote.

Ember Charter School for Mindful Education, Innovation & Transformation submitted written notice that it was withdrawing its application from consideration, and therefore, the Regents item was removed from Committee agenda.

Regents 2017-2018 State Budget Priorities [P-12 (A) 5-REVISED]

Your Committee recommends that the Regents approve State budget priorities as follows:

State Aid Modeling and Facilities Planning Systems ----- \$2 million
Special Education and Related Services Data System ----- \$700,000
Support for Targeted School Districts ----- \$675,000
Charter School Office ----- \$1.5 million
Excessive Teacher Turnover Prevention Grant Expansion ----- \$4 million
Enhancing the Achievement of English Language Learners ----- \$12.4 million
Building Oversight and Support Capacity at SED ----- 5% set-aside

Regents Exams in World Languages ----- \$1 million
Erasure Analysis of Test Results ----- \$500,000
Project-Based Assessments ----- \$8 million
Expansion of Teacher Exam Vouchers and Shanker Grant ----- \$960,000
Higher Education Opportunity Programs ----- \$11.67 million
Sustaining ECHS and P-TECH Programs ----- Fully fund
Institution Accreditation ----- Spending Authority

2017 State Legislative Priorities [P-12 (A) 6]

Your Committee recommends that the Regents affirm support for last year's proposals as well as approve new proposals for the 2017 legislative session as follows:

P-12

Tenure/Seniority Protections for Bilingual and ESOL Teachers
Streamlining Prekindergarten Programs
Establishing a Tuition Rate Setting Index
Mandate Relief for School Districts
Accelerating State Aid Claims
Regional Secondary Schools Advisory Council
Supporting Struggling School Districts

Higher Education

DREAMers

MOTION FOR ACTION BY FULL BOARD

Madam Chancellor and Colleagues: Your P-12 Education Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on December 13, 2016, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

Revision and Implementation of New English Language Arts (ELA) and Mathematics Standards [P-12 (D) 1] – the Committee was provided with an update on the revision process and implementation of the new New York State Learning Standards in English Language Arts (ELA) and Mathematics. Discussion focused on the recommended changes to the ELA and Mathematics Standards based on feedback from the Standards Review Committees. Next steps include making revisions to the draft standards and presentation to the Board of Regents in spring 2017.

Grades 3-8 English Language Arts and Mathematics Computer-Based Testing (CBT) [P-12 (D) 2] – the Committee was provided with an update on the implementation of Grades 3-8 English Language Arts (ELA) and Mathematics Computer-Based Testing (CBT). In the 2016-17 school year, schools have the option to administer Grades 3-8 ELA and Mathematics operational tests and stand-alone field tests on paper or computer.

To provide schools with the maximum flexibility, for this year's operational administration schools can select computer- or paper-based testing by grade and subject area. Additionally, the administration window for the operational CBT has been extended to six days to provide extra time for districts with a limited number of devices to be able to test multiple grade levels on computer.

Consent Agenda

The Board of Regents will take action on the following consent agenda items at their December 13, 2016 meeting.

- Regulations relating to the Establishment of Criteria for the Approval of Work Readiness Assessments for Earning the NYS Career Development and Occupational Studies (CDOS) Commencement Credential.
- Regulations relating to the Establishment of Tuition Rates Resulting from Fiscal Audits of Approved Programs Educating Students with Disabilities Ages 3 to 21 who have been Enrolled pursuant to Articles 81 and 89 of Education Law.
- Regulations to Require Superintendents to make a local determination as to Academic Proficiency for Certain Students with Disabilities to Graduate with a Local Diploma.

P-12 EDUCATION/CULTURAL EDUCATION JOINT MEETING

Your P-12 Education Committee and Cultural Education Committee held a joint meeting on December 12, 2016. All members were present, except for Regents Cea, Johnson, and Reyes, who were excused.

MATTERS NOT REQUIRING BOARD ACTION

Update on the Blue Ribbon Commission for the Arts [P-12/CE (D) 1] – the Committee was provided with an update on the work of the Blue Ribbon Commission for the Arts. At the June 2016 meeting, the Commission was updated on the approved transitional assessment options for the Arts 4+1 Pathway (AP & IB). Four Arts Blue Ribbon subcommittees were formed and are working towards transitional and long-term New York State Arts Assessments. A draft strategic plan, which includes mission and vision statements and incorporates four critical components that need to be addressed if new arts standards and assessments are adopted and/or existing standards/assessments are updated, has been shared with the field. Recommendations from the field have been incorporated and are ready to be presented to the Board of Regents for adoption and a future meeting. The Blue Ribbon Commission's Co-Chairs will convene the Executive Committee as the subcommittees are ready to report their findings and the Commission will submit further recommendations to the Commissioner for additional approved arts assessments

P-12 EDUCATION/HIGHER EDUCATION JOINT MEETING

Your P-12 Education Committee and Higher Education Committee held a joint meeting on December 12, 2016. All members were present, except for Regents Cea, Johnson, and Reyes, who were excused.

MATTERS NOT REQUIRING BOARD ACTION

Ensuring Educational Stability for Children in Foster Care [P-12/HE (D) 1] – the Committee was provided with an update regarding the requirements for ensuring educational stability for students in foster care in accordance with requirements enumerated in the Every Student Succeeds Act (ESSA) and guidance issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016. The guidance builds upon existing statutes to ensure educational stability of youth in foster care, specifically The Fostering Connections Act, The Uninterrupted Scholars Act, and the foster care provisions of Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by ESSA. Department staff will continue to collaborate with the Office of Children and Family Services, local educational agencies, and local departments of social services to ensure educational stability for youth in foster care; address any barriers that may occur at the local level; and discuss specific strategies to pay for costs associated with educating youth in foster care (e.g., transportation).

PROFESSIONAL PRACTICE

Your Professional Practice Committee held its scheduled meeting on December 13, 2016. All Committee members were present, except Regent Elizabeth S. Hakanson & Regent Christine D. Cea, who were excused.

ACTION ITEMS

Professional Discipline Cases

Your Committee recommends that the reports of the Regents Review Committees, including rulings, findings of fact, determinations as to guilt, and recommendations, by unanimous or majority vote, contained in those reports which have been distributed to you, be accepted in 3 cases. In addition, your Committee recommends, upon the recommendation of the Committee on the Professions, that 56 consent order applications and 8 surrender applications be granted. [PPC EXS (A) 1-3]

In the case of Lori Jo Murphy a/k/a Lori Jo Murphy-Putrello, Licensed Clinical Social Worker, Calendar No. 25843, we recommend that term of probation numbered three, in exhibit “B” to the report of the Hearing Panel, be corrected insofar as the word “suspension” on the first line of said term of probation numbered three be deemed deleted and, in lieu thereof, the word “probation” be deemed substituted in its place; and that the

recommendation of the Regents Review Committee in this matter shall otherwise be accepted.

In the cases of Elnora VanRensselaer, Licensed Practical Nurse and Registered Professional Nurse, Calendar Nos. 29107 & 29108, Regent Catherine Collins was recused.

These recommendations are made following the review of 67 cases involving twenty registered professional nurses, fifteen licensed practical nurses, eight licensed practical nurses who are also registered professional nurses, two acupuncturists, two occupational therapy assistants, two respiratory therapists, one clinical laboratory technician, one dentist, one licensed clinical social worker, one licensed master social worker, one licensed mental health counselor, one massage therapist, one ophthalmic dispenser, one pharmacist, and one registered professional nurse who is also a nurse practitioner (Family Health).

Restorations

Your Committee recommends the following:

That the application of Thomas Wentland for the restoration of his license to practice as a physician in New York State be granted. [PPC EXS (A) 4]

MOTION FOR ACTION BY FULL BOARD

Madam Chancellor and Colleagues: Your Professional Practice Committee recommends, and we move, that the Board of Regents act affirmatively upon each recommendation in the written report of the Committee's deliberations at its meeting on December 13, 2016, copies of which have been distributed to each Regent.

MATTERS NOT REQUIRING BOARD ACTION

Your Committee discussed several topics of interest, including:

Deputy Commissioner's Report/Update [Oral Report] -

Full Board Consent Agenda Items

- Board (Re) Appointments
- Licensing Petitions (note: with respect to Dr. Hernandez-Alejandro's petition, the PPC discussed the matter in executive session and remanded the matter to the Committee on the Professions and requested additional information on Dr. Hernandez-Alejandro's background; the Committee on the Professions revised and approved the amended report, and in a second executive session, the PPC recommended approval of Dr. Hernandez Alejandro's licensing petition. The Full

Board then accepted the PPC’s recommendation and approved Mr. Hernandez-Alejandro’s licensing petition).

- Designation of Regents Physician Shortage Areas (RPSAs)
- Proposed Amendment to Section 61.10 of the Regulations of the Commissioner of Education Relating to the Dental Anesthesia Certification Requirements for Licensed Dentists
- Regents Permission to Operate in New York State: Gannon University
- The State University of New York at Binghamton: Authorization to Award the Doctor of Pharmacy Degree

Professional Discipline Update – Periodic update and discussion of the resolution of professional discipline cases, including the handling of complaints, adjudications, and illegal practice.

MOVED, that the Committees Reports be approved.

Motion by: Regent Wade S. Norwood
Seconded by: Vice Chancellor T. Andrew Brown
Action: Motion carried unanimously.

Regents 2017-2018 State Budget Priorities BR (A) 4 - REVISED

MOVED, that that the Regents approve budget priorities as follows:

State Aid Modeling and Facilities Planning Systems	\$2 million
Special Education and Related Services Data System	\$700,000
Support for Targeted School Districts	\$675,000
Charter School Office	\$1.5 million
Excessive Teacher Turnover Prevention Grant Expansion	\$4 million
Enhancing the Achievement of English Language Learners	\$12.4 million
Building Oversight and Support Capacity at SED	5% set-aside
Regents Exams in World Languages	\$1 million
Erasure Analysis of Test Results	\$500,000
Project-Based Assessments	\$8 million
Expansion of Teacher Exam Vouchers and Shanker Grant	\$960,000
Higher Education Opportunity Programs	\$11.67 million
Sustaining ECHS and P-TECH Programs	Fully fund
Institution Accreditation	Spending Authority

Motion by: Regent Roger Tilles
Seconded by: Regent James E. Cottrell
Action: Motion carried unanimously.

**2017 State Legislative Priorities
BR (A) 5**

MOVED, that that the Regents affirm support for last year's proposals as well as approve new proposals for the 2017 legislative session as follows:

P-12 -

Tenure/Seniority Protections for Bilingual and ESOL Teachers
Streamlining Prekindergarten Programs
Establishing a Tuition Rate Setting Index
Mandate Relief for School Districts
Accelerating State Aid Claims
Regional Secondary Schools Advisory Council
Supporting Struggling School Districts

Higher Education -
DREAMers

Motion by: Regent Roger Tilles
Seconded by: Regent James R. Tallon, Jr.
Action: Motion carried unanimously.

**State Education Department November 2016 Fiscal Report
BR (A) 3**

MOVED, that the Board accepts the November 2016 State Education Department Fiscal Report as presented.

Motion by: Regent Roger Tilles
Seconded by: Regent James R. Tallon, Jr.
Action: Motion carried unanimously.

**Whistleblower Policy and Procedures
BR (A) 6**

MOVED, that the Board of Regents, acting in their capacity as Trustees of The University of the State of New York, approve the Whistleblower Policy and Procedures effective December 13, 2016.

Motion by: Regent Josephine Victoria Finn
Seconded by: Regent James R. Tallon, Jr.
Action: Motion carried unanimously.

**Acceptance of a \$500,000 Grant from The Wallace Foundation
BR (A) 7**

MOVED, that the Board of Regents accept the sum of \$500,000 from The Wallace Foundation to support the work of the USNY Regents Research.

Motion by: Regent Josephine Victoria Finn
Seconded by: Regent James R. Tallon, Jr.
Action: Motion carried unanimously.

APPOINTMENT

**Appointment of Assistant Commissioner for the Office of Access,
Equity, and Community Engagement Services
BR (A) 8**

MOVED, that the Board of Regents approve the appointment of Stanley Hansen, Jr. to the position of Assistant Commissioner effective December 13, 2016.

Motion by: Regent Josephine Victoria Finn
Seconded by: Regent Beverly L. Ouderkirk
Action: Motion carried unanimously.

Chancellor Betty A. Rosa adjourned the meeting.

Appendix I
NEW YORK STATE BOARD OF REGENTS CHARTER ACTIONS

Name of Institution	Program Area	County (City/Town) of Location	Description of Charter Action(s)
Interlaken Public Library	CE	Seneca (Interlaken)	Amend charter to: - change the trustee range to be not less than five nor more than nine; - designate Commissioner as agent for service; and - update IRS dissolution language.
Museum of Biblical Art	CE	New York (New York)	Dissolve provisional charter.
Red Hook Public Library	CE	Dutchess (Red Hook)	Amend charter to: - change the trustee range to be not less than five nor more than seven; - designate the library's service area to be coterminous with the Village of Red Hook; - designate Commissioner as agent for service; and - update IRS dissolution language.
Sag Harbor Fire Department Antique Fire Truck Museum	CE	Suffolk (Sag Harbor)	Extend provisional charter for five years.
Wallkill Public Library	CE	Ulster (Wallkill)	Amend charter to: - change the trustee range to be not less than seven nor more than eleven; - specify eligibility requirements for election to the board of trustees; and - to change the corporate address.
Westchester Children's Museum	CE	Westchester (Rye)	Extend provisional charter for five years.
Academy of the Holy Names	P12	Albany (Albany)	Amend charter to delete the operation of a prekindergarten and

			elementary levels (kindergarten through grades five).
Cornerstone Christian School	P12	Rockland (New City)	Grant provisional charter for three years.
Creative Minds Montessori School	P12	Cayuga (Auburn)	Amend charter to add authority to operate a pre-kindergarten through grade eight for children ages 3 to 15 and extend charter for three years.
Longview School	P12	Westchester (Cortlandt Manor)	Extend provisional charter for three years.
Mountain Laurel Waldorf School	P12	Ulster (New Paltz)	Extend provisional charter for three years.
The South Shore Preschool for Early Childhood Education	P12	Suffolk (Islip Terrace)	Grant provisional charter for three years.
St. Joseph's Seminary and College	HE	New York (New York)	Amend charter to add authority to operate a branch campus at 131 Boardman Road, Poughkeepsie, NY 12603.

REGENTS ACTIONS IN 69 PROFESSIONAL DISCIPLINE CASES AND 1 RESTORATION PETITION

December 12 - 13, 2016

The Board of Regents announced disciplinary actions resulting in the revocation of 1 license, surrender of 8 licenses, and 58 other disciplinary actions. The penalty indicated for each case relates solely to the misconduct set forth in that particular case. In addition, the Board acted upon 1 restoration petition.

I. REVOCATION AND SURRENDERS

Nursing

Tammy L. Capozzi; Licensed Practical Nurse; Buffalo, NY 14206; Lic. No. 297535; Cal. No. 28432; Found guilty of professional misconduct; Penalty: Revocation.

Stephen Mirl Howells II; Registered Professional Nurse; Tucson, AZ 85756; Lic. No. 552471; Cal. No. 29165; Application to surrender license granted. Summary: Licensee did not contest charges of having been convicted of Kidnapping in the 2nd Degree under New York State law and of Sexual Exploration of Children; Conspiracy to Sexually Exploit Children and Possession of Child Pornography under federal law.

Edna Leticia Rosario-Girona; Licensed Practical Nurse; Sebring, FL 33870; Lic. No. 091570; Cal. No. 29199; Application to surrender license granted. Summary: Licensee admitted to the charge of having been found guilty of improper professional practice or professional misconduct by the duly authorized professional disciplinary agency of Florida where the conduct upon which the finding was based would, if committed in New York State, constitute professional misconduct under the laws of New York State.

Kay A. Romain; Registered Professional Nurse; Yorktown, VA 23693; Lic. No. 301496; Cal. No. 29255; Application to surrender license granted. Summary: Licensee did not contest the charge of having been found guilty of improper professional practice or professional misconduct by the duly authorized professional disciplinary agency of Virginia where the conduct upon which the finding was based would, if committed in New York State, constitute professional misconduct under the laws of New York State.

Joyce A. Garlow; Registered Professional Nurse; Austin, TX 78727-6859; Lic. No. 258013; Cal. No. 29282; Application to surrender license granted. Summary: Licensee did not contest the charge of having a finding of professional misconduct by the Texas Board of Nursing for fraud or deceit in procuring or attempting to procure a license to practice professional nursing by lying about a prior criminal record, which if committed in New York State, would constitute professional misconduct for obtaining the license fraudulently, in violation of §6509(1) of the New York Education Law.

Sheila Ann Mooney Perry; Registered Professional Nurse; Hampden, ME 04444-1931; Lic. No. 216126; Cal. No. 29283; Application to surrender license granted. Summary: Licensee did not contest the charge of being found guilty of professional misconduct in the State of Maine, which conduct would be considered practicing the professional of nursing with incompetence on more than one occasion, if committed in New York State.

Judith E. O'Rourke Galbraith; Registered Professional Nurse; Southbridge, MA 01550; Lic. No. 357265; Cal. No. 29290; Application to surrender license granted. Summary: Licensee admitted to the charge of, while authorized to practice as a nurse anesthetist in Massachusetts and employed as such in Oklahoma, having reported to work with marijuana and barbiturates in her bloodstream, in violation of substantial provisions of Massachusetts law regarding the practice of nursing.

Pamela Jo Arnold a/k/a Pamela Jo Patton; Registered Professional Nurse; Taylorsville, UT 84123; Lic. No. 311089; Cal. No. 29298; Application to surrender license granted. Summary: Licensee admitted to the charge of being habitually drunk, resulting in two convictions for Driving While Under the Influence and visiting patients as a home health nurse while intoxicated, in the state of Vermont.

Respiratory Therapy

Kathleen Marie Novo; Respiratory Therapist; Kenmore, NY 14217-1203; Lic. No. 000459; Cal. No. 28975; Application to surrender license granted. Summary: Licensee admitted to the charge of having disconnected a patient from a ventilator without: a physician consultation or order; wearing protective equipment; confirming the identity of the health care proxy and the proper paperwork had been completed; and ensuring the patient was receiving proper medication.

II. OTHER REGENTS DISCIPLINARY ACTIONS

Acupuncture

John Clayton Link; Perry, NY 14530; Lic. No. 004023; Cal. No. 28447; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$1,000 fine.

Rui Wang; Vestal, NY 13850; Lic. No. 001723; Cal. No. 29000; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Clinical Laboratory Technology

Richard Rocco Padovani; Clinical Laboratory Technician; Yorktown Heights, NY 10598; Cert. No. 000361; Cal. No. 29022; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 24 months probation, \$500 fine.

Dentistry

Rayna Fern Portnoy; Dentist; Forest Hills, NY 11375; Lic. No. 044483; Cal. No. 29018; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 24 months probation.

Massage Therapy

Karen M. North; Albany, NY 12203; Lic. No. 020799; Cal. No. 29002; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 2 years probation, \$250 fine.

Mental Health Counseling

Judith Marie Wagner; Licensed Mental Health Counselor; East Aurora, NY 14052-9650; Lic. No. 003541; Cal. No. 29064; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation to commence upon return to practice, \$500 fine payable within 6 months.

Nursing

Katherine M. Gleason a/k/a Katherine M. Decker a/k/a Katherine B. Decker; Registered Professional Nurse; Rochester, NY 14445; Lic. No. 508420; Cal. No. 27274; Found guilty of professional misconduct; Penalty: \$1,000 fine, 24 months suspension, execution of last 18 months of suspension stayed, probation 2 years to commence upon actual return to practice.

Mark Ryan Waldron; Registered Professional Nurse; Rochester, NY 14604; Lic. No. 659962; Cal. No. 28051; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Michael W. McKeirnan a/k/a Michael William McKeirnan; Licensed Practical Nurse, Registered Professional Nurse; Jamestown, NY 14701; Lic. Nos. 168547, 515932; Cal. Nos. 28076, 28077; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Lorraine E. Hagan a/k/a Lorraine E. MacEwan a/k/a Lorraine Edith Wagner; Registered Professional Nurse; Leeds, NY 12451-0436; Lic. No. 256161; Cal. No. 28096; Application for consent order granted; Penalty agreed upon: 2 month actual suspension, 22 month stayed suspension, 2 years probation.

Heather L. Zynda a/k/a Heather L. Cleversley a/k/a Heather Lynn Moppert; Licensed Practical Nurse; Collins, NY 14034; Lic. No. 232949; Cal. No. 28309; Application for

consent order granted; Penalty agreed upon: 2 month actual suspension, 22 month stayed suspension, 2 years probation, \$500 fine.

Crystal Lynn Culbert a/k/a Crystal Emerson; Licensed Practical Nurse, Registered Professional Nurse; Wellsville, NY 14895; Lic. Nos. 277487, 595123; Cal. Nos. 28456, 28457; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Bethany Lynn Barrett; Licensed Practical Nurse; Rochester, NY 14612; Lic. No. 289514; Cal. No. 28462; Application for consent order granted; Penalty agreed upon: 2 month actual suspension, 22 month stayed suspension, 2 years probation to commence if and when return to practice, \$250 fine payable within 3 months.

Nadine Rachel Abraham; Licensed Practical Nurse, Registered Professional Nurse; Dorchester, MA 02124; Lic. Nos. 287137, 651719; Cal. Nos. 28636, 28637; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 2 years probation to commence upon return to practice in the State of New York, \$1,000 fine payable within 1 month.

Crystal Lynn Miller; Licensed Practical Nurse; Bouckville, NY 13310; Lic. No. 316083; Cal. No. 28817; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Diane M. Pawlowski; Registered Professional Nurse; Cheektowaga, NY 14225-2308; Lic. No. 253574; Cal. No. 28970; Application for consent order granted; Penalty agreed upon: 3 month actual suspension, 21 month stayed suspension, 2 years probation to commence upon return to practice, \$250 fine payable within 4 months.

Anne Marie Walsh; Licensed Practical Nurse; Rahway, NJ 07065; Lic. No. 282803; Cal. No. 28972; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Tamara Pierre-Thompson; Registered Professional Nurse, Nurse Practitioner (Family Health); Freeport, NY 11520; Lic. No. 491937, Cert. No. 333487; Cal. Nos. 28985, 28986; Application for consent order granted; Penalty agreed upon: 12 month actual suspension, 12 month stayed suspension, following service of actual suspension, 2 years probation.

Stacey Merritt a/k/a Stacey Turner; Licensed Practical Nurse; Albany, NY 12202; Lic. No. 265516; Cal. No. 28999; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Corine Marie Sandroni; Licensed Practical Nurse; Seneca Falls, NY 13148-1830; Lic. No. 313435; Cal. No. 29001; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Heather M. Duell; Licensed Practical Nurse; Plattsburgh, NY 12901; Lic. No. 253423; Cal. No. 29010; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Amanda Lee Tredinnick; Registered Professional Nurse; Lackawanna, NY 14218; Lic. No. 634140; Cal. No. 29016; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, 50 hours public service.

Samuel Chiappone; Licensed Practical Nurse; Silver Creek, NY 14136; Lic. No. 304278; Cal. No. 29021; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, 1 year probation to commence upon return to practice, \$250 fine payable within 6 months.

Desiree Suzanne Paul; Licensed Practical Nurse; Oneida, NY 13421; Lic. No. 273872; Cal. No. 29055; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Julie Anne Kuster; Licensed Practical Nurse, Registered Professional Nurse; Derby, NY 14047-9661; Lic. Nos. 253636, 606208; Cal. Nos. 29057, 29058; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Tarra M. Chimino aka Tarra Macaluso aka Tarra M. Macaluso; Licensed Practical Nurse, Registered Professional Nurse; Brockport, NY 14420; Lic. Nos. 270268, 608271; Cal. Nos. 29068, 29069; Application for consent order granted; Penalty agreed upon: 1 month actual suspension, 23 month stayed suspension, 2 years probation, \$500 fine.

Stacey M. Randall; Registered Professional Nurse; Dolgeville, NY 13329; Lic. No. 618285; Cal. No. 29082; Application for consent order granted; Penalty agreed upon: Censure and Reprimand, 1 year probation, \$500 fine.

Amy Jo Shaheen; Licensed Practical Nurse; Tupper Lake, NY 12986; Lic. No. 269442; Cal. No. 29100; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$250 fine.

Mary Jane Martin a/k/a Mary J. Martin; Registered Professional Nurse; Hillsdale, NY 12529; Lic. No. 507509; Cal. No. 29101; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$1,000 fine.

Nicole Ann Huber; Licensed Practical Nurse; Perkinsville, NY 14529; Lic. No. 318249; Cal. No. 29104; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$250 fine.

Colleen G. Cook; Licensed Practical Nurse; Rochester, NY 14620-3613; Lic. No. 297877; Cal. No. 29105; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$250 fine.

Elnora VanRensselaer; Licensed Practical Nurse, Registered Professional Nurse; Friendship, NY 14739; Lic. Nos. 273674, 546712; Cal. Nos. 29107, 29108; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Torres R. Lewis; Registered Professional Nurse; Rensselaer, NY 12144; Lic. No. 633501; Cal. No. 29115; Application for consent order granted; Penalty agreed upon: 3 month actual suspension, 21 month stayed suspension, 2 years probation, \$500 fine.

Annette A. Smith; Licensed Practical Nurse, Registered Professional Nurse; Rochester, NY 14608; Lic. Nos. 227317, 529589; Cal. Nos. 29121, 29122; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Mary Oksutcik Kranz; Registered Professional Nurse; Sayre, PA 18840; Lic. No. 331096; Cal. No. 29127; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation to commence upon return to practice in the State of New York, \$500 fine payable within 30 days.

Jessica Lynn Yao; Registered Professional Nurse; Rochester, NY 14607; Lic. No. 660484; Cal. No. 29135; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Lindsay Marie Nero; Registered Professional Nurse; Fredonia, NY 14063; Lic. No. 630819; Cal. No. 29139; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 1 month and until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 6 months.

Kathy J. Dzus; Licensed Practical Nurse, Registered Professional Nurse; Islip, NY 11751; Lic. Nos. 196390, 415300; Cal. Nos. 29158, 29161; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation to commence upon return to practice.

Melissa Louise Chadwick; Registered Professional Nurse; Virginia, MN 55792; Lic. No. 532022; Cal. No. 29177; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until successfully participate in course of therapy and treatment and until fit to practice, upon termination of suspension, 2 years probation to commence if and when return to practice in the State of New York.

Laurie Ann Wordon; Registered Professional Nurse; Hudson, NY 12534; Lic. No. 612121; Cal. No. 29197; Application for consent order granted; Penalty agreed upon: \$500 fine, 2 years probation.

Lenore Wychunis Bates; Licensed Practical Nurse; Valatie, NY 12184; Lic. No. 242817; Cal. No. 29221; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$250 fine payable within 6 months.

Donna Maria Graffagnino; Registered Professional Nurse; Las Vegas, NV 89108; Lic. No. 271058; Cal. No. 29281; Application for consent order granted; Penalty agreed upon: 12 month actual suspension, 12 month stayed suspension, 3 years probation to commence upon return to practice in the State of New York which may only be as an employee under direct supervision in a Public Health Law Article 28 facility.

Occupational Therapy

Melissa J. Dames; Occupational Therapy Assistant; Albany, NY 12205; Auth. No. 006810; Cal. No. 28984; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice, \$500 fine payable within 3 months.

Teshia M. Parks; Occupational Therapy Assistant; Rochester, NY 14611; Auth. No. 007871; Cal. No. 29052; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Ophthalmic Dispensing

Pamela E. Kuras; Rochester, NY 14615; Lic. No. 008443; Cal. No. 29033; Application for consent order granted; Penalty agreed upon: 1 year stayed suspension, 1 year probation, \$500 fine.

Pharmacy

Raymond DePiero; Pharmacist; Louisville, KY 40222; Lic. No. 035665; Cal. No. 29274; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation to commence upon return to practice in the State of New York, \$500 fine payable within 30 days.

Respiratory Therapy

Jennifer L. Knight; Respiratory Therapist; Rome, NY 13440; Lic. No. 007097; Cal. No. 29053; Application for consent order granted; Penalty agreed upon: 2 year stayed suspension, 2 years probation, \$500 fine.

Social Work

Lori Jo Murphy a/k/a Lori Jo Murphy-Putrello; Licensed Clinical Social Worker; Oswego, NY 13126; Lic. No. 037135; Cal. No. 25843; Found guilty of professional misconduct;

Penalty: \$500 fine, 2 year suspension, execution of suspension stayed, upon service of Order and concurrent with stayed suspension, probation 2 years.

Francis Michael Polsenberg; Licensed Master Social Worker; Sonyea, NY 14556-0050; Lic. No. 079433; Cal. No. 29065; Application for consent order granted; Penalty agreed upon: Indefinite actual suspension for no less than 1 year and until fit to practice, upon termination of suspension, 2 years probation to commence upon return to practice.

III. RESTORATION

The Board of Regents voted on December 13, 2016 to stay the execution of the revocation of the physician license of Thomas P. Wentland, Marion, IL, and to fully restore his license. Dr. Wentland's license was originally revoked May 28, 2009.

ATTACHMENT I



engage^{ny}

Our Students. Their Moment.

Development of New York's Every Student Succeeds Act (ESSA) State Plan

Presented to the Board of Regents
December 12, 2016

Full Board Presentation Agenda

Today's discussion will focus on the issuance of USDE final ESSA rules related to accountability; data reporting, including new fiscal transparency requirements; state plans; assessments; and the Department's draft High Concept Ideas related to standards and assessments.

1. Commissioner Elia 15 minutes
2. Scott Marion, National Center for the Improvement of Education Assessment 30 minutes
3. Board of Regents Discussion 45 minutes

Today's Discussion

- In advance of the meeting, members of the Board of Regents were provided with:
 - ESSA State Plan Timeline
 - Status of Commissioner's Recommendations in Every Student Succeeds Act (ESSA) Rulemaking
 - ESSA – Accountability, State Plans, and Data Reporting: Summary of Final Regulations
 - State Template for the Consolidated State Plan Under the Every Student Succeeds Act
 - CCSSO - Financial Transparency
 - Proposed “High Concept Idea” Summaries, Challenging Academic Standards and Assessments

Overview of ESSA Rulemaking

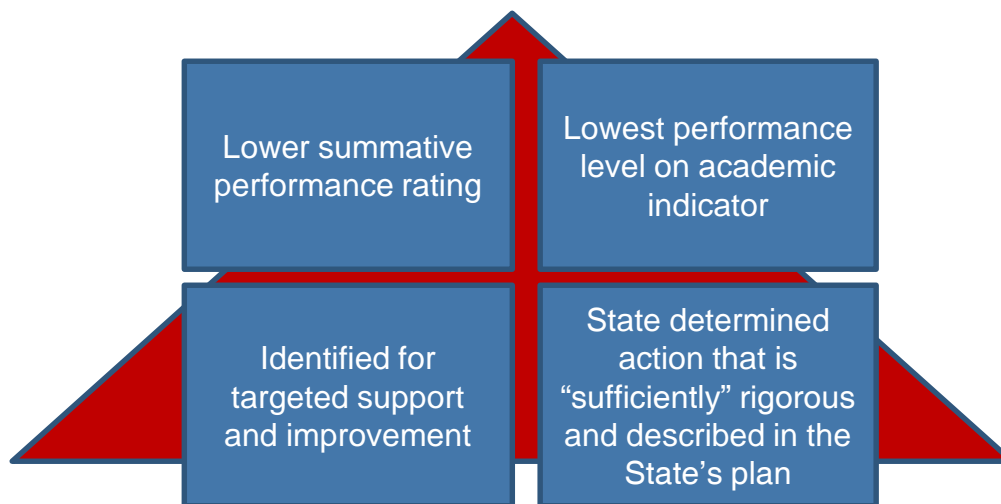
- The USDE officially published the final rule related to accountability, data reporting, and state plans in the Federal Register on November 29, 2016. The rule is effective on **January 28, 2017**.
- The rule covers accountability provisions included in Title I and consolidated state plan requirements of ESEA.
- With a few notable exceptions, the final rule follows the same structure as the Draft Rulemaking.
- On Wednesday, December 7, the United States Department of Education issued final rulemaking on assessments and the Innovative Assessment Demonstration Authority. The rule is effective on **January 9, 2017**.
- Final rulemaking related to supplement not supplant has not yet been issued.

Major Changes: Draft Rulemaking versus Final Rulemaking

Issue	Draft Rulemaking	Final Rulemaking
Identification Start Date	States start identification of schools using new accountability system requirements before the start of the 2017-2018 school year.	States start identification of schools using new accountability system requirements before the start of the 2018-2019 school year.
Plan Submission Dates	Two windows for submission –March 6, 2017 and July 5, 2017.	Two submission windows maintained with delayed dates –April 3, 2017 and September 18, 2017.
Academic Achievement and 5 th Indicator	States required to select indicators that are supported by research that shows connection to student achievement.	Expands draft rulemaking requirement to include research showing student learning, such as grades, advance coursework, persistence, etc.
95% Assessment Participation	State option must be as “equally” rigorous as USDE options specified in the rulemaking.	State option must be “sufficiently rigorous” to improve student participation and meet participation requirements.
School Improvement minimum grant amounts	States required to make grants of \$500,000 to comprehensive support schools and \$50,000 to targeted support schools.	States permitted to adjust grant sizes based on school’s size, identified needs, and selected interventions.

Test Participation

- States may use one of four methods to respond to test participation rates that fall below the 95 percent threshold:



- Schools not meeting the 95 percent participation requirement are required to develop an improvement plan that is approved and monitored by the local educational agency.
- Any students in an accountability group in excess of five percent who do not participate in a State ELA or math assessment must be considered non-proficient for accountability purposes.

Identification

Timing

- Identification under new accountability structure must take place for the 2018-19 school year, based data available in 2016-17 and 2017-18 school years.
- Identification of chronically low-performing subgroups does not have to take place until 2019-20 school year.

Comprehensive Support and Improvement

- Data can be averaged over a period of up to 3 years.
- Identification must take place at least once every 3 years.
- Requires that states use four-year adjusted cohort graduation rate (excludes use of extended year graduation rate) when identifying schools for graduation rate.

State Report Cards



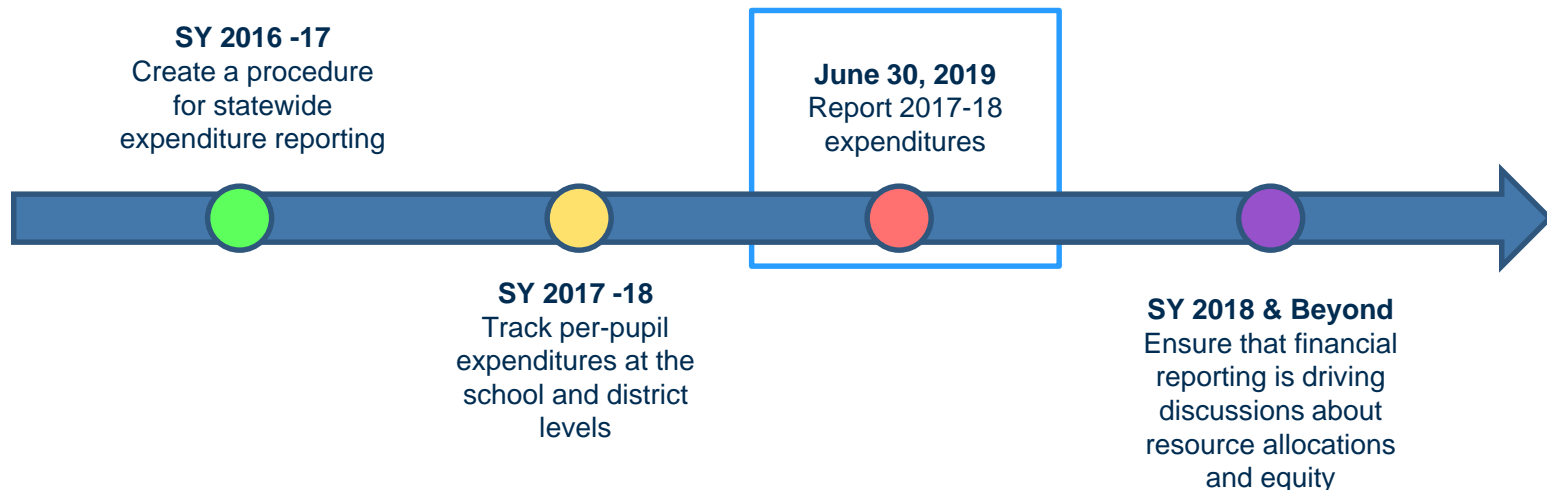
- Regulation provides “data dashboard” as one example of how to report data.
- In addition to the reporting requirements included in the statute, states must also include, for each authorized public chartering agency in the state:
 - The percentage of students in each subgroup in each charter school, compared to the percentage in the LEA from which the school draws a significant portion of its students;
 - Academic achievement for each charter school, compared with the achievement in the LEA.
- State report cards must be disseminated by December 31 of each year; however per pupil expenditure data need not be released until June 30.
- Student achievement data must be presented in two ways:
 - Based on a denominator of either 95 percent of students who are required to be tested or the number of students actually assessed, whichever is larger; and
 - Based on the number of students with a valid test score.
- States must report postsecondary enrollment data by high school if obtaining it. If states are not collecting and reporting this data, they must say when they will start reporting.

Requirements and Opportunities in ESSA's Per Pupil Expenditure Requirements

- Title I Part E of ESSA requires states to make public and report to the Secretary the per-pupil expenditures for each LEA and school in the state for the preceding fiscal year.
- The reporting must be disaggregated by source of fund expenditure (federal, state, and local).
- Per pupil expenditures include, but are not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operation and maintenance of plant, fixed charges, preschool, and net expenditures to cover deficits for food services and student body activities.
- While the State Education Department currently collects some of this data, or similar data, at the district level through State Aid fiscal data collections processes such as the ST-3, the Department's collection pertains to revenue source, not expenditure of such funds.
- The Department does not currently collect this data at the school level.

Requirements and Opportunities in ESSA's Per Pupil Expenditure Requirements

The 2017-18 school year will be the first year of reporting for this new requirement with reporting deadlines of December 31, 2018 for academics and June 30, 2019 for fiscal.



ESSA Think Tank Workgroup

Challenging Standards and Assessments

Challenging Standards and Assessments Workgroup

Key High Concept Idea Themes:

- Identifying and providing the most appropriate assessments and testing conditions for the diverse population of students in New York State.
- Improving and supporting the value of standardized assessments.

Challenging Standards and Assessments Workgroup

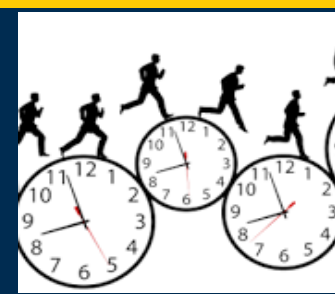
- High Concept Idea Needing Further Refinement:
Participation in State Assessments: To ensure all schools are provided with accurate measurement of their students' academic proficiencies, New York proposes to determine a State-designed action that will lead to improvement in the participation rate of schools that do not test 95 percent of their students (as opposed to an action designed by USDE).
- Concerns Raised:
 - Opposition to law's requirement for holding schools accountable for parental decisions regarding participation.
 - Need to differentiate between parental decisions as opposed to school staff actions.
 - Lack of clarity about what the state alternative would be and the way in which it would meet the equally rigorous (now sufficiently rigorous) requirement.

Challenging Standards and Assessments Workgroup

Key issues still being discussed:

- Increasing accommodations for Students with Disabilities and English Language Learners.
- Encouraging development and implementation of new types of assessments.
- Reconciling workgroup recommendations with ESSA and final regulations.

ESSA State Plan Timeline – December 2016 – April 2017



Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
December 2016 Board of Regents Meeting – Staff will present ESSA High Concept Ideas.	December 12 - 13, 2016
Field Survey on Measures of School Quality and Student Success.	December 2016/ January 2017
January and February 2017 Board of Regents Meeting – Staff will continue presenting ESSA High Concept Ideas.	January 9 - 10, 2017 February 13 – 14, 2017
Public Engagement – Survey and Regional Meetings Conducted.	February/March 2017 (TBD)
March to April Board of Regents Meetings – Continued discussion of ESSA plan.	March-April 2017

Please note: Timeline may change based on new presidential administration.

ESSA State Plan Timeline – April 2017 – July 2017



Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
May 2017 Board of Regents Meeting – Staff will present draft plan and seek permission to release for public comment.	May 8 - 9, 2017
The Department will release the draft plan for public comment.	May 10 – June 9, 2017
Proposed weeks for Public Hearings on Draft Plan. Regional staff will gather public comments on the draft plan.	May 17 – June 9, 2017
July 2017 Board of Regents Meeting – Staff will present any changes to the draft plan based on public comment, and request permission to send revised draft state plan to Governor.	July 17 - 18, 2017

Please note: Timeline may change based on new presidential administration.

ESSA State Plan Timeline – July 2017 – September 2017



Timeline for Submission of ESSA Plan to USDE in September 2017

Activity	Date
Application with Governor for 30 days.	July 19 – August 18, 2017
September 2017 Board of Regents Meeting – Staff will seek approval to submit final state plan to USDE.	September 11 - 12, 2017
Deadline to submit ESSA State Plan to USDE.	September 18, 2017

Please note: Timeline may change based on new presidential administration.

Part II of Today's Presentation

- Scott Marion, Executive Director, National Center for the Improvement of Educational Assessment will present on: Opportunities and Challenges in the Design of ESSA Accountability Systems.
- Center staff have thought long and deeply on issues related to assessment and accountability and has in the past assisted New York regarding issues related to No Child Left Behind accountability, including making presentations to the Board of Regents.

ATTACHMENT II

Opportunities and Challenges in the Design of ESSA Accountability Systems

Scott F. Marion, Ph.D., Executive Director
National Center for the Improvement of Educational
Assessment

New York State Board of Regents

Overview of discussion

- Some key principles and tools of accountability system design
- Key requirements of the Every Student Succeeds Act (ESSA)
- Opportunities available under ESSA
- Challenges associated with ESSA accountability systems
- Reporting and accountability

National Center for the Improvement of Educational Assessment (aka The Center for Assessment)

- A NH-based non-profit technical & policy consulting firm established in 1998 with the mission of improving student learning through improved assessment and accountability practices
- Current contracts with 30+ states, districts, and other entities
 - Almost all are long-term contracts designed to provide technical and design support for a range of assessment and accountability issues
- Purposely small—14 full-time professionals
 - All with doctoral degrees and almost all have worked in the “real world” of state assessment and/or as assessment contractor staff
- Independent of any governmental agency or testing company

What's the purpose of accountability systems?

- School accountability systems **must be designed** to:
 - Accurately characterize “**school effectiveness**”
 - To help identify schools in need of support to become more “effective”
 - **Incentivize the types of behaviors we think will lead to more effective schools**
 - **Avoid incentivizing inappropriate** behaviors and other **negative consequences**
- Therefore, when designing an overall system or any indicator, we must consider how our design will support these three principles

We're not starting from scratch!

2003 Presidential

Accountability: Responsibility and Reasonable Expectations

by Robert L. Linn

One of the central features of current educational systems are discussed using the requirements behind (NCLB) Act of 2001 as the primary example. Broadly shared responsibility is needed to contribute to improved education. Systems need to be designed in ways that build on past experience. This requires that standards and improvement goals can be achieved given sufficient resources. These design features are compared with illustrations of some of the current attempts to avoid the overuse of sanctions are provided.

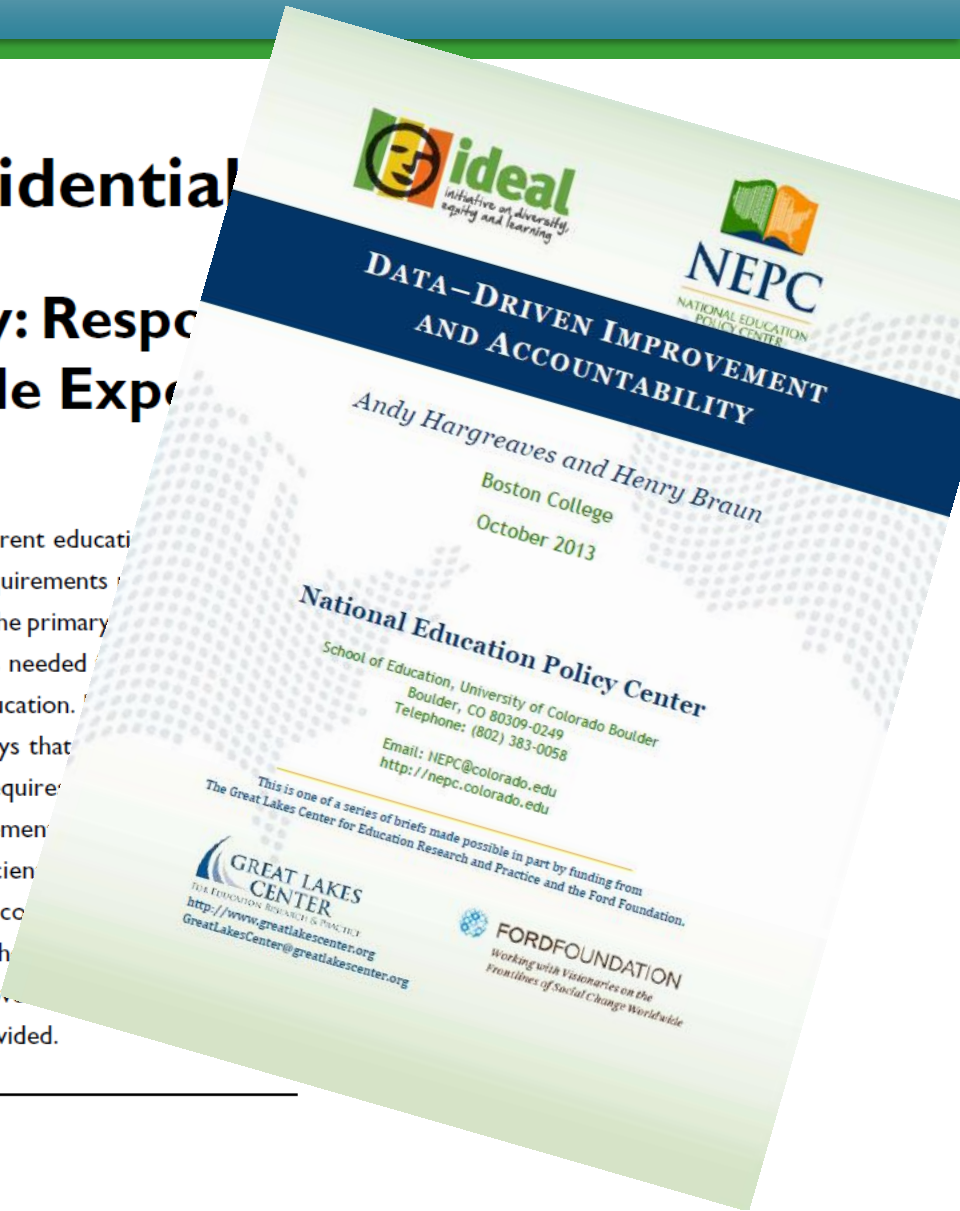
Redesigning Accountability Systems for Education

EDITED BY
SUSAN H. FUHRMAN
RICHARD F. ELMORE

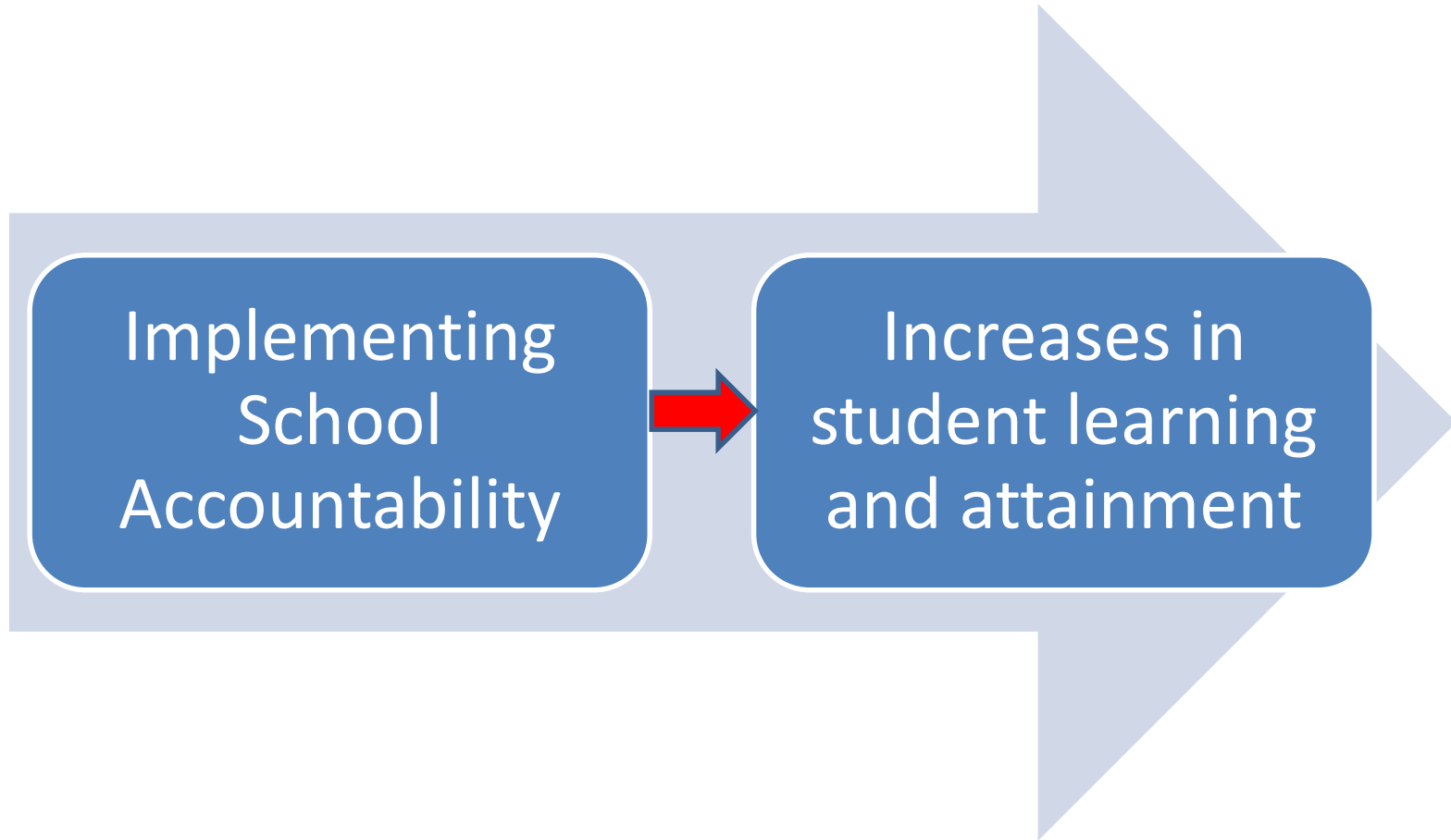
2004



Teachers College, Columbia University
New York and London



Theory of action for accountability systems



Ah, if it was only that simple!

Theory of action (or logic models)

Clear description of **intended outcomes** (e.g. increases in college & career readiness rates)

Identifies **intermediate outcomes** (e.g., improvements in 3rd grade literacy and algebra I success rates)

Clarifies **antecedents and assumptions** (e.g., assessment system provides accurate and useful achievement data)

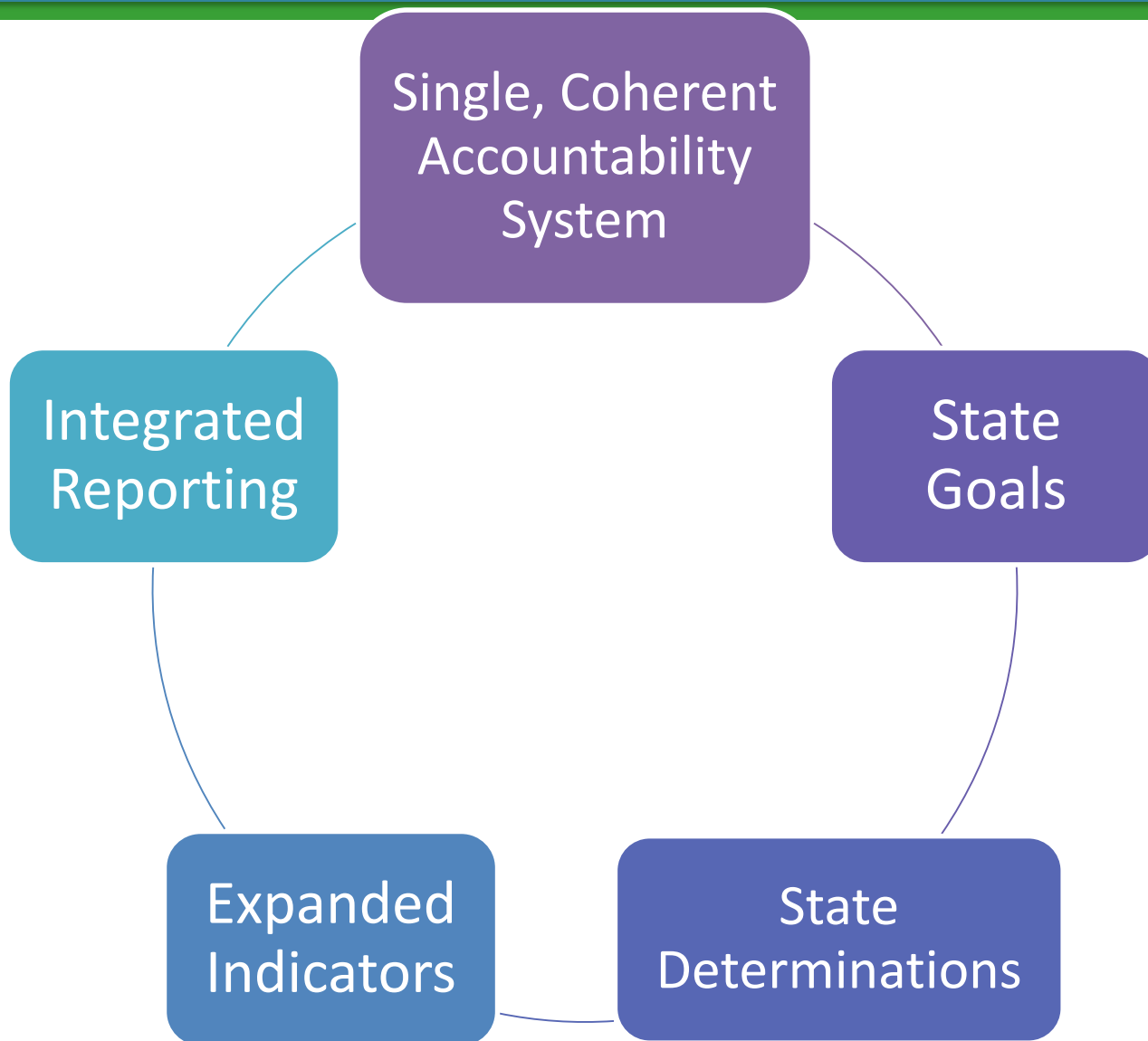
Specifies **processes and mechanisms** for how the outcomes occur (e.g., educators will have access to high quality data and know how to use it for intervening with at risk students)

Identifies/predicts **potential unintended negative consequences** (e.g., focus on “parental involvement” can turn into silly “signing in” practices)

Why dwell on the theory of action?

- An actual theory of action provides considerable detail on the assumptions, context, processes, mechanisms, and intermediate indicators
- Designing a school accountability system must be more than checking off a series of requirements
- You, as a lead policy-making body, **have the opportunity and responsibility to design an accountability system to support your main goals and to guard against unintended negative consequences**

Some Major Opportunities under ESSA!



Accountability Requirements

- Two main components:
 - **Reporting** requirements
 - States must continue to report by all required subgroups specified under NCLB.
 - School **accountability** determinations
 - Based on state determined goals and methodology with some constraints, which we'll discuss

Some Major Design Challenges

- Establishing **ambitious**, yet **reasonable** goals
- Incorporating measures of **English language proficiency**
- Identifying “**additional indicators** of school quality and/or student success”
- Producing an **overall rating**, creating a “**dashboard**,” or both?

Accountability indicators by (likely) weight

1. Academic Achievement (e.g. proficiency)
2. Another valid and reliable academic indicator (e.g. growth, gap closure)
3. Graduation rate (specifically Adjusted Cohort Grad Rate)
4. English language proficiency
5. *Indicator of school quality or success that meaningfully differentiates and is valid, reliable, and comparable*

Indicators by discussion time...

1. Academic Achievement (e.g. proficiency)
2. Another valid and reliable academic indicator (e.g. growth, gap closure)
3. Graduation rate (specifically Adjusted Cohort Grad Rate)
4. English language proficiency
5. *Indicator of school quality or success that meaningfully **differentiates** and is valid, reliable, and comparable*

Goal Setting

- NCLB required 100% proficiency by 2014 (or alternate approaches under waiver)
- Under ESSA states determine:
 - Status and improvement goals for:
 - Academic achievement
 - Graduation rate
 - Sub-groups that are behind

Goals

- For goals to signal and support the types of improvement we hope to see, they must be:
 - Ambitious
 - Reasonable
- What do these two terms mean to you?
- Role of goals and interim targets in ESSA?
 - It is not really clear other than reporting
 - Identification of schools for comprehensive and targeted support is not based on these goals
 - But we should make sure the two things are coherent!

English Language Learner Proficiency

- Moved from Title III to Title I
- The impact of this change will vary across districts depending on the minimum-n
- Two areas of challenges:
 - **Student level**—measuring progress over time and establishing meaningful goals
 - **School level**—establishing an accountability indicator that makes sense for schools meeting and not meeting the minimum-n to best support schools in serving EL students

School Quality or Student Success Indicators

A framework for the school quality/student success indicator

- Level of Inference
 - Low-inference
 - Higher (indirect) inference
- Data burden on districts
 - Low or none
 - Higher
- Potential corruptibility
 - Low or none
 - Higher
- The number of “5th indicators” we want to have
 - Law says at least one common to all schools at a grade span
 - Is there an advantage to including more?
 - If so, could this be a place to include local indicators?

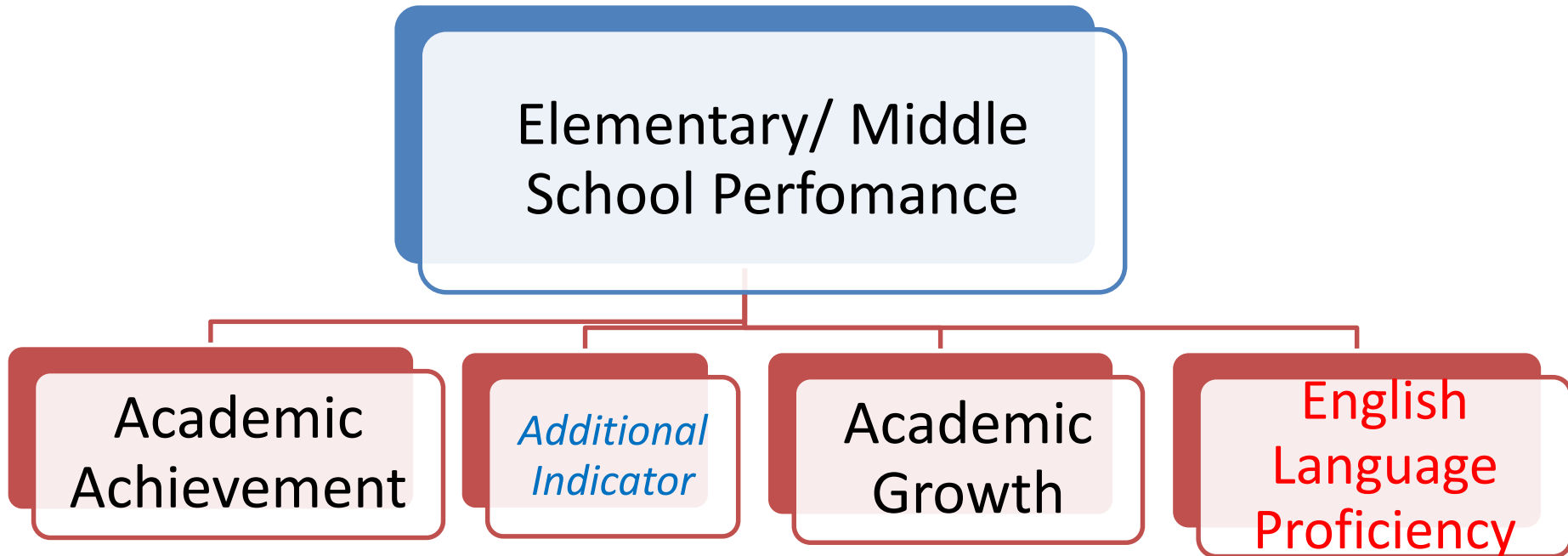
School Quality or Student Success Indicators

- States and advisory committees have spent considerable time and effort on this indicator
- At the **high school level**, we know of many states looking to incorporate measures of **post-secondary readiness**
 - College readiness
 - Career readiness
- At the **elementary and middle school level**, states are exploring a variety of potential indicators:
 - Social-emotional learning
 - Early readiness
 - Student engagement/self-direction
 - Equity
 - Other?

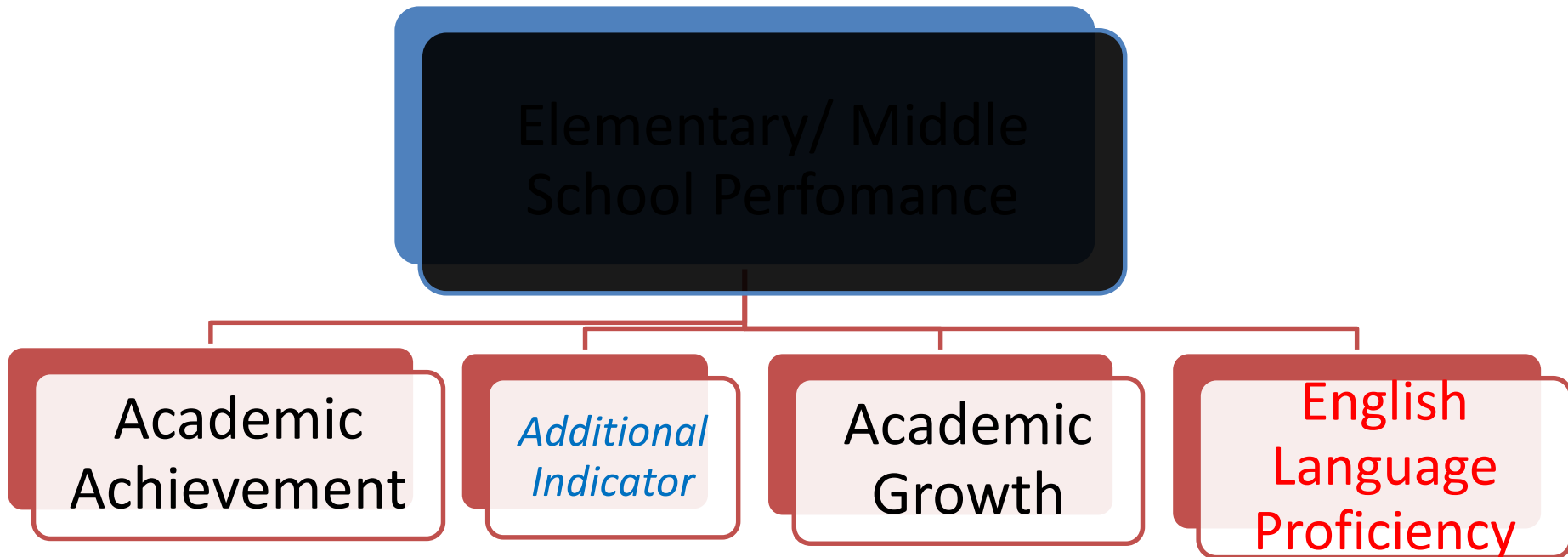
Beware of Campbell!

- “The more any quantitative social indicator is used for social decision-making, the more **subject** it will be to **corruption pressures** and the more apt it will be to **distort and corrupt the social processes it is intended to monitor**” (Campbell, 1979).
- See: Marion & Lyons (2016). *In Search of Unicorns: Conceptualizing and Validating the “Fifth Indicator” in ESSA Accountability Systems*. www.nciea.org

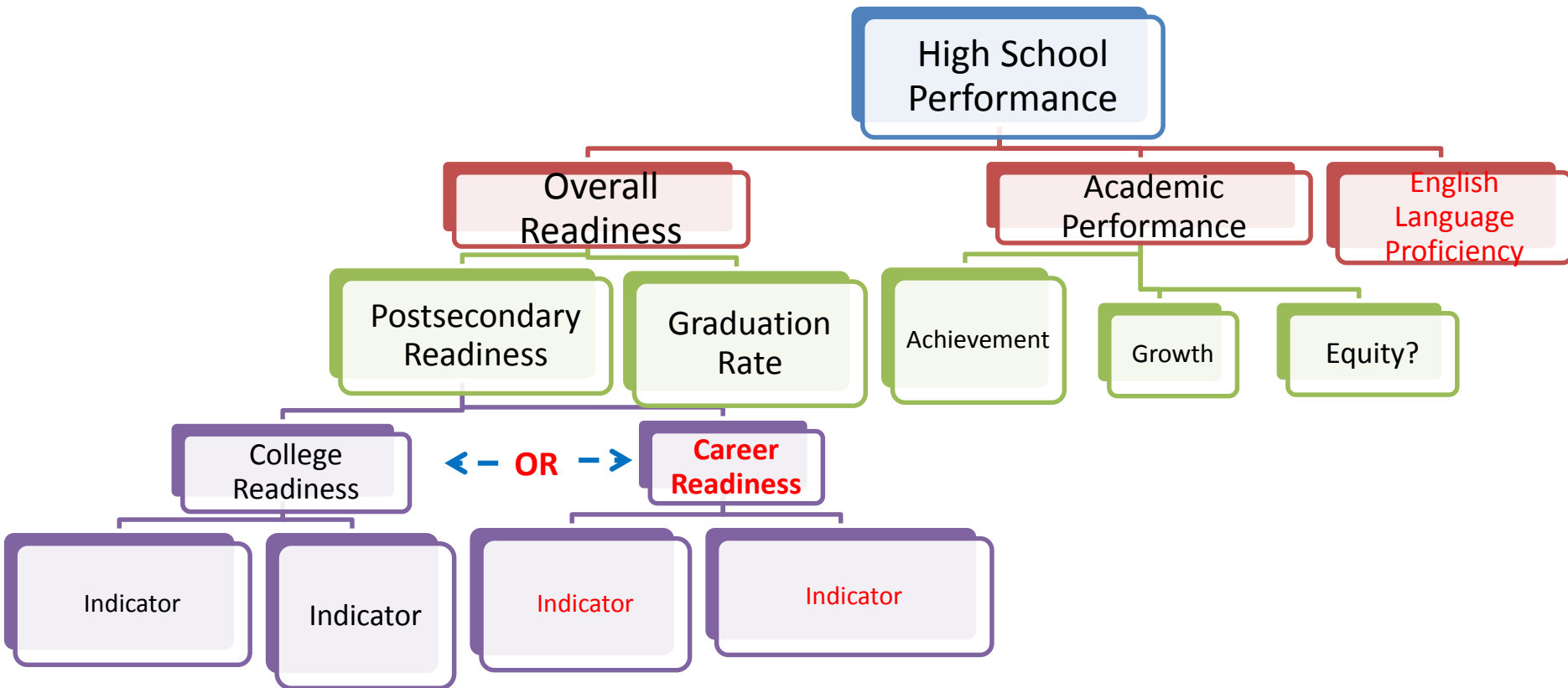
What might this look like?



A system without an overall rating?

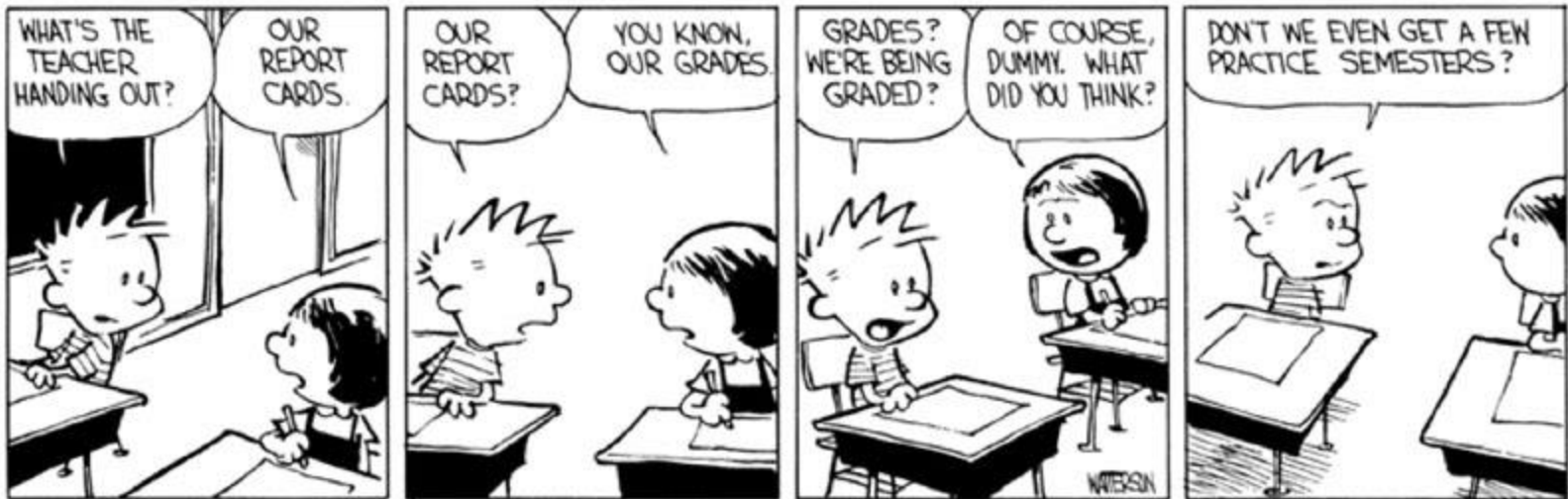


Potential High School Model



Importance of Reporting

- The main way of communicating with the parents, public, and educators about the accountability system
- Can provide educators and others with information to support improvement efforts
 - Comparative and criterion-based information
 - Proximal indicators and importance practices
- Easier said than done—must take advantage of advances in **data visualization techniques**



Reporting and accountability

- Remember, we can (and should) report on more indicators than we might use for accountability
- Why would we report on indicators but not use them for accountability?
 - What are some examples?
- If the research shows that an action or process is related to a certain outcome, wouldn't it help schools to report on both the processes and outcomes?
- Let's look at example...

The problem we're trying to solve

Reducing the need for CCR
remediation

Identifying the accountability indicator

The accountability indicator



Increases in
rate of meeting
CCR
benchmarks

Reducing the
need for CCR
remediation

Reporting indicators on the way to a meaningful outcome

Schools/LEAs align curriculum & instruction with CCR

School identifies students in need of catching up

School offers “catch up” opportunities

School offers rigorous courses

Provides support to students prior to and in rigorous courses

Increases enrollment in rigorous courses

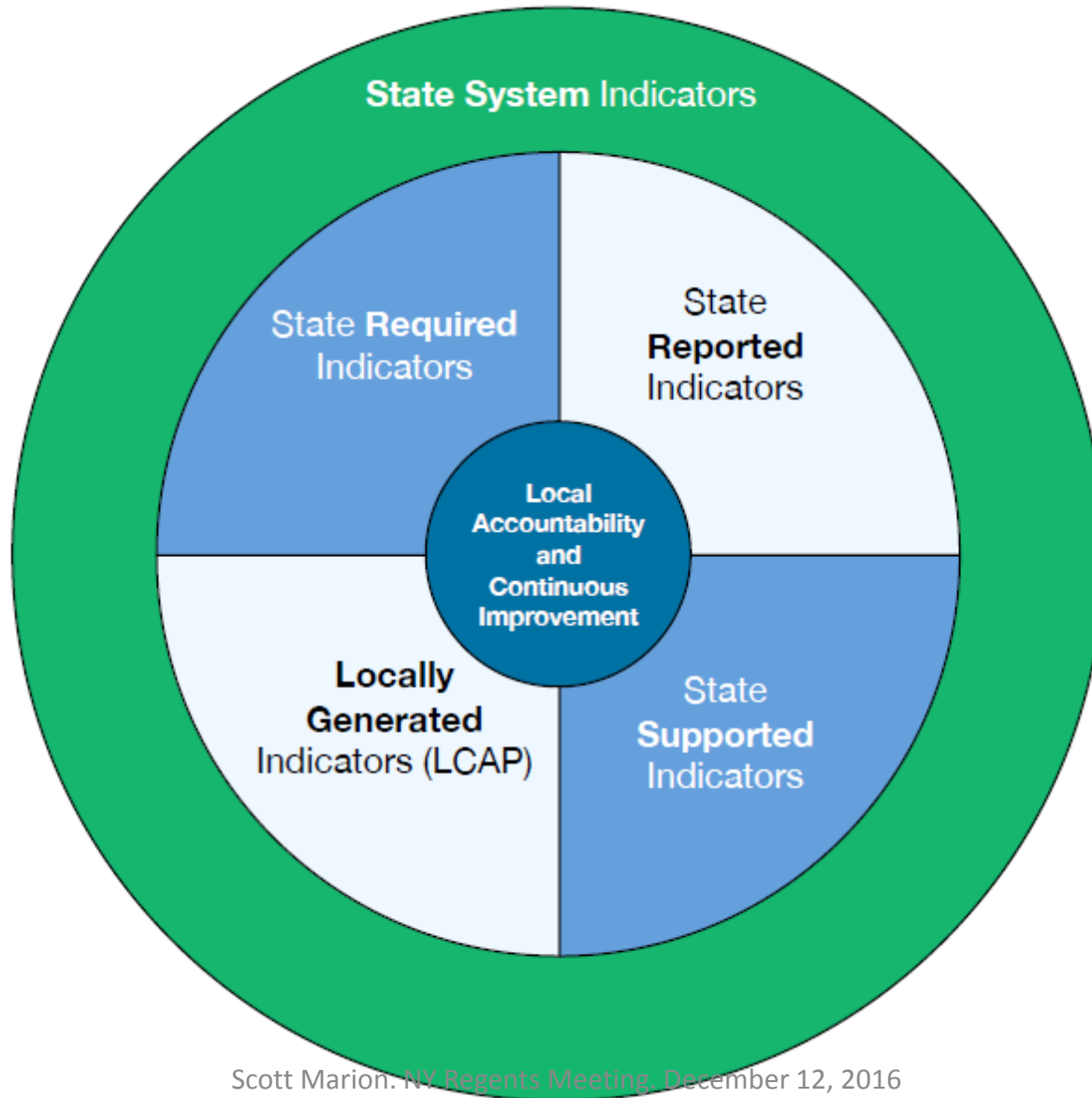
Increases rates of students passing rigorous courses

The accountability indicator

Increases in rate of meeting CCR benchmarks

Reduces need for CCR remediation

A framework for accountability and reporting



Illinois Report Card Example



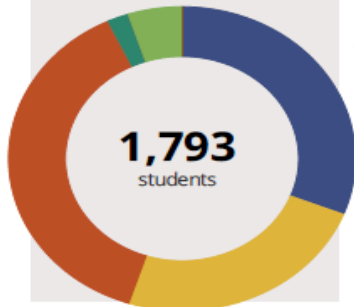
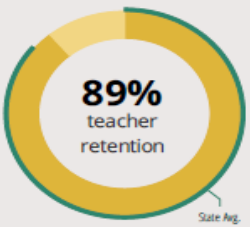
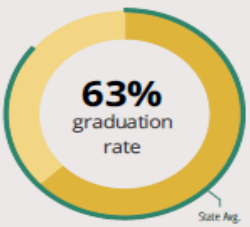
JEFFERSON HIGH SCHOOL

4145 SAMUELSON RD ROCKFORD, IL 61109 3249 (815) 874-9536

Grades: 9-12
District: ROCKFORD SD 205

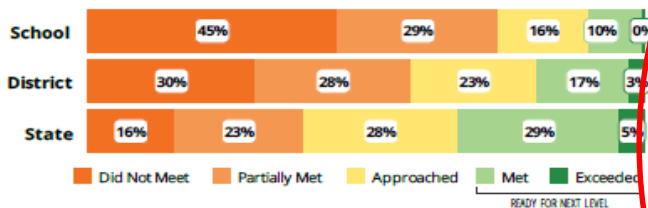
Principal: Don Rundall
Superintendent: Dr. Ehren Jarrett

FAST FACTS



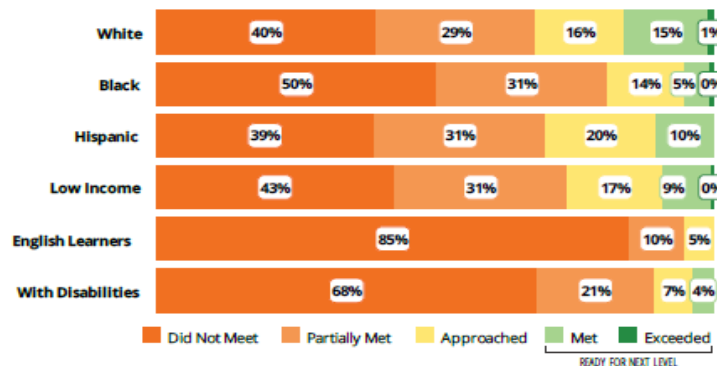
Academic Success

All Illinois students in grades 3-8 take the PARCC assessment each year. High school students take the PARCC in specific Math or English Language Arts (ELA) courses.



Success by Student Group

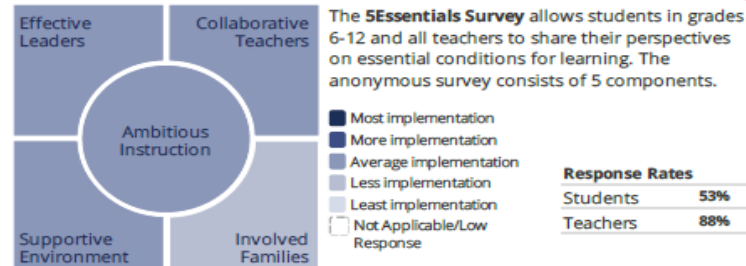
This display shows PARCC performance levels for each student group. No data is shown for groups with fewer than 10 students.



Student Characteristics

White	31%	Low Income	61%
Black	24%	English Learners	5%
Hispanic	38%	With Disabilities	17%
Asian	2%	Homeless	7%
American Indian	0%		
Two or More Races	5%		
Pacific Islander	0%		

School Environment



Response Rates

Students	53%
Teachers	88%

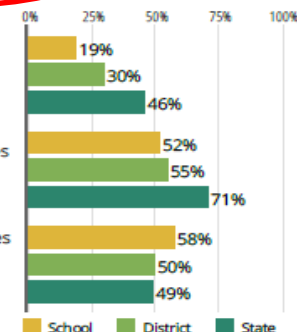
- Average Effective Leaders**
Do principals and teachers implement a shared vision for success?
- Average Collaborative Teachers**
Do teachers collaborate to promote professional growth?
- Average Ambitious Instruction**
Are the classes challenging and engaging?
- Average Supportive Environment**
Is the school safe, demanding, and supportive?
- Less Involved Families**
Does the entire staff build strong external relationships?

College Readiness

Ready for College Coursework
Students who meet or exceed ACT college readiness benchmarks

Postsecondary Enrollment
Students who enroll at colleges and universities

Postsecondary Remediation (lower is better)
Students enrolled in Illinois community colleges who require remedial coursework



Ohio "Dashboard" Example

2015 - 2016 Report Card for Dublin Scioto High School

 [View Printable PDF](#)

- Overview**
- Achievement
- Progress
- Gap Closing
- Graduation Rate
- K-3 Literacy
- Prepared for Success

SCHOOL GRADE

Coming in 2018

SCHOOL DETAILS

VIEW CONTACT

Financial Data

These measures answer several questions about spending and performance. How much is spent, the source of the revenue and how do these measures compare across districts?

[VIEW DATA](#)

Achievement

The Achievement component represents the number of students who passed the state tests and how well they performed on them.

COMPONENT GRADE

C

[VIEW MORE DATA](#)

[VIEW GIFTED DATA](#)

Performance Index
72.7%..... **C**

Indicators Met
53.8%..... **D**

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.

COMPONENT GRADE

B

[VIEW MORE DATA](#)

Value-Added

Overall..... **A**

Gifted..... **A**

Lowest 20% in Achievement..... **A**

Students with Disabilities..... **D**

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable populations of students in English language arts, math and graduation.

COMPONENT GRADE

F

[VIEW MORE DATA](#)

Annual Measurable Objectives
45.5%..... **F**

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.

COMPONENT GRADE

B

[VIEW MORE DATA](#)

Graduation Rates

92.3% of students graduated in 4 years..... **B**

93.9% of students graduated in 5 years..... **B**

K-3 Literacy

The K-3 Literacy component looks at how successful the school is at getting struggling readers on track to proficiency in third grade and beyond.

COMPONENT GRADE

Not Rated

[VIEW MORE DATA](#)

K-3 Literacy Improvement
NC..... **NR**

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.


COMPONENT GRADE


C


[VIEW DATA](#)


Reporting to encourage certain practices...

- Here we report on indicators not quite appropriate as accountability metrics so the report simply indicates the degree to which the school is engaging in the practice


1 School provides no evidence of engaging in activities related to the work-study practices


2 School indicates that they explicitly incorporate the work-study practices into their school activities for all students.


3 School provides evidence of programming aligned to work-study practices (e.g., syllabi, curricula)


4 School provides evidence of student success on the work-study practices for all students (e.g., samples of student work, validated survey data, recordings of student discussion groups about work-study practices)

Identification of Schools

- **Ultimately, the accountability system must be used to identify schools**
- Using a state determined methodology starting in the beginning of 2018-19 and **at least once every three years** thereafter to produce a **statewide category of schools** for **comprehensive** support and **targeted** improvement for schools in the following categories:
 - **lowest performing 5% of schools**
 - **HS with graduation rate less than 67%**
 - **Schools with low performing subgroups**
- State can produce determinations more frequently or include more performance categories

Identification of Consistently Underperforming Subgroups

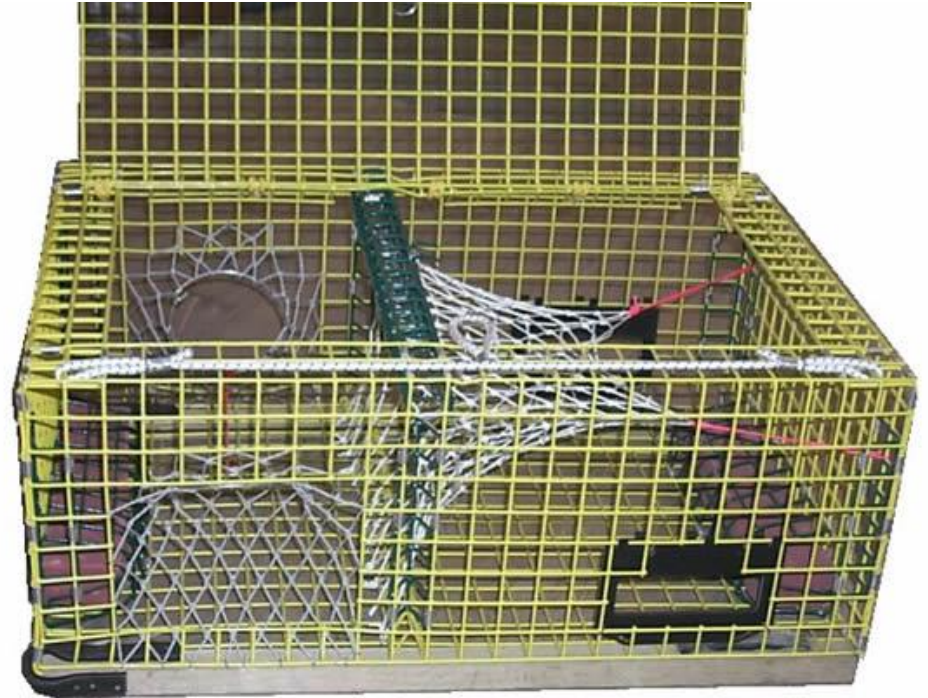
- **Final Regulations:** *The final rules maintain that subgroups should be identified after two years of consistent underperformance, as defined by the state, but **allows states** to propose a longer timeframe if they can show that the additional time will better support low-performing subgroups in making significant academic progress and closing statewide proficiency and graduation rate gaps...The final regulations also highlight that states may identify underperforming subgroups based on their **state-developed goals and targets**, but may also develop other definitions that consider all of the indicators.*

Dashboard, summary determination, or both?

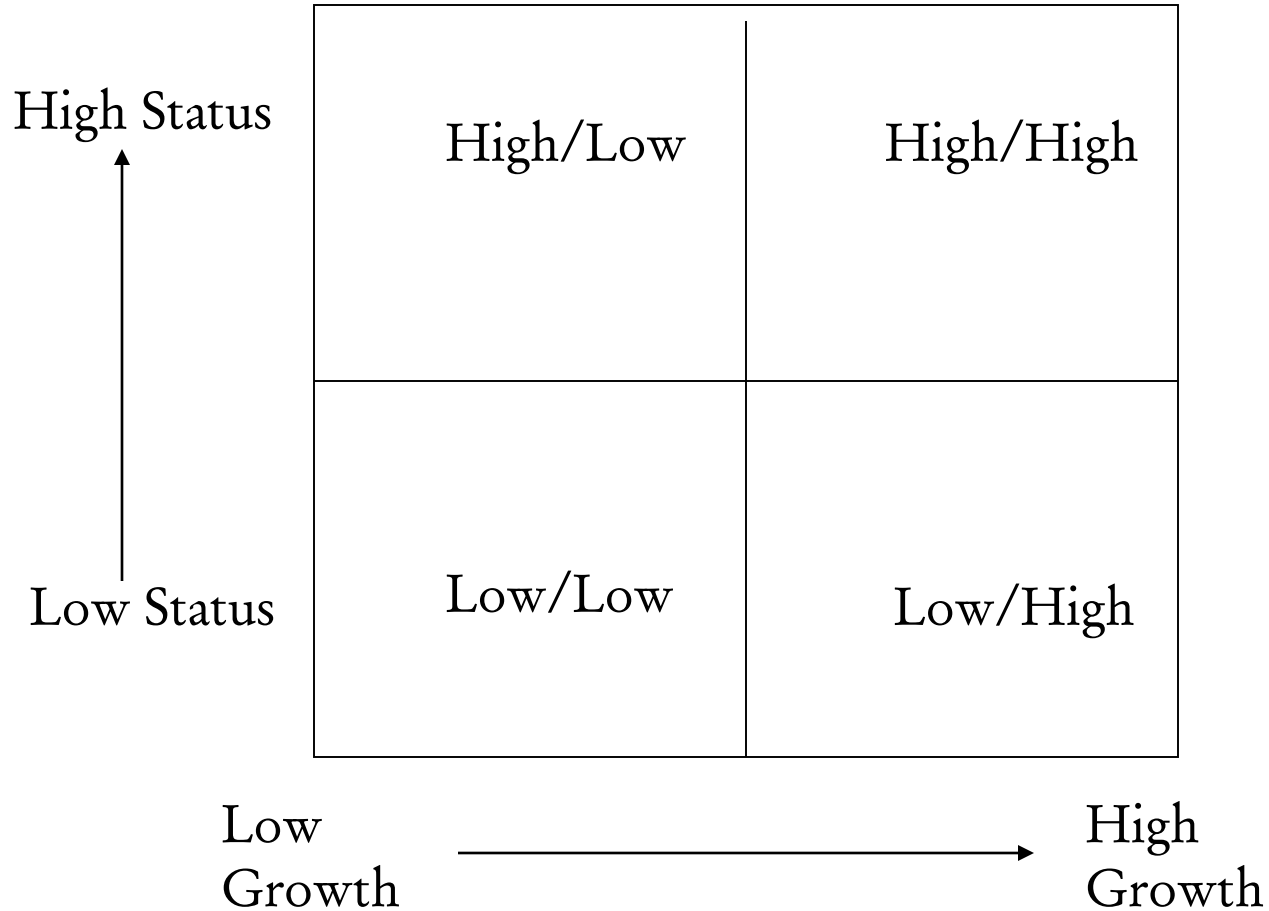
- Several states, notably CA, are considering reporting at the indicator level and **not rolling up** to a single rating
- Many others are sticking with things like **school grades**
- What's the right thing to do and for whom?
- Can we identify schools without a total “score” or rating?

The *lobster trap* problem

- We have been concerned that schools could be identified based on the full system, but performance on the additional indicator does not seem able to get schools out...



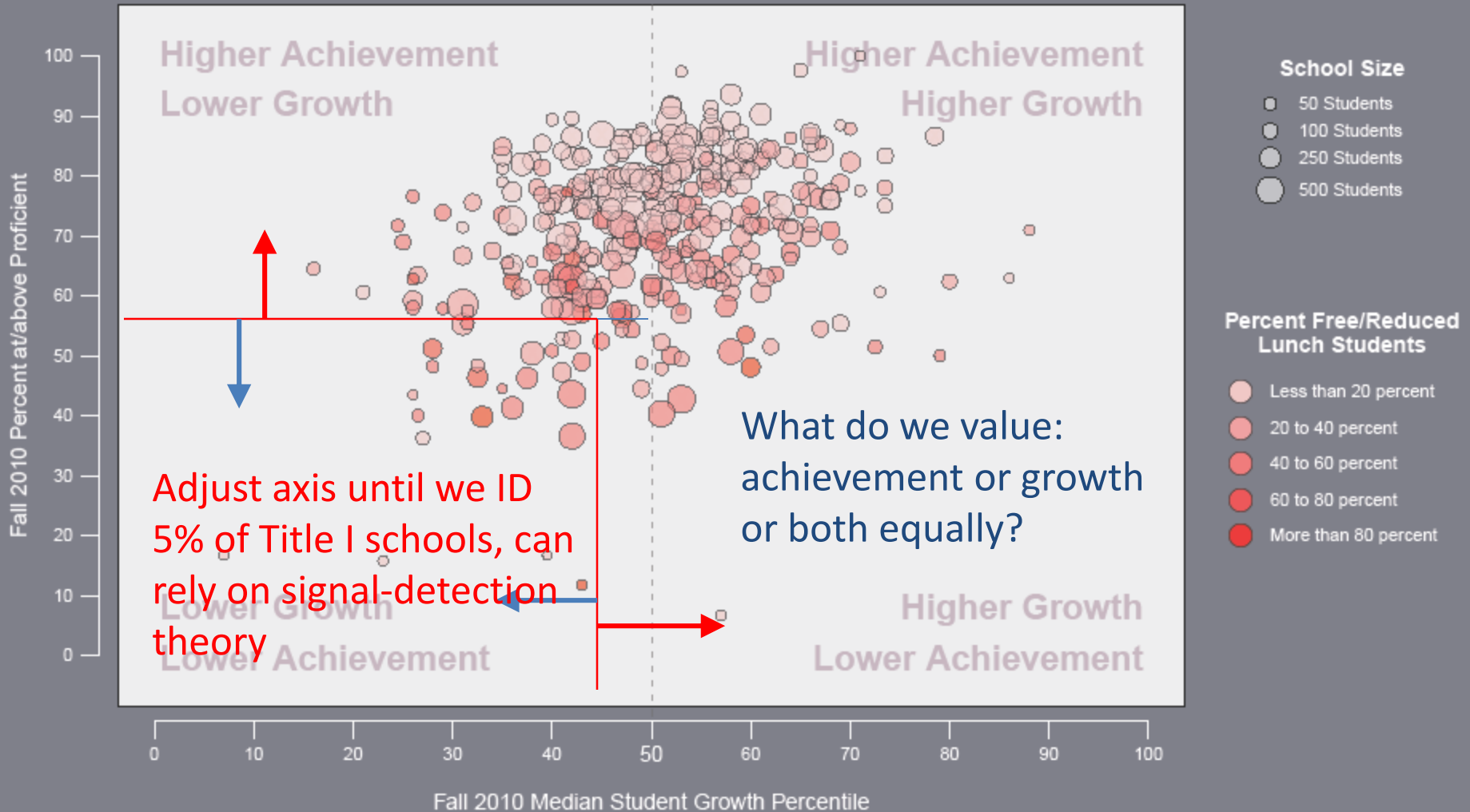
Conceptualizing school effectiveness



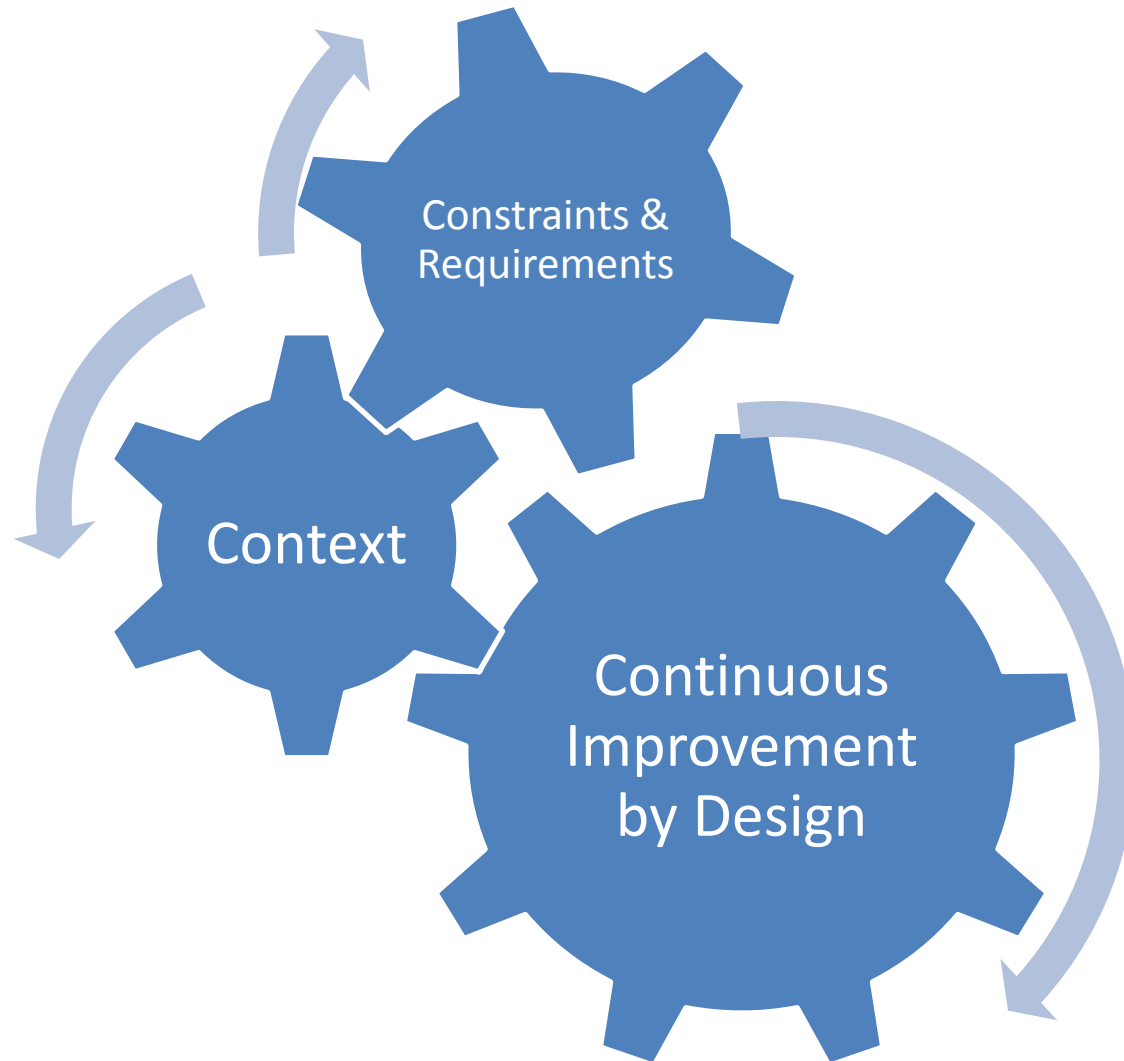
What could it look like?

Growth and Achievement

New Hampshire: 2009–10 NECAP Growth & Achievement
NECAP Math Performance by School Poverty



So where do we begin the design work?



Yes, this is hard!!

- But with flexibility comes responsibility!



Questions, comments or more information:

Center for Assessment

www.nciea.org



Scott Marion
smarion@nciea.org

ATTACHMENT III



New York State Education Department My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities

*Presented by the
Northeast
Comprehensive Center*

December 2016



This brief was developed by the Northeast Comprehensive Center under a grant from the U.S. Department of Education. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and do not imply endorsement by the federal government.

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Office of the Board of Regents
(518) 474-5889

**WORKGROUP TO IMPROVE
OUTCOMES FOR BOYS AND
YOUNG MEN OF COLOR**

Letter from the Chair of the Board of Regents Workgroup to
Improve Outcomes for Boys and Young Men of Color

LESTER W. YOUNG, JR., CHAIR
BETTY A. ROSA, CHANCELLOR
T. ANDREW BROWN, VICE CHANCELLOR
JAMES E. COTTRELL
JOSEPHINE VICTORIA FINN
BEVERLY L. OUDERKIRK
CATHERINE COLLINS
JUDITH JOHNSON
LUIS O. REYES

In response to the national My Brother's Keeper (MBK) initiative, on May 19, 2015 the New York State Board of Regents established the Regents Workgroup to Improve Outcomes for Boys and Young Men of Color. The Workgroup was charged with examining the current educational challenges and opportunities faced by boys and young men of color; and making policy, budget and legislative recommendations that address these challenges and expand opportunities to increase their success.

The Workgroup presented its interim report to the Full Board of Regents during the December 15, 2015 meeting. These recommendations were then presented to the New York State Assembly for inclusion in the enacted 2016 budget. On April 4, 2016, New York became the first state to accept the President's MBK challenge when the Assembly successfully secured \$20 million in the 2016-2017 State Budget to fund programs that will help boys and young men of color succeed inside and outside the classroom. The four specific areas of focus are: cradle-to-career strategies and programs (My Brother's Keeper Challenge); recruitment and retention of highly qualified teachers who reflect New York's diversity (Teacher Opportunity Corps II); strengthening family involvement in schools and communities (Family and Community Engagement); and the creation and expansion of school models that improve outcomes for boys and young men of color.

In addition to the significant statewide fiscal opportunities to support the NYS MBK initiative, I am proud to share the New York State Education Department My Brother's Keeper Guidance Document: ***Emerging Practices for Schools and Communities***. A special thank you to the document's co-authors: Dr. Edward Fergus and Monique Morgan of the Northeast Comprehensive Center. This, first of two documents, is designed to present an overview of school-related outcome trends, as well as a research review of the most prevalent, evidence-based strategies associated with improved outcomes for boys and young men of color. It is our sincere hope that the eleven programs and strategies will serve as a starting point for all those concerned with the education of all New York State students.

I would also like to thank and recognize my colleagues on the Board who supported this initiative as members of the Workgroup: Betty A. Rosa, Chancellor, T. Andrew Brown, Vice Chancellor, James E. Cottrell, Josephine Victoria Finn, Beverly L. Ouderkirk, Catherine Collins, Judith Johnson, and, Luis O. Reyes. Additionally, I would like to acknowledge the members of the Blue Ribbon Committee (listed in the Appendix). Finally, thank you to the students, parents, teachers, administrators, superintendents, school board members, and others who we met at our statewide community forums. By sharing your dreams, expectations, challenges, and wisdom, you clarified the road we must travel to improve outcomes for all of our students.

Providing boys and young men of color with sustainable educational advancement opportunities is a matter of both social justice and economic importance. With this investment comes the opportunity to effect lasting and positive changes in our schools and districts that will ultimately help to eliminate the opportunity gaps faced by males of color.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lester W. Young, Jr.", is positioned above the typed name.

Lester W. Young, Jr.
Chair, Workgroup to Improve Outcomes
for Boys and Young Men of Color



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

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Letter from Commissioner Elia

We often hear about “the gap” in education, but what is it? To me, the gap is the great divide that separates students along the lines of income, race and ethnicity, language, and disability. Closing that gap – and getting all students to reach high standards and to graduate – is the highest priority for the Board of Regents and for me.

The work that our educators do every day is forcing the gap to close. And it is closing, but not nearly fast enough. Let’s look at our graduation rates as an example. New York’s overall graduation rate is 78 percent, yet only 65 percent of black and Hispanic students graduate on time, after four years.

We know why the achievement gap exists – to a large extent it is a direct result of the opportunities that are available to some students, but not others. Some communities have enough resources to educate all kids to high standards, while many others do not. When we look at our students of color they are more likely to be poor, more likely to be living in temporary housing, and more likely to encounter novice teachers. These are not excuses. They are facts. Poverty brings with it problems that must be overcome by the educational system. These realities affect all of us, and we all have a stake in fixing them. We must close the “opportunity gap” if we are to close the achievement gap.

In 2014, President Obama established the My Brother’s Keeper (MBK) Task Force at the federal level. The Task Force was an interagency effort focused on closing and eliminating the opportunity gaps faced by boys and young men of color so that all young people have the chance to reach their full potential.

With the adoption of the 2016–2017 New York State budget, New York became the first state to accept the President’s challenge and enacted the My Brother’s Keeper initiative into law. Thanks to tremendous support from our elected officials who fought for this funding, the budget included a \$20 million investment in support of the initiative to improve outcomes for boys and young men of color. Changes of the magnitude that need to be made require adequate resources, and I thank our partners in State government for helping to provide those resources.

And I would be remiss if I did not give special thanks to the members of the Regents Workgroup to Improve Outcomes for Boys and Young Men of Color: Chancellor Betty A. Rosa; Vice Chancellor T. Andrew Brown; Regents James E. Cottrell, Josephine Victoria Finn, Beverly L. Ouderkirk, Catherine Collins, Judith Johnson and Luis O. Reyes; and, most notably, Regent Lester W. Young, whose steadfast leadership has guided us – and continues to guide us – through this critically important work.

Why is it so critical that *all* students meet high standards and graduate with a meaningful diploma? It's simple. When some are excluded, all of us ultimately suffer – in many ways. We suffer from our failure to meet America's commitment to provide opportunity for all; we suffer from competition with others who educate their students to higher standards; we suffer from an unqualified workforce; we suffer from a lagging economy; and, ultimately, we suffer from a society in greater stress. Only when the gaps are eliminated will our State have the resources on which our economic future depends. Only then will all of New York's students have the choices in life that they deserve.

Sincerely,

A handwritten signature in black ink that reads "MaryEllen Elia". The signature is written in a cursive style with a large, prominent initial "M".

MaryEllen Elia
Commissioner

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Executive Summary

Introduction

Over the past ten years, much of the concern over the so-called “achievement gap” - the pervasive disparities in academic achievement - has centered on the performance of boys of color. The reason for concern is not surprising: boys of color are conspicuously overrepresented on most indicators associated with risk and academic failure (Fergus, Noguera, and Martin, 2014). While many other groups of students are also more likely to underperform in school—English language learners (ELL), students with learning disabilities (SWD), students from low-income families—the vast array of negative outcomes associated with boys of color, which also intersect ELL, SWD, and low-income status, distinguishes them as among the most vulnerable populations. All of the most important quality-of-life indicators suggest that boys of color face a wide variety of hardships that, generally speaking, impede their abilities to succeed both socially and academically.

Gradually, as awareness of these patterns and the social costs associated with them has grown, educators, community groups, and policy makers have begun formulating a response. In recent years, several private foundations (e.g., the Ford Foundation, Open Society Foundation, Schott Foundation, and California Endowment, to name just a few) and public officials at the local, state, and federal levels of government have called for urgent measures to address the negative trends associated with Black and Latino males and to reverse the patterns. In August 2011, New York City Mayor Michael Bloomberg announced that he and billionaire philanthropist George Soros were donating \$200 million of their own fortunes and redirecting millions more in public funds to a variety of initiatives that they felt would address the “crisis” confronting Latino and African American males. Similar initiatives have been launched in other communities throughout the country. In 2014 President Obama launched the My Brother’s Keeper (MBK) initiative, which set out to establish federal, state and local commitments to address specific conditions surrounding boys and young men of color. In March 2016, New York State legislature made an unprecedented appropriation of \$20 million towards a state-level MBK.

In an effort to support the development, implementation and impact of strategies and programs geared towards changing the trajectory of boys of color, the Northeast Comprehensive Center in partnership with Dr. Edward Fergus (New York University) were commissioned to develop a series of documents to inform school and community practitioners. This first document focuses on providing an overview of the outcome trends among boys of color in K-12 school environments, and a research review of the most prevalent strategies currently being implemented in schools and communities across the country. A second document will follow that focuses on the implementation steps necessary within each of the strategies; the intention of that document will be to provide schools and communities a roadmap of how to consider fidelity during the implementation process.

The following provides a summary of the most salient information available in this document.

Summary of Academic Outcomes

The preponderance of outcome information shared in this document highlights a variety of issues and potential areas of intervention. The following summarizes the salient findings:

New York Statewide Analysis

- In NYS, 4th and 8th grade racial/ethnic minority males, since the introduction of the common core exams, have demonstrated small growth in the percentage attaining proficiency in ELA and math. However, in the most recent assessments (2014-15) of 4th and 8th graders, only about 1 in every 4 fourth grade Black, Latino, and Native American males are attaining ELA proficiency; in math it is slightly higher at nearly about 1 in every 3 males.
- In NYS, between the 2011-2015 school years, nearly 1 in every 4 Black, Latino, and Native American males were enrolled in special education services.
- In NYS, between the 2011-2015 school years the percentage of racial/ethnic minority males enrolled in AP courses was minimal particularly among Native American, Black, and Latino males; for these groups the enrollment was 1 in every 50.
- In NYS, among the 2013 graduating cohort, nearly 1 in every 5 Black student, 1 in every 3 Native American and Latino student, and 1 in every 2 Asian student took the AP exam.

Special Cohort Analysis of NYC

- In NYC, 16% of the 2007 graduating cohort of Black and Latino males dropped out.
 - The 2007 cohort of Black and Latino males who dropped out left over a three-year period.
 - The 2007 cohort of Black and Latino males who dropped out were uniquely different from their graduating peers by several variables – **being overage and completing fewer than 5 credits in 9th grade; more than 50% were level 1 in 8th grade, and failed two or more core courses in 9th grade.**
- In NYS, 28% of the 2007 graduating cohort of Black and Latino males attained a Regents diploma.
 - Nearly 50% of the 2007 cohort of Black and Latino males who received a Regents diploma were below proficiency in 4th grade ELA and Math.
 - More than 60% of the 4th grade Level 1 performers in the 2007 cohort of Black and Latino males who received a Regents diploma had moved up at least one performance level between 4th and 8th grade in Math and more than 80% had moved up in ELA.

These patterns suggest specific domains of educational practice and policy that require further examination and remedy. The most critical domains are: 1) practice and policy related to special education, gifted/talented and AP program enrollment, and discipline practices; and 2) the need for targeted intervention(s) to disrupt current academic trajectories.

In the first domain, patterns of disproportionate representation in special education, gifted/talented programs, and discipline practices require, at minimum, a closer examination of practices and policies that set the stage for these disproportionate outcomes. In the second domain, patterns of academic under-performance at various grade levels require strategies to provide targeted and research-based interventions to change the current trajectory. Both domains of strategies are necessary for school, local government, and community organizations to begin addressing: systemic issues (domain 1) and current trajectories (domain 2). Various research on school reform suggests that attention to one at the expense of the other minimizes the potential for institutionalizing improvements (e.g., Bryk and Schneider, 2002; Payne, 2008; Tyack and Cuban, 1995).

Summary of Review of Research on Emerging Practices

Given the conclusions suggested in *Section 1: Overview of Academic Outcomes* and the prevalence of strategies emerging among schools, *Section 2: Review of Research on Emerging Practices* prioritizes specific strategies and programs. The intention of this section is to provide a broad overview of each strategy and program, including a summary of its operation and relevant research on its impact and/or outcomes. The eleven strategies and programs examined in the brief include:

STRATEGY 1: MENTORING

Mentoring, defined as a long-term face-to-face relationship between an adult and student, has demonstrated positive outcomes for boys and young men of color. When mentoring programs incorporate structured activities, social emotional development and support, and positive adult male role models of color, boys and young men of color experience positive outcomes. These positive outcomes include improved relationships with their parents, increased attendance and academic performance, and enrollment in college at higher rates.

STRATEGY 2: RECRUITMENT OF RACIAL/ETHNIC MINORITY TEACHERS

Racial and ethnic minority teachers can serve as models of achievement and positively influence the academic achievement and self-perceptions of students of color. Furthermore, racial and ethnic minority teachers provide similar life experiences and cultural backgrounds that enhance and support student learning. Historically an overwhelmingly low percentage of racial and ethnic minority teachers have been found in districts and schools across the United States. To address the scarcity of racial and ethnic minority teachers in school, recruitment efforts have been developed through state education agencies (SEAs), early outreach/pre-collegiate programs, university programs, non-traditional and alternative pathways, and scholarship funds and fellowships.

STRATEGY 3: CULTURALLY RELEVANT CURRICULUM AND INSTRUCTION

Commonly referenced and adopted as Ladson-Billings' (1994) coined term "culturally relevant teaching", which is defined as an "approach that empowers students, intellectually, socially,

emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes”, culturally relevant curriculum and teaching is an instructional approach and practice that increases academic, social, and cultural success of students of color through infusing class lessons with their culture, background, and experiences. When integrated into the classroom, culturally relevant curriculum and instruction positively impacts student achievement increasing levels of engagement, confidence, and interest in school. Furthermore, it impacts school discipline: decreasing school suspensions, expulsions, police and special education referrals. Districts and schools that have practiced culturally relevant curriculum and instruction in their classrooms sought to do so by addressing teachers’ mindsets and beliefs through professional development and training, embracing student experiences and interests, and supporting ELL and bilingual students.

STRATEGY 4: RITES OF PASSAGE PROGRAMS

Rites-of-passage programs provide youth with experiences and information to strengthen social and spiritual development into adulthood while encouraging the adoption of attitudes, behaviors, and practices important to healthy youth development (Piert, 2007; Okwumabua et al., 2014). Rites-of-passage programs examined in the brief, commonly delivered through schools and community based organizations, included transitional phases, activities centered on ethnic identity development, and community involvement. Boys and young men of color who entered into the examined rites-of-passage program developed a strong sense of ethnic identity, improved self-esteem, better relationships, and commitment to their communities.

STRATEGY 5: COLLEGE READINESS PROGRAMS

The examined college readiness programs in the brief demonstrate that when a student is provided with academic and social supports, develop an awareness for college, and are prepared academically to take college level courses their chances of enrollment and success in college increases. While boys and young men of color are graduating at higher rates than previously documented, as a group they are underrepresented in college. The college readiness programs highlighted in this section provide boys and young men of color opportunities to develop an awareness for college and career pathways, acquire required knowledge and skills for success in college courses, and access to social supports to develop practices that will increase academic motivation and self-confidence.

STRATEGY 6: CHARACTER EDUCATION PROGRAMS/SOCIAL EMOTIONAL LEARNING

Character education and social emotional learning prepare and equip boys and young men of color with the ability to navigate and manage their lives. Character education is defined as “formal education” developed with the intention to teach students virtues such as respect, responsibility, self-control, that enable them to act or demonstrate morality (Park, 2004). While social emotional learning is defined as a process for learning life skills, including how to manage one's emotions, behaviors, relationships and to work effectively with others (CASEL, 2015). Together, they enhance boys and young men of color’s ability to thrive as they meet the demands of school and life. Common practices found in character education programs and social

emotional learning include a change in policies and organizational structures, use of teaching practices to foster social emotional development in the classroom, change in school culture and climate, and parent and community involvement.

STRATEGY 7: SCHOOL POLICY CHANGE

School policies have been documented as barriers to success for boys and young men of color; creating disparities and inequities in academic achievement. However, schools and districts have changed policies around discipline, special education and advanced placement (AP) enrollment impacting the life trajectory and success of boys and young men of color. Through school policy change districts and schools have adopted processes, approaches, and practices to revise, remove, and re-design policies that have historically marginalized this population. Changes to school policies have shifted assessment practices reducing special education referrals, increasing AP enrollment and success, and reducing expulsions and suspension of boys and young men of color.

STRATEGY 8: EARLY WARNING SYSTEMS

Early Warning Systems (EWS) identify students who are “at-risk” for academic failure, disengagement, and dropping out based on three predictors: attendance, behavior, and course performance. The three predictors, commonly referred to as the “ABCs” of early warning interventions, alert schools on providing “at-risk” students with targeted interventions and supports that will place them on the track to graduation. The brief examines EWS with specific targeted interventions and supports for students in elementary, middle, and high school. Effective EWS promptly identify “at risk” students, immediately provide short and long term targeted interventions and supports, monitor interventions for their effectiveness/ineffectiveness, modify ineffective interventions and supports, and report outcomes to continue supporting “at-risk” students on their path to graduation.

STRATEGY 9: FAMILY AND COMMUNITY ENGAGEMENT

Family and community engagement, commonly referred to as an intervention that promotes student success and achievement, is defined in two parts. Family engagement refers to a partnership between families, schools, and communities to enhance and support student learning and achievement. While community engagement refers to the support and services that community based organizations provide to support student learning and increase family engagement. Together, family and community engagement creates support systems, in and out of school, to help students achieve academic success. Research demonstrates that when districts and schools build relationships with families and communities, students attend school more, improve their academic performance, and change their attitude and mindset about school. Although positive student outcomes are associated with family and community engagement, schools have historically lacked effective and genuine partnerships with racial and ethnic parents and families. Therefore, creating barriers to family engagement and negatively impacting their level of engagement. Despite the barriers, scholars and schools/districts have developed various frameworks, partnerships, and strategies to increase parent engagement among parents of color

to improve the learning outcomes, academic achievement, and social and emotional development.

STRATEGY 10: COMMUNITY SCHOOLS

Community schools, recognized as the “hub” of a community, provides programs and services through community based partnerships that address the holistic development of youth. The academic, social, and health based programs and services provided are tailored to not only meet the needs of youth but their families and members of the community. Community schools have demonstrated their commitment to enhancing outcomes for boys of color by placing emphasis and priority on the needs of students of color and socioeconomically disadvantaged backgrounds. Furthermore, their effort to address communal disparities and alleviate inequities has produced stronger and healthier students, families, schools, and communities. Therefore, resulting in students who are healthier emotionally, physically, and socially.

STRATEGY 11: SINGLE GENDER SCHOOLS

Although single-sex (SS) schools have been in existence since the 19th century, the research on SS schooling effectiveness in comparison with co-education (CE) schooling is mixed. The research on SS education has primarily focused on how it differs from CE and whether SS education results in statistically significant achievement gains compared with achievement in CE education, as well as attention to causal relationships between the SS strategy and a focused outcome area. Due to the large number of studies on single-sex schools and the variation in their conceptual focus few reports exist or have been commissioned to conduct a review of SS and CE comparison studies; Fred Mael’s reports (Mael, 1998; and Mael, et. al., 2005) represent the most extensive review of these studies. Overall, many of the studies outlined by Mael (2005) identified a mix of findings; however more studies cited positive achievement gains in SS schools than they did CE schools.

Thus the impact studies of single-gender/sex school environments points to the following positive results: 1) Girls in single-gender/sex environments compared to girls in Co-educational settings perform slightly better in all academic subjects; and 2) Under-performing boys in single-gender/sex environments compared to boys in co-educational settings perform slightly better in the subjects of under-performance.

Summary of Program and Strategy Research Review

States, districts, schools, and organizations have established initiatives, programs, and interventions to address outcomes for boys of color. Each addresses some facet of their lives in the hope of improving outcomes under historically unfavorable circumstances. The programs and strategies included in this current document are the following: mentoring; rites of passage; early warning systems; special education, suspension and AP/gifted enrolled policy changes; single gender/sex schools; college readiness programs; community schools; family and community engagement; culturally relevant/responsive pedagogy; racial/ethnic teacher diversity; and character education/social emotional learning programs. The programs and strategies selected for

this brief exemplify current interventions established or adopted to enhance outcomes for boys of color. While the interventions address challenges and outcomes identified by research for boys of color, they may be regarded as promising at this juncture, given the limited availability of impact studies.

Each program and strategy contains multiple components and examples, however based on the available information, in particular the descriptive studies, in our review we identified the following common components, consistently demonstrated:

Race, Gender and Academic Identity

All of the interventions identified an associative relationship between racial, ethnic and gender identity, academic achievement, and the cognitive, physical, and social development of boys of color. Whether persons of color were reflected in a classroom teacher(s), mentor(s), or lesson(s), across all interventions the efforts appear to have enhanced the self-perception, identity, behavior, attitude, and academic performance of boys of color.

Cultural Competency and Relevance

Among the interventions, cultural competence and relevance are seen as essential in enhancing outcomes for boys of color, especially in the classroom with respect to academic performance, identity formation, academic identity and attitude, and behavior. Cultural relevance, whether through structured activities, curriculum, or supports, helped boys of color to change their self-perceptions about academic success, attending college, and other adulthood outcomes (e.g., economic mobility). Research also highlights correlations between reductions in special education referrals and extreme discipline practices and increased use of culturally competent curriculum and strategies.

Social and Emotional Support

Across all interventions, social and emotional development was defined as a need for boys of color. Because boys of color experience variations of discrimination, community violence, limited academic opportunities, trauma, poverty, family distress, and social stigma, the interventions identified social and emotional development as a mitigating strategy. By finding themselves in safe and protective environments, interacting with positive role models, engaging in culturally centered activities, and enrichment opportunities, boys of color registered improvements in self-image, behavior, attitude, and academic performance. The social and emotional components assisted boys of color in learning how to manage and address experiences of racial and gender based discrimination, recognize their feelings, cope with frustration and disappointment, manage conflicts positively, and develop healthy relationships with peers and adults.

Policy Changes

Substantive research suggests that the manner in which school-based policies are created can serve as systemic barriers for boys of color, even at times, stimulating the school-to-prison pipeline. Specifically, such policies that reduce opportunities for equitable and responsive interventions that directly affect students' achievement and social emotional development. Many positive school-based interventions were developed through policy changes. Leaders influenced

their districts, schools, staff, and communities to adopt policy changes—that is, practices, strategies, and interventions—that would improve outcomes for boys of color. As documented in the brief, such policy changes used culturally relevant instruction and curriculum, enforced alternatives to suspensions, and increased opportunities to enhance college readiness for boys of color.

Data Collection

Across multiple interventions, few descriptive and/or impact reports on outcomes for boys of color were available, however the desire for developing an empirical basis was identified. Additionally, while this report focuses on boys of color, specific groups (e.g., Native Americans and Asian subgroups) were not represented due to missing or nonexistent data. To expand services to the wider population of boys of color, systematic data collection is essential and necessary to incorporate within program development and implementation. Furthermore, data collection needs to include all groups identified as “of color”. These data will provide information about not only trends and patterns across this population, but will inform measures and supports that should be put in place to establish or continually enhance interventions.

Section 1: Overview of Research - What Are the Outcomes for Boys of Color and What Do They Suggest for Programs and Strategies?

In this first section, our review of academic and behavioral outcomes focuses on English Language Arts (ELA) and Math proficiency rates, graduation rates, special education enrollment, suspension patterns, and Advanced Placement (AP) test taking. Each academic outcome subsection contains data on racial and ethnic minority males in New York State. Additionally, several previously released reports on academic outcomes of boys of color by the author are included in this section. Although these studies use New York City (NYC) data only, the data follows a cohort of nearly 20,000 Black and Latino boys from 1998 to 2007 and the findings of this cohort analysis provides some additional perspective of understanding what happens to boys of color longitudinally.

Academic Outcomes

NYS ELA and Math Proficiency

Between 2011-2015 the percentage of racial/ethnic minority males meeting proficiency has fluctuated. Tables 1– 4 demonstrate the percentage of each racial/ethnic minority males attaining proficiency in grades 4 and 8 in English Language Arts (ELA) and math. In 4th and 8th grade, since the introduction of the NYS Common Core State exams, each group has demonstrated small growth in the percentage attaining proficiency in ELA and math. However, in the 2014-15 exams, only about 1 in every 4 fourth grade Native American male and 1 in every 6 Black and Latino male, and 1 in every 2 Asian or Pacific Islander male attained ELA proficiency (Table 1); in math its slightly higher, with nearly 1 in every 3 Latino and Native American males attaining proficiency, and 1 in every 3 Black male and nearly 7 of every 10 Asian males attaining proficiency (Table 2). Among eighth graders during the same year, the same pattern emerges of greater proficiency in math than ELA; 1 in every 6 Black male, 1 in every 5 Latino and Native American male, and 1 in every 2 Asian or Pacific Islander male attained proficiency in ELA (Table 3). In the 2014-15 math, 1 in every 5 Native American male, 1 in every 10 Black male, 1 in every 2 Asian and Pacific Islander male, and 1 in every 7 Latino male (Table 4).

Table 1: Percentage of Fourth Grade Racial/Ethnic Minority Males with Proficiency in ELA by School year

	2011-12	2012-13	2013-14	2014-15
Native American	45%	18%	21%	24%
Asian or Pacific Islander	70%	43%	47%	48%
Black or African American	37%	14%	17%	16%
Hispanic or Latino	40%	15%	17%	17%

SOURCE: New York State Department of Education

Table 2: Percentage of Fourth Grade Racial/Ethnic Minority Males with Proficiency in Math by School year

	2011-12	2012-13	2013-14	2014-15
Native American	61%	26%	35%	35%
Asian or Pacific Islander	87%	65%	69%	69%
Black or African American	50%	19%	24%	24%
Hispanic or Latino	59%	24%	28%	29%

SOURCE: New York State Department of Education

Table 3: Percentage of Eighth Grade Racial/Ethnic Minority Males with Proficiency in ELA by School year

	2011-12	2012-13	2013-14	2014-15
Native American	34%	20%	18%	19%
Asian or Pacific Islander	60%	47%	48%	51%
Black or African American	23%	12%	14%	15%
Hispanic or Latino	29%	16%	17%	18%

SOURCE: New York State Department of Education

Table 4: Percentage of Eighth Grade Racial/Ethnic Minority Males with Proficiency in Math by School year

	2011-12	2012-13	2013-14	2014-15
Native American	51%	16%	11%	19%
Asian or Pacific Islander	82%	56%	49%	47%
Black or African American	38%	10%	10%	10%
Hispanic or Latino	47%	16%	14%	14%

SOURCE: New York State Department of Education

NYS Special Education Classification Rate

In New York State a significant proportion of racial/ethnic minority males are enrolled in special education programs. Table 5 shows that within each group of racial/ethnic minority male populations, except for Asian or Pacific Islander males, nearly 1 in every 4 were enrolled in special education services. The national average across all groups in special education enrollment is 12%; which means Black, Latino and Native American male enrollment surpasses the national average.

Table 5: Percentage of Racial/Ethnic Minority Male enrolled in Special Education Programs: 2011-15

	2011-12	2012-13	2013-14	2014-15
Native American	24%	22%	23%	24%
Asian or Pacific Islander	9%	9%	10%	10%
Black or African American	25%	25%	27%	28%
Hispanic or Latino	24%	24%	26%	27%

SOURCE: New York State Department of Education

Gifted and AP Enrollment

In NYS, there is not a specific designation for gifted program enrollment as a variable, however for this analysis 8th graders who took the Regents science exam is used as a proxy for gifted identification. We assume these students were exposed to a “gifted” curriculum in preparation for taking the Regents science exam in 8th grade. Additionally, the students primarily taking this exam achieved performance levels 3 or 4 previously. Table 6 demonstrates that among racial/ethnic minority males between 2011 and 2015 there is a growth in this population taking the Regents science exam.

Table 6: Percentage of Racial/Ethnic Minority Male who took Regents Science exam in Eighth grade

	2011-12	2012-13	2013-14	2014-15
Native American	5%	7%	8%	9%
Asian or Pacific Islander	14%	16%	22%	26%
Black or African American	4%	5%	7%	10%
Hispanic or Latino	4%	6%	8%	11%

SOURCE: New York State Department of Education

Though Table 6 demonstrates a growth in racial/ethnic minority males taking the Regents science exam in 8th grade, their enrollment in AP courses in 9th-12th grade is stagnant. Over the 2011-2015 school years the percentage of racial/ethnic minority males enrolled in AP courses is minimal particularly among Native American, Black, and Latino males; for these groups the enrollment is 1 in every 50.

Table 7: Percentage of Racial/Ethnic Minority Males who enrolled in AP courses

	2012-13	2013-14	2014-15
Native American	2%	2%	2%
Asian or Pacific Islander	8%	8%	8%
Black or African American	2%	2%	2%
Hispanic or Latino	2%	2%	2%

SOURCE: New York State Department of Education

In a specific analysis of AP exam-takers, the College Board highlighted patterns across NYS which show Asian, Black, Latino, and Native American students taking AP exams at different rates. Table 8 shows the number of graduating students in the 2013 cohort who took the

AP exam. Black students have the lowest rates of graduating students taking AP exams, while Asian students have the highest. These figures raise questions about the availability of AP courses, course-taking patterns that set the stage for students to take AP courses, and the criteria by which schools enroll students in AP courses.

Table 8: Numbers of AP Test-Takers among 2013 NYS Graduating Cohort

	Number of Students in Graduating Cohort	Number of Students Taking AP exam	Percentage of graduating students taking AP exam
Native American	706	250	35%
Asian or Pacific Islander	16,647	9,336	56%
Black or African American	29,279	6,242	21%
Hispanic or Latino	32,093	10,348	32%

SOURCE: College Board, retrieved from: <http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-state-supplement-new-york.pdf>

Suspensions and Behavioral Referrals

In NYS suspensions patterns demonstrate Black males maintain the highest rates of suspensions compared to other racial/ethnic minority male groups. Table 9 demonstrates the percentage of males within each racial/ethnic minority group suspended by school year. Another apparent pattern is the decrease in suspension amongst all racial/ethnic minority male groups over this four-year period.

Table 9: Percentage of Racial/Ethnic Minority Male Suspension by School Year

	2011-12	2012-13	2013-14	2014-15
Native American	11.5%	7.8%	8.6%	7.7%
Asian or Pacific Islander	2.2%	1.1%	1.1%	.9%
Black or African American	13.6%	10.5%	9.9%	10.7%
Hispanic or Latino	6.8%	3.9%	3.5%	3.6%

SOURCE: New York State Department of Education

Trajectory Analysis: Following a Cohort Of New York City Black and Latino Boys

The next two analyses—of dropouts and Regents earners—draws on New York City Department of Education (NYCDOE) administrative data for Black and Latino male students in the 2007 New York City graduating cohort (N=19,976); the data reflects the academic progress of these students starting from the 1998-1999 school year¹. The dataset contains demographic information (i.e., race/ethnicity, gender, EL status, Special Education status) as well as state exam performance levels in grades 4 to 8. The intention of these two analyses is to provide a descriptive picture of Black and Latino males in these groups in order to suggest those grade levels, content, and school experiences that may be necessary to consider for interventions.

The sample for the analysis includes only male students identified in the data as being Black or Latino. The sample also excludes students who were in self-contained special education

¹ The dataset and analyses are part of research reports generated by the Metropolitan Center for Urban Education between 2008-2011 under the direction of Drs. Edward Fergus and Margary Martin.

programs in the 9th grade and students without data on annual grade levels and course completion. The dataset includes 84% of all the students identified as Black or Latino males. Table 10 compares outcomes of students in the sample with those in the complete dataset. As can be observed, our sample includes a slightly lower proportion of dropouts and a higher proportion of graduates, the result of excluding students with disabilities from the analysis.

Table 10: Comparison of Graduation Outcomes among Black and Latino Males in the Sample and All Black and Latino Males in the 2007 Cohort

Status	Sample		All Black and Latino Males in Cohort	
	Count	Percentage	Count	Percentage
Dropout	3,311	16.6%	4,333	18.2%
Regents	5,704	28.6%	6,418	26.9%
Local	3,765	18.9%	4,461	18.7%
Other	7,196	36.0%	8,608	36.1%
Total	19,976	100.0%	23,820	100.0%

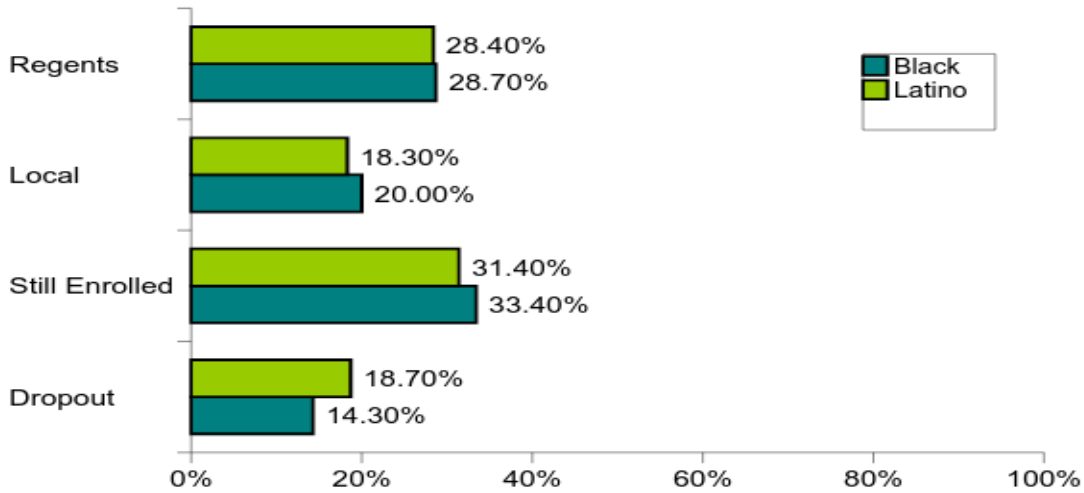
SOURCE: This and all subsequent calculations are by the author, using data from the New York City Department of Education, 2008 unless otherwise noted.

Note: ‘Other’ includes students who were still enrolled after four years, were discharged to another education setting, reached 21 without graduating, received their GED, or received a Special Education Diploma.

Trajectory of NYC Dropouts

Before presenting our findings, we begin by describing four-year outcomes for the Black and Latino males in the 2007 cohort. Figure 1 displays the percentages of Black and Latino male students in the cohort who graduated with Regents or Local Diplomas, were still enrolled, or who dropped out after four years. As can be observed, nearly 19% of Latino males and 14% of Black males dropped out. It is important to note that this does not represent the total proportion of students who dropped out or failed to graduate in the cohort: final figures are generally calculated six years from when the cohort first entered high school. Also apparent in Figure 1 is that less than 50 percent of Black and Latino males attained a Regents or Local Diploma after four years. Finally, it is also surprising that nearly one third of Black and Latino male students were still enrolled after four years.

Figure 1. Percentages of Black and Latino Male Dropouts, Still Enrolled Students, and Graduates in 2006-2007 Cohort after 4 Years of High School

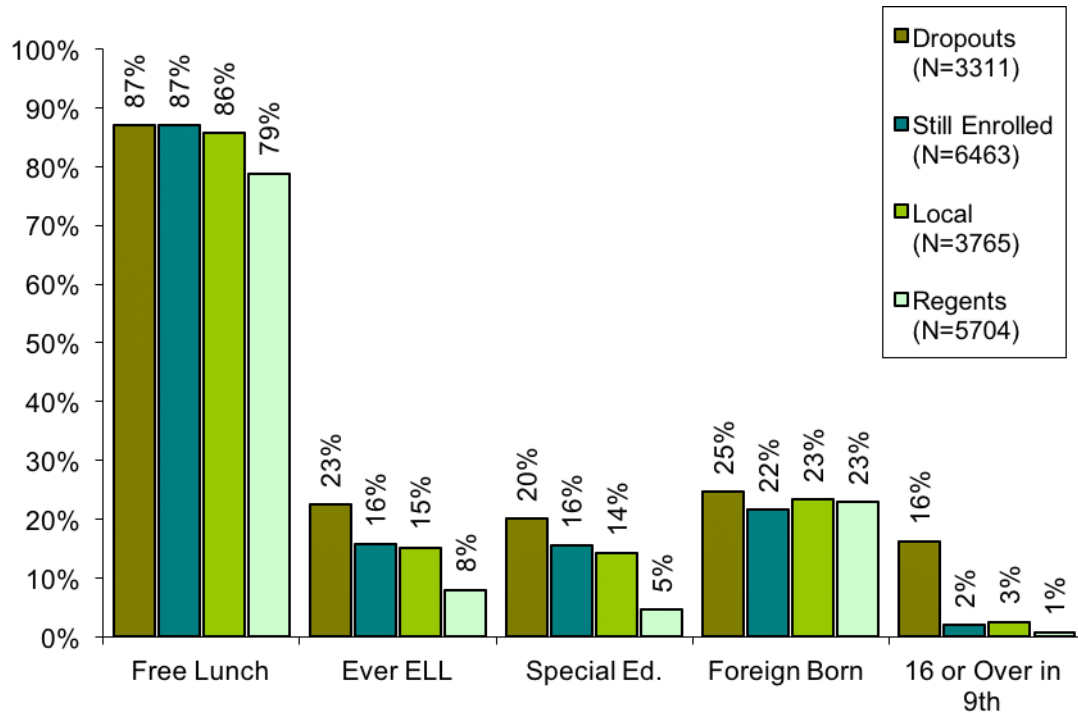


Characteristics of Students Who Eventually Drop Out

Figure 2 compares the demographic characteristics of Black and Latino male students who dropped out with those who were still enrolled after four years or who graduated with a Regents or Local Diploma.

As can be observed, a slightly higher proportion of Black and Latino male dropouts in the cohort were classified as English Language Learners than were students in the other three groups. Similar percentages of foreign-born Black and Latino male immigrant students dropped out or graduated. However, the most apparent difference lies with the overage students; they comprise 16% of the dropout population, compared with other groups where overage students comprise 3% or less. The data do not reveal, however, whether these students were retained or entered the NYCDOE system at an older age than their peers, but the fact that overage students figure highly among dropouts is an important characteristic for school intervention.

Figure 2. Demographic Characteristics of Black and Latino Male Students by Dropout, Enrollment, and Graduation Status



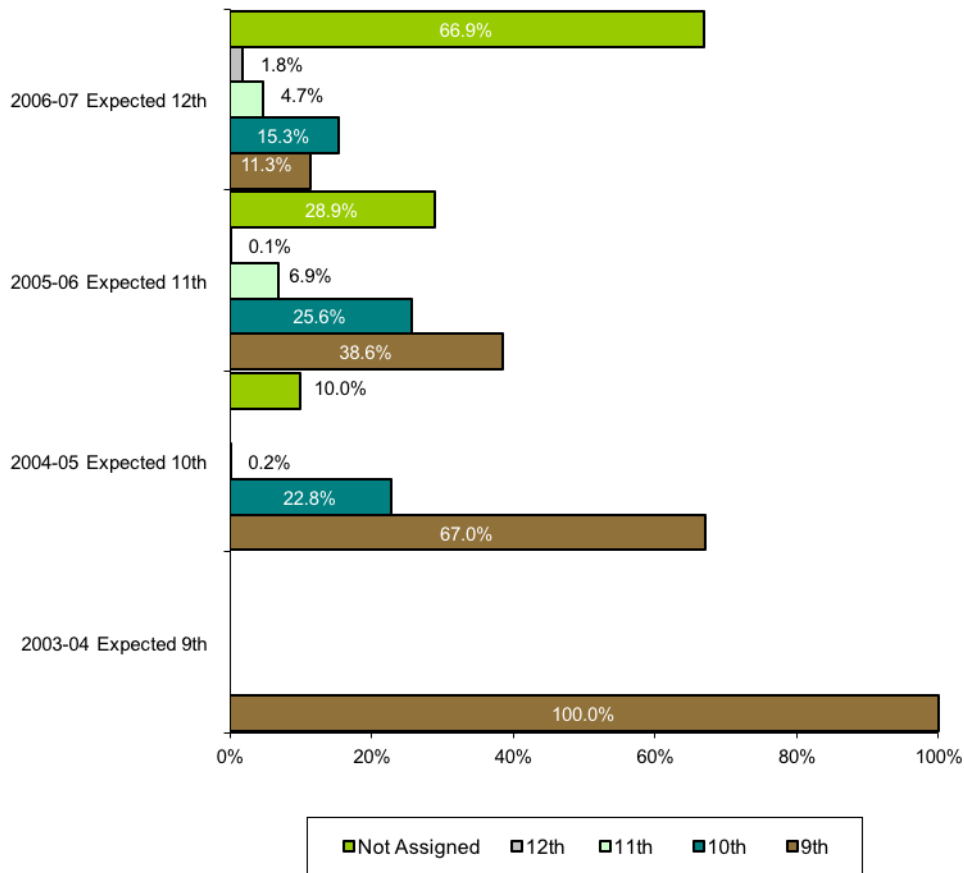
Timeframe of Dropping Out

Contrary to what might be expected, most Black and Latino males in the cohort remained in high school for at least three years. Figure 3 shows Black and Latino males in the cohort who dropped out and the percentage at each grade level during the course of an expected four years. The extremely high proportion of dropouts who “hang in there” but do not advance as expected is clear.

In the 2003-04 school year, 100% of the Black and Latino males included in this analysis (n=3,311) were in the 9th grade. By 2004-05, 67% of expected 10th grade students were still in the 9th grade and only 23% were on track to graduate in 4 years, while about 10% were not assigned to a grade. By the expected 11th grade year, about 39% of the dropouts were still in 9th grade and about 7% advanced to the 11th grade. In the expected 12th grade this pattern continued, with about 30% of the dropouts still enrolled in school and assigned a grade, and less than 2% on track. Furthermore, about 11% of Black and Latino male dropouts were still in the 9th grade after four years of high school. Based on these findings, it appears that the decision to drop out of school is a gradual one and occurs after a consistent pattern of failure and falling behind over several years. However, this slight persistence by students suggests there is time to target interventions for the majority of Black and Latino male dropouts to help address their pattern of academic decline as early as middle school but no later than 10th grade.²

² It is also important to point out that by 2006-07 more than 44% of dropouts did not attempt credits. These are likely students who matriculated but did not register for courses and were likely only nominally in the system.

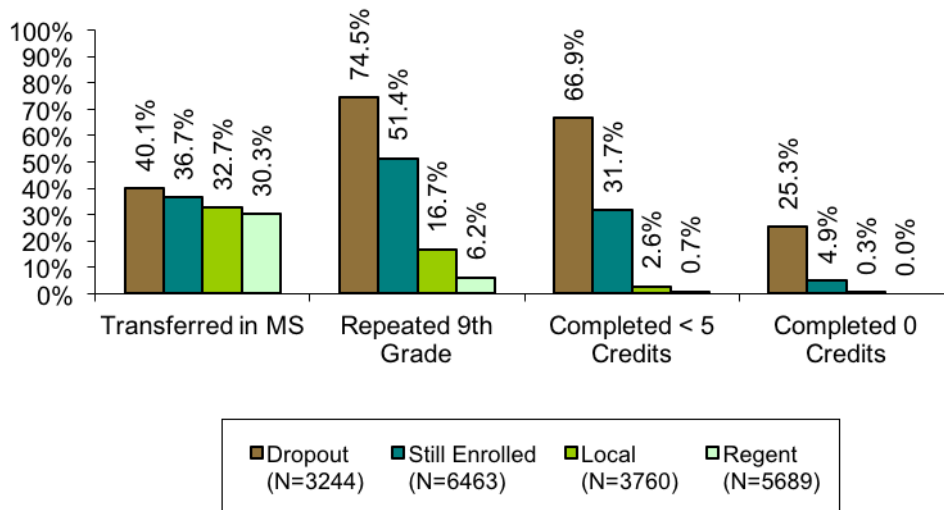
Figure 3. Expected Grade Level and Actual Grade Level among Students Who Dropped Out and Were Still Enrolled When They Entered Their Fourth Year of High School



Academic Profile of Students Who Eventually Drop Out

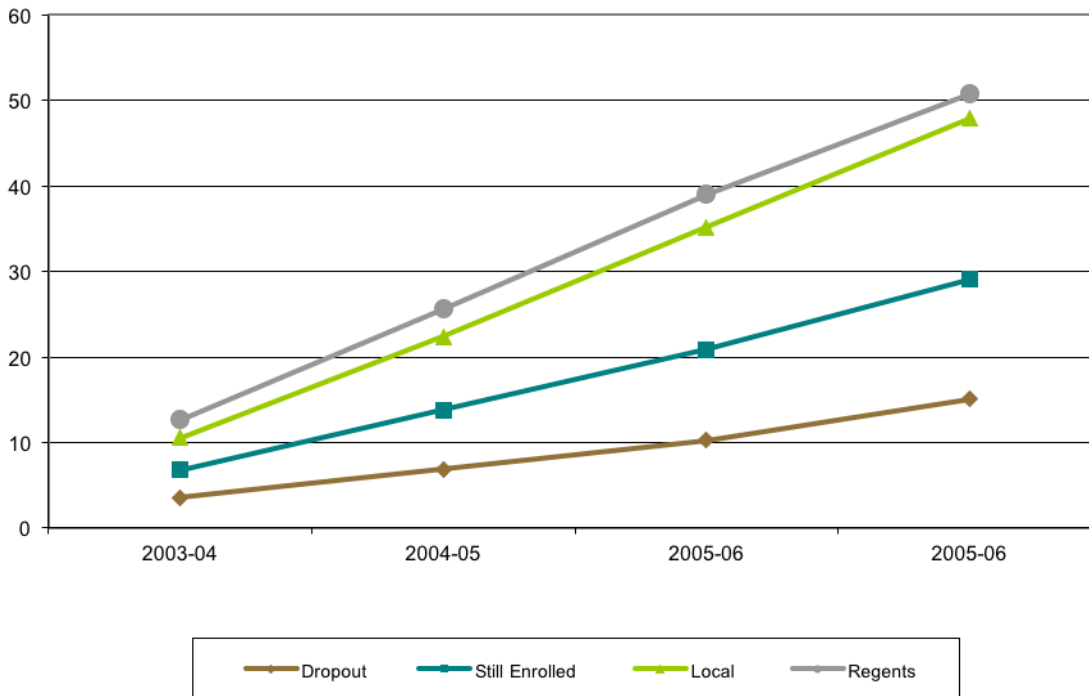
There are striking differences in the academic risk factors between Black and Latino male students who dropped out compared with Black and Latino male students who were more successful over the four year period (See Figure 4). First, there was a 10-percentage point difference between Black and Latino male dropouts and Regents earners who transferred in middle school, which suggests a need to examine mobility patterns in order to understand if conditions like homelessness or even school closures are exposing students to curricular variability when moving from one school to another. It is also notable that, nearly 75% of Black and Latino male dropouts repeated ninth grade, compared with a little more than half of those still enrolled after four years and about 35% of all Black and Latino males in the cohort. Moreover, 67% of dropouts received fewer than 5 credits in their first year of high school, compared with 32% of those still enrolled after four years, 3% of Local Diploma earners, and less than 1% of Regents Diploma earners. Furthermore, 25% of dropouts completed no credits in their first year. The additive nature of transferring schools, grade repetition, and credit completion is a recipe for dropping out; however, it is not necessarily predictive, as evidenced by the percentage of local and Regents Diploma earners who also experienced these factors.

Figure 4. Student Transfer, Grade Repetition, and Credit Completion



Examining the mean annual credit completion longitudinally reveals the extent of the lag between Black and Latino male dropouts and diploma earners over time (See Figure 9), and the extent to which eventual dropouts fall deeper and deeper behind. By the fourth year, students in the dropout group who were still earning credits ($n=686$, or 21% of all Black and Latino male dropouts) had earned an average of only 15 credits—far from the 44 credits needed for graduation. Those who did not graduate but remained enrolled after five years had earned an average of 29 credits—nearly double that of dropouts, but still far from the 44 credits necessary to graduate. Also notable is that students enrolled after four years earned more credits on average in the fourth year of high school than in any other year—moving in the opposite direction from those who dropped out.

Figure 5. Cumulative Credit Completion



Middle School Achievement Exams and High School Course Failure Patterns

The achievement patterns among Black and Latino males are as complex as their gradual exits from school. In the eighth grade NYS Math and English Language Arts (ELA) achievement exams, a greater percentage of dropouts scored at the lowest level (Level 1); slightly more than half (53.6%) did not meet the state standard in math and 28% did not meet the ELA standard (See Figures 6 and 7). On the other hand, low percentages of Black and Latino males scored at the proficient level or higher (Levels 3 and 4), even among those who received Regents Diplomas. Finally, nearly 27% of the Black and Latino males who earned a Local Diploma after four years scored at the lowest level on the math exam. Clearly, there are variations among Regents and Local diploma earners, and students who drop out and are still enrolled, which poses questions about remediation with acceleration strategies being offered at middle school and perhaps elementary to assist students to catch up, particularly for those students who are overage during the middle school years.

Figure 6. Eighth Grade Math Exam Performance

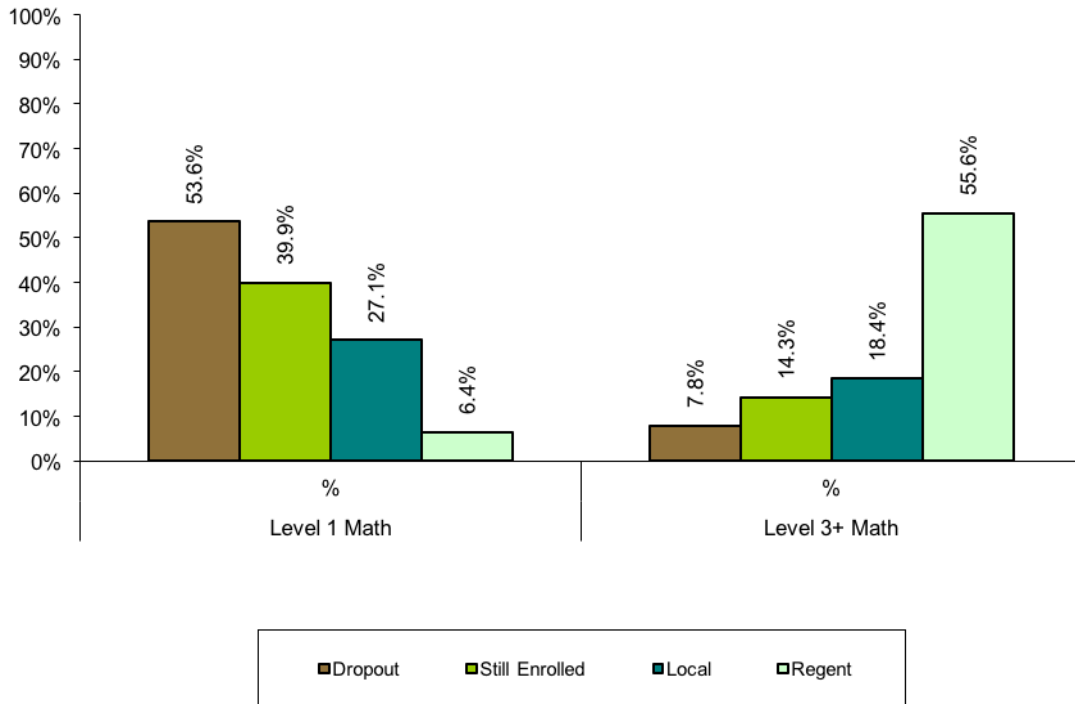
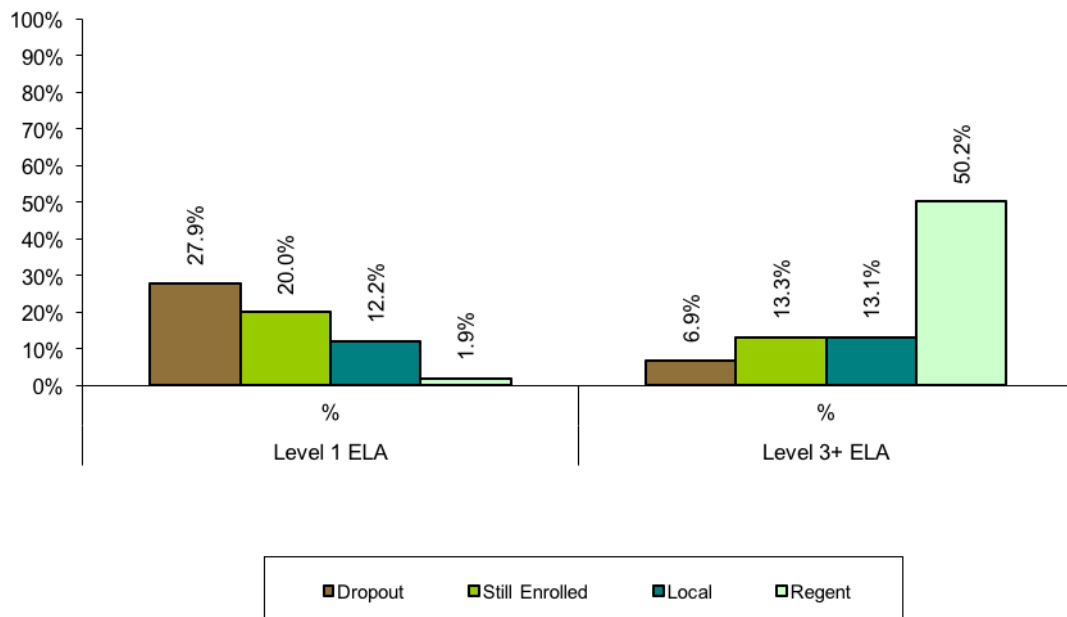


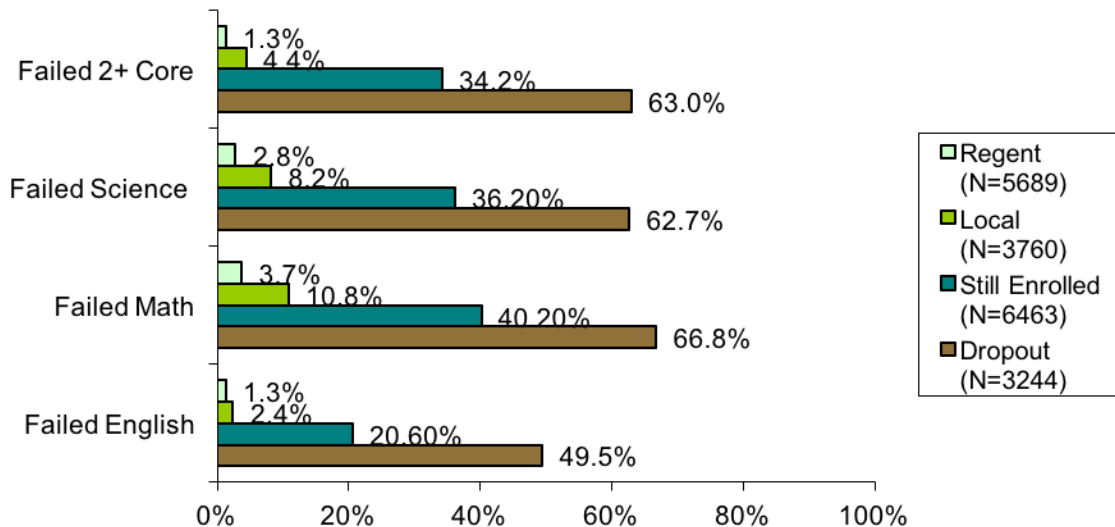
Figure 7. Eighth Grade ELA Exam Performance



Once in high school, this 2006-2007 dropout cohort demonstrated distinct patterns of academic struggle. Their achievement was particularly limited in math and science (See Figure 8). About 67% of dropouts failed math in their first high school year and about 63% failed science and nearly half (49.5%) failed English. Students who ultimately dropped out tended to fail more than one course: Approximately 63% of Black and Latino male students who dropped

out failed two or more core courses in the first year of high school. Even among students who remained enrolled just over a third (34.2%) also failed two or more core courses. By contrast, very few Regents and local diploma earners—fewer than 2%—failed two or more courses. This pattern of academic failure suggests areas for intervention at middle school that not only remediates content and skills but also accelerates students so they are at par with their peers.

Figure 8. Course Failure



Trajectory of Regents Diploma Earners

This next analysis uses the same New York City Department of Education (NYCDOE) administrative data for Black and Latino male students who were in the 2007 New York City graduating cohort (N=19,976) going back to 1998-1999 school year. Within this timeframe, Regents students were required to score 65 or above in English, mathematics, global history and geography, United States history and government, and in one of the sciences. The focus of this analysis is on the 5,704 Regent earners in this 2007 cohort (See Table 2).

Fourth-Grade Performance (ELA and Math) of Regent Diploma Earners:

The 2007 cohort of Black and Latino male students began 4th grade in 1998-1999. Figures 10 and 11 show the percentage of 4th-grade boys by performance levels in ELA and math. Nearly 50% of these eventual Regent earners were below proficiency (levels 1 and 2) in ELA in 4th grade (Figure 9) and nearly one-third of Black and Latino males were below proficiency in math. This difference in math performance is not uncommon, given the generally additive nature of math content. Overall, only half of eventual Regent earners appeared on track to earn their Regents degree. Although state exam scores may not be as predictive as school variables, performance patterns based on the 4th-grade ELA and Math are used by practitioners to determine different levels of assistance (e.g., intervention services, referral to special education, referral for remediation services, referral to higher tracks, etc.).

Figure 9: Percentage of Black and Latino Male Regent Diploma Earners by 4th-grade ELA Performance Levels

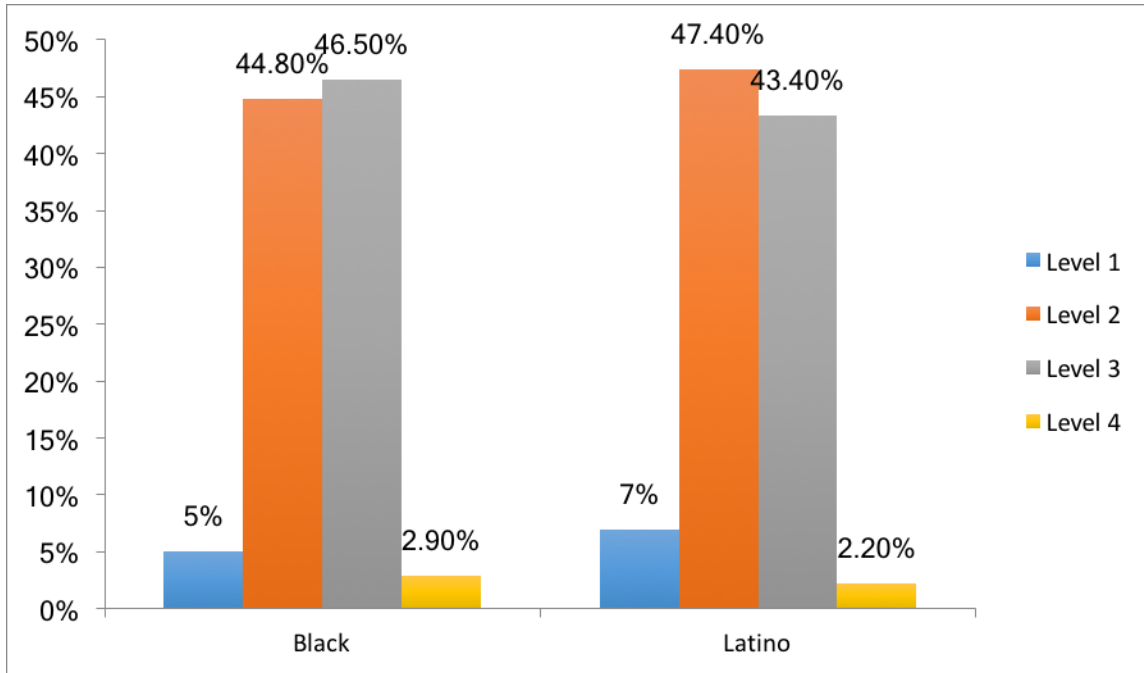
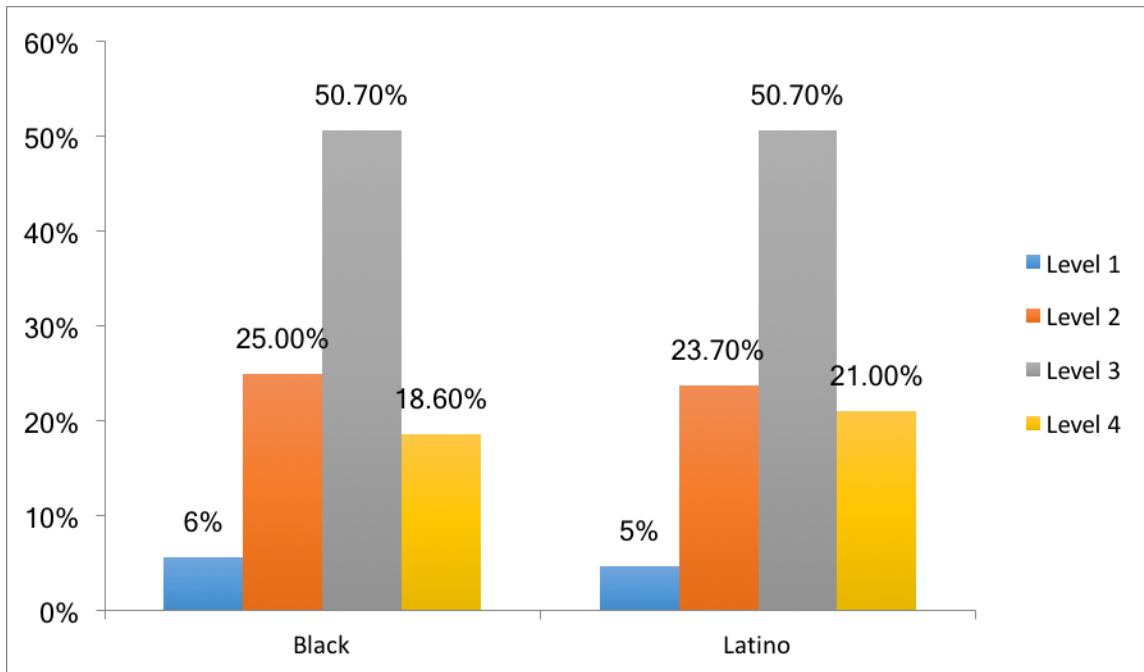


Figure 10: Percentage of Black and Latino Male Regent Diploma Earners by 4th-grade Math Performance Levels



Eighth-Grade Performance (ELA and Math) of Regent Diploma Earners:

The 2007 cohort of Black and Latino male students began 8th grade in 2002-2003. Figures 11 and 12 show the percentage of 8th grade males by performance levels. More than 50% of Latino boys and slightly less than half (46.3%) of Black boys were below proficiency in ELA in 8th grade. Slightly less than half of Black and Latino boys were below proficiency in math. Again, these achievement patterns may not be predictive of Regent scores; however, practitioners use ELA and math scores to determine levels of remediation services, which research has identified as limiting students' access to rigorous curriculum and instruction. For instance, access to rigorous courses like Algebra in 8th grade is determined based on 6th and 7th grade academic performance (course grades and state exam scores).

Figure 11: Percentage of Black and Latino Male Regent Diploma Earners by 8th grade ELA Performance Levels

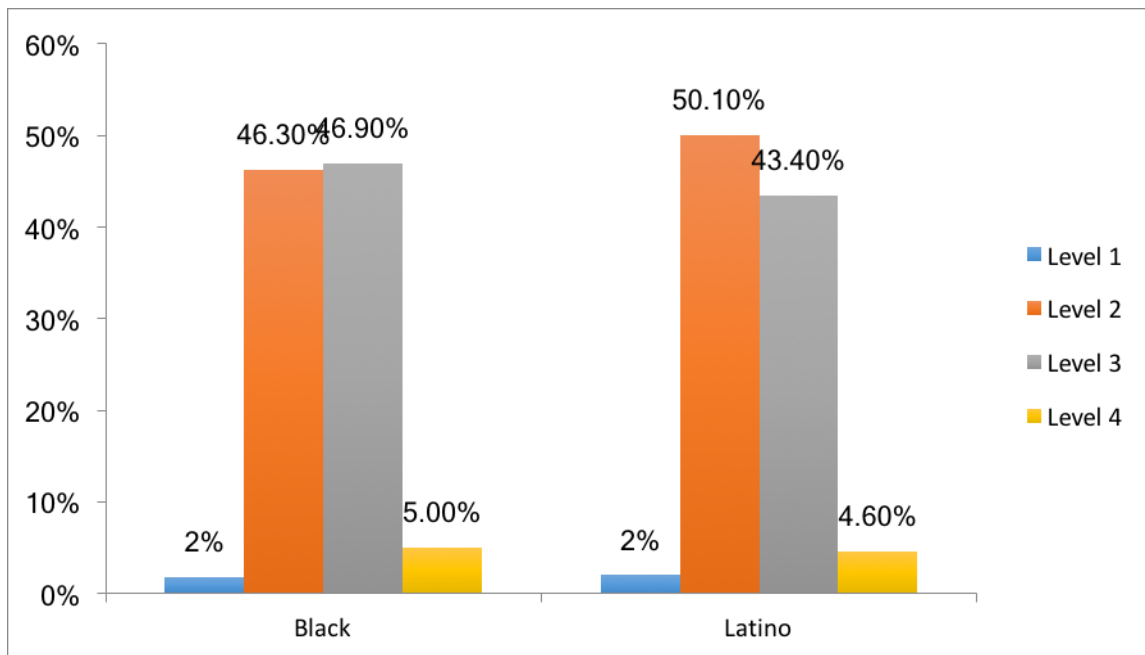
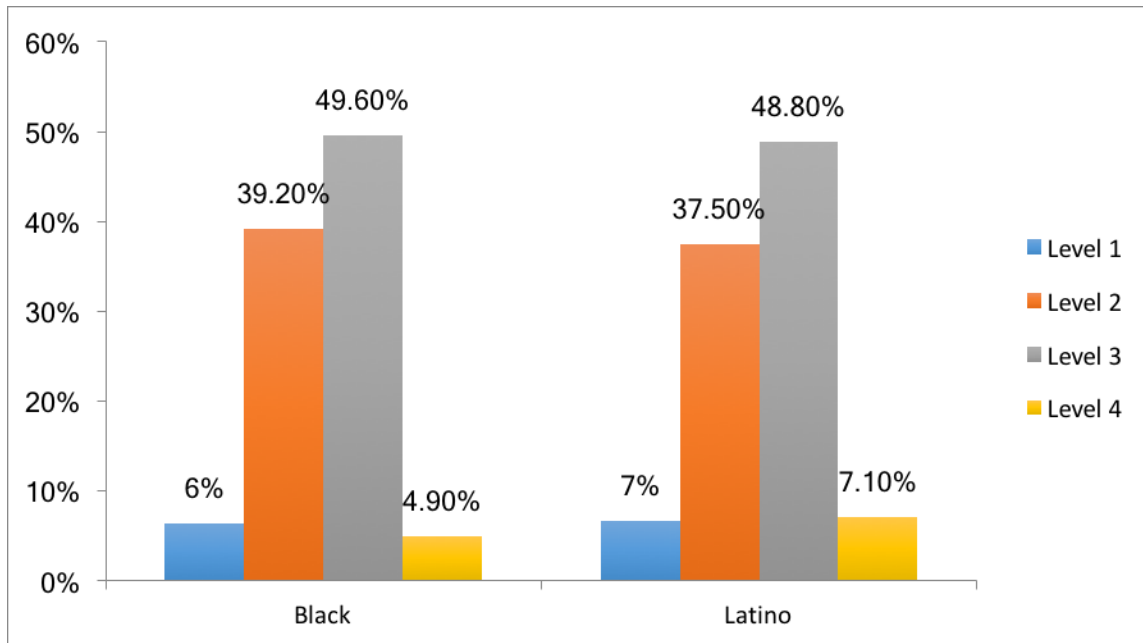


Figure 12: Percentage of Black and Latino Male Regent Diploma Earners by 8th grade Math Performance Levels



Movement in ELA Standardized Exams from 4th to 8th Grade:

There is a clear pattern of nearly 50% of Black and Latino Regents earners’ scoring below proficiency in 4th and 8th grades. In order to compare these patterns with those among all students, we examined whether the performance levels of Black and Latino male students in 4th grade changed in 8th grade. Figures 13 to 16 show a cross-sectional analysis of Black and Latino students based on 4th- and 8th-grade performance levels. Each figure shows a positive progression from 4th to 8th grade among students who had attained performance level 1 (below proficiency) in 1998-1999; in other words, these students moved up at least one performance level between 4th and 8th grades.

Figure 13 shows that nearly 86% of Latino males who attained a performance level 1 in 4th grade moved up to level 2 and 6% moved up two performance levels to a level 3. Among 4th-grade students who reached performance level 2, the majority (65%) also attained performance level 2 in 8th grade, while a third (33%) moved up to performance level 3. Among 4th-grade students at performance level 3, the majority (68%) also attained a performance level 3 and 8% moved up to performance level 4; however, nearly a quarter (23%) moved down one level. Finally, among 4th-grade students at performance level 4, only 45% attained performance level 4, half (50%) declined to performance level 3.

Figure 13: Percentage of Latino Male Regent Diploma Earners' 4th Grade ELA Performance Levels in 8th Grade.

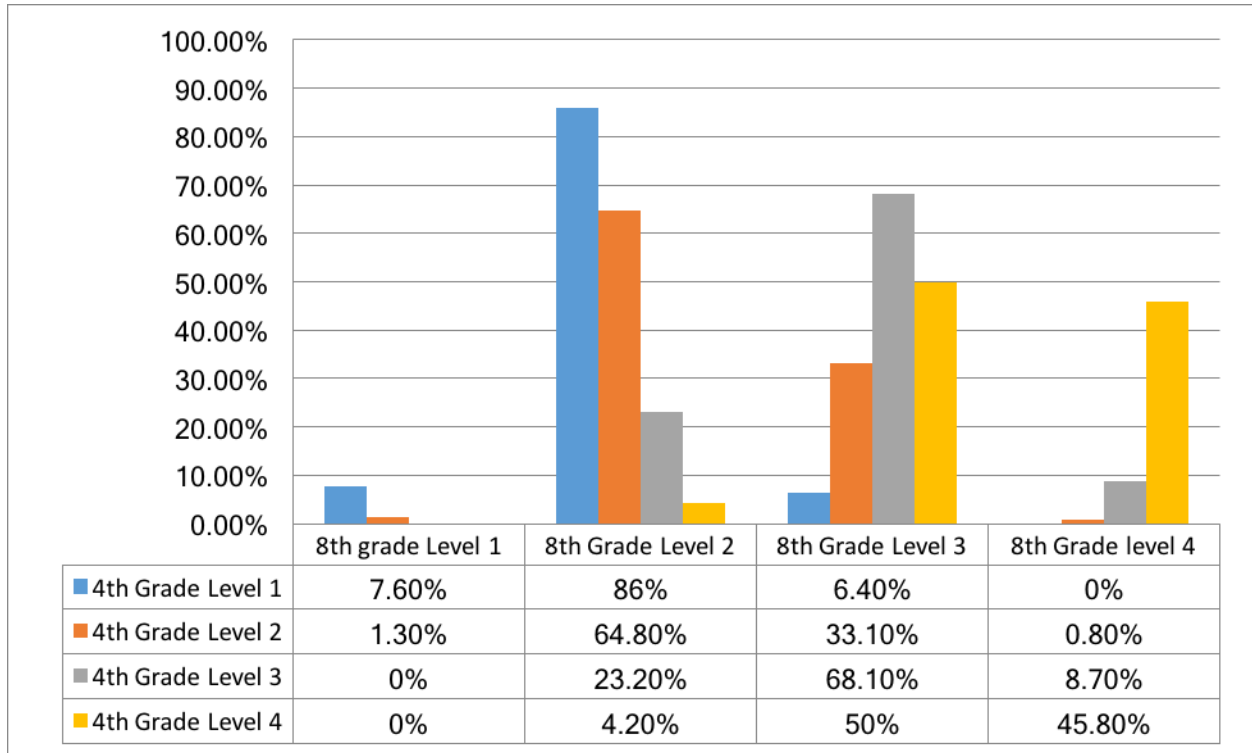
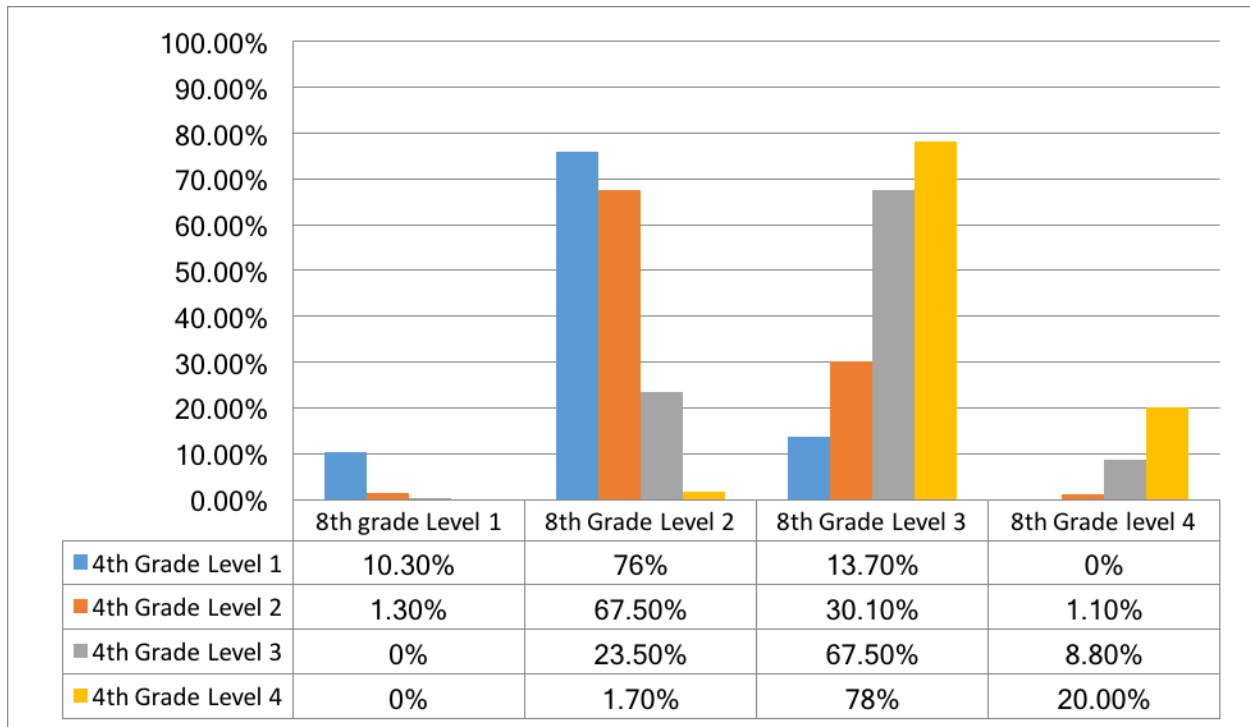


Figure 14 shows that nearly 76% of Black males who attained performance level 1 in 4th grade moved up to performance level 2 and 14% moved up to level 3 by 8th grade. Among 4th-grade students at performance level 2, the majority (68%) also attained a performance level 2 in 8th grade, and another 30% moved up to performance level 3. Among 4th-grade students at performance level 3, the majority (68%) also attained performance level 3 and another 9% moved up to performance level 4; however, 23% moved down one level. Finally, among 4th-grade students at performance level 4, only 20% attained performance level 4, while 70% only attained performance level 3.

Figure 14: Percentage of Black Male Regent Diploma Earners' 4th Grade ELA Performance Levels in 8th Grade.



Movement in Math Standardized Exams from 4th to 8th Grade

Figure 15 shows similar data for Latino males. Nearly 60% of Latino males who attained a performance level 1 in 4th grade moved up to performance level 2 and 14% moved up to performance level 3. Among 4th-grade students at performance level 2, the majority (62%) also attained a performance level 2 in 8th grade, while 28% moved up to performance level 3. Among 4th-grade students at performance level 3, the majority (60%) also attained a performance level 3 and 34% moved down to performance level 2; and, 5% moved up to level 4. Finally, among 4th-grade students at performance level 4, only 25% attained performance level 4, while more than two thirds (67%) declined one performance level.

Figure 15: Latino Male Regent Diploma Earners' 4th Grade Math Performance Levels Compared with 8th Grade Math Performance Levels.

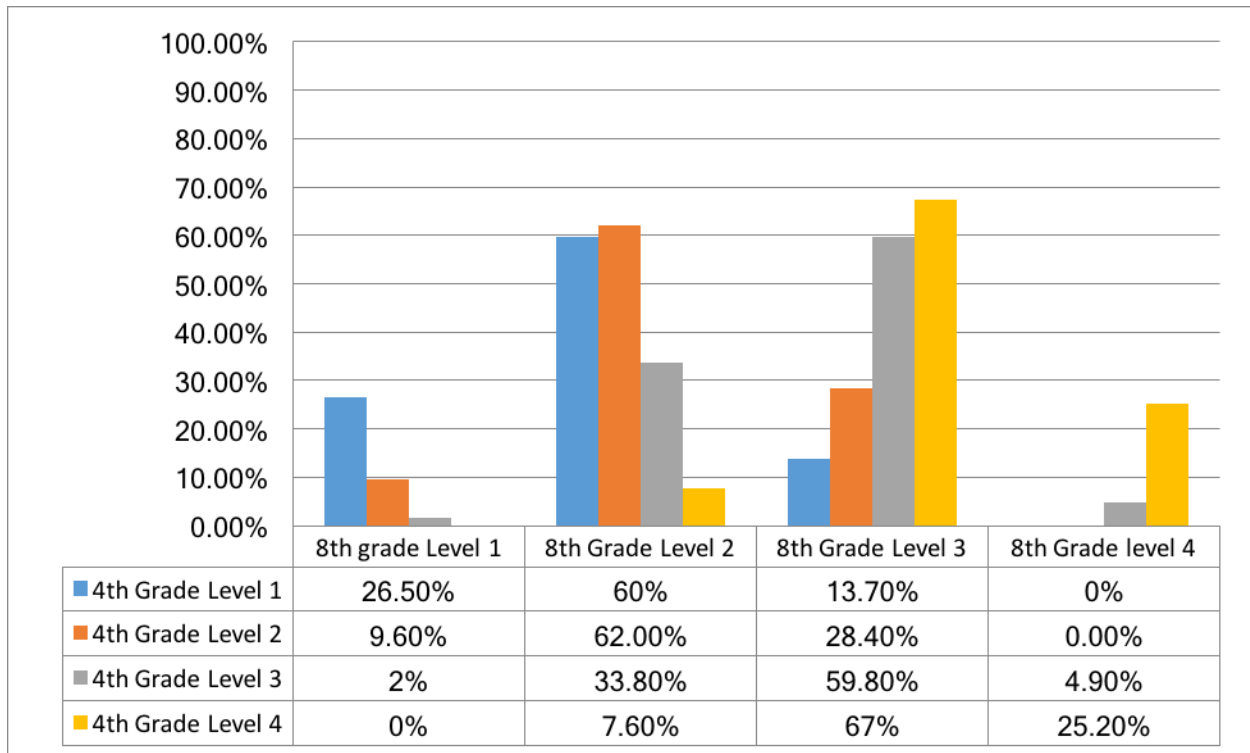
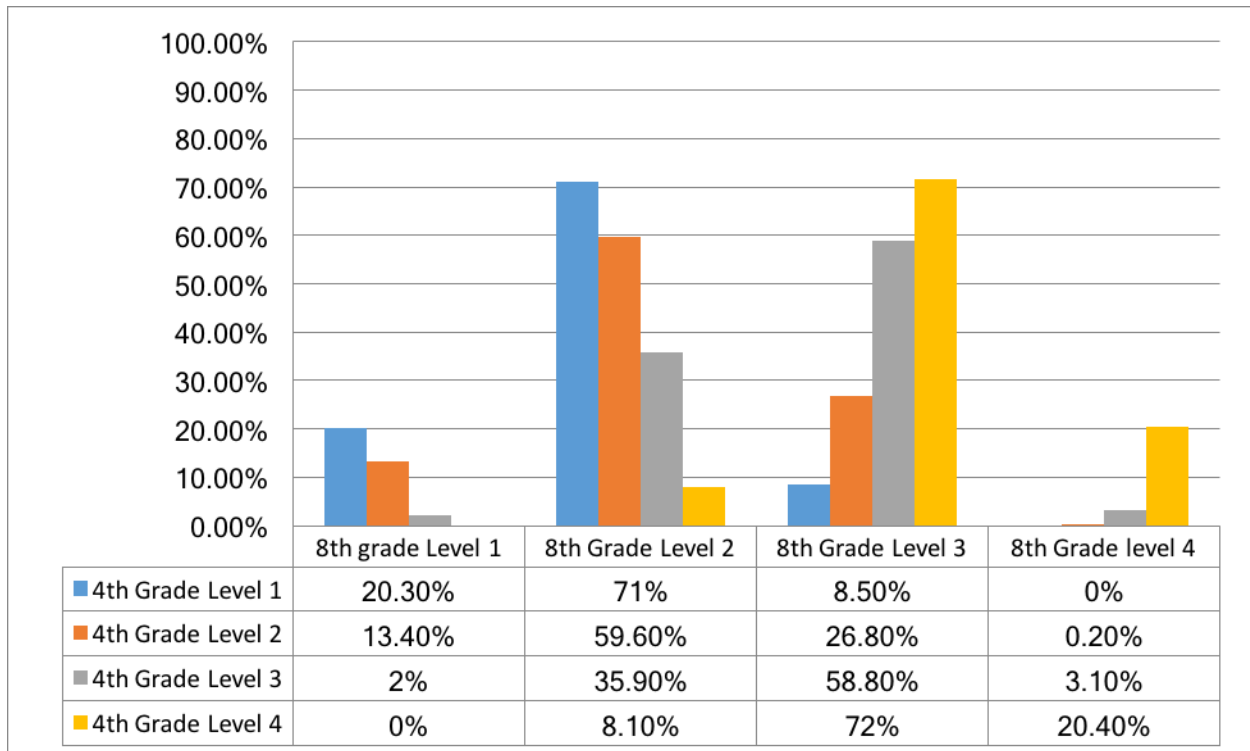


Figure 16 shows math data for Black males: nearly 71% of Black males who attained performance level 1 in 4th grade moved up to performance level 2 and 9% moved up to level 3. Among 4th-grade students at performance level 2, the majority (60%) also attained a performance level 2 in 8th grade, while 27% moved up to performance level 3. Among 4th-grade students at performance level 3, the majority (59%) also attained a performance level 3 and 3% moved up to performance level 4; however, 36% moved down to level 2. Finally, among 4th-grade students at performance level 4, only 20% attained a performance level 4, while nearly three quarters (72%) declined one performance level.

Figure 16: Black Male Regent Diploma Earners’ 4th Grade Math Performance Levels Compared with 8th Grade Math Performance Levels.



Overall, the majority of Black and Latino males who attained a performance level 1 in 4th grade were able to move closer to proficiency by 8th grade. Among 4th grade students in performance level 2, the majority moved into proficiency by 8th grade. This progress is important to note because it suggests students below proficiency do not remain below proficiency and possibly are enrolled in school environments that elicit such progress. Similarly, the downward pattern found among 4th grade students at proficient and advanced proficient levels in 8th grade suggests these students may not be in school environments that can sustain their advanced proficiency status. This pattern raises the question of whether there is sufficient instructional capacity from 4th to 8th grade that can help students sustain high levels of proficiency.

Summary of Outcomes and Overview of Strategies and Programs

The preponderance of outcome information shared in this section highlights patterns of academic struggle among Native American, Latino and Black male students across New York. The salient findings are summarized as:

New York State Wide Analysis

- In NYS, 4th and 8th grade racial/ethnic minority males have demonstrated small growth in the percentage attaining proficiency in ELA and math. However, in the 2014-15 exams, only about 1 in every 4 fourth grade Native American male and 1 in every 6 Black and Latino male, and 1 in every 2 Asian or Pacific Islander male attained ELA proficiency (Table 1); in math its slightly higher, with nearly 1 in every 3 Latino and Native

American males attaining proficiency, and 1 in every 3 Black male and nearly 7 of every 10 Asian males attaining proficiency (Table 2). Among eighth graders during the same year, the same pattern emerges of greater proficiency in math than ELA; 1 in every 6 Black male, 1 in every 5 Latino and Native American male, and 1 in every 2 Asian or Pacific Islander male attained proficiency in ELA (Table 3). In the 2014-15 math, 1 in every 5 Native American male, 1 in every 10 Black male, 1 in every 2 Asian and Pacific Islander male, and 1 in every 7 Latino male (Table 4).

- In NYS, between 2011-2015 school years, nearly 1 in every 4 Black, Latino, and Native American males were enrolled in special education services.
- In NYS, between 2011-2015 school years the percentage of racial/ethnic minority males enrolled in AP courses is minimal particularly among Native American, Black, and Latino males; for these groups the enrollment is 1 in every 50.
- In NYS, among the 2013 graduating cohort, nearly 1 in every 5 Black student, 1 in every 3 Native American and Latino student, and 1 in every 2 Asian student took the AP exam.

Special Cohort Analysis of NYC

- In NYC, 16% of the 2007 graduating cohort of Black and Latino males dropped out.
 - The 2007 cohort of Black and Latino males who dropped out left over a three-year period (i.e., 9th to 11th grade).
 - The 2007 cohort of Black and Latino males who dropped out were uniquely different from their graduating peers by several variables – **being overage and completing fewer than 5 credits in 9th grade; more than 50% were level 1 in 8th grade, and failed two or more core courses in 9th grade.**
- In NYS, 28% of the 2007 graduating cohort of Black and Latino males attained a Regents diploma.
 - Nearly 50% of the 2007 cohort of Black and Latino males who received a Regents diploma were below proficiency in 4th grade ELA and Math.
 - More than 60% of the 4th grade Level 1 performers in the 2007 cohort of Black and Latino males who received a Regents diploma had moved up at least one performance level between 4th and 8th grade in Math and more than 80% had moved up in ELA.

These patterns suggest specific domains of educational practice and policy that require further examination and remedy. The most critical domains are: 1) practice and policy related to special education, gifted/talented and AP program enrollment, and discipline practice, and 2) the need for targeted intervention(s) to disrupt current trajectories.

In the first domain, patterns of disproportionate representation in special education, gifted/talented programs, and discipline practices require, at minimum, a closer examination of practices and policies that set the stage for these disproportionate outcomes. In the second domain, patterns of academic under-performance at various grade levels require strategies to provide targeted and research-based interventions to change the current trajectory. Both domains of strategies are necessary for school, local government, and community organizations to begin

addressing: systemic issues (domain 1) and current trajectories (domain 2). Various research on school reform suggests that attention to one at the expense of the other minimizes the potential for institutionalizing improvements (e.g., Bryk and Schneider, 2002; Payne, 2008; Tyack and Cuban, 1995).

Thus in the following section we provide information on emerging strategies regarding boys of color with respect to its conceptual purpose; examples at the school, district, and community level; the intensity and duration of these strategies; and the type of outcomes that can be expected. This document is intended to serve as a compendium of the available research regarding some of the most prominent strategies such as mentoring, special education and suspension policy changes, early warning systems, etc. The inclusion of the various strategies does not necessarily signal that they exhaust the types of strategies and programs to address the disparate outcomes outlined above. In fact, the majority of the practices and programs highlighted in this compendium focus primarily on student-level concerns (domain 2) and less on structural or system-level concerns (domain 1). Thus, it is important to understand that domain 2 strategies and programs need to be contextualized within systems (domain 1) that may also require reform.

Section 2: Review of Research on Emerging Practices

Introduction

The intention of *Section 2: Review of Research on Emerging Practices* is to provide a broad overview of each strategy and program, including a summary of its operation and relevant research on its impact and/or outcomes. Given the conclusions suggested in the previous section and the prevalence of emerging strategies among schools, this section prioritizes specific strategies and programs that have enhanced outcomes for boys of color. This section is not intended to be exhaustive either in terms of strategies and programs or in terms of the research on impacts and/or outcomes. Additionally, the research cited in this section represents a range of methodologies reflecting both descriptive and impact studies; where appropriate, among studies that demonstrated impact, findings regarding a specific strategy and program will be identified.

STRATEGY 1: MENTORING

Mentoring through adult support and guidance has grown as an intervention strategy for addressing the needs of youth and their development (DuBois et al., 2011). Commonly described as a face-to-face, long-term relationship between an adult and student, mentoring fosters youths' professional, academic, and/or personal development. Mentoring can be delivered one-on-one with an adult, in a group with one or more adults and more than one child, or through peers (Wai-Packard, n.d.). Studies have shown a correlation between mentoring and positive outcomes in school, health/mental health, and behavior (My Brother's Keeper Alliance & The National Mentoring Partnership, n.d.).

Positive outcomes for students occur when a mentoring program includes the following components: ongoing mentor training, structured activities, parent involvement, and monitoring of the program (Nunez et al., 2012). In addition, studies have shown that mentoring programs that center on education, positive youth development, and enhanced positive social performance predict positive outcomes (Watson et al., 2015). Positive outcomes for students in mentoring programs include appropriate behaviors at school, improved academic performance, enhanced relationships with parents, increased school attendance, fewer instances of drug and alcohol use, and college enrollment (My Brother's Keeper Alliance & The National Mentoring Partnership, n.d.; Watson et al., 2015).

Boys and young men of color have historically been at a disadvantage because of systemic inequities and racial biases (My Brother's Keeper Alliance & The National Mentoring Partnership, n.d.). Systemic inequities and racial biases impede upon opportunities for boys and young men of color to attain success. Although mentoring may not address changes in the system and schools, it can support boys and young men of color towards pathways to success. Boys and young men of color, who demonstrated the previously stated positive outcomes, participated in mentoring programs with the following components:

- Positive adult male role models of color;
- Culturally centered;

- Structured activities;
- Social emotional development and support.

Positive Adult Male Role Models of Color

Role models help support and protect youth, specifically those who have been identified as “high risk.” Research has described youth who have a relationship with an identifiable role model as receiving higher grades, demonstrating high self-esteem, and a strong ethnic identity (Hurd et al., 2009). Positive adults who serve as role models influence the healthy development of youth. Black youth with role models have demonstrated more positive psychosocial outcomes than those without one. Furthermore, Black youth with a positive role model suffered less from anxiety, developed depressive symptoms at lower rates, and had reduced incidents of aggressive behaviors (Hurd et al., 2009). In addition to affirming the positive effects of a role model, the research also notes that Black and Latino boys and young men are three times *less* likely than their White peers to identify a male role model in their lives (J. Gilgoff & S. Ginwright, 2014). With the positive outcomes associated with having a positive adult male role model and the reported outcomes for boys of color, noted in Section I, it is imperative that boys of color are provided with opportunities to foster relationships with these men.

Positive adult male role models of color can support boys of color in understanding oppression, developing critical thinking, and growing into healthy, successful adults (Washington et al., 2014). Role models influence youth in a tremendous way with youth often looking to adults to determine appropriate and acceptable behavior (Hurd et al., 2009). Additionally, they look to adults as models of who they want to be. Youths’ perceptions of themselves change as they increasingly identify with their mentors or see them as role models (Hurd, 2012). The construct of the *looking glass self* explains how mentors can serve as “social mirrors” whereby youth begin to form a sense of self and identity (Hurd, 2012). Role models of similar backgrounds and, particularly, gender, are often selected or preferred by youth because of their developing identity and role in society. Studies have shown that the ways in which youth identify with their race and ethnicity is influenced and enhanced with a mentor who has a strong and similar ethnic identity (Hurd, 2012). A strong ethnic identity has been found to influence the psychological and emotional adaptation of Black youth and spur academic achievement (Branch, 2014). Youth from historically marginalized, oppressed, and socioeconomically disadvantaged groups who have role models from the same background become aware of their potential and ability to succeed (Hurd et al., 2009). Boys and young men of color have experienced these changing perceptions of themselves and their abilities through relationships with men of color.

While the models of mentoring programs vary, the following examples demonstrate how positive male role models of color in mentoring programs affect the lives of boys and young men of color:

1. Eagle Academy for Young Men employed a mentoring model that recruited male mentors who were predominantly men of color (Liben, 2014). To recruit men of color, specifically Black males, the organization partnered with professional mentoring organizations, including 100 Black Men of America, Inc. and used social media, to reach out to men who have a similar identity to the boys at Eagle Academy (Liben, 2014).

Eagle Academy students identified most with male mentors of color due to commonalities in gender and race. Through this pairing, positive adult male mentors of color serve as role models for boys and challenge negative stereotypes and notions of Black males and other males of color (Liben, 2014).

2. A study conducted at Benjamin E. Mays Institute on the implications of academic achievement for Black male middle school students examined mentoring as an intervention. One component of the mentoring program was that the boys met one-on-one with their mentors, who were recruited from nearby universities and local/public private sectors for weekly planned activities (Gordon et al., 2009). The study found that the male mentors of color who had achieved professional and personal success motivated Black boys and possibly revealed alternative educational opportunities not known or sought prior (Gordon et al., 2009).
3. In a study of the Children's Aid Society African American Male Initiative (AAMI), which provides a life coach and male mentor of color for each student participant, researchers found significant differences in academic gains in comparison to non-AAMI participants (Martin, 2015). The AAMI program began in 2006 with a second and third grade cohort that was followed through high school and college. Evaluation reports identify the following key findings (Martin, 2015): AAMI students achieved Math and ELA proficiency at higher rates than their non-AAMI peers; non-AAMI students were three times more likely to receive special education services than AAMI students; and AAMI students missed less school over a 5 year period than their non-AAMI peers.

Culturally Centered

Culturally centered mentoring has been defined as “strategic” because it invokes critical consciousness. Through critical consciousness, boys of color develop the ability to understand the context and impact of social, political, and economic oppression of minorities. Boys of color understanding the various levels and types of oppression lessens its negative impact on them (Washington et al., 2014). Culturally centered mentoring programs consider the experiences of minorities, specifically the intersections of race, culture, ecology, social class, and oppression (Washington et al., 2014). In addressing the exposure of boys of color to violence, directly or indirectly, culturally centered mentoring programs can influence attitudes and behaviors of Black boys relating to drug use, providing healing from trauma, and fostering their social and academic development (Washington et al., 2014).

1. The Pyramid Mentoring model is a three-level framework that incorporates an Afrocentric worldview and cultural assets to nurture the growth of Black boys. The model emphasizes mentoring as a group activity, citing the value of family, elders, and the community coming together to support the growth of Black boys (Washington et al., 2014). The Pyramid Mentoring Model is influenced by traditions rooted in African-centered rites-of-passages and the seven principles known as *Nguza Saba*. Processes in the Pyramid Mentoring model are facilitated by elders, veteran mentors, junior elders, and mentors in training. Elders help boys challenge dysfunctional thinking patterns,

invoke critical consciousness, and support social learning by modeling positive examples of African American manhood through traditional African American practices (Washington et al., 2014).

2. The Afrocentric framework for Benjamin E. Mays Institute was rooted in *Sankofa*, spirituality, and two of the seven principles of *Nguza Saba: Umoja* (Unity) and *Kujichagulia* (Self-Determination) (Gordon, 2009). The framework was relevant to the mentoring program because *Sankofa* created connections between teachers, mentors, students, and the wisdom of their ancestors. The boys in the mentoring program were required to engage in rite-of-passage activities and learn the tenets of *Sankofa* and traditional African dances (Gordon, 2009). Through its Afrocentric framework and principles, Benjamin E. Mays Institute sought to positively influence the self-esteem, responsibilities, vision for success, and self-discipline of boys through role models in its culturally relevant mentoring program.
3. The Umoja Mentoring project provides culturally appropriate mentoring to Black boys to stop violence and juvenile delinquency (Watson et al., 2015). Umoja adopted best practices that used culturally relevant interventions to enhance the healthy development of at-risk youth (Watson et al., 2015). The *Sankofa* framework supported and advanced the success of the mentoring program. Umoja also used the Pyramid Mentoring Model, which is centered in group mentoring and African drumming, “Spir-rhythms”, to foster the positive development, improved conflict resolution skills, and positive relationships of Black boys (Watson et al., 2015). African drumming, Spri-rhythms, an essential part of African culture, engage youth in reflection and self-disclosure through discussion and has been shown to improve social and emotional development. Spir-rhythms centers on social engagement through drumming, knowledge of African history and traditions, self-improvement, and positive relationship building with mentors and peers (Watson et al., 2015).

Structured Activities

Studies have also shown that successful mentoring programs use structured activities. Structured activities, coupled with regular participation, can strengthen the relationship between a mentor and mentee (Small, 2008).

1. Students in Benjamin E. Mays Institute’s mentoring program engaged in a series of academic and social structured activities. Students received instruction in major subject areas—math, science, English and history (Gordon et al., 2009). Every Wednesday students were required to wear professional attire and host a local business or community leader. Selected leaders offered a lesson on their area of expertise, which allowed students to explore and learn about the benefits and rewards of an occupation or profession (Gordon et al., 2009). Students met with their mentor weekly and engaged in structured activities together. Mentors also engaged with parents and school faculty in activities that supported the students’ academic development. At the end of the year, students attended a conference highlighted as the “cornerstone” of the mentoring program

(Gordon et al., 2009). During the conference 8th grade boys were presented to the community after completing components of a rite of passage (Gordon et al., 2009).

2. Mentoring at Eagle Academy, conducted in “classroom-sized groups” and mandatory for all boys, takes place monthly on Saturdays (Banks, 2014). The structured activities include group mentoring meetings, social outings, and opportunities for informal time. Four mentors attend the monthly Saturday mentoring program at Eagle Academy and lead about 20 boys each in a group meeting (Banks, 2014). Boys at Eagle Academy engage in discussions with the group mentor on topics such as community service, college, careers, internships, personal and cultural identity and current events relevant to their lives (Banks, 2014). Boys at Eagle Academy also engage in a series of activities which include playing sports together, attending events, and dining with their mentor (Banks, 2014).
3. The AAMI program provides the following structured activities (Martin, 2015): a life coach to student ratio of 1 to 10/12; weekly rap sessions with boys; monthly meetings and counseling sessions with parents; quarterly outings with boys; one-on-one tutorials with external partners; and monthly meetings with school teachers and counselors.
4. The Silverback Society offers students a structured set of activities over the course of a year. During the first six weeks students engage in discussions and activities related to specific aspects of manhood (Corprew, 2015). After the first six weeks, boys in the program learn from men defined as “role models” about challenges and resiliency. At the year’s end, the boys have an opportunity to practice etiquette and learn about the history of New Orleans. At the end of each program year, Silverback Society mentees and boys from other sites meet each other and listen to a keynote speech by a prominent and influential man of color (Corprew, 2015).

Social and Emotional Development and Support

Mentoring can enhance the social and emotional development of youth in numerous ways (DuBois et al., 2011). Mentors help challenge the negative perceptions youth have of themselves and demonstrate that positive relationships, specifically with adults is possible, thereby counteracting potentially unsatisfactory experiences with parents or guardians. The interactions that youth have with their mentors aid them in socializing effectively with their peers and others. Mentors also help youth to learn how to understand, express, and manage their emotions. This is taught through approaches rooted in coping techniques which stress that negative experiences can breed opportunities for growth and learning (DuBois et al., 2011). Cognitive development is also an outcome of mentoring. Through mentoring, youth gain and refine new thinking skills, which prompt their openness to values, advice, and perspectives unlike their own. As previously stated, youth perception of themselves or their identity undergoes development and change through relationships with mentors (DuBois et al, 2011). Furthermore, the activities, resources, and educational or professional opportunities mentors expose youth to also begin to transform youths’ self-perceptions (DuBois et al., 2011). The *looking glass self*, or “social mirror”, as defined by Hurd (2012) helps youth change the perception of who they are now and envision

both their “possible” future selves and what they fear they might become. This social mirroring occurs through relationships with mentors whom youth can compare themselves with and inform their decisions and behaviors (DuBois et al., 2011).

1. The Umoja Mentoring Project addresses students’ social and emotional development through group drumming. Research findings suggest that group drumming’s use of reflection and “self-disclosure” during discussion improves social emotional development (Watson et al., 2015). Group drumming is led by a facilitator who creates a sense of community through “rhythmic, verbal, and inclusive discussion.” Through these discussions, mentors and master drummers in the program align the boys’ practice of drumming with experiences they encounter in their lives. For example, mentors and master drummers use overcoming the feeling of anxiety in drumming for the first time as an analogy to describe the importance of engaging in new and positive social behavior that may not be highly regarded or popular by their peers (Watson et al., 2015). These activities and others, such as the drumming circle itself, foster conversations on conflict resolution, goal-setting, and a positive self-identity.
2. At Eagle Academy, social and emotional development and support begins at the onset of the match and first meeting. Mentors have to demonstrate that they are credible, supportive, dedicated, and fun (Banks, 2014). Without demonstration of these acts, the boys face difficulty in building relationships with their mentors. However, once mentors have demonstrated their capacity, they are able to support the boys in their social and emotional development. Mentors at Eagle Academy teach the boys how to handle their emotions in a positive manner, build their character, and navigate society (Banks, 2014). Mentors introduce the boys into “manhood” through activities such as grooming and how to tie a tie.
3. The Manhood Development Program at Oakland Unified School District provides social emotional development and support through students’ relationship with their teacher who serves as a mentor (Watson, 2014). The teacher mentor creates a safe space for students under the premise of “brotherhood.” Students create their own rules and are required to follow them. While instructional practices vary, a teacher/mentor engages students in deep reflection about their self-identity, societal perceptions of Black boys and men, and school culture (Watson, 2014). Reflection is initiated through discussions of Black history, prominent Black figures, and current events relevant to the boys’ lives. Through these reflective activities they share personal experiences that have affected their self-identity, self-esteem, social life, academic performance, and ability to navigate the world. The freshman course, Mastering Our Identity, engages boys in reflective activities by examining contemporary youth culture. Students explore their identity, learn how to manage their emotions, and develop a “positive sense of purpose for themselves, their families, and communities” through class lessons and activities (Watson, 2014). Teacher/mentors empower students and demonstrate care, respect, and most important, love. With social and emotional support from their teacher and peers, boys in the class

demonstrate improved academic performance, increased attendance, and improved self-identity.

STRATEGY 2: RECRUITMENT OF RACIAL/ETHNIC MINORITY TEACHERS

Racial/ethnic minority teachers can serve as models of achievement and positively influence the academic achievement and self-perceptions of students of color (Reed, 2007). They can be essential in supporting students of color in selecting a career and visualizing their life possibilities (Milner, 2006). Similar life experiences and cultural backgrounds of racial/ethnic minority teachers, regarded as “cultural synchronicity,” support instruction and student learning (Ingersoll and May, 2011). Racial/ethnic minority teachers have been recognized for their ability to create culturally infused lessons that resonate and breathe relevance into the academic material for students of color; while the teachers’ experiences and backgrounds support their understanding and recognition of the needs of this population (Milner, 2006). In Mitchell’s qualitative study of eight retired Black teachers, the critical awareness of experiences of Black students helped Black teachers make connections between their students’ behavior and school. Furthermore, it helped them recognize the connections between the students’ behavior and their lives at home (Milner, 2006). Through this consciousness Black teachers learned about their students’ out-of-school experiences and built on them in their teaching. Mitchell’s study also found that due to their students’ life experiences and needs, Black teachers held high expectations, did not accept mediocrity, and required students to demonstrate their full potential (Milner, 2006). The teachers in Milner’s study knew that by offering social and emotional support (e.g., encouragement and motivation) their students could emancipate themselves and overcome their life circumstances (Milner, 2006). While research shows the advantages of racial/ethnic minority teachers in the lives of students of color, it also highlights the overwhelmingly low number of racial/ethnic minority teachers recruited into the teaching profession. However, various agencies, schools, and programs have adopted the following practices to increase the numbers of racial/ethnic minority teachers in schools:

- State efforts in recruitment;
- Early outreach/pre-collegiate programs;
- University programs;
- Non-Traditional/alternative pathways;
- Scholarship funds and fellowships.

State Efforts in Recruitment

Recruitment efforts for racial ethnic/minority teachers have subtly grown due to the recognition of the low number in the teaching profession and in schools. States have developed strategies, programs, partnerships, and alternative measures to increase the number of racial ethnic/minority teachers in schools.

1. As a result of legislation in 2010, the Iowa Department of Education conducted a statewide study to identify existing opportunities and strategies to recruit racial/ethnic minority teachers in their state (Iowa Department of Education, 2011). The legislation defined three areas of examination to support their recruitment efforts of racial

ethnic/minority teachers: 1) strategies to encourage racial ethnic/minority high school students to enter the teaching profession; 2) strategies to recruit racial/ ethnic minority high school students interested in teaching to attend teacher preparation programs at an Iowa university or college; and 3) strategies to recruit racial and ethnic minority teachers to continue their profession as administrators (Iowa Department of Education, 2011). Strategies to encourage racial ethnic/minority students to enter teaching included teacher mentoring/ shadowing approaches, a Future Teachers of America student association, and pre-collegiate teaching programs in middle and high school. Strategies to recruit racial and ethnic minority students interested in post-secondary teacher preparation programs at college and universities in the state included mentoring by and shadowing of minority teachers in K-12 schools, learning communities focused on undergraduate minority student teachers, and financial incentives such as scholarships and loan forgiveness (Iowa Department of Education, 2011). To recruit more racial ethnic/minority teachers as administrators, Iowa introduced administrator internship programs, increased the hiring of minority administrators through affirmative action policies, and encouraged colleges and universities to teach and train more minority students for administrative positions (Iowa Department of Education, 2011). As a result of the study, the state created several initiatives and programs, including Iowa's Dream to Teach program.

2. The Connecticut State Department of Education developed a minority teacher committee to increase the number of racial ethnic/minority teachers in their state (Connecticut State Department of Education, 2015). The state identified several targeted strategies for this initiative, including: a "pipeline" from middle/high school, teacher preparation programs, educator standards and certification, recruitment/hiring/selection processes, and determinations of how to advance these teachers in their profession and offer supports that would encourage them to stay at their schools (Connecticut State Department of Education, 2015). Programs developed as a result include a teaching fellows program at Danbury High School (a partnership with Western Connecticut State University) to increase the state's effort to recruit racial/ ethnic minority teachers.

Early Outreach/Pre-Collegiate

To increase recruitment of teachers of color, middle and high schools across the country have introduced and gauged the interest of students of color in the teaching profession through pre-collegiate teaching programs/fellowships.

1. The Minority Teacher Recruitment Project at the University of Louisville partners with Jefferson County Public Schools and the Ohio Valley Educational Cooperative to increase the number of racial/ethnic minority teachers across the country and in Kentucky (University of Louisville, n.d). One component of the program focuses on identifying and recruiting middle and high school students of color who are interested in teaching. Three of their programs, the High School Teacher/Mentor Program, Middle School Teaching Awareness Program, and Post High School Participant program, supported students of color in middle and high school by fostering their interest in teaching and providing them with the supports to expand their interest into a profession (University of Louisville,

n.d.). The High School Teacher/Mentor Program identified high school students interested in teaching and matched them with a teacher-mentor. The Middle School Teaching Awareness program worked with seventh and eighth grade students of color who expressed an interest in teaching and engaged these students in activities such as shadowing teachers, teaching mini-lessons, and visiting college campuses (University of Louisville, n.d.). Currently, the High School Teacher/Mentor Program is the only early outreach/pre-collegiate program offered through the Minority Teacher Recruitment Project partnership with Jefferson County Public Schools. Students in the program can take teacher preparation courses at the University of Louisville, where historically credits have been accepted as transferable if the student enrolls at the university (M. Overstreet, personal communication, June 17, 2016).

2. As part of its initiative to increase the number of racial ethnic/minority teachers in schools and districts across Iowa, Des Moines Public Schools established its “Dream to Teach” program. “Dream to Teach” works closely with students of color in middle and high school who have an interest in teaching, offering support to help them gain experiences transferable to college and careers in education (Des Moines Public Schools, 2014). The program also provides mentors to students and supports them during their time in college and their first years of teaching. The program was piloted in six schools in the district and includes: weekly meetings, workshops, job shadow opportunities at the district’s central office, scholarship seminars, teacher academy, and interaction with organizations like Urban Educator and Iowa Council of Teachers of Mathematics (Des Moines Public Schools, 2015). In 2015, there were 56 students in the program; currently more than 100 students are involved. Since the program is relatively new, there is no existing data on student outcomes; however, the program continues to expand in other schools in the district and students cite positive experiences (S. Tillinghast, personal communication, June 16, 2016).
3. Danbury High School’s Teaching Fellows program, a partnership with Western Connecticut State University (WCSU), identifies minority high school juniors and seniors who are interested in teaching and creates a pipeline for them to attend WCSU, earn their degree in Education, and return to the school district to teach after they graduate (Ryser, 2015). The program, funded by the Connecticut State Department of Education, started with 10 students who have received credit from WCSU and are enrolled in introductory college teaching classes. Students also engage in field work in the classroom (Ryser, 2015).
4. The Pathways2Teaching Program, established by the University of Colorado’s School of Education and Human Development, provides 11th and 12th grade students of color with an opportunity to explore teaching as a possible career (Pathways2Teaching, n.d). Students in Pathways2Teaching examine issues of educational justice while gaining field experience and earning 3 college credits on the successful completion of the program. The program encourages students to attend college and then return as culturally responsive educators to teach in their communities. Students engage in activities that

support the development of a career pathway in teaching and the necessary skills to thrive as a teacher, including field experience developing the literacy skills of elementary students and writing college essays and research reports that explore educational inequities and social justice (Pathways2Teaching, n.d.). Since its inception in 2010, students in the program have enrolled in teacher education programs or programs related to social work.

University Programs/Partnerships

University programs that recruit racial ethnic/minority teachers provide scholarships, mentoring, and supports to racial ethnic/minority students in their teacher preparation programs (Connecticut RESC Alliance, 2011).

1. The Minority Teacher Recruitment Project at the University of Louisville, noted previously in this section, recruits minority teacher candidates who have a passion to integrate values, learning styles, and various cultural perspectives in public schools (University of Louisville, n.d.). The program supports minority students in actualizing their professional goal of becoming a certified teacher through career guidance, course advisement, professional development seminars, and financial aid. Since its inception in 1985, the Minority Teacher Recruitment Project has recruited and provided support to over 500 teachers who were subsequently placed in Jefferson County Public Schools and other districts across the state. The program offers financial support to minority students in the program through a \$5,000 scholarship that requires students to teach in a Kentucky school district each semester the money is awarded (M. Overstreet, personal communication, June 17, 2016). The program also covers expenses for teacher certification exams and licensing fees. Students in the Minority Teacher Recruitment Project can take workshops on topics such as Praxis and professional development. While teachers of color share their experiences in the field and the challenges they have encountered, workshops also provide students with a network of minority educators and administrators throughout Kentucky. Through networking opportunities students can hear from principals about qualifications they seek in a teacher candidate (M. Overstreet, personal communication, June 17, 2016). To provide students with social and emotional support, the Minority Teacher Recruitment Project also provides workshops featuring counselors on how to manage being one of a few teachers of color in predominantly white schools (M. Overstreet, personal communication, June 17, 2016).

Recruiting students into the Minority Teacher Recruitment Project has been a collaborative effort by the Director and students in the program (M. Overstreet, personal communication, June 17, 2016). The Director extends outreach for recruiting minority teachers in public schools across Kentucky, churches, and organizations like Upward Bound, Educators Rising and Hispanic/Black associations (M. Overstreet, personal communication, June 17, 2016). Currently there are 62 students in the program, at both undergraduate and graduate levels. Students in the program are actively recruited by districts across Kentucky, which offer them a 100% chance of placement in a Kentucky school district (M. Overstreet, personal communication, June 17, 2016). At the end of

each semester, the Minority Teacher Recruitment Project invites school administrators and human resource directors to network with new graduates in an effort to recruit minority teachers into their schools (M. Overstreet, personal communication, June 17, 2016). This has been one way students have been invited to interviews and placed into schools across Kentucky. Students in the Minority Teacher Recruitment Project are invited to interview at multiple schools and are often offered employment at the end of an interview (M. Overstreet, personal communication, June 17, 2016). Although the program has faced some challenges, including a lack of human and fiscal resources, it has been instrumental in increasing the number of minority teachers in Kentucky schools.

2. New York City (NYC) Men Teach is an initiative developed through a partnership with the Young Men's Initiative, New York City Department of Education, City University of New York, Center for Economic Opportunity, and Teach for America, to recruit Black, Latino and Asian men to teach in New York City public schools (S. Hill, personal communication, June 24, 2016; Young Men's Initiative, n.d.). There are four pathways to enter into New York City Public schools: collaborative, fellows, traditional, and paraprofessional. NYC Men Teach uses all pathways to recruit and retain male teachers of color. To recruit more men of color and support them in the teaching profession, the initiative is delivered through a three-pronged approach: recruitment, expanding pathways, and supports (S. Hill, personal communication, June 24, 2016). NYC Men Teach is developing explicit marketing strategies to recruit men of color. To encourage men of color to express interest in their initiative, NYC Men Teach's messaging is rooted in the impact males of color can have in the classroom on students of color, specifically boys (S. Hill, personal communication, June 24, 2016). The initiative is expanding its recruiting efforts beyond New York City colleges and universities by recruiting men of color from historically Black colleges and universities (HBCUs).

Understanding that not all prospects have a background in education or high academic achievement, the initiative has provided various pathways to recruit and retain men of color (S. Hill, personal communication, June 24, 2016). The New York City Teaching Fellows Program and New York City Teaching Collaborative are two alternative programs that enable men of color to take courses that will help them develop instructional strategies, practices, and pedagogy. Furthermore, these programs provide a pathway to teacher certification and placement to teach in New York City public schools. While in the alternative program, male teaching candidates receive group mentoring facilitated by a male teacher in the field. Supports continue through ongoing training after they earn their certificate and are placed in a school. If a male teacher candidate fails to receive his teaching certification, he will serve as a substitute teacher and receive test prep until he passes the examinations (S. Hill, personal communication, June 24, 2016).

For men of color interested in teaching, but did not receive their bachelor's degree, NYC Men Teach extends an opportunity to serve as a paraprofessional. In this role, men of color can work in schools while receiving opportunities to take courses that will expedite their attainment of a bachelor's degree and secure their enrollment in one of the alternative teaching programs offered (S. Hill, personal communication, June 24,

2016). While NYC Men Teach is relatively new and there are no reported outcomes on the initiative's effort to recruit men of color, the partners anticipate that this initiative will increase the number of men of color in the teaching profession and inform best recruitment practices.

3. Call Me MISTER, an acronym for Mentors Instructing Students Toward Effective Role Models, recruits African American males to teach in the lowest performing elementary schools (Clemson University, n.d.). The program, which started in South Carolina at Clemson University and has since expanded to other universities and states, prepares program participants to serve as teachers and role models (W.K. Kellogg Foundation, n.d.). Call Me MISTER provides male teaching students, referred to as MISTERS, with financial and academic support, mentors, and professional development opportunities, including summer leadership institutes. MISTERS engage in their community by volunteering their time to service learning projects, peer mentoring, and teaching at an in-state elementary school for a year (W.K. Kellogg Foundation, n.d.). Call Me MISTER has resulted in 150 MISTERS who have been certified and placed in teaching positions, some of whom have advanced in their profession by assuming principal or program director positions (W.K. Kellogg Foundation, n.d.).

Non Traditional/Alternative Pathways

Many states have established non-traditional or alternative pathways to teacher certification through programs that offer individuals the opportunity to obtain a teaching certificate, whether they have a background in education or not (NEA, n.d.). Alternative teacher certification programs are commonly found in cities where the demand for teachers is the highest, such as major urban cities and rural areas (NEA, n.d.). These programs offer alternative routes to teacher certification by focusing on subjects that lead to in-demand careers (e.g. science and math) and working with populations in need of support (e.g., special education).

1. Teach for America (TFA), reported as the nation's largest contributors of teachers in low income minority communities, has launched three initiatives to recruit racial ethnic/minority teachers to enhance outcomes for children of color and close the achievement gap: Asian American and Pacific Islander Initiative, African-American Community Initiative, and Latino Community Initiative (Teach for America, n.d.). In 2015, nearly half of the 2015 corps in TFA identified as a person of color (TFA, n.d.). TFA has been able to recruit increased number of racial ethnic/minority teachers due to relationship-building with universities, organizations, and schools and districts across the country.
2. New York City (NYC) Teaching Fellows Program, an alternative teaching certification program, is regarded as one of the nation's largest contributors to recruiting teachers of color to the teaching profession. Just under half (49%) of fellows in the program identify as either Black or Latino while 56% identify as a person of color (NYC Teaching Fellows Program, n.d.). New York City Teaching Fellows Program partners with NYC Men

Teach to generate more teachers of color, specifically men of color, in the classroom (NYC Teaching Fellows, n.d.).

STRATEGY 3: CULTURALLY RELEVANT CURRICULUM AND INSTRUCTION

Research has shown that when culturally relevant curricula and instruction are integrated into the classroom, academic achievement and participation in gifted programs by students of color increases (Ladson-Billings, 1996; ETS, 2012). Various terminologies have been used to describe this type of instructional approach and practice; however, Gloria Ladson-Billings coined a term that has been commonly referenced and adopted in the education field: “culturally relevant teaching.” She defines it as an “approach that empowers students, intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1994). Ladson-Billings (1992) stated that culturally relevant teaching empowers students, prompting them to examine course content, the learning process, and how they influence the creation of a truly democratic and multicultural society. Furthermore, the infusion of students’ culture, backgrounds, and experiences into classroom activities and the school environment helps students develop meaning and understand the world around them (Ladson-Billings, 1992; Laing & Villavicencio, 2016). Gay (2000) states that culturally responsive teaching (synonymous with Ladson-Billings’ “culturally relevant teaching”):

“acknowledges the legitimacy of the cultural heritages of different ethnic groups both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; it builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities; it uses a wide variety of instructional strategies that are connected to different learning styles; teaches students to know and praise their own and each other’s cultural heritages; it incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools”.

As a result of culturally responsive teaching, students achieve academic, social, and cultural success (Ladson-Billings, 1992). Additionally, their confidence, interest, and level of engagement increase (Laing & Villavicencio, 2016). Districts and schools have also found that culturally responsive teaching affects school discipline, decreasing the numbers of suspensions, expulsions, police referrals, and referrals to special education (ETS, 2012).

Culturally relevant curricula and instruction affect not only students, but their teachers too. It can support schools in addressing concealed biases educators may have towards their students, specifically Black and Latino boys (Laing & Villavicencio, 2016). It enables discussion on difficult topics such as race, discrimination, and prejudice, while acknowledging that racism has created misrepresentations and negative images of the cultures, histories, and potential of people of color (Metropolitan Center for Urban Education, 2008). Through these discussions, educators and students are able to deconstruct preconceived ideas and develop positive and empowering images of race and culture. The following themes, developed through Laing and Villavicencio’s (2016) research on culturally relevant education, were identified in selected

schools that demonstrated culturally relevant education practices to enhance academic achievement, participation, and engagement of students of color and school culture:

- Addressing teachers' mindsets and beliefs through professional development and training;
- Culturally relevant education in the classroom: embracing student experiences and interests;
- Support for ELL and bilingual students.

Addressing Teachers' Mindsets and Beliefs through Professional Development and Training

Professional development on culturally relevant education and instruction has been sought due to the high percentage of White teachers teaching a high percentage of students of color. While White teachers have the ability to provide culturally relevant instruction and curricula, research also highlights the importance of teacher mindsets and beliefs about culture, difference, and specifically how racial/ethnic identity frames the delivery of instruction and perceptions of student learning (Agirdag et al, 2013; Fergus, 2016; Rubie-Davies et. al., 2011; Van Houtte, 2011). Mindsets and beliefs rooted in cultural bias can influence how effective teachers are in implementing instruction and curricula relevant to the lives of their students. Cultural bias in teaching refers to the belief, held by some teachers and administrators, that European and North American cultural practices, ways of learning, and knowledge are superior to dissimilar practices, ways of learning, and knowledge (Tyler et al., 2009). Despite this notion, the following models demonstrate how districts and schools can address cultural bias and shift ways of thinking, through culturally responsive instruction training, to better serve students of color:

1. Denver Public Schools mandates that all of its teachers, including existing staff, attend culturally responsive instruction training. This training, which occurs over the course of three hours, provides teachers with informative, collaborative, hands-on professional development that supports them in understanding the role of privilege, race, gender, and power differences in society and the classroom (Brundin, 2014). During the training teachers have an opportunity to share their experiences, concerns, and fears in working with students and families from different racial ethnic and cultural backgrounds. They are also led into discussions and exercises related to the intersection of their self-identities and jobs as educators. The need for culturally responsive instruction training at Denver Public Schools became apparent with the growing population of students of color (78%) and a predominantly White teaching staff (74%) (Asmar, 2016). By one count, 70% of 935 newly hired teachers for the 2016-2017 school year at Denver Public Schools are White. While a three-hour mandatory training will not erase racial biases and mindsets, Denver leads the nation with this mandatory training; equipping teachers with the knowledge and skills required to support students of color in the classroom (Asmar, 2016). The district also offers teachers opportunities to enroll in advanced courses on culturally responsive instruction, equity, and cultural bias.
2. Several districts across Alaska, which include Anchorage and Lower Kuskokwim, have partnered with the Alaska Humanities Forum to support urban Alaskan teachers in

serving Alaska/Native American students (Alaska Humanities Forum, n.d.). For the past 15 years, the Alaska Humanities Forum has delivered the Educator Cross-Cultural Immersion (ECCI) program, funded by the United States Department of Education's Alaska Native Education Program, to new and present teachers. Through ECCI teachers are offered an opportunity to receive graduate credit with completion in a course in cross-culturally competent pedagogy, attend a "Culture Camp" in the summer, and engage in reflective coursework (Alaska Humanities Forum, n.d.). The "Culture Camp," which is held in the summer, provides newly hired teachers with an experience to learn a native language, crafts, and culture at a traditional fish camp (Eaton, 2013). The program established several goals, which include preparing newly hired teachers to enhance their ability to serve their Alaska Native students, learn how to communicate across various cultures, and practice inclusion of "Alaskan Native ways of knowing and learning" in the classroom (Eaton, 2013). One teacher defined her experience as "life changing" as it taught her about the cultural background of her students, their cultural norms and values, and cultural sensitivity. Through the ECCI program she felt prepared to teach in a way that reflected, respected, and honored the students' culture and backgrounds (Terry, 2015). 90 percent of the teachers enrolled in the program returned to teach in their school. Alaska Humanities Forum and the partnering districts anticipate that if teachers commit to their teaching assignments for 3 to 4 years, student achievement will increase (Eaton, 2013).

Culturally Relevant Education Classroom: Embracing Students' Experiences and Interests

Ladson-Billing (1992) states that to ensure academic achievement and student success beyond high school, it is imperative that teachers know about their students' background and culture. Creating a culturally inclusive classroom environment is critical. At a Denver Public School, one teacher connects classroom lessons with the experiences and backgrounds of each student. Daily, he incorporates elements of culturally responsive teaching, including relationship-building and rigorous and relevant lessons in his class. Before the lesson begins, the instructor makes time to share personal stories about his own life and allows students to share their own. He also builds students' resilience by providing positive reinforcement and showing that he cares and appreciates his students. This practice engages students at the beginning of each class with connections to their own lives and experiences as part of the upcoming lesson. Demonstrating the relevancy of lessons to students' lives increases student engagement, understanding, and a quest for deeper knowledge (Brundin, 2014). Lessons on race, Black history, and culturally relevant topics engage students and may lead to open discussions about students and their own identities. Students in his class have reported that the lessons connect with their lives and encourages them to continue learning on their own (Brundin, 2014).

At the High School for Law and Public Service, school leaders and teachers execute the following practices to integrate culturally relevant education in the classroom (Laing and Villavicencio, 2016): observation of culturally relevant education in the classroom; addressing current events affecting people of color; and encouraging more student participation. The high school has adopted a process to ensure culturally relevant education in their school requires continual monitoring, reflection, and action. School leaders at the High School for Law and

Public Service conduct classroom observations to observe whether teachers are practicing culturally relevant education, particularly in terms of relevant curriculum and instruction. Observations also identify whether teachers are engaging boys and increasing their participation in the classroom. School leaders had noted previously that teachers engaged girls far more than boys and encouraged teachers to engage boys more to increase their level of learning and participation (Laing and Villavicencio, 2016).

Teachers at High School for Law and Public Service incorporated current events into classroom lessons, specifically those relevant to the lives of boys of color (Laing and Villavicencio, 2016). Current events included stop and frisk policies, police brutality, and the deaths of Michael Brown and Eric Garner. Teachers at the school found various ways to discuss these issues with students in their class (Laing and Villavicencio, 2016). One teacher used the Socratic Seminar method to discuss the Tamir Rice case; this method and other questioning techniques encouraged and increased student participation. These methods and techniques also influenced the physical space in the classroom; students assembled in a circle for student-led discussions. Teachers found that having such discussions with their students can empower and be meaningful for their students (Laing and Villavicencio, 2016).

Menominee Indian School District recognized the benefits of the inclusion of students' cultures in the curriculum and school when the practice was employed in its district almost a decade ago (Faircloth et al., 2014). Through culturally relevant curriculum and instruction the district experienced a significant increase in graduation rates. Additionally, there was an increase in test scores, attendance, and retention (Faircloth et al., 2014). Students displayed improved behavior and learning in the classroom, which research has defined as a result of culturally relevant curriculum and instruction for American Indian/Alaskan Native students.

Support for ELL and Bilingual Students

At Manhattan Bridges High School, which offers a dual language program, teachers provide support to 50% of their students who are learning to speak English. Teachers at the high school receive a series of trainings and certification to support ELL and bilingual students (Laing and Villavicencio, 2016). Manhattan Bridges High School also provides teachers with Quality Teaching of the English Language (QTEL) training, which is delivered by NYC DOE, and professional development on “translanguaging” led by CUNY Graduate Center’s Dr. Ofelia Garcia (Laing and Villavicencio, 2016). The professional development and training opportunities have transformed the classroom and culture of the school. Teachers scaffold content at Manhattan Bridges High School for native Spanish speakers because they believe that conversations in Spanish can build the foundation for students’ learning English (Laing and Villavicencio, 2016). Teachers provided learning materials, including exams, in Spanish and English. Some classes like history and science are also offered in Spanish. Staff at Manhattan Bridges High School have acknowledged and celebrated their ELL students’ Spanish skills by using their Spanish language skills as a resource. They believe that the students’ Spanish is an asset and reinforce the use of the language in non-Spanish speaking courses and in the school (Laing and Villavicencio, 2016). The school also intentionally hires teachers from diverse Latino backgrounds to help overcome the language barrier and support students and their families (Laing and Villavicencio, 2016). Teachers inform parents that it is fine for their child to speak

both English and Spanish, and encourage their students who are native speakers and speak English comfortably to continue speaking Spanish because it will be valuable in the future (Laing and Villavicencio, 2016). These practices help students feel proud of their heritage instead of ashamed and thereby improve their learning outcomes in school.

To support newly immigrated students, Manhattan Bridges High School focuses more on skills students need to succeed in school, such as time management and note taking, rather than focusing solely on academic content (Laing and Villavicencio, 2016). For undocumented students on a path to college, Manhattan Bridges partners with private colleges who are willing to work with undocumented students (Laing and Villavicencio, 2016). Through these partnerships, students may receive scholarships and financial aid packages available to undocumented students.

STRATEGY 4: RITES OF PASSAGE PROGRAMS

Rites-of-passage originated more than 30,000 years ago in Kemetic or ancient Egyptian societies, but still hold significance and importance today (Piert, 2007). In Black communities rites-of-passage programs are used as an intervention to instill social, cultural, and political values that ensure the positive development of young Black adults, specifically males, in their communities and American society (Piert, 2007). Rites-of-passage programs focus on three areas: enhanced self-concept, self-sufficiency, and the development of ethnic identity (Piert, 2007). These programs provide youth with experiences and information to strengthen social and spiritual development into adulthood while encouraging the adoption of attitudes, behaviors, and practices important to healthy youth development (Piert, 2007; Okwumabua et al., 2014). Most rites-of-passage programs are delivered through community- or church-based organizations, school, therapy, and families (Hafeeza, 2007). They often comprise several phases, commonly three, which include (Hafeeza, 2007): separation from the community; transition; introduction into the community. The rites-of-passage programs examined in this brief are delivered through schools and community-based organizations and include:

- Transitional phases;
- Ethnic identity development;
- Community.

Transitional Phases

Rites-of-passage is the process through which one transcends an old life into a new life, involving the death of the old self, birth of the new self, and representation to the community. The first phase in rites-of-passage, separation, removes one from familiar environments—a frequently abrupt phase that separates one from ties to the self, family, and community. One is often alienated and taken into a new space during separation (Berry, 1984). The second phase, transition, is the phase between the old and new self, a phase of lost identity. It is described as a period of testing which challenges one's physical and mental nature (Berry, 1984). Lastly, incorporation or introduction to the community presents one to the community with a new identity. This stage is demonstrated through a ceremony which includes rituals, emblems that represent a new status, exchange of gifts, and dancing.

The Brotherhood/Sister Sol's Rites of Passage program, described as the foundation of the organization, has an intense four to six year rites-of-passage process. The first stage is brotherhood/sisterhood building. During this phase Black and Latino youth, who are separated by gender, select a name, develop a mission statement, and define what it means to be brother/sister, man/woman, and leader (The Brotherhood/Sister Sol, n.d.). The mission statement is the core value that each member seeks to embody. To support youth in their journey they are assigned a "Chapter Leader" who helps build long-term meaningful bonds (The Brotherhood/Sister Sol, n.d.).

Stage two of Brotherhood/Sister Sol's Rite of Passage program entails critical thinking/knowledge of self/global awareness. During this stage youth develop the ability to analyze complex issues and make "informed, sensitive" decisions. This stage addresses social emotional development in that youth are taught how to gain a sense of self and understand the society they live in (The Brotherhood/Sister Sol, n.d.). During this time they are exposed to guest speakers, literature, and presentations that enhance their creative problem-solving skills and strengthen their self-awareness (The Brotherhood/Sister Sol, n.d.).

The final stage of the Brotherhood/Sister Sol Rites of Passage is identified as a *rite of passage*. In this stage youth enter a period of self-reflection, community and global analysis, and conclude with an Oath of Dedication. The Oath of Dedication is a youth's declaration describing their beliefs, goals, and commitments to live by (The Brotherhood/Sister Sol, n.d.). Once through the final rites-of-passage, youth give back to the community by assuming leadership roles and positions within their chapter. In these roles they facilitate sessions and provide support and guidance to younger members (The Brotherhood/Sister Sol, n.d.).

Ethnic Identity Development

Ethnic identity development is defined as one of the most crucial areas of youth development. Spencer et al. (n.d.) notes that students who identify strongly with their ethnic group are able to navigate negative environments and positively handle discrimination and prejudice. Students with a strong ethnic identity also have high self-esteem despite external societal factors that have historically marginalized them (West-Olatunji, 2008). Research has shown that Black students with a strong sense of identity attained higher academic achievement. Additionally, students with a strong sense of identity had positive academic beliefs, such as the belief that school was important and relevant to their lives (Branch, 2014). Rites-of-passage programs, specifically for Black boys, invoke African traditional cultural practices to enhance ethnic identity (Piert, 2007). Furthermore, these programs propose that through ethnic identity development, students' academic achievement, relationships, and social and emotional development will be enhanced.

The Sankofa Passages program, operated by the Coalition of School Education Boys of Color (COSEBOC), a school-based rites-of-passage program centered on principles and ideals of manhood, uses extensive rites-of-passage rituals and culturally relevant curricula (Coalition of School Education Boys of Color, n.d.). The mission of the Sankofa Passages program is rooted in the belief that understanding the past informs the present and shapes the future, and uses history as the foundation to support boys of color in restoring their identity (Coalition of School Education Boys of Color, n.d.). The program exposes boys of color to history from Africa, America, and Asia, helping them see the connections between continents and cultures that bind

them together. Cultures and norms in the program are rooted in African cultures and practices and include *Habari Gani*, libations, mantras, and drum circles (Coalition of School Education Boys of Color, n.d.). *Habari Gani*, a Swahili term that means “what's the word?”, is a ritual in the program where students and mentors share current events, updates on their lives, or anything they would like to share with the group. *Libations*, which includes pouring, is a ritual that requires students to reflect on their lives, struggles, accomplishments, and the sacrifices of their ancestors. This activity helps students reaffirm their own goals and identify their sense of purpose. *Mantras*, a call-and-response practice found in various African cultures, helps students focus, remove distractions, and align themselves with their purpose. Finally, *drum circles*, which in African cultures are used for special gathering (e.g., birth, marriage, and funerals) are a collective activity that mentors, students, and other guests are invited to participate in. The use of drum circles in the Sankofa rites-of-passage program is to remove the sense of isolation and alienation that boys of color feel in their community and society. The program also uses drum circles as a means for students to build a connection with each other (Coalition of School Education Boys of Color, n.d.). Through African drumming, students in the Sankofa rites-of-passage program engage in ancestral practices that help them better understand the drums’ historical and cultural context (Coalition of School Education Boys of Color, n.d.).

Community

The community is recognized as the hallmark of rite of passage programs (West-Olatunji, 2008). The community produces elders who serve as role models, mentors, and instructors who contribute to activities and ceremonies in a rites-of-passage program. The elders participate in collective instruction that helps students become “morally and culturally grounded, educationally capable, and socially committed” (West-Olatunji, 2008). Collective instruction from elders demonstrates how collaboration and collective learning make learning more engaging. Furthermore, working together in an affirming and nurturing environment validates who students are and helps them to develop their personal and cultural identities (West-Olatunji, 2008). The connection between the community and rites-of-passage program grounds students in how relevant their community is to their lives, cultural knowledge, and academic achievement (West-Olatunji, 2008). The connection between the community and rites-of-passage programs increases student engagement and active participation in their community while fostering a sense of responsibility to their community (West-Olatunji, 2008).

In Brotherhood/Sister Sol and Sankofa Passages programs, collective instruction and community support the development of boys of color. The Chapter Leader in Brotherhood/Sister Sol is responsible for creating a bond between them, the students, and the community. At the end of the final phase of the rite of passage program, students enrich the community by serving as mentors and Chapter leaders in the rite of passage program for younger members. In the Sankofa Passages program mentors facilitate and lead conversations that reinforce the culture and norms of the program. Students also have opportunities to engage with the community through community service.

STRATEGY 5: COLLEGE READINESS PROGRAMS

With the demand for a highly educated workforce and emphasis on competing in the global economy, attaining a college education is more important than ever (IHEP, 2013). Providing students with academic and social supports that challenge them to reach their highest potential can help prepare them for college and beyond. Boys of color are extremely underrepresented in populations that have attained a college degree. While graduation rates have increased for Black and Latino boys, few are prepared to attend college and thrive there (Villavicencio et al., 2013). It is important to understand the barriers to high school graduation and college readiness in order to provide interventions and support to this population. It is also important to provide boys of color with both academic and social emotional supports that will prepare them for college and increase their chances of enrollment and success. Recognizing the need to increase college readiness among boys of color, the following schools, organizations, and programs demonstrate three critical components:

- College awareness;
- Academic preparedness;
- Academic and social support.

College Awareness

The first step to college readiness and enrollment is awareness or knowledge of the college pathway (Lorenzo, 2016). College awareness is a component in college readiness that ensures students know about college and their options. College awareness also helps students progress through high school with the goal of attending college and pursue opportunities to plan for college (Lorenzo, 2016). College awareness commonly begins in high school, but to ensure students are on track academically for college, awareness should begin before high school (ACT, 2015). While college awareness is not clearly defined, states and programs have been providing college awareness to students through such activities as college exploration, college match, guidance on the college application process (including admission requirements and financial aid opportunities), and experiential opportunities like college tours and enrollment in college courses (Lorenzo, 2015).

Long Beach Unified School District's Male Academy provides academic and social supports to prepare middle and high school boys, specifically boys of color, for college and career. The Male Academy, an elective class, exposes students to the possibilities of college and potential career options. Boys in the program are provided with opportunities to engage in college awareness and career exploration. One school in the district partnered with a career center to encourage students' thinking about college and career options and choices. Students learned what knowledge and skills they needed to acquire to gain entry into college and/or secure placement in their career of choice (Millikan High School, n.d.). The district has partnered with universities and colleges, including UCLA and USC, to inform students about how to prepare for college. The partnerships have given students an idea of the preparation required for college and, through tours and student life activities, what the experience is like (Millikan High School, n.d.). Other activities that have built awareness included college fairs and informational workshops on vocational trainings, college, and careers. The Male Academy has spurred higher graduation

rates, with nearly 100% of the boys in the class graduating from high school. The program has also influenced boys defined as at-risk to consider college or career-related options (Brown, 2011).

Academic Preparedness

A commonly cited factor of college readiness is academic preparedness, defined as the content knowledge and skills in reading and mathematics needed to qualify for and perform in college courses without remediation (Florida Department of Education, n.d.). While academic preparedness is not a primary factor for college readiness, it does ensure that students are equipped with the content knowledge and skills required for college success. For students to be academically prepared for college, they must have opportunities to engage in rigorous coursework (Villavicencio et al., 2013). Rigorous coursework has the potential to reduce the gap between high school graduation and college readiness. Additionally, it has the potential to reduce the number of students enrolled in remedial classes when they enter college (Villavicencio et al., 2013). Rigorous coursework can be demonstrated through a college prep curriculum. Education Trust (2016) defines a college prep curriculum as consisting of four credits in English; three credits in math, including Algebra II; three credits in U.S. history, including U.S. history or world history; three credits in science, including biology and either chemistry or physics; and two credits in foreign language. Most colleges require students to take at least three years of math and science. They also suggest that students enroll in Honors and Advanced Placement courses (Villavicencio et al., 2013). When academic opportunities like these are accessible and available to boys of color they have the potential to enhance their college readiness and preparedness to take post-secondary courses.

1. University Park Campus School, a school in Worcester, MA with 61% of its students of color and 67% with English as their second language, developed a rigorous college preparatory program of all honors classes (Massachusetts Department of Elementary and Secondary Education, n.d.). Beginning in the 9th grade all students are enrolled in the accelerated college preparatory program. While in the program, students receive individual instruction to help support them in their level of development (SEED Foundation, 2010). During their junior and senior years, students at University Park Campus School can take classes at Clark University, which introduces them to college courses with lectures, seminar style classes, and semester-long syllabi (SEED Foundation, 2010). Professors at Clark University assign and grade analytical papers or lab reports and provide students with a sense of the expectations and level of preparation required to excel in a college course (SEED Foundation, 2010).
2. Queens Vocational and Technical High School has increased advanced math course offerings for students to help increase students' chances of college enrollment and success (Laing and Villavicencio, 2016). Students at Queens Vocational and Technical High School take four years of math, including Algebra II. The accessibility and availability of these courses increased the number of Black and Latino students who enrolled in higher level math courses and made them competitive applicants in the college application process (Laing and Villavicencio, 2016).

Academic and Social Support

When students are provided with academic and social supports, their chances of being college-ready, enrolling in college, and succeeding in college increase. Academic supports are formal and informal practices that establish, enhance, and promote students' subject expertise and skill development through activities, systems, and expectations (Savitz-Romer et al., 2009). Social supports are those practices that foster and strengthen social networks, self-confidence, and academic motivation through services, behaviors, attitudes, systems, and expectations (Savitz-Romer et al., 2009). Social supports are foundational for students to benefit from academic support practices and strategies.

1. New York City's Young Men's Initiative Expanded Success Initiative (ESI), comprises 40 schools in New York City designed to increase college- and career-readiness among Black and Latino males. ESI schools provide various types of social supports, including SAT prep, college trips and workshops, college counseling, internship programs, workshops on resume writing and job skills, and panel discussions featuring university alumni (Klevan et al., 2013). These social supports are anticipated to help students identify with a college-going culture and take advantage of existing supports that will allow them to see college as attainable. As for academic supports, ESI schools have provided various types of academic supports, including tutoring, Saturday school, Regents prep, and remediation classes (Klevan et al., 2013). While these supports are not provided across all schools and their impact on students is not available, the identified supports align with characteristics of effective academic and social support. Furthermore, the schools anticipate that these supports will enhance the chances that students, specifically Black and Latino boys, will graduate high school ready for college.
2. AVID Elective, the core of the educational program AVID, provides various academic and social support to students. Through AVID Elective, students are motivated and supported in developing career and education goals. It also equips them with organizational and study skills and critical thinking and analysis skills (AVID, 2014). Students in the AVID program receive academic support from their peers and a college tutor, and engage in enrichment activities that build their confidence and belief that college is attainable (AVID, 2014).
3. Queens Vocational and Technical High School students receive opportunities for college preparation in their field or major of interest (Laing and Villavicencio, 2016). The high school partners with LaGuardia Community College to deliver a course designed to teach critical thinking skills through readings, writing assignments, presentations, and projects pertaining to climate change. Queens Vocational and Technical High School also partnered with LaGuardia Community College to show students that college is attainable and that community college can be a stepping stone to a four-year university (Laing and Villavicencio, 2016).

STRATEGY 6: CHARACTER EDUCATION PROGRAMS/SOCIAL EMOTIONAL LEARNING

Character education and social and emotional learning has emerged as an area of focus in education policy, legislation, and school programs (ColorCode, n.d.). Park (2004) defines character education as a “formal education” developed with the intention to teach students virtues such as respect, responsibility, and self-control, that enable them to act or demonstrate morality. Character education has been correlated with the following outcomes: academic motivation and aspiration, conflict-resolution skills, academic achievement, self-esteem, social skills, responsibility, and self-efficacy (Park, 2004; Berkowitz & Bier, 2004). Character education programs have also been correlated with reduced absenteeism, suspensions, and academic failure (Berkowitz & Bier, 2004). Effective character education empowers students, providing them with opportunities to engage in collaboration, self-reflection, and the application of course material to real life experiences.

Social emotional learning is defined as a process for learning life skills, including how to manage one's emotions, behaviors, and relationships, and to work effectively with others (CASEL, 2015). The Collaborative for Academic, Social, and Emotional Learning, an organization that supports “high-quality” social and emotional learning in districts and schools, identifies five core competencies of social emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2015). Social emotional learning supports students in recognizing their emotions and how to manage those feelings. It also helps them to develop sympathy and empathy for others while preserving and building strong relationships (CASEL, 2015). Research has shown that disruptive classroom behavior, conduct issues, aggression, delinquency, and substance use can result in poor academic achievement and reduce student engagement and connection with the school (National Center for Education Research, 2010). However, they have theorized that programs designed to target the hardships students face and mitigate the effects of those hardships on students’ social and emotional development can reduce problem behaviors among children (National Center for Education Research, 2010).

Character education and social and emotional learning programs have emerged as interventions to enhance outcomes for boys of color because of their positive impact on students’ lives. Despite the obstacles they face, through character education programs and social and emotional learning, boys of color can enhance their social emotional development to meet the demands of school and life. Poverty, exposure to violence and trauma, family distress, and social stigmas may impair students’ cognitive, behavioral, and social and emotional development and lead to further marginalization (Barbarin, 2013). The programs and schools selected demonstrate common practices in their character education programs and social and emotional learning that have supported boys of color in managing and coping with the demands of school and life:

- Changes in policies and organizational structures;
- Use of teaching practices to foster social emotional development in the classroom;
- Changes in school culture and climate;
- Parent and community involvement.

Changes in policies and organizational structures

Social and emotional learning impacts the school climate and culture positively, enhancing student outcomes (CASEL, 2015). However, leadership practices and organizational structures must support social and emotional learning. School leaders who model social and emotional learning practices and endorse the use of such practices in school create a climate of support (CASEL, 2015). With support, or “buy in” from faculty and staff, school leaders have a higher success rate in implementing a vision and plan that weaves social and emotional learning into the fabric of the school.

Oakland Unified School District developed a five-year strategic plan that included making social and emotional learning a priority after recognizing that their students, who lived in communities of high crime, violence, and poverty, needed support in this area to increase their chances of academic achievement. The district uses social and emotional learning standards that align with CASEL’s social and emotional learning competencies for effective teaching and leadership (Zakrzewski, 2014; Oakland Unified School District, n.d.). To ensure the effectiveness of social and emotional learning in their district, leadership created a social and emotional learning design team, comprising 25 people from the district office, to discuss and practice social and emotional learning competencies. They also discussed the culture of social and emotional learning and its inclusivity with respect to race, class, gender, and identity, etc. Members of the team were required after every meeting to share their discussions and work with their departments, which resulted in positive responses and buy in from staff (Zakrzewski, 2014).

Using Teaching Practices to Foster Social and Emotional Learning in the Classroom

As described below, teachers can promote social and emotional learning in their classroom through teaching practices.

1. Oakland Unified School District developed *Ten Adopted Teaching Practices of Oakland Unified School District* to support teachers in including social and emotional learning in their classrooms (Oakland Unified School District, n.d.).
2. Cleveland Metropolitan School District’s PATHS curriculum was designed to help elementary school children strengthen their self-control, promote effective conflict-resolution strategies, reduce aggressive responses to frustrating situations, enhance problem solving skills, and support teachers in continuing standard teaching practices in the classroom (Faria et al., 2013). The curriculum is composed of an instructional manual, lessons, pictures, and puppets for classroom use. Lessons lasting 20 to 30 minutes were designed to be taught by teachers three times per week. Discussion and role-playing activities in the curriculum allow students to practice the skills taught and enables teachers to assess students’ level of understanding of the skill taught in class (Faria et al., 2013). One teacher used vocabulary words from the lesson to help students learn how to express their feelings through words. The lesson helped the students understand that feelings are normal and that choices based on those feelings can be helpful or damaging (Faria et al., 2013). Another teacher used a lesson to teach students

positive behavior through discussions about classroom incidents and used role playing to identify appropriate ways to handle conflicts that results from incidents.

Changes in School Climate and Culture

Social and emotional development can be fostered through a school's climate and culture. School climate and culture, the quality and character of school life, deeply impacts student achievement and behavior and can promote student learning and motivation for academic success (New York State Education Department, n.d.). When students educated in an environment that feels safe, supportive, and loving, their motivation to learn and succeed increases (Center for Social and Emotional Education and National Center for Learning and Citizenship, n.d.). A positive school climate not only increases motivation and academic achievement, but helps develop positive self-esteem in students (Gokhale, n.d.). School culture—the values, shared beliefs, and behaviors of all stakeholders in the community—has been found to increase social and emotional development (Gokhale, n.d.).

Newark Tech High School created a school culture that supports Black boys in achieving in school and beyond. The Principal recognized that enhancing outcomes for Black boys was not an academic problem rather a social and emotional problem (National Education Association, 2011). The Empowerment Program for Young Men provides weekly sessions on manhood for Black boys at Newark Tech High School. Program sessions include one-on-one mentoring and frank discussions with successful Black adult males (SREB, 2012). The boys have opportunities to meet and spend time with Black male college students, successful Black male professionals in their work environment, and Black male political leaders. Various activities, including male retreats, father-son programs, and male study groups, help Black boys at Newark Tech High School improve their self-image, self discipline, and self-respect (National Education Association, 2011). Through the Principal's approach of a character education program that provided social and emotional supports to male students, 88% of the predominantly Black and Latino high school students are proficient in math and 100% have graduated (National Education Association, 2011).

STRATEGY 7: SCHOOL POLICY CHANGE

School policies have negatively affected the success of boys of color, creating disparities and inequalities in academic achievement (CLASP, 2012). School-based policies have created barriers to this vulnerable population of students who have been historically marginalized. Improving outcomes for boys of color includes special attention to school-based policies, specifically around discipline, AP enrollment, and special education. The following schools and programs have demonstrated successful processes, approaches, and practices in revising, removing, and re-designing policies to enhance outcomes for boys of color.

School Discipline Policy

When implemented appropriately, school discipline can help to establish and produce a structure for positive, safe, and well-functioning classrooms and schools (Bryant, 2013). One of those school discipline policies, zero tolerance, was applied with the intent to maintain a positive school climate and provide a safe space for students; protecting them from environments that

would not be conducive to learning. However, zero tolerance and other forms of disciplinary actions have been unfairly practiced on boys of color, resulting in increased suspensions and expulsions (Bryant, 2013). The overuse of these disciplinary practices on boys of color have negatively affected their academic performance and marginalized these students (Gregory, Skiba, and Noguera, 2010). Furthermore, overuse of disciplinary practices in schools creates a school-to-prison pipeline for boys of color, criminalizing them in a space that is supposed to enlighten, inform, and keep them safe. It is important to hold students accountable for their actions; however, discipline practices and policies should aim to keep students in school and advance their academic achievement (Bryant, 2013). To reduce entry into the criminal justice system and reduce suspensions and expulsions of boys of color, schools and districts have adopted alternative discipline strategies such as Positive Behavior Interventions and Supports (PBIS) and restorative justice, which have demonstrated success in improving school climate and student attitudes.

1. Positive Behavior Interventions and Supports (PBIS) is designed to change the attitudes of staff and the policies for addressing student behavior (Bryant, 2013). There are three levels of PBIS: primary, secondary, and tertiary. The primary level, or schoolwide level of PBIS, is an approach driven by data to reduce excessive disciplinary measures. In this level, ongoing monitoring of disciplinary referrals serves to reduce them. The second and third PBIS levels are identified supports and services to students who demonstrate behavioral challenges (Bryant, 2013). Sufficient research identifies the effectiveness of PBIS in improving school discipline, classroom management, and student behavior. Research also highlights the following dimensions of PBIS that prove effective: schools are able to implement school-wide PBIS with fidelity (Metzler et al., 2001; Safran & Oswald, 2003); rates of problem behaviors can be decreased through active supervision, positive feedback, and social skills instruction (Colvin et al., 1997; Leedy et al., 2004; Lewis et al., 2000; Putnam et al., 2003); function-based positive behavioral interventions have demonstrated a positive impact on students with serious problem behaviors (Fairbanks et al., 2007; Ingram, Lewis-Palmer, & Sugai, 2005; Todd et al., 1999); and PBIS improves student behavior, school climate, and academic achievement (Fleming et al., 2005; McIntosh et al., 2006; Nelson et al., 2006). Implemented with fidelity, PBIS has been shown to contribute to reductions in overall school suspension, expulsion, and other negative educational outcomes. Despite these findings on the effect of PBIS, emerging research highlights a persistent pattern of disparity in behavioral referrals and suspensions within PBIS school sites (Skiba et al., 2008). Emerging research also points to varying explanations for how and why PBIS is not reducing disparity patterns and overall referrals and suspensions. McIntosh et al., (2014) identifies the nature of bias emerging in the decision-making points as shifting the manner in which practitioners understand behavior and translating that understanding into interventions. Fergus (2016) finds the prominence of bias-based beliefs about race and culture, such as colorblindness, deficit-thinking, and racial discomfort among practitioners are negatively correlated with practitioner self-efficacy; in other words, increases in bias-based beliefs about culture and race significantly correlate with decreased practitioner self-efficacy. Other research finds

that the school composition and school climate have a net effect on teacher expectations of student success (Brault, et al., 2014). Pre-service courses on diversity appear to alter perspectives on culture and race among pre-service teachers (Gentry, et.al., 2015); teacher cultural perspectives present in measurements of emotional and social functioning (Mason, et.al., 2014); and student race and gender categories differentially predicted patterns of teacher referrals (Bryan, et.al., 2012). According to research, PBIS and other alternatives can improve school climate and reduce racial/ethnic and gender disparity patterns, if alternative solutions are adaptable in addressing these ecological conditions.

2. Baltimore City Public Schools partnered with Open Society Institute-Baltimore to adopt PBIS to restructure its discipline code. With a predominately Black student population and Black males accounting for most of the suspensions, the district focused on four goals to its discipline policy: 1) keeping students in school, 2) using intervention methods like PBIS or restorative justice instead of severe discipline, 3) removing vague or subjective disciplinary categories and behaviors, and 4) reducing long-term suspensions and expulsions (Bryant, 2013). As a result, the district significantly reduced out-of-school suspensions from 26,000 (2003-2004) to 6,547 (2009-2010). Within the same period, Black males graduated at three times higher rates than they dropped out.

Restorative justice is an alternative discipline practice that emphasizes restoring the well-being to the individual who was harmed and the individual who committed the harm (Bryant, 2013). According to the description by the International Institute for Restorative Practices (IIRP), a leading organization in this work, “the IIRP distinguishes between the terms *restorative practices* and *restorative justice*. We view restorative justice practices as a subset of restorative practices. Restorative justice practices are *reactive*, consisting of formal or informal responses to crime and other wrongdoing after it occurs”. The IIRP's definition of restorative practices also includes the use of informal and formal processes that precede wrongdoing, those that proactively build relationships and a sense of community to prevent conflict and wrongdoing” (International Institute for Restorative Practices, n.d.). Restorative justice provides the person who committed the harm with a chance to make peace and restoration and to remain a part of the community. Restorative justice practices are increasingly used in schools to address school climate and student behavior. The practice is reflective and rooted in conflict resolution. Students learn how to resolve problems and conflict for themselves in a positive manner (Bryant, 2013). Through restorative justice, students also learn how to communicate, de-escalate conflict, and repair relationships. Research has shown that schools that implement restorative justice programs reduce disciplinary problems, truancy, and dropout rates. Furthermore, they rely less on detention and suspension to address student behavior (Bryant, 2013).

1. Denver Public Schools partnered with Padres y Jovenes Unidos and the Advancement Project to reform district discipline policies and practices. The district, which has been cited as a model for school districts and schools across the nation, has expanded restorative justice programs and in-school suspensions as an alternative to out-of-school suspensions (Bryant, 2013). The district saw suspension rates decrease drastically, down

to 40% of the previous rate, while student behavior and satisfaction improved (Bryant, 2013).

2. Since 2013, Chicago Public Schools (CPS) has been implementing a restorative justice approach as an alternative school discipline program (CPS, 2016). As a result, out-of-school suspensions fell from 69,000 in the 2012-2013 school year to 25,000 in the 2014-2015 school year. While in-school suspensions (ISS) increased by 4%, the district has provided training to ISS coordinators (CPS, 2016) and a skills-building ISS curriculum to ensure consistency of the approach. To continue fostering practices of restorative justice, CPS principals have been trained by the district's Office of Social and Emotional Learning (SEL) in developing alternatives to suspension and using suspension as a last resort (CPS, 2016). Intervention programming, a restorative justice approach that provides "intensive individualized intervention supports" which include counseling and mentoring, has been used in 40 schools across the district. As a result of the intervention supports, expulsion has decreased to 57%.

Advanced Placement and Honors Enrollment

Studies have shown that students who have access to rigorous courses, including advanced placement (AP) and honors courses, are more likely to be prepared for college courses and graduate on time from college (Bryant, 2015). While an estimated 71% of high schools in the United States have AP programs, students of color are more likely to attend schools with smaller, minimal, incomplete, or non-existent AP or honors programs (Theokas and Saaris, 2013). Students of color who do attend schools with AP programs, enroll in AP courses at a lower rate (Theokas and Saaris, 2013). Nationally, 9% of Black and 18% of Latino students enroll in at least one AP course, while 10% of Asian American students and 0.5% Native Americans enroll (Bryant, 2015). Schools and programs are identifying ways to impact policy and practice to not only create AP programs for students of color, but also increase their enrollment in offered courses and provide supports that will help them to pass their exams. The following districts and schools have demonstrated practices that have increased the number of students of color enrolled in AP programs.

1. Federal Way Public Schools saw that to increase the number of students of color enrolled in their AP programs they had to adopt a new policy that offered "open access" to AP/IB courses and automatically enroll students who scored proficient on state exams (Theokas and Saaris, 2013). To create a culture that raised academic expectations of students, the district provided a space for principals and teachers to discuss challenges in implementing the policy and concerns they had about how the policy would impact students' ability and success. The district partnered with AVID and Americorps to provide additional academic and social supports and extended instructional coaching support to teachers to meet the demands of their new classes and offered techniques and strategies for differentiating lessons to engage students (Theokas and Saaris, 2013).
2. San Jose Unified School District increased the number of students of color in its AP program by changing the enrollment policy. The district changed its policy by analyzing

student data, creating solutions based on the data, and capitalizing on existing resources (Theokas and Saaris, 2013).

3. At Lincoln High School, school leaders used student data to identify which students were not enrolled in rigorous courses or did not believe they were fit to be enrolled in AP courses. To increase enrollment, Lincoln faculty and staff recruited students to their AP program through recommendations from teachers, removing barriers that have historically prevented some groups of students from enrolling in AP courses (Theokas and Saaris, 2013).
4. Summit Public Schools sought to increase AP enrollment by creating a school culture that prepared every student for AP coursework (Theokas and Saaris, 2013). To do so the staff received professional development and engaged in curriculum design. The district focused on curriculum articulation, hired innovative teachers who could breathe life into courses, and adopted an attitude of providing any support students needed to succeed. With their efforts, Summit Public Schools has graduated students who enter college with completion of college-aligned courses (Theokas and Saaris, 2013).

Special Education

Students of color have been referred to special education at higher rates than any other group. Black students are placed in special education two times more often than any other group (Codrington & Fairchild, 2012). Furthermore, Black boys are more likely to be referred to special education than to be placed in honors classes (Ahram and Fergus, 2011; Coalition School Educating Boys of Color, n.d.). Black and Latino boys, who make up about 80% of students in special education classes, are more likely to be placed in special education classes with a diagnosis defined as a learning disability, emotional disturbance, or “mental retardation” (National Education Association, 2011). Students placed in special education are subject to restrictive learning environments and less academic rigor, with little to no preparation for enrollment in college. Black and Latino students diagnosed with a disability are more likely to be taught in separate classrooms than are white or Asian students (NEA, 2008). Long-term placement in special education has impacted students of color socially and emotionally, inducing them to adopt characteristics of a disability that have made them susceptible to mislabeling, stigmatization, low expectations, poor instruction, and limited access to enrichment activities (Codrington & Fairchild, 2012). Addressing the disproportionate representation of boys of color in special education begins with identifying the root of the problem. Gonzalez (2013) states these reasons for the overrepresentation:

- Lack of effective pre-referral instruction and intervention services;
- Bias in the assessment process;
- Classroom teacher inexperience;
- Underlying racism and cultural ignorance in staff and school processes.

To address overrepresentation, districts and schools have designed practices to reduce the number of boys of color referred and placed in special education programs. Through these

practices there has been greater inclusion and educational opportunities for boys of color. While insufficient research exists on effective strategies that schools are implementing to address this issue, the following practices may support the effort to reduce the overrepresentation of boys of color in special education.

Pre-Referral Intervention

Pre-referral intervention prevents referrals by aiding teachers and students in identifying problems in the context of the general education classroom (National Alliance of Black School Educators and ILIAD Project, 2002). Pre-referral intervention practices include: documenting the difficulties a student may have with instruction and identifying reasons for those difficulties, providing and observing classroom changes and/or strategies, assessing interventions to ensure that they are appropriate for a student, monitoring student progress for an extended period of time, and identifying whether learning and/or behavioral issues continue over time (National Alliance of Black School Educators and ILIAD Project, 2002). Minnesota Department of Children, Families, and Learning (1998) also defined pre-referral intervention practices as a set of six steps:

1. Define the problem
2. Conduct record review
3. Collect relevant background information
4. Plan pre referral interventions
5. Implement the interventions
6. Evaluate the result of interventions

Included in Minnesota's pre-referral intervention practices is access to culturally relevant information to address the needs of minority students. These include the student's race, cultural background, and home language. Other school districts, including Baltimore, Miami-Dade County, and Las Vegas, have developed pre-referral manuals and implemented interventions to reduce the number of boys of color in their special education programs. Maryland State Education Department began closely monitoring Black boys who were referred and placed in special education to decrease overrepresentation of this population. Although 62% of Black boys in special education were labeled as "mentally retarded" statewide, over the course of two years the number of Black boys referred and placed in special education decreased (NEA, 2011). At a state-level, California, New York, and Texas have adopted a root cause analysis process for districts cited for disproportionality in special education classification and placement. In New York State, evaluation reports (Metropolitan Center for Urban Education, 2010, 2011, 2012, and 2013) indicate reductions in disproportionate rates of Black students in special education during the time frame of the root cause analysis and practice remedy implementation.

Assessment Practices

Bias in assessment practices has been cited as a factor in overrepresentation of minorities in special education (Dykes, 2008). To reduce assessment bias, research suggests that a student's background and life experiences should be included in assessment practices; this helps define whether a student needs to be placed in special education or offered individual supports. It also

helps to define whether culture is the root cause of behaviors that may be misinterpreted or misconstrued (Artiles et.al., 2004). Additionally, it is important to identify cultural bias in the assessments, formal and informal, that measure achievement. These assessments include basic reading skills and reading comprehension, basic math skills and math application/reasoning, written expression, oral expression, and listening comprehension (Minnesota Department of Children, Families, and Learning, 1998).

Teacher Inexperience in the Classroom

Teacher bias in special education referrals has also been cited as a contributing factor in the overrepresentation of boys of color, especially Black males, in special education classes (Ahram and Fergus, 2011; Codrington and Fairchild, 2012; Fergus, 2016). Teacher over-referral for students of color to special education has been rooted in the notion that such students are unteachable or threatening—subjective notions influenced by cultural beliefs, norms, and biases. A study showed that Black and Latino students are two times more likely to be referred for behavioral problems than White students who demonstrate the same behavior. While students of color may exhibit cultural differences and behaviors that do not embody White cultural values, teachers should not view these differences as deficits (Codrington and Fairchild, 2012). Although studies have shown teachers contribute to the overrepresentation of boys of color in special education, there are identified practices that can help to reduce teacher referral of boys of color for placement in special education.

Teacher referrals should be examined to identify if the teacher’s instruction and classroom management is responsible for low academic achievement and behavioral problems. If this is the case, teachers should receive support in classroom management, ongoing professional development, and supervision to enhance techniques (Gonzalez, 2013). Teachers should also be encouraged to develop relationships with parents to identify if low achievement and behavioral problems are tied to culture or unfavorable circumstances in the home. While there is no report on outcomes of these suggested practices, all are preventative measures that can reduce the number of boys of color referred to special education.

STRATEGY 8: EARLY WARNING SYSTEMS

States and districts use Early Warning Indicator and Intervention Systems (EWS) to provide students identified as at risk for academic failure, disengagement, and dropping out, with targeted interventions and supports that will keep them on the pathway to graduation (Bruce et al., 2011; Frazelle & Nagel, 2015). The three indicators known as “the ABCs,” are recognized by researchers as “highly effective predictors of dropping out”: Attendance, Behavior, and Course Performance (Bruce et al., 2011). EWS are most effective when at-risk students are promptly identified, provided immediate short and long term targeted interventions, interventions are continuously monitored to determine their effectiveness/ineffectiveness, ineffective interventions are modified, and outcome findings are shared (Bruce et al., 2011). When implemented with these characteristics, districts and schools can identify at-risk students earlier in their academic careers and provide appropriate interventions to place them on track to graduation (Frazelle & Nagel, 2015).

Elementary Early Warning Systems

Early warning systems literature does not focus on the elementary school years. The literature tends to focus more on interventions that are reactive to signs of disengagement and failure at the middle school and high school level (National High School Center) rather than proactively addressing them as they occur. It is insufficient to focus on the later years of schooling because signs of academic or behavioral distress manifest early and can be remediated more successfully when caught in the elementary years of schooling (Heckman, 2006; Slavin & Madden, 1989).

Two highly effective EWS's and interventions frequently used in the early years of schooling are Response to Intervention (RtI) and Positive Behavior Intervention Systems (PBIS). RtI is a multi-level tiered academic intervention system. PBIS is a school wide systematic approach for positively addressing behavior and discipline. Although both are often associated with special education and are written into federal disability legislation (IDEA), they are effective for all students.

Response to Intervention was included in the reauthorization of the *Individuals with Disabilities Act (IDEA)* of 2004 and was influenced by the push of *No Child Left Behind Act* (2004) to increase accountability and achievement of all students (Fuchs & Fuchs, 2006). RtI promotes discontinuing the use of IQ-achievement discrepancy formulas to determine disability (Fuchs & Fuchs, 2006) and acknowledges that IQ tests are reliant upon culturally specific and broad notions of achievement and problem solving skills (Donovan & Cross, 2002). RtI recognizes that students who have not obtained the skills and knowledge rewarded by IQ tests tend to unfairly score lower than their mainstream classmates (Harry & Klingler, 2007). RtI is an attempt to understand student achievement in a more fair, equitable and inclusive manner making it applicable to not only students with disabilities but to all students.

If implemented correctly, RtI can be an important early warning system and intervention for all learners because it quickly identifies academic risk and targets interventions in a timely manner (Fuchs & Fuchs, 2006). It is a three tiered academic intervention system that selects students in the beginning of the school year that appear to be at risk for academic failure. Student selection is based upon past year's performance or is detected through universal screenings that are administered at the start of the school year. The students that present a risk are then given academic interventions, are closely monitored for progress and reassessed within 8 weeks to see if there is improvement. Students who do not show improvement are then reassessed and subject to a series of multi-tiered interventions that occur in the general education classroom and gain intensity as the child shows need. The last step of the RtI model is classification in special education.

RtI is highly applicable to general education students and an effective early warning system and intervention because, as Fuchs & Fuchs (2006) argue, it is a form of dynamic pedagogy and assessment. If implemented correctly RtI ensures that practitioners find a learning issue, analyze its causes, design a plan for action to address the need, monitor the treatment, and then reassess and plan for the future based on data about the student's progress (Grimes, 2002). This strategy can be beneficial for all learners. RtI can also be implemented through the use of a standard intervention protocol that tracks a student's success in meeting academic learning objectives (Vellutino et al, 1996). Regardless of the strategy, RtI is an important early

warning system that continuously assesses a student's strengths and weaknesses, which can help ensure the student's engagement and persistence in school.

A second early warning and intervention system also most often associated with disability research and policy is PBIS. PBIS was indirectly referenced in the 1997 reauthorization of IDEA and was more formally included in the 2004 reauthorization. PBIS is supported by the federal government through technical assistance centers and is relatively low cost to implement (Knoff, 2000). PBIS is successful when implemented properly (Taylor Green et al., 1997, Luiselli, Putnam, Handler & Feinberg, 2005, Barrett et al., 2005) and studies have shown that it can significantly reduce both elementary and middle school suspensions (Barrett et al., 2005). PBIS uses a systems approach to address behavior and discipline and takes guidance from public health models (Mrazek & Haggerty, 1994). It proactively and positively approaches discipline in schools (Sugai, Sprague, Horner & Walker, 2000). Additionally, the preventative approach taken in PBIS is consistent with the one taken in RtI models (Hawken, Vincent, & Schumann 2008).

Like RtI, PBIS is based upon a three-tiered model that begins with primary universal interventions that are most effective on students who do not display chronic behavioral issues. The second level of prevention is targeted towards students who display a higher risk for behavioral issues and the third level is centered upon addressing the students who manifest the most intense behavioral needs in a school setting. The PBIS model assumes that behavior disruptions in school typically come from a small number of students whose overall impact on the school environment is significant (Eber, Sugai, Smith & Scott, 2002). Taken collectively, PBIS attempts to alter the school environment through the use of consistent discipline techniques and their reinforcement, vigilant data management and regular staff training on how to refer and handle discipline issues (Eber et al., 2002).

Middle and High School Early Warning Systems

Many students in urban schools become disengaged at the start of the middle grades, which greatly reduces the odds that they will eventually graduate [high school] (Balfanz, Herzog & Mac Iver, 2004). Within the classroom, the transition to middle school is fraught with multiple changes. In many districts, sixth graders must adapt to a host of changes such as more departmentalized staffing, larger class sizes, broken bonds with former elementary school teachers, different assessment, grading, testing, reporting practices, and more challenging and complex instructional programs (Epstein & MacIver, 1990; Nield, 2009). Outside of the classroom, middle grade students in high-poverty neighborhoods face greater dangers and temptations than when they were younger and are often recruited into roles that interfere with school attendance and involvement (Bowen & Bowen, 1999; Halpern-Felsher et al., 1997; Kowaleski-Jones, 2000). Middle grade students are also easily influenced by their peers and are faced with reduced parental supervision (Nield, 2009).

Several predictive indicators of successful grade promotion and ultimately high school graduation have been identified for the middle and high school years for students. These indicators could be grouped and identified as primary, secondary, and tertiary. The primary predictors, *Attendance, Behavior and Course performance*, known as the ABCs, were identified

as common early warning indicators for the vast majority of both the middle and high school students that did not graduate high school (Allensworth & Easton, 2005; 2007; Neild & Balfanz, 2006). The behavioral aspects were tied directly more so for middle school students. For students entering high school, course performance and attendance are the most powerful predictors (Allensworth & Easton, 2005; 2007). Course performance, specifically the grade a child receives after failing a course, are better predictors a student's likelihood of graduating on time (Balfanz, R., Bridgeland, J., Bruce, M., & Fox, J.H., 2011). Course grades represent a summative judgment of a semester's or year's worth of work, capturing student performance, effort, motivation, and attendance overtime (Balfanz, R., Bridgeland, J., Bruce, M., & Fox, J.H., 2011). The biggest risk factor for failing ninth grade is the number of absences during the first 30 days of high school, and failing ninth grade is one of the most important predictors of dropping out (Neild & Balfanz, 2006).

While graduation rates are anticipated to continue to increase and dropout rates to decrease, a gap continues to persist between students of color and their White counterparts. Furthermore, the dropout rate for boys, specifically of boys color, has been reported as higher compared with girls (United States Department of Education, 2015). Middle and high school boys of color may demonstrate early warning signs, referenced previously; however, administrators and staff have failed to provide them with interventions that will support and keep them on the pathway to graduation (Bryant et al., 2013). A growing number of schools and districts have recognized that the adoption of EWS may help increase attention to early warning signs and reverse the lack of support and intervention provided for boys of color. The schools described below have shown that their adoption of EWS has redirected boys of color onto the pathway to graduation and college attainment/success:

1. Chicago Public Schools (CPS) adopted EWS after data revealed an alarming number of freshman dropping out of the district's high schools. The district, which serves a high percentage of students of color and who have socioeconomically disadvantaged backgrounds, focused on this population to increase students' completion of the 9th grade. CPS, which historically struggled with low high school graduation rates, anticipated that high graduation rates would increase if greater numbers of high school students completed their freshman year. According to the University of Chicago, a student who passes the 9th grade, determined by "earning at least 5 credits and no more than one F in a core class" is four times more likely to graduate from high school than a student who does not pass/complete their freshman year (Grossman, 2015). The district developed the Freshman Watchlist, a tracking system, to monitor incoming freshman with risk factors. The students' 8th grade data, which included grades, attendance, and test scores, were used to determine which students required supports and interventions upon entering the 9th grade (Ponder, n.d.). Interventions provided to these students included using a data system to track their progress; assigning teachers, mentors, and tutors to address knowledge gaps and skills; monitoring truancy, and offering a freshman seminar to support students in navigating high school (Grossman, 2015). Through their EWS, CPS saw an increase of 7,000 freshman completing the 9th grade between 2007 and 2013 (Grossman, 2015). Freshman passing rates increased from 57% in 2007 to 84% in 2014,

with Black and Latino boys demonstrating the highest percentages in passing rates (Grossman, 2015). The district's graduation rates also increased from 49% in 2007 to 68% in 2014.

2. Lower Kuskokwim School District partners with the National Dropout Prevention Center at Clemson University to provide students, who have been identified as “at most risk” with e-mentoring (Faircloth et al., 2014). E-mentoring is an intervention offered to over 164 students in grades four through eight who are “at most risk” for dropping out of school (Cash & Terry, 2011). One distinguished feature of Lower Kuskokwim's mode of dropout prevention is that it is inclusive of the language and culture of the district's students. Through Lower Kuskokwim School District's e-mentoring program, students are provided with peer support which has resulted in increased attendance, decreased dropout rates, and a decrease in disciplinary actions (Faircloth et al., 2014).
3. The Puget Sound Educational Service District embarked on implementing a comprehensive early warning system. They state on their website, “Early Warning Systems allow districts, schools and community partners to proactively use data to reduce disproportionality and target interventions for those students who most need additional support to reach graduation and beyond. It is a key strategy to help eliminate the opportunity gap and ensure success for each student (Puget Sound Educational Service District, n.d.).
4. The American Institutes for Research (AIR) developed an early warning system toolkit for practitioners to use: <http://www.earlywarningsystems.org/resources-tools/early-warning-system-middle-grades-tool> (Blumenthal, 2016).

STRATEGY 9: FAMILY AND COMMUNITY ENGAGEMENT

Defined as one of five essential areas that operate to transform low-performing schools, family and community engagement is an intervention that promotes student success and achievement (Weiss, Lopez, & Rosenberg, 2010). Family and community engagement is defined into two parts (Weiss, Lopez, & Rosenberg, 2010):

- Family engagement refers to a “shared responsibility of families, schools, and communities for student learning and achievement; it is continuous from birth to young adulthood, and it occurs across multiple settings where children learn”
- Community engagement is defined as the “support, services, and advocacy. activities that community-based organizations (including businesses and faith-based institutions) provide in order to improve student learning and promote family engagement”.

When systemic, integrated, and sustained, family and community engagement establishes a foundation for communication between students' families and school staff. The result is a collaborative effort to create support systems, in and out of school, to help students achieve academic success (Weiss, Lopez, & Rosenberg, 2010). Family and community engagement can produce positive outcomes for students when it is incorporated in education structures and process designed to meet education goals, and is an effective strategy to impact student learning

outcomes and achievement (Toldson, et.al., 2006). Family and community engagement has been correlated with increased academic performance, increased attendance, improved attitude/behavior, and increased test results (NEA, 2008).

Despite positive outcomes from family and community engagement, schools lack effective and genuine partnerships with parents and families. Parents' perceptions of the educational system, negative social and political experiences of racial and ethnic minorities, and school faculty misconceptions of students' parent involvement also create barriers to schools' partnering with parents and families (NEA, 2010). NEA further defines barriers specific to racial and ethnic parents that hinder parent engagement:

“lack of relationship building between school and parents; lack of trust in school officials; parents' and school officials' beliefs and assumptions engender fear and mistrust; school officials' lack of cultural competency creates unwelcoming environments for racial and ethnic parents; lack of funding and coordination of resources to provide to parents; failure to prioritize parent engagement; failure to adjust to the role of the parent involvement in the 21st century” (NEA, 2010).

For specific racial or ethnic minority subgroups that include immigrants, fathers, Blacks, Asians, Latinos, and Native Americans, societal and political notions and culture can impact their level of engagement negatively. Despite barriers, scholars and schools/districts have developed some frameworks, partnerships, and strategies to increase parent engagement among parents of color to improve the learning outcomes, academic achievement, and social and emotional development:

1. Epstein (1995) developed a “Six Types of Parent Involvement” framework to assist district and school staff in establishing partnerships with families. The framework, which also emphasizes the use of partnerships to address school improvement goals, can help engage families in school and at home to meet the needs of their child. The six types of parent involvement are (Epstein and Salinas, 2004): parents, communication, volunteering, learning at home, decision-making, and collaborating with the community. Epstein's framework has been adopted at state and local levels to increase family and community engagement in districts and schools.
2. The U.S. Department of Education, in partnership with leading scholars including Dr. Karen Mapp, developed the Dual Capacity-Building Framework for Family-School Partnerships. The framework provides an overview of the key challenges, opportunities, solutions, policy and program goals, and outcomes possible from using this framework. It also provides information on various state education departments and school districts implementing the framework.
3. Various scholars and researchers have noted strategies that can help to increase and improve engagement by parents and communities of color in schools. The strategies include: cultural responsiveness, teacher-parent collaboration, and age-appropriate involvement. Cultural responsiveness encourages districts and schools to change perceptions that hinder relationships and collaboration with parents and diminish

miscommunication and misunderstanding between teachers and parents (King & Goodwin, 2002). It also encourages districts and schools to learn about and relate to families from all cultures; treating all equitably. Two schools with majority Latino populations found that acknowledging Latino parents' culture, background, and language was an effective strategy to increase their engagement in schools. Through a course of workshops, with culture as a central focus and collaboration between the parents and teachers, parents' awareness of their culture and role as their children's educators at home and in school increased (Crea & Reynolds, 2015). Another strategy found to increase parent involvement was teacher collaboration. When teachers value parents' engagement and participation in their child's learning, opportunities for collaboration with parents increase. Furthermore, teacher-parent collaboration increases parent self-efficacy, or the belief that they can support their children successfully (Crea & Reynolds, 2015). Teachers seeking relationships and collaboration with parents consistently reach out and communicate with parents; both practices are referenced as "significant predictors" of increased parent engagement (Crea & Reynolds, 2015). Lastly, age-appropriate involvement recognizes the differences in types of supports according to a child's age. Elementary school children require more direct and hands-on support, including consistent communication of expectations, emphasis on the value of education, and parents' one-on-one help with homework (Crea & Reynolds, 2015). While students in high school require less monitoring, parent involvement was most effective when focused on rules and extension of emotional support (Crea & Reynolds, 2015).

STRATEGY 10: COMMUNITY SCHOOLS

Community schools, recognized as the "hub" of a community, provide services and programs through community-based partnerships that address the holistic development of youth. The services and programs—academic, social, and health based—enhance youth, adult, and community development (Coalition for Community Schools, 2014). While community school programs and services are tailored to the needs of youth and a community, they commonly include the following conditions (EPIC, n.d.): early childhood programs; academic programs (including core courses delivered by qualified teachers); curricula that foster critical thinking and analytical skills; opportunities for learning during and after school hours, including weekends and summer; the assessment of physical, mental, and emotional needs and steps to address those needs; partnership- and relationship-building between parents, school, and community to engage collaboratively in the school agenda; and a safe, supportive, and respectful school climate that connects students to the community.

Successful community schools employ research-based strategies that result in deeper learning, increased test scores, and higher levels of family engagement. The Center for Popular Democracy (2016) specifies the research-based strategies as: rigorous, culturally relevant, and engaging curriculum; high quality teaching; wrap-around supports and opportunities; positive discipline practices; authentic parent and community engagement; and inclusive leadership. The strategies employed by successful community schools were more effective when schools and the community: established a shared vision; conducted a needs assessment of the school and

community; developed a strategic plan to deliver and fulfill goals; capitalized on new and existing partnerships to support programs and services; and established and operated an office responsible for promoting the community school agenda (Blank et al., 2012; Center for Popular Democracy, 2016). As a result, the strategies create stronger and healthier students, families, and communities. Students who attend community schools attend school at higher rates, and their families are far more engaged with their education. Students also excel academically and are healthier emotionally, physically, and socially (EPIC, n.d.).

Referenced as an “educational equity strategy” placing emphasis and priority on the needs of students of color and of socioeconomically disadvantaged backgrounds, community schools, have demonstrated the potential to address communal disparities and alleviate inequities that exist in the public school system (EPIC, n.d.). Furthermore, with the specific interventions and practices referenced previously, community schools that include programs and services that address social, emotional, physical, and academic development of youth have the potential to enhance outcomes for boys of color. The following models demonstrate the effectiveness of this intervention in addressing the needs of boys of color.

1. Webb Middle School, located in Austin Texas, adopted a “Community School” strategy after Austin Public Schools announced that its low performance and graduation rates deemed it appropriate for closure (Center for Popular Democracy, 2016). In objecting to the decision, a school and community stakeholder groups developed a strategic plan to turn around the middle school. Today Webb Middle is the highest performing middle school in Austin (Center for Popular Democracy, 2016). Webb Middle School employed six research-based strategies for effective community schools, promoted by the Center for Popular Democracy, to identify specific programs and services needed to meet its students’ needs. Through a needs assessment, Webb Middle School recognized the need for a leader to coordinate the school’s planning and operation and identified specific partners to support programs and provide services that met students and the community’s needs (Center for Popular Democracy, 2016). These programs and services included college mentoring through a partnership with Breakthrough Austin, free immunizations and physicals offered by a mobile clinic, trauma-trained mental health counselors, tutoring through Austin Partners in Education (APIE), and English for Speakers of Other Languages (ESOL) classes for parents (Center for Popular Democracy, 2016). To increase academic performance, Webb Middle School employs 100 tutors and mentors to support students in math or reading classes and has also sought to increase student engagement by providing courses in subjects like band, orchestra, and dance (Center for Popular Democracy, 2016). Webb Middle School would not have made progress had it not been for the shared leadership among the school, students, and parents. Through their efforts, graduation rates increased from 48% in 2010 to 78% in 2015.
2. The Children’s Aid Society (CAS) established its first community schools in the Washington Heights neighborhood of Manhattan in 1992. Since then, CAS has opened over 20 community schools throughout the five boroughs of NYC. The CAS model involves the following key components: family and community engagement, adult

education, wellness services, before and after school programming, and community and family economic development. Each component focuses on a two-generational approach—child and family. For example, the wellness services involve dental and mental health services for children and family members; the family economic development involves programs for adults to gain self-employment skills such as cake decorating or basket weaving.

3. Schools Uniting Neighborhoods (SUN) Community Schools was established in response to multiple challenges affecting a neighboring city and county in Oregon. Multnomah County and the City of Portland partnered to support their schools in the context of a shortage in affordable housing, growing poverty, a racial achievement gap, and a growing number of unsupervised students after school (Center for Popular Democracy, 2016). Understanding the difficulty these circumstances posed to students to attend school, the city and county adopted a Community School strategy. Through the strategy the school intended to improve the allocation of resources to students and parents, improve the education system, and increase academic success (Center for Popular Democracy, 2016). Today, 85 SUN Community schools operate in both the city and county, serving over 54,000 students (Center for Popular Democracy, 2016). Through a needs assessment, the Community School model recognized the need for wrap-around services to address the effects of gentrification on various student populations, including students of color, immigrants, and socioeconomic disadvantage (Center for Popular Democracy, 2016). The needs assessment also affirmed the importance of coordinators who could link schools and families to providers that would extend support around poverty and safety. To address disproportionality in discipline, SUN schools implemented PBIS and restorative justice practices. Because students of color were documented as experiencing increasingly high suspensions and expulsions, the Community School model approached both PBIS and restorative justice through culturally responsive solutions (Center for Popular Democracy, 2016). To meet its goal of increasing academic success, SUN Schools provided academic enrichment opportunities and extended learning opportunities. During the day students received remediation in math or ESOL classes as needed throughout the school year. Accommodations were made for students who needed additional time for AP and honors classes or electives. Extended learning opportunities were provided to students to continue student learning and support after school hours (Center for Popular Democracy, 2016). The extended learning opportunities included a tutoring center, peer mentoring, and culturally relevant youth leadership activities such as the Black Student Union. Understanding that parent engagement is vital to student success, SUN schools transitioned its advisory teams from the community to parent-leadership teams. This transition reflects an attempt by the schools to increase parents' capacity to lead and make decisions that are best for their children, their lives, and the community (Center for Popular Democracy, 2016). One school in the district began building parent-leadership teams by inviting parents to meet each other and share their experiences. Eventually parents' participation in the first meeting grew into continued attendance and involvement in projects that influenced school decisions (Center for

Popular Democracy, 2016). Through their model, SUN Community Schools reduced truancy by nearly 8% and raised 75% of students' reading scores.

STRATEGY 11: SINGLE GENDER SCHOOLS

Single-Sex (SS) schools are currently the only whole-school model to target boys of color. This section provides an overview of this strategy with a specific focus on impact studies, which are more prevalent for this strategy than others mentioned in this brief.

The Elementary Secondary Education Act (ESEA) 2002 reauthorization contained a provision by which single-sex schools and classroom environments were made a permissible school reform strategy or “innovative program” (specifically, sections 5131(a)(23) and 5131(c) of ESEA). This change made possible the implementation of single-sex/gender classrooms and schools in public school settings.

Although single-sex (SS) schools have been in existence since the 19th century, the research on SS schooling effectiveness compared with co-education (CE) schooling is mixed. The research on SS education has primarily focused on how it differs from CE and whether SS education results in statistically significant achievement gains compared with achievement in CE education, as well as attention to causal relationships between the SS strategy and a focused outcome area.

An important element of this causal examination has been the attention to distilling the effect of SS education compared with CE education by controlling for the following school and student level variables: the type of subject matter (English, Math, Science, etc.), teacher experience, schools' organizational elements (school size, course offerings, climate for learning, leadership, etc.), prior student achievement and demographic background, and student confidence and engagement. Controlling for these school and student level variables is important, given the long history of school effectiveness research which has designated these variables as accounting for much of the variation in high and low performing schools. The school effectiveness research (e.g., Brookover et al., 1979; Jencks, 1972; Klitgaard and Hall, 1975; Konstantopoulos, 2006; Lee et al., 1993; Pettigrew, 1968; Purkey and Smith, 1983; Reynolds et al., 2000a; Rutter, 1983) has consistently identified school size, teacher experience, school resources, and other school-level inputs, as well as school process variables such as student-teacher relationships, school culture elements (e.g., high expectations), students' demographic background (i.e., race/ethnicity, gender, socioeconomic status, cognitive ability) as accounting for the variation in student achievement between high and low-performing schools. This large survey and cross-sectional research has been well-established for over 40 years and is regarded as for identifying the inputs and processes of schooling practice that matter in explaining student achievement outcomes. Thus, comparative research of SS and CE schooling is conceptually important and valid in that it has been controlling for these variables order to determine their effectiveness. The next logical question is, if SS school research has controlled for the above variables, what are the current findings?

Due to the large number of studies on single-sex schools and the variation in their conceptual focus, few reports exist or have been commissioned to conduct a review of SS and CE comparison studies; Fred Mael's reports (Mael, 1998; and Mael, et. al., 2005) represent the

most extensive review of these studies. More important, Mael used a systematic review process that examined only research that controlled for the school and student level variables noted above. This systematic review focused on studies that followed guidelines set forth by the United States Department of Education, Institute on Education Sciences (IES), which can be found in the former What Works Clearinghouse Procedures and Standards handbook (https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_procedures_v2_standards_handbook.pdf). These guidelines provide the parameters of what the USDOE defines as “rigorous and relevant research.”

In 1999, only four public schools in the United States offered single-sex education. By 2006 there were 223 public single-sex schools, and by 2011 that number reached 506. Given the preponderance of these schools in the U.S., it could be argued that aside from the policy provisions in ESEA 2002, the large number of research studies of SS schooling has helped to fuel this growth and simultaneously provided a wider landscape of schools in which to continue investigating the added value and texture of the SS effect. All of this research has been reviewed by several researchers; however the most rigorous accounting of these studies is found in Fred Mael’s reports (1998 and 2005).

Mael (1998 and 2005) conducted a review of all available quantitative and qualitative studies of SS schooling compared with CE schooling. His review involved a thorough systematic review, which included the three steps. Mael’s reports (1998 and 2005) outline a greater number of studies providing positive academic achievement and social/emotional outcomes in SS schooling compared with CE schooling. Mael’s report (2005) highlights 40 research studies of particular salience due to their methodological rigor (i.e., statistical controls of school input and student-level variables).

For example, one study reviewed in Mael, et. al. (2005), Carpenter and Hayden (1987), found, in comparing SS Catholic and CE public high schools, significant differences in all-subject achievement test scores for girls; SS girls’ achievement score (SS mean: 61.879, sd = 10.337) was higher than that of CE girls (CE mean: 51.657, sd = 11.676). Sex composition of schools predicted (significant) all-subject achievement test scores of girls in SS schools (beta = .131, R-square = .053). In the case of all-subject achievement test scores of girls in CE schools, sex composition of schools did not predict (no) all-subject achievement test scores (beta = .032, R-square = .032). **The important finding of this study is that a comparison of achievement scores of girls in SS and CE schools through a multi-level model shows that the sex composition of the school significantly predicted positive achievement test scores for girls in SS schools while in CE schools the fact that the school was co-educational did not predict achievement.**

In another study reviewed by Mael (2005), Spielhofer, O’Donnell, Benton, Schagen, and Schagen (2002), compared students in SS and CE high schools across England, and found mostly non-significant differences for males on all-subject achievement test scores when using multilevel analyses and accounting for the effects of prior academic attainment and school-level factors (using 16,868 males in boys-only schools and more than 100,000 males in CE schools). However, Spielhofer et al. did find some significant performance gains for students with lower prior all-subject achievement test scores in SS schools. For females, many of the differences

between students in SS and CE schools on all-subject achievement test scores were significant in favor of SS schools, using multilevel modeling and controlling for prior attainment and school factors (using 23,477 females in girls-only schools and more than 100,000 females in CE schools). The measured difference was particularly striking in science scores, where females in SS schools could be expected to score over one-third of a point (on an eight-point scale) higher than comparable students from CE schools. **The important finding of this study, unlike the others reviewed by Mael (2005), is that in its comparison of gender groups in SS and CE schools the researchers considered low and high academic performance; more important, Spielhofer (2002) found SS schooling appeared to particularly benefit females with lower levels of previous academic attainment. Such a study interjects into the single-sex schooling research the finding that positive achievement gains may be apparent in some SS contexts and with some students.**

Overall, many of the studies outlined by Mael (2005) identified a mix of findings; however more studies cited positive achievement gains in SS schools than they did CE schools. This important pattern is cited in Mael's report (2005):

“The preponderance of studies in areas such as academic accomplishment (both concurrent and long term) and adaptation or socioemotional development (both concurrent and long term) yields results ranging from supporting SS schooling to no differences between SS and CE schooling. A limited number of studies throughout the review provide evidence favoring CE schooling. It is more common to come across studies that report no differences between SS and CE schooling than to find outcomes with support for the superiority of CE schooling.” (p.90)

More specifically Mael found (2005) that among studies focused primarily on academic achievement, more studies cited positive outcomes among SS schools than to CE schools.

“Of the nine studies that examined the relationship between type of school and overall all-subject achievement test scores, six (67 percent) reported results supporting SS schooling, two (22 percent) found null results, and one (11 percent) reported results supporting coeducation. When comparing SS and CE for girls, five of eight (63 percent) studies reported results supporting SS schooling, one study (13 percent) reported null effects, and two studies (25 percent) reported results supporting CE. When comparing SS and CE for boys, three of four studies (75 percent) reported evidence in favor of single-sex schooling and one (25 percent) reported null results. All nine studies examined the impact of single-sex schooling versus coeducation using high school samples.” (p.13)

Examples of Single-Sex Schools

1. Urban Prep Academies (Chicago)
2. Eagle Academy (NY)
3. Excellence Charter School (NY)
4. KIPP Polaris Academy for Boys (Houston)
5. BEST Academy 6-12 at Benjamin Carson (Atlanta)

6. Pro-Vision School (Houston)
7. Clement Boys' Leadership Academy (Cleveland)
8. George Jackson Academy (NY)

Study of Single-Sex Schools Serving Boys of Color

Recent studies of single-sex schools primarily serving boys of color are limited. The authors conducted a study focused on seven all-male schools that opened between 2003 and 2007 (Fergus, Noguera, and Martin, 2014). The schools are located in major urban centers in the Midwest, Southwest, Northeast, and Southeast. To our surprise, without ever consulting each other, every school developed core curricula, created mentoring and rite-of-passage programs, designed professional development for teachers, and implemented counseling and out-of-school services that were remarkably similar. The practitioners at these schools identified these measures as necessary to protect their students from the dangers and hardships present in the neighborhoods where students lived and to increase the likelihood that their efforts to educate boys of color would show success. The following highlights key findings from a multiple regression analysis of 1,100 boys of color that sought to understand the types of variables predictive of academic performance in these specific schools:

1. Students perceived the interaction of instruction, relational engagement, school climate, and behavioral and cognitive engagement explained 30% of their grade patterns. Looking more closely at these emerging patterns, behavioral engagement and exposure to rigorous and relevant literacy instruction were found to be significant, and most important they were unique predictors of grades as well. These initial findings suggest that, while the schools espoused the importance of getting their students cognitively engaged and exposing them to a rigorous and responsive curriculum, **the grades their students actually earned were largely predicted by factors associated with behavioral engagement.** Behavioral engagement—which is based on the extent to which students exhibit behaviors associated with high performance, such as turning in homework, participating in class discussions, and so forth—was the single strongest predictor of student grades.
2. School climate (i.e., fairness, safety, and belonging) and relational (e.g., school-based adult supports) and cognitive engagement were unique predictors of behavioral engagement. In other words, **the degree to which students conform to the behavioral expectations of their school is predicted by their sense of fairness, safety, and belonging in the school setting, their intellectual interest in school, and the feeling that they have supportive adult relationships in school.**
3. Cognitive engagement added 17.4%, while school climate accounted for the largest addition to the variance, adding 25.2% to the model of factors predicting relational engagement. **Thus the degree to which boys in these single-sex schools felt that the educators supported them influenced how intellectually interested they were in school. This in turn was also related to feelings of safety, fairness, and belonging that they perceived in school. This finding is important because it situates school-**

based adult supports as strongly tied to the school climate (e.g., safety, fairness, and belonging).

Overall, this study yielded important findings regarding positive outcomes emerging among boys of color attending single-sex schools. Most important, social and emotional factors played an important role in influencing student engagement and performance. However, the findings also show that these schools have not succeeded in reaching all the boys or sustaining social and emotional supports over time. Obviously, producing positive academic outcomes for the majority of students requires ongoing effort. Moreover, of those schools still open, they are relatively new, and while they seemed committed to finding ways to meet the needs of all their students, this will clearly require more time to achieve.

Section 3: Appendix

Strategy 1: Mentoring

Description

Mentoring through adult support and guidance has grown as an intervention strategy for addressing the needs of youth and their development (DuBois et al., 2011). Commonly described as a face-to-face, long-term relationship between an adult and student, mentoring fosters youths' professional, academic, and/or personal development. Mentoring can be delivered one-on-one with an adult, in a group with one or more adults and more than one child, or through peers (Wai-Packard, n.d.). Studies have shown a correlation between mentoring and positive outcomes in school, health/mental health, and behavior (My Brother's Keeper Alliance & The National Mentoring Partnership, n.d.).

Positive outcomes for students occur when a mentoring program includes the following components: ongoing mentor training, structured activities, parent involvement, and monitoring of the program (Nunez et al., 2012). In addition, studies have shown that mentoring programs that center on education, positive youth development, and enhanced positive social performance predict positive outcomes (Watson et al., 2015). Positive outcomes for students in mentoring programs include appropriate behaviors at school, improved academic performance, enhanced relationships with parents, increased school attendance, fewer instances of drug and alcohol use, and college enrollment (My Brother's Keeper Alliance & The National Mentoring Partnership, n.d.; Watson et al., 2015).

Boys and young men of color have historically been at a disadvantage because of systemic inequities and racial biases (My Brother's Keeper Alliance & The National Mentoring Partnership, n.d.). Systemic inequities and racial biases impede upon opportunities for boys and young men of color to attain success. Although mentoring may not address changes in the system and schools, it can support boys and young men of color towards pathways to success. Boys and young men of color, who demonstrated the previously stated positive outcomes, participated in mentoring programs with the following components:

- Positive adult male role models of color;
- Culturally centered;
- Structured activities;
- Social emotional development and support.

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
EAGLE ACADEMY FOR YOUNG MEN					
Positive Adult Male Role Models of Color; Structured Activities; Social Emotional Development and Support	<p>The Eagle Academy Model is focused on ensuring that each Eagle Academy student is successful in the classroom and in life. The goal is to provide resources to inner city young men so that they can achieve their promise as students, as family members, and as engaged citizens in their communities. The result is an intimate, specialized public school with small class sizes, trained and committed teachers, and a full complement of in-school and out-of-school programs. The Eagle Academy Model features:</p> <ul style="list-style-type: none"> • Parent Involvement • Academic Rigor • College Prep • Extended Day and Saturday programs • Rituals • Summer Bridge programs for new students • Mentoring 	6-12 grade students 58% Black (Bronx) 39% Latino (Bronx)	Positive adult male role models of color Group mentoring Shared discussions on cultural identity, college, careers, and community service One-on-one activities with mentors: sports, dining, events Social and emotional development: management of emotions/ feelings in a positive manner, character building, and enhanced ability to navigate society Structured activities	Attendance Rate: 95% Graduation Rate (2013-2014): 78% (Bronx) College Acceptance Rate (2013-2014): 100% college	Eagle Academy Foundation: http://www.eafny.com/about-us/ David C. Banks: Soar: How Boys Learn, Succeed, and Develop Character Addressing Achievement Position: Positioning Young Black Boys for Educational Success: https://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf
BENJAMIN E. MAYS INSTITUTE					

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Positive Adult Male Role Models of Color; Culturally Centered; Structured Activities; Social Emotional Development and Support	The Benjamin E. Mays Institute program was an all -male cluster housed within a regular school of dual-sex coeducational classrooms and instruction. The main goal was to meet the intellectual, spiritual, physical, and social needs of the students served through role modeling and mentoring.	Black: 83% Latinos: 16.7% Free/Reduced lunch: 88.7%	Positive adult male role models of color One on one mentoring Culturally centered: Sankofa Rites-of-passage activities Structured activities: academic and social	Benjamin E. Mays Institute scored higher on sixth grade Connecticut Mastery Test Mathematics. Students who participated in the Benjamin E. Mays Institute had more positive and higher identification with academic scores, lower pre-encounter attitudes, and higher internalization scores than the comparison group. Benjamin E. Mays Institute students were able to express more positive views about the importance of an internalized racial identity status and its impact on their current levels of functioning.	Mentoring Urban Black Middle School Male Students: Implications for Academic Achievement: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2850445/
BROWARD COUNTY PUBLIC SCHOOLS					
Positive Adult Male Role Models; Structured Activities; Social Emotional	Broward County Public Schools Mentoring Tomorrow's Leaders (MTL) program, a partnership with Broward College, is dropout prevention program	100 upperclassman male minority students from Deerfield Beach	Adult male role models Community Mentors College and career	No reported outcomes available	Mentoring Tomorrow's Leaders (MTL); http://browardstudent-services.com/high-school-graduation-

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Development and Support	<p>that seeks to re-engage and develop leaders in a group of boys identified as “at risk” for dropping out of high school and not graduating. The program has five areas of focus: academic achievement, mentoring, family involvement, community support, and incentives.</p> <p>The mentoring component of the program supports upperclassman boys over the course of two years, through their transition from high school to college or the workforce.</p> <p>The boys, who have been classified as high achieving (3.0 GPA or higher, who demonstrate leadership), and “at-risk” (GPA lower than a 2.0) receive peer and group mentoring. Each boy is matched and paired with male students from Broward College who serve as mentors in the program.</p>	High School and Nova High School	<p>exploration series</p> <p>Career and college placement</p> <p>Peer and group mentoring</p> <p>Monthly parent education workshops which include: graduation requirements; grading; stages of adolescent development; academic needs of adolescents</p> <p>Parent workshops to support needs of parents in the following areas: employment, stress management, and literacy</p>		<u>initiative/</u>
THE VILLAGE MOVEMENT					
Positive Adult Male Role Models of Color; Structured	A mentoring and role modeling program that exposes young men of color to exemplary role	Boys of color in grades 4-12, who come from low	Mentors and role models meet once a month with assigned	Improved self- esteem and self- perception	Village Movement: http://home.lausd.net/pdf/Village_Movement.

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Activities; Social Emotional Development and Support	<p>models with similar life experiences who will help develop them into productive citizens.</p> <p>The goals of the program are: provide support that will assist and encourage young men to graduate; equip young men with knowledge and skills required to be college-prepared and career-ready; transform the negative statistical outcomes for young men; “equip them to be strong men who are globally competitive, happy and healthy”; and collaborate and work as a unified group to transform lives.</p>	<p>socioeconomic backgrounds</p> <p>In 2015, 14 boys from 17 different schools in Los Angeles Unified School District were involved in the program</p>	<p>group of students and share experiences and strategies designed to help students become more college and career ready</p> <p>Academic support: Study sessions</p> <p>Curriculum: “You Are the Money: For Young Men of Color”. Includes Pre/Post Test, PPT Presentation, Textbook, and Supporting Materials</p>	Improved academic performance	<p>pdf</p> <p>My Brother’s Keeper Improving the Life Outcomes for Boys of Color: Los Angeles Unified School District Implementation Plan: http://www.malesofcolor.org/cms/lib/DC00001581/Centricity/Domain/186/MBK%20Implementation%20Plan%206-16-LA.pdf</p>

Out-of-School Based Mentoring Models

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
STEPS TO SUCCESS					
Positive Adult Male Role Models of Color; Culturally Centered; Structured Activities; Social Emotional Development and Support	Mentoring program that seeks to develop both cognitive and non-cognitive skills, with an emphasis on social and emotional maturation of Black boys	2nd-4th grade Black boys	Life coach Academic support: tutoring geared towards academic needs Saturday Cultural Academy: teach boys Black history and culture, expose them to Everyday Heroes, sports, and other activities, and to come together as a community with all the boys and Life Coaches. Mentoring	Boys performed higher in Math and ELA, demonstrating proficiency No boys referred to special education with the exception of one being identified as “at high risk” Boys showed high levels of academic engagement Boys demonstrated high frequency of behavioral engagement Boys demonstrated adequate levels of cognitive engagement Boys demonstrated high levels of racial and ethnic pride Boys demonstrated high levels of academic resilience	African American Male Initiative – Steps to Success Program Evaluation Findings: https://drive.google.com/a/northeastcompcenter.org/file/d/0BzKSsnnYQ7GdaC0ya1ROR0pTcS1wMGIa19kVmFQVGFQMWRJ/view Assessing Effective Out-of-School Time (OST) Programs Serving Black Male Youth [Phase III Report: Identifying Promising OST Programs and Strategies for Black Males]: https://drive.google.com/a/northeastcompcenter.org/file/d/0BzKSsnnYQ7GdQWlJdm9JZi1FLWVIN0kzUIByWTJrNk01UORz/view
UMOJA MENTORING PROGRAM					
Positive Adult Male Role Models of Color; Culturally	Using principles of evidence-based practice to provide culturally appropriate	34 high school African American	After school Culturally centered:	Domains to determine success included: behavioral changes,	Umoja: A Culturally Specific Approach to Mentoring Young

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Centered; Structured Activities; Social Emotional Development and Support	<p>mentoring services to African American male youth between the ages of 11–19 years to prevent violence and juvenile delinquency.</p> <p>The primary goal of the Umoja project was to help participants learn conflict resolution skills, make positive social decisions, and reduce illegal, unlawful, and violent behavior. In addition to participating in life skills training during group mentoring sessions, youth participants and their families benefitted from networking with other services provided by their community.</p>	<p>young males</p> <p>15 6th through 8th grade students</p>	<p><i>Sankofa</i> framework; African drumming; Spir-rhythms; Group drumming</p> <p>Pyramid Mentoring Model</p> <p>Social emotional development: foster conversations on conflict resolution, goal setting, and having a positive self-identity</p>	<p>mentor effectiveness, help-seeking skill, awareness of career opportunities, conflict resolution, violence prevention, compliance with rules, legal authority, and whether the program would be recommended to the same age and younger males.</p> <p>19 participants felt better prepared to make improvements in their lives.</p> <p>All participants felt that the program was a good fit for youth their age.</p> <p>All participants felt that the program would be helpful for younger African American boys.</p>	<p>African American Males: http://link.springer.com/article/10.1007/s10560-014-0367-z</p>
PYRAMID MENTORING					
Culturally Centered; Structured Activities; Social Emotional Development and	The culturally centered group mentoring approach is aligned with an Afrocentric worldview that values family and unrelated elders of the	<p>Designed specifically for Black boys</p> <p>No existing data</p>	<p>Group mentoring: facilitated by elders and mentors in training</p> <p>Culturally centered:</p>	None; however, promising because research states African-centered prevention and health promotion	Reducing Risk for Youth Violence by Promoting Healthy Development with Pyramid

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Support	<p>community coming together to help nurture the growth of its youth. Model is used in the Umoja program.</p> <p>The proposed intervention has three objectives: (1) To train and support culturally conscience empathic men, called elders, to create genuine relationships and interactions that will nurture cultural socialization processes. These relationships will contribute to rebuilding the communities, constructing social fabric by integrating information, sharing experiences, and processing thoughts and feelings. (2) To provide a safe setting for the exploration of values, attitudes, and behaviors that nurture the healthy development of African American males. The safe space allows for the practice of culturally centered life skills that include pro-social behaviors, emotional coping, and critical consciousness and thinking abilities, (3) To create a community resource that is a part of a stable mentoring network accessible to youth. This dynamic community resource will help youth process past, present, and</p>	on percentage	<i>Nguza Saba</i> ; traditional African practices	programs that utilize innovative facilitation can enhance healthy manhood identity development.	Mentoring: A Proposal for a Culturally Centered Group Mentoring: http://www.tandfonline.com/doi/abs/10.1080/10911359.2014.922789

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
	future experiences while integrating therapeutic recreation that is culturally centered (martial arts, drumming, basketball, etc.) and designed to nurture self-esteem.				
7TH GENERATION NATIONAL TRIBAL MENTORING PROGRAM					
Culturally Centered; Structured Activities; Social Emotional Development and Support	The 7th Generation National Tribal Mentoring Program, located in seven states including Massachusetts and California, provides support to court-involved and at-risk American Indian/Alaskan Native youth to lead them toward healthy lifestyle choices. Infuses culturally centered activities and strategies that help youth develop a strong sense of ethnic and cultural identity. The program anticipates that through connection with their cultural identity and pride of their heritage youth will make better choices and decisions leading to a healthier lifestyle.	“At-risk and court involved” American Indian/Alaskan Native youth (ages 10-17)	Culturally specific strategies mentoring Monthly activities which include fishing, hiking, community service and pow wows Kinship Mentoring Model One on one mentoring Curriculum that teaches traditional and cultural values	Increased attendance Reduced instances of relapse in using drugs and alcohol Increased cultural and ethnic identity Increased community involvement	7th Generation National Tribal Mentoring Program-Mission: http://7thgenmentor.org/ 7th Generation National Tribal Mentoring Program-Overview: http://7thgenmentor.org/basic-page/overview
PROJECT MALES (MENTORING TO ACHIEVE LATINO EDUCATIONAL SUCCESS)					

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
<p>Positive Adult Male Role Models of Color; Culturally Centered; Structured Activities; Social Emotional Development and Support</p>	<p>The Project MALES Student Mentoring Program connects undergraduate students from the University of Texas at Austin with Austin-area high school males.</p> <p>Serves four high schools and one middle school in the district, delivering over 1,600 hours of mentoring per year to over 50 males of color</p> <p>Student Mentors work with high school males in an effort to improve the educational attainment and college-readiness of young men of color while also providing a safe space for these young students to discuss responsible manhood.</p> <p>Mentors visit with local high school students every week to mentor and discuss a variety of topics ranging from college preparation and financial literacy to the “soft” skills needed to succeed in college and beyond.</p>	<p>Latino boys Grades 9-12</p>	<p>This model brings together three key groups: (I) male professionals as role models; (II) current Latino male college students (both upperclassmen and first-years), and; (III) younger Latino male students in local high schools.</p> <p>An intergenerational model where professionals serve as mentors to males of color in college. In turn, these college students mentor high school students.</p> <p>Mentors and mentees engage in the following formal activities: Weekly or Bi-weekly guided, purposeful peer-mentoring sessions; A weekly meeting among first-year college students (cohort style experience) that will strengthen social bonds; A monthly Pláticas series that will</p>	<p>No data on outcomes however the program has been recognized for the following:</p> <p>White House Initiative on Educational Excellence for Hispanics: Commitment to Action (2015)</p> <p>UT Austin Tower Award: Excellence in Service Awards (2016) (2015)</p> <p>Bright Futures Award: Community-based Learning Award (2016)</p> <p>American Graduate: Champion Award</p> <p>KLRU Webb Middle School OSCAR Community Partner Award</p> <p>Most Outstanding Student Organization (2014)</p> <p>San Antonio Mentoring Forum – Outstanding Mentoring Program</p>	<p>Developing a Latino Mentoring Program: Project MALES (Mentoring to Achieve Latino Educational Success): http://diversity.utexas.edu/projectmales/wp-content/uploads/2015/09/Developing-a-Latino-Mentoring-Program-Project-MALES-S%C3%A1enz-Ponjuan-Segovia-Del-Real-Viramontes-2015.pdf</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			feature prominent Latino male speakers; Semester-long community outreach.	Award (2014) Hispanic Scholarship Network: College Access Award (2013)	
SILVERBACK SOCIETY					
Positive Adult Male Role Models of Color; Structured Activities; Social Emotional Development and Support	The Silverback Society reaches, motivates, and inspires young males of color to seek increased knowledge and strengthen their skills, creating men who have the capacity to contribute to a better life.	Boys and young men of color in high school	<p>Mentoring teams that implement detailed curriculum as a guide to train mentees on various aspects of manhood</p> <p>Six weeks mentees are engaged in discussions around “manhood, keys to success, roadblocks to success, optimal careers for African-American males, and the power of controlling yourself”</p> <p>Etiquette and exposure to culture and practices outside of their own</p> <p>Final event of the year is a gathering that brings together all of the boys from various Silverback Society sites to socialize and celebrate</p>	<p>In 2013, the program operated in four schools in New Orleans, reaching about 100 eighth grade boys. Of those, 80-90 percent passed the eighth grade LEAP test.</p> <p>In 2014, with support from the W.K. Kellogg Foundation, the program expanded to seven schools and 200 participants.</p> <p>Boys and young men of color’s perception of themselves changed greatly; their career goals transferred to fields including law, medicine and education</p> <p>Black boys and young men developed pride in their race and</p>	<p>Silverback Society: http://www.silverbacksociety.com/index.php</p> <p>Make Me Better: An Evaluation on the Impact of the Silverback Society http://www.silverbacksociety.com/documents/Evaluation2015-Corprew.pdf</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
				<p>culture</p> <p>Boys and young men of color learned about manhood, how to treat people with respect, and the possibility to succeed</p>	

Strategy 2: Recruitment for Racially Ethnic/Minority Teachers

Description

Racial/ethnic minority teachers can serve as models of achievement and positively influence the academic achievement and self-perceptions of students of color (Reed, 2007). They can be essential in supporting students of color in selecting a career and visualizing their life possibilities (Milner, 2006). Similar life experiences and cultural backgrounds of racial/ethnic minority teachers, regarded as “cultural synchronicity,” support instruction and student learning (Ingersoll and May, 2011). Racial/ethnic minority teachers have been recognized for their ability to create culturally infused lessons that resonate and breathe relevance into the academic material for students of color; while the teachers’ experiences and backgrounds support their understanding and recognition of the needs of this population (Milner, 2006). In Mitchell’s qualitative study of eight retired Black teachers, the critical awareness of experiences of Black students helped Black teachers make connections between their students’ behavior and school. Furthermore, it helped them recognize the connections between the students’ behavior and their lives at home (Milner, 2006). Through this consciousness Black teachers learned about their students’ out-of-school experiences and built on them in their teaching. Mitchell’s study also found that due to their students’ life experiences and needs, Black teachers held high expectations, did not accept mediocrity, and required students to demonstrate their full potential (Milner, 2006). The teachers in Milner’s study knew that by offering social and emotional support (e.g., encouragement and motivation) their students could emancipate themselves and overcome their life circumstances (Milner, 2006). While research shows the advantages of racial/ethnic minority teachers in the lives of students of color, it also highlights the overwhelmingly low number of racial/ethnic minority teachers recruited into the teaching profession. However, various agencies, schools, and programs have adopted the following practices to increase the numbers of racial/ethnic minority teachers in schools:

- State efforts in recruitment;
- Early outreach/pre-collegiate programs;
- University programs;
- Non-Traditional/alternative pathways;
- Scholarship funds and fellowships

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
IOWA DEPARTMENT OF EDUCATION					
State Recruitment for Racially Ethnic/ Minority Teachers	As a result of legislation in 2010, Iowa Department of Education conducted a statewide study to identify existing opportunities and strategies to recruit racial/ ethnic minority teachers in their state.	N/A	<p>Legislation defined three areas that needed to be examined to support recruitment of efforts of racial/ethnic minority teachers:</p> <ul style="list-style-type: none"> strategies to encourage racial ethnic/minority high school students to enter the teaching profession recruiting racial ethnic/minority high school students interested in teaching to attend teacher preparation programs at an Iowa university or college strategies to recruit racial and ethnic minority teachers to continue their profession as administrators in the state 	State created several initiatives and programs which include Iowa's Dream to Teach program	<p>Report on Study of the Opportunities for Recruiting Racial and Ethnic Minority Teachers:</p> <p>https://www.educateiowa.gov/sites/files/ed/documents/Regent%27s%20Racial%20and%20Ethnic%20Minority%20Teacher%20Recruitment%20Study%20%282011%29.pdf</p>
CONNECTICUT STATE DEPARTMENT OF EDUCATION					
State Recruitment for Racially Ethnic/ Minority Teachers	Created a minority teacher committee to increase the number of racial ethnic/minority teachers in	N/A	The state identified several targeted strategies to increase the number of racial	Funding teaching fellows program at Danbury High School (a partnership with	An Update on Minority Teacher Recruitment: http://www.sde.ct.gov/sde/lib/sde/pdf/allianc

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
	their state.		<p>ethnic/minority teachers in their state:</p> <p>Pipeline from middle/high school, teacher preparation programs</p> <p>Educator standards and certification</p> <p>Recruitment/hiring/selection process</p> <p>How to advance the teachers in their profession and offer supports to encourage them to stay at their schools</p>	Western Connecticut State University)	e_districts/convening/update_on_minority_teacher_recruitment.pdf
Dream to Teach					
Early Outreach/ Pre-Collegiate	Works with students of color in middle and high school who have an interest in teaching, providing them with support to gain experiences that will be transferable to college and careers in education.	Latino: 25% Black: 18.3% Asian: 7.7% American Indian/Alaskan Native: 0.5% Free and Reduced Lunch: 74.8% ELL: 20.6% Special Education:	Weekly meetings Workshops Job shadow opportunities at the district's central office Scholarship seminars Teacher academy Interaction with organizations like Urban Educator and Iowa Council of	In 2015, there were 56 students in the program and currently there are over 100 students involved The program is relatively new, there is no existing data on student outcomes, but the program continues to expand in other schools in the district with students citing	Dream to Teach Strives for New Generation of Minority Teachers: http://www.dmschools.org/2015/06/dreAm-to-teach-strives-for-new-generation-of-minority-teachers/

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
		15.1%	Teachers of Mathematics	positive experiences	
THE MINORITY TEACHER RECRUITMENT PROJECT AT THE UNIVERSITY OF LOUISVILLE					
Early Outreach/ Pre-Collegiate; University Programs/Partners hips	Partners with Jefferson County Public Schools and the Ohio Valley Educational Cooperative to increase the number of racial/ ethnic minority teachers across the country and in Kentucky.	Middle and high school students of color Undergraduate and Graduate Students: 62 participants of color (ethnic breakdown not available)	Early Outreach /Pre-Collegiate High School Teacher/Mentor Program: high school students interested in teaching matched with a teacher-mentor Middle School Teaching Awareness program: seventh and eighth grade students of color engaged in activities that included shadowing teachers, teaching mini-lessons, and visiting college campuses High School Teacher/ Mentor Program: only early outreach /pre-collegiate program offered through the Minority Teacher Recruitment Project partnership with Jefferson County Public Schools currently; students in the program can take teacher	62 students in the program, from both undergraduate and graduate education programs 100% chance of placement in a Kentucky school district Over 500 teachers recruited to program and Jefferson County Public Schools since 1985	Dr. Mikkaka Overstreet, Director of Minority Teacher Recruitment Project: Mkoverstreet@gmail.com Minority Teacher Recruitment Project: http://louisville.edu/education/mtrp

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			<p>preparation courses at the University Louisville, which historically has been accepted as transferable credits if the student chooses to enroll at the University Program</p> <p>\$5,000 scholarship and financial support in paying examination and licensing fees</p> <p>Workshops (e.g. Praxis)</p> <p>Professional development and panel discussion featuring current educators in the field</p>		
DANBURY HIGH SCHOOL'S TEACHING FELLOWS PROGRAM					
Early Outreach/ Pre-Collegiate	Program funded by Connecticut State Department of Education that identifies minority high school juniors and seniors who are interested in teaching and creates a pipeline for them to attend Western Connecticut State University (WCSU), earn their degree in Education, and return to the school district to teach after they graduate.	<p>Minority junior and senior Danbury High School students</p> <p>Students come from families where neither parent has completed a college degree or that qualify at certain income levels</p>	<p>Field work in the classroom</p> <p>Tutoring elementary students, high school peers</p> <p>Mentorship from WCSU elementary education students</p> <p>Fellows learn classroom instruction strategies: technology interacts with and influences</p>	10 students in program have received credit from WCSU and are enrolled in introductory college teaching classes	Danbury Addresses Minority Teacher Shortage: http://www.newstimes.com/news/article/Danbury-addresses-minority-teacher-shortage-6514427.php

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			<p>instruction</p> <p>Learn how to plan lessons, write curriculum and integrate drawing, reading and writing into everyday exploratory learning</p>		
NYC MEN TEACH					
<p>University Programs/ Partnerships</p>	<p>Partnership among the Young Men’s Initiative, New York City Department of Education, City University of New York, Center for Economic Opportunity, and Teach for America, to recruit Black, Latino and Asian men to teach in New York City public schools.</p> <p>Pathway to attaining teacher certification and placement to teach in New York City public schools.</p>	<p>Men of color interested in education/ teaching in NYC Public schools</p>	<p>Four pathways to enter into New York City Public schools: collaborative, fellows, traditional, and paraprofessional</p> <p>Recruit men of color from historically Black colleges and universities</p> <p>Three prong approach: recruitment, expanding pathways, and supports</p> <p>Alternative program - male teaching candidates receive group mentoring facilitated by a male teacher in the field</p> <p>Supports continue through ongoing training after they earn their certificate and are placed in a school</p>	<p>While NYC Men Teach is relatively new and there are no reported outcomes on the initiatives effort to recruit men of color, the partners anticipate that this initiative will help to increase the number of men of color in the teaching profession and inform best recruitment practices.</p>	<p>Stephanie Hill, Senior Director of Stephanie Hill, Recruitment at NYC Department of Education, shill11@schools.nyc.gov</p> <p>New York City Men Teach: http://www1.nyc.gov/site/yimi/teach/nyc-men-teach.page</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			<p>If a male teacher candidate fails to receive their teaching certification, they serve as a substitute teacher and are provided with test prep until they pass their examinations</p> <p>For men of color interested in teaching but did not receive their bachelor's degree, NYC Men Teach is extending an opportunity for them to serve as a paraprofessional</p>		
TEACH FOR AMERICA					
Non-Traditional/Alternative Pathways	<p>Launched three initiatives to recruit racial ethnic/minority teachers to enhance outcomes for children of color and close the achievement gap:</p> <p>Asian American and Pacific Islander Initiative</p> <p>African-American Community Initiative</p> <p>Latino Community Initiative</p>	<p>1/2 of the 2015 corps identify as people of color</p> <p>47 percent come from a low-income background</p> <p>34 percent are the first in their family to attend college</p>	<p>Initiatives aim to increase number of minority teachers in the program</p> <p>Initiatives aim to increase number of minority teachers in the classroom</p>	Recruit a high number of racial ethnic/minority teachers due to relationship building with universities, organizations, and schools/ districts across the country	<p>TFA on the Record: https://www.teachforamerica.org/tfa-on-the-record</p> <p>Our Impact: https://www.teachforamerica.org/about-us/our-mission/our-impact</p>
NEW YORK CITY TEACHING FELLOWS PROGRAM					
Non-Traditional/Alternative	An alternative teaching certification program	49 percent of fellows in the	Based on coursework experiences and	No reported outcomes on recruitment efforts	NYC Teaching Fellows-Teaching in NYC:

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
ive Pathways	generating more teachers of color, specifically men of color, in the classroom.	program identify as either Black or Latino 56 percent of the fellows identify as a person of color	preferences, teaching candidates are selected to teach special education, math, science, ESL, Spanish, English, bilingual education Candidates are provided foundational skills training, intensive practice, real-time feedback, comprehensive support	with the exception that it is one of the nation's largest contributors to recruiting teachers of color	https://www.nycteachingfellows.org/fellowship_experience/schools_students.asp New York City Teaching Fellows-Our Impact: https://www.nycteachingfellows.org/purpose/impact.asp
DENVER PUBLIC SCHOOLS: PATHWAYS2TEACHING					
Early Outreach/ Pre-Collegiate; University Programs/Partners hips	Pathways2Teaching Program, established by the University of Colorado's School Education and Human Development, provides 11th and 12th grade students of color with an opportunity to explore teaching as a possible career. Students in Pathways2Teaching examine issues connected to educational justice while gaining field experience and earning 3 college credits at the successful completion of the program. The program encourages students to attend college and then return as culturally responsive educators	11th and 12th grade students of color	High school students engage in the following activities while in the program: Weekly field experience at elementary schools to supports students on building literacy skills Development of college readiness skills through navigating the college and application process Yearlong course at University of Denver School of Education and Human Development 3 college credits with	Since its inception in 2010, students in the program have enrolled in teacher education programs or programs related to social work.	Pathways2Teaching: http://www.pathways2teaching.com/

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
	<p>to teach in their communities.</p> <p>Students engage in activities that support the development of a career pathway in teaching and necessary skills to thrive as a teacher.</p>		<p>completion of year long course</p> <p>Learn to write college essays and research reports</p> <p>Developing/enhancing public speaking skills through presenting researching findings to families & community</p> <p>Interaction with college students and faculty during campus visits and guest lectures</p> <p>Critical examination of educational inequities</p> <p>Developing the mindset that teaching is “an act of love” and a means to engage in social justice</p>		
CALL ME MISTER (MENTORS INSTRUCTING TOWARDS EFFECTIVE MODELS)					
University Programs	<p>Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) recruits African American males to teach in the lowest performing elementary schools.</p> <p>The program, which started in South Carolina at Clemson</p>	<p>Men of color</p> <p>Serving students from underserved, socio-economically disadvantaged and educationally at-risk</p>	<p>Provides academic support, services, and incentives such as loan and debt forgiveness to men of color interested in teaching</p> <p>Participate in mentoring and tutoring programs</p>	<p>As of the summer of 2013 Call Me MISTER has resulted in a 40 percent increase in the number of African-American male teachers in South Carolina public</p>	<p>Welcome to Call Me MISTER: https://www.clemson.edu/education/callmister/ Call Me MISTER is building the next generation of African</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
	<p>University and has expanded to other universities and states, prepares participants to serve as teachers and role models.</p> <p>Call Me MISTER provides men, referred to as MISTERS, with financial and academic support, mentors, and professional development opportunities which include summer leadership institutes.</p> <p>MISTERS engage in their community by volunteering their time to service learning projects, peer mentoring, and teaching at an in state elementary school for a year.</p>	<p>communities</p>	<p>at elementary and middle schools, community centers, and colleges</p>	<p>elementary schools</p> <p>Program has expanded to 14 other colleges in South Carolina and six states which include Pennsylvania and Virginia</p> <p>Call Me MISTER has resulted in 150 MISTERS who have been certified and placed in teaching positions, while some have advanced in their profession by assuming principal or program director positions</p>	<p>American male teachers: http://www.wkcf.org/what-we-do/featured-work/call-me-mister-is-building-the-next-generation-of-african-american-male-teachers</p>

Strategy 3: Culturally Relevant Curriculum and Instruction

Description

Research has shown that when culturally relevant curricula and instruction are integrated into the classroom, academic achievement and participation in gifted programs by students of color increases (Ladson-Billings, 1996; ETS, 2012). Various terminologies have been used to describe this type of instructional approach and practice; however, Gloria Ladson-Billings coined a term that has been commonly referenced and adopted in the education field: “culturally relevant teaching.” She defines it as an “approach that empowers students, intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (Ladson-Billings, 1994). Ladson-Billings (1992) stated that culturally relevant teaching empowers students, prompting them to examine course content, the learning process, and how they influence the creation of a truly democratic and multicultural society. Furthermore, the infusion of students’ culture, backgrounds, and experiences into classroom activities and the school environment helps students develop meaning and understand the world around them (Ladson-Billings, 1992; Laing & Villavicencio, 2016). Gay (2000) states that culturally responsive teaching (synonymous with Ladson-Billings’ “culturally relevant teaching”):

“acknowledges the legitimacy of the cultural heritages of different ethnic groups both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum; it builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities; it uses a wide variety of instructional strategies that are connected to different learning styles; teaches students to know and praise their own and each other’s cultural heritages; it incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools”.

As a result of culturally responsive teaching, students achieve academic, social, and cultural success (Ladson-Billings, 1992). Additionally, their confidence, interest, and level of engagement increase (Laing & Villavicencio, 2016). Districts and schools have also found that culturally responsive teaching affects school discipline, decreasing the numbers of suspensions, expulsions, police referrals, and referrals to special education (ETS, 2012).

Culturally relevant curricula and instruction affect not only students, but their teachers too. It can support schools in addressing concealed biases educators may have towards their students, specifically Black and Latino boys (Laing & Villavicencio, 2016). It enables discussion on difficult topics such as race, discrimination, and prejudice, while acknowledging that racism has created misrepresentations and negative images of the cultures, histories, and potential of people of color (Metropolitan Center for Urban Education, 2008). Through these discussions, educators and students are able to deconstruct preconceived ideas and develop positive and empowering images of race and culture. The following themes, developed through Laing and Villavicencio’s (2016) research on culturally relevant education, were identified in selected

schools that demonstrated culturally relevant education practices to enhance academic achievement, participation, and engagement of students of color and school culture:

- Addressing teachers' mindsets and beliefs through professional development and training;
- Culturally relevant education in the classroom: embracing student experiences and interests;
- Support for ELL and bilingual students

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
MANHOOD DEVELOPMENT					
<p>Positive Adult Male Role Models of Color; Culturally Centered; Structured Activities; Social Emotional Development and Support</p>	<p>Manhood Development Program is an elective course offered 5 days a week during the school day at Oakland Unified School District, taught by African American males for African American males. Today, the Manhood Development Program is offered at 17 school sites and the program is making great strides in engaging, encouraging, and empowering African American male students.</p>	<p>Elementary, middle, and high school</p> <p>20-25 Black male students in each class</p>	<p>The Manhood Development Program supports African American male achievement through: Culturally relevant curriculum; Leadership and character development activities; Transcript evaluation and college and career guidance; Parent and family training and community building; Cultural, college, and career field trips; Recruitment and development of African American male instructors.</p> <p>Instructors in the program were carefully chosen based upon cultural competency, understanding of youth development, and past experiences teaching.</p>	<p>30% of participants are reading at or above grade level and, over the course of two years</p> <p>8% of students increased from below grade level to grade level or above</p> <p>The average GPA for students in the program is 2.12 compared to non-treatment African American males average a GPA of 1.7.</p>	<p>The Black Sunrise: http://www.ousd.org/Page/12267</p> <p>The Black Sunrise: Oakland Unified School District's Commitment to Address and Eliminate Institutionalized Racism: http://www.ousd.org/cms/lib07/CA01001176/Centri-city/Domain/78/MDPrepourtWEBV14c.pdf</p>
ALASKA HUMANITIES FORUM					

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Addressing Teachers' Mindsets and Beliefs through Professional	Delivers the Educator Cross-Cultural Immersion (ECCI) program, funded by the United States Department of Education's Alaska Native Education Program, to new and present teachers in Alaska public schools.	New and present teachers in Alaska Public Schools	Teachers are offered an opportunity to receive graduate credit with completion in a course in cross-culturally competent pedagogy "Culture Camp" in the summer, which is held in the summer, provides newly hired teachers with an experience to learn a native language, crafts, and culture at a traditional fish camp.	90 percent of the teachers enrolled in the program returned to teach in their school. Alaska Humanities Forum and the partnering districts anticipate that if teachers commit to their teaching assignments for 3 to 4 years, student achievement will increase.	Alaska Humanities Forum-ECCI: http://www.akhf.org/ecci New Teachers Learn about Native Culture Before School Starts: http://www.alaskapublic.org/2013/08/12/new-teachers-learn-about-native-culture-before-school-starts/
ANCHORAGE SCHOOL DISTRICT: PROJECT KI'L					
Addressing Teachers' Mindsets and Beliefs through Professional Development and Training; Culturally Relevant Education in the Classroom: Embracing Student Experiences and Interests; Support for ELL and Bilingual Students	After recognizing Native boys' scores on standards-based tests were lower than those of any other gender or ethnic group in Alaska, Anchorage School District used culturally responsive education to increase academic outcomes and high school graduation rates. The goal for Project Ki'l is to narrow the achievement gap	450 Native boys across 8 schools Native boys in Grades Pre-K-5th	Professional Development: Teachers receive professional development on Social Emotional Learning (SEL) and culturally responsive educational practices; training on understanding the culture and behavior of native boys and translate it into classroom practices; graduate level professional development training at the University of Alaska	Utilizes standardized test scores, teacher and parent surveys to assess impact Increased academic gains Decrease in achievement gap Improved school attendance Social emotional development growth	Project Ki'l: http://www.acrf.org/assets/Files/ProjectKiL_Brochure.pdf Project Ki'l: http://www.asdk12.org/ti/tlevii/projectkil/

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
	<p>between Native boys in grades K-5 and their non-Native peers, achieve successful long-term outcomes, and provide a culturally inclusive climate in participating schools.</p>		<p>Anchorage</p> <p>Provides mental, emotional, physical, and spiritual supports to students through various activities: cultural celebrations; family nights; after school, family recreation day, three week summer camps to support boys transitioning from preschool to kindergarten</p> <p>Teachers are trained to develop cultural competence that will support them in working with families and connecting them with principals, teachers, and other staff</p> <p>Teachers provide parents with resources, tools, and best practices to support the academic achievement of boys</p> <p>Parents work with teachers and boys to develop a MAP (Making Action Plans) that graphically illustrates each boy's academic</p>		

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			goals, future, and action plan Parents are offered “Grade Level Transition Training” which help them support their boys in successfully navigating to the next grade.		
MENOMINEE INDIAN SCHOOL DISTRICT					
Culturally Relevant Education Classroom: Embracing Students’ Experiences and Interests	Adopted culturally relevant curriculum and instruction to increase inclusion of American Indian/Alaskan Native students.	Male: 54% American Indian/Alaskan Native: 92% Asian: N/A Latino: 4% Black: N/A White: N/A Free/Reduced Lunch: 74% ELL: N/A Special Education: N/A	Inclusion of students’ cultures in the curriculum	Significant increase in graduation rates Increase in test scores, attendance, and retention Improved student behavior and learning in the classroom	Menominee Indian School District: http://www.publicschoolreview.com/wisconsin/menominee-indian/5509070-school-district Decreasing Dropout Rates for Minority Male Youth with Disabilities from Culturally and Ethnically Diverse Backgrounds: http://www.ndpc-sd.org/documents/EDC-2014-monograph-book.pdf
DENVER PUBLIC SCHOOLS: CULTURALLY RESPONSIVE TRAINING					
Addressing Teachers’ Mindsets and Beliefs through Professional Development and Training	Denver Public Schools mandates that all teachers, including existing staff, attend	New and existing faculty members and staff at Denver	Culturally responsive training over the course of 3 hours Discussion of race,	No reported outcomes due to relatively new implementation of	How One Denver Teacher Uses The '4 Rs' To Connect With Kids Of Color:

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
	<p>culturally responsive instruction training.</p> <p>The training provides teachers with informative, collaborative, hands-on professional development that supports them in understanding the roles of privilege, race, gender difference, power in society and the classroom.</p> <p>During the training teachers have an opportunity to share experiences, concerns, and fears in working with students and families from different racial ethnic and cultural backgrounds.</p>	Public Schools	<p>culture, privilege, and bias</p> <p>Exercises on the intersection between their identities and jobs as educators</p>	practices	<p>http://www.cpr.org/news/story/how-one-denver-teacher-uses-4-rs-connect-kids-color</p> <p>One way Denver Public Schools is addressing race and culture in the classroom: http://www.chalkbeat.org/posts/co/2016/08/12/one-way-denver-public-schools-is-addressing-race-and-culture-in-the-classroom/#.V71Q2ZMrJsM</p> <p>Equity Toolkit for Administrators: http://www.cde.state.co.us/postsecondary/equitytoolkit</p>
HIGH SCHOOL FOR LAW AND PUBLIC SERVICE					
Addressing Teachers' Mindsets and Beliefs through Professional Development and Training; Culturally Relevant Education in the Classroom: Embracing Student Experiences and Interests; Support for ELL and	School leaders and teachers execute a series of practices to integrate culturally relevant education in the classroom.	<p>Male: 53.23%</p> <p>Latino: 81%</p> <p>American Indian/Alaskan Native: 0.17%</p> <p>Asian: 0.35%</p>	<p>Conduct classroom observations to examine if teachers are practicing culturally relevant education around curriculum and instruction</p> <p>Incorporating current</p>	No reported outcomes due to relatively new implementation of practices	<p>Culturally Relevant Education: A Guide for Educators: http://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/esi_practice_guides/CRE_Practice_Guide.pdf</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Bilingual Students		Black: 16.23% White: 1.92% ELL: 27.23% Special Education: 20.77%	events into the classroom lessons specifically current events relevant to the lives of boys of color		
MANHATTAN BRIDGES HIGH SCHOOL					
Support for ELL and Bilingual Students	At Manhattan Bridges High School, teachers provide support to the 50% of their students who are learning to speak English.	Male: 47.62% Latino: 99.41% American Indian/Alaskan Native: 0% Asian: 0% Black: 0.2% White: 0.2% ELL: 44.95% Special Education: 3.76%	Dual language program Teachers receive series of trainings and certification to support ELL and bilingual students Quality Teaching of the English Language Training Scaffolded instruction History and Science offered in Spanish Exams and learning materials provided in both English and Spanish Communication with parents to reinforce the benefits of students continuing to speak Spanish Recruitment and hire of Latino teachers and staff	No reported outcomes due relatively new implementation of practices	Culturally Relevant Education: A Guide for Educators: http://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/esi_practice_guides/CRE_Practice_Guide.pdf

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			<p>to support communication between Spanish speaking students and their families</p> <p>Partnership with college to support enrollment of undocumented students in college</p>		
JEFFERSON COUNTY PUBLIC SCHOOLS					
Addressing Teachers' Mindsets and Beliefs through Professional Development and Training; Culturally Relevant Education in the Classroom: Embracing Student Experiences and Interests	Jefferson County Public Schools adopted culturally competent teaching due to the disproportionate suspensions of Black students.	Asian: 3% Black: 37% Latino: 9% White: 49% Free/Reduced Lunch: 64% ELL: 4.9% Special Education: 12.4%	Cultural Competence Institute Trained 163 teachers and administrators in the district Training includes the use of modules to deliver interactive exercises and discussions on cultural competence	Relationship with students and peer teachers improved Referrals for disruptive behavior decreased significantly for Black and low income students Low income students experienced increase reading and math scores	Jefferson County Public Schools Student Demographic: https://portal.ksba.org/public/Meeting/Attachments/DisplayAttachment.aspx?AttachmentID=238272 Unlocking Pathways to Learning: Evaluating Literacy and Cultural Connections-How Teaching Practices Changed: http://www.changingworlds.org/how-teaching-practices-changed-166.html Jefferson County Public Schools-District-Wide Culture Competence: https://www.jefferson.kys

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
					schools.us/sites/default/files/CC_Brief2013JV.pdf

Strategy 4: Rites-of-Passage

Description

Rites-of-passage originated more than 30,000 years ago in Kemetic or ancient Egyptian societies, but still hold significance and importance today (Piert, 2007). In Black communities rites-of-passage programs are used as an intervention to instill social, cultural, and political values that ensure the positive development of young Black adults, specifically males, in their communities and American society (Piert, 2007). Rites-of-passage programs focus on three areas: enhanced self-concept, self-sufficiency, and the development of ethnic identity (Piert, 2007). These programs provide youth with experiences and information to strengthen social and spiritual development into adulthood while encouraging the adoption of attitudes, behaviors, and practices important to healthy youth development (Piert, 2007; Okwumabua et al., 2014). Most rites-of-passage programs are delivered through community- or church-based organizations, school, therapy, and families (Hafeeza, 2007). They often comprise several phases, commonly three, which include (Hafeeza, 2007): separation from the community; transition; introduction into the community. The rites-of-passage programs examined in this brief are delivered through schools and community-based organizations and include:

- Transitional phases;
- Ethnic identity development;
- Community.

Practice	Description	Student Demographic	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
BROTHERHOOD/SISTER SOL					
Transitional Phases; Community	The Brotherhood/Sister Sol's Rites of Passage program, which is described as the foundation of the organization, has an intense four to six year rites of passage process.	Black and Latino youth	Four to six year rites-of-passage process Three stages: Brotherhood/Sisterhood Building, Critical Thinking/Knowledge of Self/Global Awareness, and Rites-of-Passage Mission statement development: defining what it means to be a brother, man, and leader Chapter Leader: supports boys of color and helps them to build lifelong bonds	No outcomes reported on boys of color however the following outcomes were reported: 95% graduated from high school or earned a GED 95% enrolled in college or working full time	The Brotherhood/ Sister Sol: Outcomes: http://brotherhood-sistersol.org/impact/outcomes
SANKOFA PASSAGES PROGRAM					
Ethnic Identity Development; Community	The Sankofa Passages program, the Coalition of School Education Boys of Color (COSEBOC) school-based rite of passage program centers on principles and ideals of manhood, uses extensive rites of passage rituals and culturally relevant curriculum.	Black, Latino, and Asian Males from six different schools in Philadelphia	Culturally relevant curriculum and instruction: history of Africa, America, and Asia; African cultures and practices which include Habari Gani, libations, mantras, and drum circles	94% promotion rate 89% fewer violent incidents and adverse behaviors 85% average school attendance 98% graduate rate (c/o 2014)	444-Sankofa Passages Program: Demonstrating Strategies that Work: http://www.coseboc.org/sites/coseboc.org/files/assets/rite-of-passage.pdf Sankofa Passages: http://sankofa.coseboc.org/over view/

Strategy 5: College Readiness

Description

With the demand for a highly educated workforce and emphasis on competing in the global economy, attaining a college education is more important than ever (IHEP, 2013). Providing students with academic and social supports that challenge them to reach their highest potential can help prepare them for college and beyond. Boys of color are extremely underrepresented in populations that have attained a college degree. While graduation rates have increased for Black and Latino boys, few are prepared to attend college and thrive there (Villavicencio et al., 2013). It is important to understand the barriers to high school graduation and college readiness in order to provide interventions and support to this population. It is also important to provide boys of color with both academic and social emotional supports that will prepare them for college and increase their chances of enrollment and success. Recognizing the need to increase college readiness among boys of color, the following schools, organizations, and programs demonstrate three critical components:

- College awareness;
- Academic preparedness;
- Academic and social support.

In-School Models

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
UNIVERSITY PARK CAMPUS SCHOOL					
Academic Preparedness	University Park Campus School, a school in Worcester, MA with 61% of its students of color and 67% speak English as their second language, developed a rigorous college preparatory program that includes all honors classes.	Males: 52% Latino: 52% American Indian/Alaskan Native: 0.4% Asian: 20.4% Black: 10.4% White: 14% ELL: 20.5% Special Education: 9%	Required enrollment in accelerated college preparatory program Individualized instruction Pre-Collegiate Courses at Clark University: College courses, examination, and reports (11th and 12th grade) Month-long August Academy to support 7 th graders in their acclimation to the school and developing their path for academic achievement before the 1 st day of school Mini seminars at Clark University offered to students in grades 7-10	0% dropout rate 100% graduation rate 100% of graduates enroll in college 80% of graduates attending 4 year institutions including Brown, Georgetown, Trinity, Tufts, and Clark Top ranked high school in New England	University Park Campus School Case Study: http://www.doe.mass.edu/ccr/conference/0106/UPCSPProfile.doc
EXPANDED SUCCESS INITIATIVE SCHOOLS					
Academic and Social Support	40 schools in New York City designed to increase college and career readiness among Black and Latino males.	Serving predominately Black and Latino high school students	Provides various types of social supports SAT prep College trips and workshops College counseling Internship programs Workshops on resume writing and job skills	No reported outcomes due to relatively new implementation	Preparing Black and Latino Young Men for College and Careers: http://steinhardt.nyu.edu/research_alliance/publications/esi_baseline

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			College panel discussions featuring alumni from ESI school Tutoring Saturday School Regents prep Remediation classes		
QUEENS VOCATIONAL AND TECHNICAL HIGH SCHOOL					
Academic and Social Support	Queens Vocational and Technical High School students are provided with opportunities for college preparation in their field or major of interest.	Latino: 75% Asian: 11% Black: 6% White: 7% Free-Reduced Lunch: 81% ELL: 4% Special Education: 15%	Partnership with LaGuardia Community College to deliver course to students on critical thinking Project based learning	No reported outcomes due relatively new implementation of practices	Early Exposure to & Preparation for College: A Guide for Educators: http://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/esi_practice_guides/EarlyCollege_PracticeGuide.pdf
CAREER ACADEMIES					
College Awareness; Academic Preparedness; Academic and Social Support	Developed nearly 35 years ago, career academies create strong small learning communities in high schools, and pathways for high school students to further their education and career. Career Academies are	MDRC Study: 85% of boys were Latino or African-American	Students take classes together and continue with the same teachers over the course of their high school career Rigorous courses which include career focused Work based learning opportunities	8 years after graduation, boys of color in the Career Academies were earning \$30,000 more Study found that boys of color had increased likelihood to marry and live with spouse/partner	Boosting the Life Chances of Young Men of Color: http://www.mdrc.org/sites/default/files/Young_Men_of_Color.pdf

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
	<p>structured around themes which may include health science, law, business, finance, and engineering.</p> <p>Career Academies are an intervention that has been identified as the “biggest success stories” among interventions used to increase chances and percentage of boys of color who graduate high school and enroll in college.</p>		Career exploration	<p>and their children</p> <p>Studies have shown that the impact of Career Academies has been demonstrated academically, economically, and socially.</p>	
SAN FRANCISCO UNIFIED SCHOOL DISTRICT					
College Awareness; Academic Preparedness; Academic and Social Support	San Francisco Unified School District partnered with the city’s mayor’s office, San Francisco Foundation, and community-based organizations to launch the African-American Achievement and Leadership Initiative that prepares African-American students for college and career.	First cohort: 245 African American 12th graders	College and career coaching Summer job opportunities Professional networking opportunities	7% increase in graduation rates for African-American students who graduated in the class of 2015 113 African-American students sent their transcripts to 2 or 4 year schools	African-American Postsecondary Pathway: http://www.hellmanfoundation.org/african-american-postsecondary-pathway.html The African American Achievement and Leadership Initiative (AAALI) http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/board-presentations/AAALI_B

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
					OE%20Presentation_10%2027%2015_Update.pdf
CINCINNATI PUBLIC SCHOOLS					
College Awareness; Academic Preparedness; Academic and Social Support	Cincinnati Public Schools provides the Men Organized, Respectful, and Education (M.O.R.E.) program to enhance academic success and strong character development for African American and minority male students. M.O.R.E. is separated into three stages: Elementary, (grades 4-6), Middle (grades 7-9), and High School (grades 10-12). Students in the high school program focus on college and career readiness.	At risk African-American and minority boys in grades 4-12	After-school and monthly/quarterly enrichment activities that focus on the following areas: financial literacy, leadership development, good citizenship, health/wellness, college/career awareness, social skills development, academic support, etc. In the high school program boys engage in the following activities: Learning about GPA Importance, Social Media Awareness, Career Readiness/Internships, College Requirements & Lifestyle, Financial Aid (FAFSA), College Visits, ACT/SAT Prep, Health and Wellness, Public Speaking, Community Service Academic Support: Study tables, Tutoring	Increased attendance, improve discipline, and increased academic achievement Students in the program average GPA is 0.7 points higher than students from the same group who not in the program Higher promotion rates Fewer discipline referrals	Cincinnati Public School M.O.R.E. Program Overview http://www.malesofcolor.org/cms/lib/DC00001581/Centricity/Domain/186/MORE%20Program%20Framework.pdf
LONG BEACH UNIFIED SCHOOL DISTRICT					
College Awareness; Academic	Long Beach Unified School District established the Male Academy to increase	7th-12th grade middle and high school boys	Academic Support: College “A-G” Course, College and Career Prep, Tutoring, Time	Increase in GPA, attendance, self-awareness & self-esteem,	Long Beach Unified School District Male Academy

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
Preparedness; Academic and Social Support	graduation rates of underrepresented males by preparing them for college and career.		<p>Management, AVID Strategies, AP courses, etc.</p> <p>Program Activities: Summer Leadership Institute, Field Trips, College Tours, Motivational Speakers, Career Exploration</p> <p>Social Emotional Development: Self Esteem, Self-Awareness, Character Development, Conflict Resolution</p>	<p>knowledge of ancestry</p> <p>Higher graduation rate</p>	<p>http://arches-cal.org/wp-content/uploads/2011/10/Long-Beach-Unified-Male-Academy.pdf</p>

Out-of-School Programs

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)					
Academic and Social Support; Academic Preparedness; College Awareness	AVID is an educational program designed to close the achievement gap by preparing all students for college and other postsecondary opportunities. AVID targets B, C, and even D students in grades 4–12, who want to go to college, but are not achieving at the level needed to reach that goal.	Latino: 50% Black: 19%	AVID Elective, which is the core of the educational program AVID, provides various academic and social support to students. Academic support from peers and college tutor Enrichment activities that build student confidence and belief that college is attainable	National Outcomes: 93% of the African American grade 12 students in AVID completed the college entry requirements 90% of AVID’s African American graduates completed the entrance requirements for the University of California system Outcomes from study: GPA California: Students who left after 9th grade their GPAs were slightly lower in the 10th grade; Students who remained in the program their GPA slightly increase Passed Algebra with grade of C or better California: 70% of students passed with a C or better passed all courses with a C or better California: Students who remained in the program after the first year saw	AVID African American Male Initiative (AVID/AAMI) Research Summary Report: http://avid.org/documents/AVID-AAMI_Research_Summary_Report_Final.pdf

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
				<p>improved performance in their courses in 10th grade</p> <p>Students enrolled in a college preparatory course</p> <p>California: 91% enrolled during their first year; 100% took one or more in their second year of the program</p> <p>Students enrolled in AP course</p> <p>California: 38% who remained in program for second year enrolled in AP course</p> <p>Nevada: Students enrolled in the program were 30 times more like to enroll in an AP course</p>	

Strategy 6: Character Education and Social Emotional Learning

Description

Character education and social and emotional learning has emerged as an area of focus in education policy, legislation, and school programs (ColorCode, n.d.). Park (2004) defines character education as a “formal education” developed with the intention to teach students virtues such as respect, responsibility, and self-control, that enable them to act or demonstrate morality. Character education has been correlated with the following outcomes: academic motivation and aspiration, conflict-resolution skills, academic achievement, self-esteem, social skills, responsibility, and self-efficacy (Park, 2004; Berkowitz & Bier, 2004). Character education programs have also been correlated with reduced absenteeism, suspensions, and academic failure (Berkowitz & Bier, 2004). Effective character education empowers students, providing them with opportunities to engage in collaboration, self-reflection, and the application of course material to real life experiences.

Social emotional learning is defined as a process for learning life skills, including how to manage one's emotions, behaviors, and relationships, and to work effectively with others (CASEL, 2015). The Collaborative for Academic, Social, and Emotional Learning, an organization that supports “high-quality” social and emotional learning in districts and schools, identifies five core competencies of social emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (CASEL, 2015). Social emotional learning supports students in recognizing their emotions and how to manage those feelings. It also helps them to develop sympathy and empathy for others while preserving and building strong relationships (CASEL, 2015). Research has shown that disruptive classroom behavior, conduct issues, aggression, delinquency, and substance use can result in poor academic achievement and reduce student engagement and connection with the school (National Center for Education Research, 2010). However, they have theorized that programs designed to target the hardships students face and mitigate the effects of those hardships on students’ social and emotional development can reduce problem behaviors among children (National Center for Education Research, 2010).

Character education and social and emotional learning programs have emerged as interventions to enhance outcomes for boys of color because of their positive impact on students’ lives. Despite the obstacles they face, through character education programs and social and emotional learning, boys of color can enhance their social emotional development to meet the demands of school and life. Poverty, exposure to violence and trauma, family distress, and social stigmas may impair students’ cognitive, behavioral, and social and emotional development and lead to further marginalization (Barbarin, 2013). The programs and schools selected demonstrate common practices in their character education programs and social and emotional learning that have supported boys of color in managing and coping with the demands of school and life:

- Changes in policies and organizational structures;
- Use of teaching practices to foster social emotional development in the classroom;
- Changes in school culture and climate;
- Parent and community involvement.

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
URBAN PREP ACADEMIES					
Single-gender/sex	Urban Prep Academies is a 501(c)(3) nonprofit that operates a network of all-boys public schools including the country's first charter high school for boys. Urban Prep's mission is to provide a high-quality and comprehensive college-preparatory educational experience to young men that results in our graduates' succeeding in college. The schools are a direct response to the urgent need to reverse abysmal graduation and college completion rates among boys in urban centers. While most Urban Prep students come from economically disadvantaged households and behind in many subject areas, Urban Prep remains committed to preparing all of its students for college and life.	Grades 9-12 472 students enrolled (2014-15) 21% students with IEPs Free or Reduced lunch: 82% 98% Black 1.5% Other races	Social and emotional development: management of emotions/ feelings in a positive manner, character building, and enhanced ability navigate society Structured activities	79% graduation rate (2014-15) 100% college acceptance rate	Urban Prep Academies: http://www.urbanprep.org
OAKLAND UNIFIED SCHOOL DISTRICT					
Change in policies and organizational structures; Using Teaching Practices to Foster Social Emotional Learning in the Classroom;	Oakland Unified School District developed a five-year strategic plan which included making social and emotional learning a priority after recognizing that their students, who lived in communities of high crime,	Latino: 39.3% Black: 29.7% Asian: 13.9% Filipino/Pacific Islander: 1.3%	Uses a set of social emotional learning standards that align with CASEL's social emotional learning competencies for effective teaching and	Positive responses and buy in from staff	Oakland Unified School District: Social Emotional Learning: http://www.ousd.org/Domain/143

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
Changes in School Culture and Climate	violence, and poverty, needed support in this area to increase their chances of academic achievement.	American Indian/Alaskan Native: 0.5% ELL: 30.6% Special Education: 10.1% Free/Reduced Lunch: 73.4%	leadership Social emotional learning design team “Ten Adopted Teaching Practices of Oakland Unified School District”		Ten Adopted Teaching Practices of OUSD: http://www.ousdse.org/wp-content/uploads/2015/07/The-Ten-Adopted-Teaching-Practices.pdf Oakland Unified School District Fast Facts: http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/1/USD%20District%20Docs/USD%20Fast%20acts%202014-15.pdf
CLEVELAND METROPOLITAN SCHOOL DISTRICT					
Teaching Practices to Foster Social Emotional Learning in the Classroom; Changes in school culture and climate	Cleveland Metropolitan School District, PATHS curriculum, was designed to help elementary school children strengthen their self-control, select effective conflict-resolution strategies, reduce aggressive responses to frustrating situations, enhance problem solving skills, and support teachers in continuing standard teaching practices in the classroom.	Students in grades K-5 Male: 51.8% Latino: 14.4% Black: 66.9% Asian: N/A American Indian/Alaskan Native: N/A	PATHS Curriculum: instructional manual, lessons, pictures, photographs, and puppets to use in the classroom to address social emotional learning and development	Taught students key concepts of self-regulation, social skills, conflict resolution, problem solving, self-expression, and awareness of their own and others’ emotions Reading and math	PATHS Implementation and Outcome Study in Cleveland Metropolitan School District: http://www.air.org/sites/default/files/downloads/report/Evaluation_of PATHS in CMSD final report_6_2413_0.p

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
		Special Education: 23.0% Free Reduced Lunch: 100% ELL: 7.8%		scores increased after three years of implementing curriculum GPA increased in first three years of implementing curriculum Suspensions decreased in 1 st and 3 rd years of implementation	df CASEL/NoVo Collaborating Districts Initiative: 2014 Cross-District Outcome Evaluation Report: http://www.air.org/sites/default/files/downloads/report/Cleveland-Cross-District-Outcome-Evaluation-Report-2014.pdf
NEWARK TECH HIGH SCHOOL					
Change in policies and organizational structures; Changes in Climate and School Culture	Newark Tech High School created a school culture and a program that supports Black boys in achieving in school and beyond.	Black boys in grades 9-12 Male: 43% Black: 61% Latino: 36% White: 0.4% Asian: 0% American Indian/Alaskan Native: 0% Special Education: N/A Free/Reduced Lunch: 87%	Empowerment Program Weekly sessions on manhood Meet and spend time with Black male college students, successful Black male professionals in their work environment, and Black male political leaders Male retreats Father-son programs Male study groups	88 percent proficient in math 100 percent have graduated from the school	Race Against Time-Educating Black Boys: http://www.nea.org/assets/docs/educatingblackboys11rev.pdf Newark Tech-Student Body: http://www.usnews.com/education/best-high-schools/new-jersey/districts/ess-ex-county-vocational-technical-

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
		ELL: N/A			schools/newark-tech-12540/student-body
ANCHORAGE SCHOOL DISTRICT					
Change in policies and organizational structures; Use of teaching practices to foster social emotional development in the classroom; Changes in school culture and climate; Parent and Community Involvement	In August 2006, the Anchorage School Board adopted social emotional learning standards and benchmarks. Since then, Anchorage School District (ASD) developed and implemented a social emotional learning (SEL) curriculum across the entire school district.	White: 43% Black: 6% American Indian/Alaskan Native: 9% Asian: 16% Latino: 11% ELL: 20% Special Education: N/A Free Reduced Lunch: N/A	15 Standards and Benchmarks for Social Emotional Learning Achieves SEL in three ways: Climate, Direct Instruction, and Infusion Direct Instruction program: IMPACT (Individuals Making Positive Action Choices Today: Positive Action and Prime for Life); Adventure Education: PACE (Peer Academic Career Excellence); Elementary Health/SEL Specialists: Great Body Shop; Aggressors, Victims and Bystanders	Schools that implemented SEL, in 2011-2012, had higher graduation rates In 2012-2013, reading proficiency rates increased for students in grades 7-8 In 2013-2014, lower disciplinary referrals	Anchorage School District-Social Emotional Learning: http://www.asdk12.org/pld/sel/ Professional Learning about Social Emotional Development: http://www.asdk12.org/pld/sel/aboutsocialemotionallearning/ Anchorage School District: Ethnicity Report: http://www.asdk12.org/media/anchorage/globalmedia/documents/demographics/Ethnicity%202015-2016.pdf Anchorage School District: K-12 Social and Emotional (SEL) Standards and

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
					<p>Indicators: http://www.asdk12.org/media/anchor/age/globalmedia/documents/professionallearningdept/SELStandardsAppend.pdf</p> <p>CASEL/NoVo Collaborating Districts Initiative: 2014 Cross-District Outcome Evaluation Report: http://www.air.org/sites/default/files/downloads/report/Cleveland-Cross-District-Outcome-Evaluation-Report-2014.pdf</p>
AUSTIN INDEPENDENT SCHOOL DISTRICT					
<p>Change in policies and organizational structures; Use of teaching practices to foster social emotional development in the classroom; Changes in school culture and climate</p>	<p>Austin Independent School District is noted as one of the nation’s first districts to implement social emotional learning. They are currently implementing SEL across 129 schools to 86,000 students.</p>	<p>Latino: 59% White: 26% Black: 8% Asian: 4% American Indian/Alaskan Native: 0% Free/Reduced</p>	<p>Three core areas of SEL: positive culture and climate, SEL skill and concept integration, and explicit SEL instruction</p> <p>Designed the implementation through “vertical teams” who work with elementary and secondary SEL</p>	<p>For boys in 3rd grade, their self-awareness, self-management, social awareness, relationship skills and responsible decision making increased</p> <p>Attendance increased in the first two years of implementation</p>	<p>Collaborative for Academic, Social, and Emotional Learning-Austin Independent School District: http://www.casel.org/collaborating-districts/austin-independent-</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/Resources
		Lunch: 63.8% ELL: 23.3% Special Education: 10.1%	coaches to facilitate professional development and collaboration among school district administrators and staff “Second Step” lessons are used by elementary and middle school teachers weekly in class Generally High School teachers utilize “School Connect” however five high schools provide a Methods for Academic and Personal Success class for freshman to learn about SEL and study skills Teachers in high school also provide SEL skills and concepts to help students succeed in college and life	Number of students suspended at least once continuously decreased Expulsions decreased significantly in the second and third year after implementation	school-district CASEL/NoVo Collaborating Districts Initiative: 2014 Cross-District Outcome Evaluation Report: http://www.air.org/sites/default/files/downloads/report/Cleveland-Cross-District-Outcome-Evaluation-Report-2014.pdf
CHICAGO PUBLIC SCHOOLS					
Change in policies and organizational structures; Use of teaching practices to foster social emotional development in the classroom; Changes in school culture and	Chicago Public Schools began implementing SEL in 16 schools identified as “pioneer schools” in the 2012-2013 school year with 12 schools implementing the framework a year later.	Latino: 45.6% Black: 39.3% Asian: 3.6% American Indian/Alaskan Native: 0.3% White 9.4%	Three “pillars” of SEL: creating a positive and proactive school climate in which SEL is present in all practices and procedures; adult awareness, modeling, and integration of social-emotional	For students in grades 3-8, reading and math scores increased in the first and second year of implementation GPA significantly increased for students	Chicago Public Schools-CPS Stats and Facts: http://cps.edu/About_CPS/At-a-glance/Pages/Stats_and_facts.aspx Collaborative for Academic, Social,

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
climate		Free/Reduced Lunch: 86% ELL: 16.7% Special Education: 13.1%	<p>competencies in their teaching practices; and explicit and integrated student instruction in social-emotional competencies.</p> <p>Each “pioneer school” had an SEL team and developed an action plan aligned with CASEL’s Theory of Action</p> <p>Ongoing professional development, with CASEL, to support implementation of action</p> <p>SEL “book groups”</p> <p>Professional Learning Communities</p> <p>Mentoring groups for students</p> <p>Alternatives to suspension</p>		and Emotional Learning-Chicago Public Schools: http://www.casel.org/collaborating-districts/chicago-public-schools/ CASEL/NoVo Collaborating Districts Initiative: 2014 Cross-District Outcome Evaluation Report: http://www.air.org/sites/default/files/downloads/report/Cleveland-Cross-District-Outcome-Evaluation-Report-2014.pdf
METROPOLITAN NASHVILLE PUBLIC SCHOOLS					
Change in policies and organizational structures; Use of teaching practices to foster social emotional	Metropolitan Nashville Public Schools established a SEL department in 2011. The department is responsible for the social and emotional development of students across	Black: 46% White: 32.5% Latino: 19% Asian: 4%	Professional development Classroom Organization and Management Program: helps teachers create positive classroom	Students’ scores increased in subjects like Algebra 1, English 1, Reading (Grades 3-8), and Mathematics	CASEL/NoVo Collaborating Districts Initiative: 2014 Cross-District Outcome Evaluation Report:

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Resources
development in the classroom; Changes in school culture and climate	the districts and supporting the implementation of it across districts and schools.	Free/Reduced Lunch: 71.4% ELL: 12.7% Special Education: 10.1%	<p>environment for student success</p> <p>Instruction coaches and specialists fluent in SEL concepts and activities</p> <p>Responsive Classroom</p> <p>High school students engage in project based learning to examine problems and challenges in everyday life. Students also have an opportunity to conduct research and engage in open group discussions</p> <p>Middle school and high students meet regularly with teacher to receive social and personal development</p>	<p>(Grades 3-8)</p> <p>GPA increased during the second year of implementation</p> <p>Attendance rate increased</p>	<p>http://www.air.org/sites/default/files/downloads/report/Cleveland-Cross-District-Outcome-Evaluation-Report-2014.pdf</p> <p>Profile: Metro Nashville Public Schools: http://www.bridgespan.org/Publications-and-Tools/Education/Profile-Metro-Nashville-Public-Schools.aspx#.V9baxZMrIxc</p>

Strategy 7: School Policy Change

Description

School policies have negatively affected the success of boys of color, creating disparities and inequalities in academic achievement (CLASP, 2012). School-based policies have created barriers to this vulnerable population of students who have been historically marginalized. Improving outcomes for boys of color includes special attention to school-based policies, specifically around discipline, AP enrollment, and special education. The following schools and programs have demonstrated successful processes, approaches, and practices in revising, removing, and re-designing policies to enhance outcomes for boys of color.

School Discipline Policy

When implemented appropriately, school discipline can help to establish and produce a structure for positive, safe, and well-functioning classrooms and schools (Bryant, 2013). One of those school discipline policies, zero tolerance, was applied with the intent to maintain a positive school climate and provide a safe space for students; protecting them from environments that would not be conducive to learning. However, zero tolerance and other forms of disciplinary actions have been unfairly practiced on boys of color, resulting in increased suspensions and expulsions (Bryant, 2013). The overuse of these disciplinary practices on boys of color have negatively affected their academic performance and marginalized these students (Gregory, Skiba, and Noguera, 2010). Furthermore, overuse of disciplinary practices in schools creates a school-to-prison pipeline for boys of color, criminalizing them in a space that is supposed to enlighten, inform, and keep them safe. It is important to hold students accountable for their actions; however, discipline practices and policies should aim to keep students in school and advance their academic achievement (Bryant, 2013). To reduce entry into the criminal justice system and reduce suspensions and expulsions of boys of color, schools and districts have adopted alternative discipline strategies such as Positive Behavior Interventions and Supports (PBIS) and restorative justice, which have demonstrated success in improving school climate and student attitudes.

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
BALTIMORE CITY PUBLIC SCHOOLS					
School Discipline Policy	Adopted PBIS to restructure their discipline code	Latino: 8.2% Black: 38.9% Asian: 6.8% American Indian/Alaskan Native: 0.4% ELL: 3.9% Special Education: 11.5% Free/Reduced Lunch: 46.8%	Positive Behavior Intervention and Supports (PBIS) Focused on four changes to their discipline policy: keeping students in school, resorting to intervention methods like PBIS or restorative justice instead of severe discipline, removing vague or subjective disciplinary categories and behaviors, and reducing long-term suspensions and expulsions	As a result of their efforts, the district significantly reduced their out of school suspensions from 26,000 (2003-2004) to 6,547 (2009-2010). Within the same period, Black males graduated at higher rates, three times more than dropping out.	Empty Seats: http://www.clasp.org/resources-and-publications/publication-1/emptyseats_final.pdf
DENVER PUBLIC SCHOOLS					
School Discipline Policy	Partnered with Padres y Jovenes Unidos and the Advancement Project to reform discipline policies and practices in their district.	Male: 51% Latino: 56.1% Black: 13.8% American Indian/Alaskan Native: 0.6% Asian: 3.3% ELL: 36.8%	Expanded restorative justice programs and in school suspensions as an alternative to out of school suspensions	The district saw suspension rates decrease drastically, down to 40%, while student behavior and satisfaction improved	Empty Seats: http://www.clasp.org/resources-and-publications/publication-1/emptyseats_final.pdf

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
		Special Education: N/A Free/Reduced Lunch: 68.51%			
CHICAGO PUBLIC SCHOOLS					
School Discipline Policy	Since 2013, Chicago Public Schools (CPS) has been implementing a restorative justice approach as an alternative school discipline program.	Latino: 45.6% Black: 39.3% Asian: 3.6% American Indian/Alaskan Native: 0.3% White 9.4% Free/Reduced Lunch: 86% ELL: 16.7% Special Education: 13.1%	Disciplinary practices & strategies Restorative justice ISS training to district coordinators ISS curriculum Intervention programming: counseling and mentoring	School suspensions fell from 69,000 in the 2012-2013 school year to 25,000 in the 2014-2015 school year In-school suspensions (ISS) has increased by four percent As a result of intervention supports, expulsions have decreased to 57 Decline in in-school arrests for Black boys dropped from 4.8% to 3.6% percent	Chicago Public Schools: CPS Stats and Facts: http://cps.edu/AboutCPS/At-a-glance/Pages/Stats_and_facts.aspx CPS Continues Reduction of Suspensions and Expulsions to Keep Students Connected to Schools: http://cps.edu/News/Press_releases/Pages/PR_1_02_12_2016.aspx Discipline Practices in Chicago Schools Trends in the Use of Suspensions and Arrests: https://consortium.uchicago.edu/sites/default/files/publications/Discipline%20Report.pdf
SAN FRANCISCO UNIFIED SCHOOL DISTRICT					

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
School Discipline Policy	Adopted district-wide restorative justice policies	Latino: 23% Black: 10% American Indian/Alaskan Native: 1% Chinese: 33% Filipino: 6% Korean: 1% Japanese: 1% ELL: 27% Special Education: 30% Free/Reduced Lunch: 61%	Trained 1,250 employees providing professional development presentations, and consultants on restorative justice	Suspensions dropped from 4,341 (2007-2008) to 2,802 (2010-2011) Decreased non-mandatory referrals for expulsion by more than 60%	Restorative Justice Practices: How Fresno Unified School District Can Boost Student Attendance, Improve Graduation Rates, and Increase Funding: http://www.childrennow.org/files/7714/2567/7920/RESTORATIVE_JUSTICE_PRACTICES.pdf
OAKLAND UNIFIED SCHOOL DISTRICT					
School Discipline Policy	Oakland Unified School District adopted a district-wide restorative justice policy	Latino: 39.3% Black: 29.7% Asian: 13.9% Filipino/ Pacific Islander: 1.3% American Indian/Alaskan Native: 0.5% ELL: 10.1% Special Education: 10.1%	Restorative justice coordinator Two day annual staff training	46% decrease in out-of-school suspensions at Castlemont High School 87% decline in suspensions and elimination of expulsions at Cole Middle School Elimination of disproportionate suspensions and expulsions for African	Restorative Justice Practices: How Fresno Unified School District Can Boost Student Attendance, Improve Graduation Rates, and Increase Funding: http://www.childrennow.org/files/7714/2567/7920/RESTORATIVE_JUSTICE_PRACTICES.pdf

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
		Free/Reduced Lunch: 73.4%		American students at United For Success Academy	

Advanced Placement and Honors Enrollment

Description

Studies have shown that students who have access to rigorous courses, including advanced placement (AP) and honors courses, are more likely to be prepared for college courses and graduate on time from college (Bryant, 2015). While an estimated 71% of high schools in the United States have AP programs, students of color are more likely to attend schools with smaller, minimal, incomplete, or non-existent AP or honors programs (Theokas and Saaris, 2013). Students of color who do attend schools with AP programs, enroll in AP courses at a lower rate (Theokas and Saaris, 2013). Nationally, 9% of Black and 18% of Latino students enroll in at least one AP course, while 10% of Asian American students and 0.5% Native Americans enroll (Bryant, 2015). Schools and programs are identifying ways to impact policy and practice to not only create AP programs for students of color, but also increase their enrollment in offered courses and provide supports that will help them to pass their exams. The following districts and schools have demonstrated practices that have increased the number of students of color enrolled in AP programs.

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
FEDERAL WAY PUBLIC SCHOOLS					
AP Enrollment Policy	Increased the number of students of color enrolled in AP programs through new policy that offered “open access” to AP/IB courses and automatically enrolled students who scored proficient on state exams.	<p>Males: 51.1%</p> <p>Latino: 26.8%</p> <p>Black: 11.9%</p> <p>American Indian/Alaskan Native: 0.6%</p> <p>Asian: 11.8%</p> <p>ELL: 16.5%</p> <p>Special Education: 13.5%</p> <p>Free/Reduced Lunch: 59.2%</p>	<p>Open access to AP/IB courses</p> <p>Automatically enroll students who scored proficient on state exams</p> <p>Collaborative discussions and meetings with school leaders and teachers to discuss concerns about policy and effect on students</p> <p>Instructional support</p> <p>Technique and strategies to differentiate instruction</p> <p>Partnership with AVID and Americorps to provide additional academic and social support to students</p>	No data provided; however, district met goal to reduce gap in AP/IB access	<p>Finding America’s Missing AP and IB Students:</p> <p>https://edtrust.org/wp-content/uploads/2013/10/Missing_Students.pdf</p>
SAN JOSE UNIFIED SCHOOL DISTRICT					
AP Enrollment Policy	Increased the number of students of color in AP program by analyzing their data, creating solutions based on the data, and capitalizing off of existing resources.	<p>Latino: 53%</p> <p>Black: 2.8%</p> <p>Asian: 12.7%</p> <p>American Indian/ Alaskan</p>	School leaders utilized student data to identify which students were not enrolled in rigorous courses or did not	<p>Enrollment doubled for underrepresented students</p> <p>More than 1,000 low-income students and</p>	<p>Finding America’s Missing AP and IB Students:</p> <p>https://edtrust.org/wp-content/uploads/2013/10/Missing_Students.pdf</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
		Native: N/A ELL: 23% Special Education: N/A Free/Reduced Lunch: 43.2%	believe they were fit to be enrolled in AP courses Recruited students to their AP program through recommendations from teachers, removing barriers that have historically prevented some groups of students from enrolling in AP courses, and having conversations with students one-on-one or in groups	students of color enrolled into AP/IB and passed their course(s)	

Special Education

Description

Students of color have been referred to special education at higher rates than any other group. Black students are placed in special education two times more than any other group (Codrington & Fairchild, 2012). Furthermore, Black boys are more likely to be referred to special education than to be placed in honors classes (Ahram and Fergus, 2011; Coalition School Educating Boys of Color, n.d.). Black and Latino boys, who make up about 80% of students in special education classes, are more likely to be placed in special education classes with a diagnosis defined as a learning disability, emotional disturbance, or mental retardation (National Education Association, 2011). Students placed in special education are subject to restrictive learning environments and less academic rigor, with little to no preparation for enrollment in college. Black and Latino students who are diagnosed with a disability are more likely to be taught in separate classrooms than white or Asian students (NEA, 2008). Long-term placement in special education has impacted students of color socially and emotionally, inducing them to adopt characteristics of a disability that have made them susceptible to mislabeling, stigmatization, low expectations, poor instruction, and limited access to enrichment activities (Codrington & Fairchild, 2012). Addressing the disproportional representation of boys of color in special education begins with identifying the root of the problem. Gonzalez (2013) states these reasons for the overrepresentation:

- Lack of effective pre-referral instruction and intervention services
- Bias in the assessment process
- Classroom teacher inexperience
- Underlying racism and cultural ignorance in staff and school processes

Recognizing that the overrepresentation of boys in special education creates a life trajectory that possibly includes dropping out of high school, being unprepared for college, and even imprisonment, practices have been designed to reduce the number of this population in special education programs. Additionally, these practices promote greater inclusion and educational opportunities. While insufficient research exists on effective strategies that schools are implementing to address this issue, the following practices may support the effort to reduce the overrepresentation of boys of color in special education.

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
PRE-REFERRAL INTERVENTION					
Special Education Policy	Pre-referral intervention is defined as a strategy that prevents referrals by aiding teachers and students in identifying problems in the context of the general education classroom.	N/A	<p>Documenting the difficulties a student may have with instruction and identifying reasons for those problems</p> <p>Providing and observing classroom changes and/or strategies</p> <p>Assessing interventions to ensure that they are appropriate for a student and will be successful</p> <p>Monitoring a student progress for an extended period of time</p> <p>Identifying whether learning and/or behavioral issues continue overtime</p>	<p>Maryland State Education Department began closely monitoring Black boys who were referred and placed in special education to decrease overrepresentation</p> <p>Through monitoring Black boys in special education, whom 62% (statewide) were labeled as mentally retarded, over the span of two years the number of them in special education decreased</p>	<p>Race Against Time: Educating Black Boys: http://www.nea.org/assets/docs/educatingblackboys11rev.pdf</p>
ASSESSMENT PRACTICES					
Special Education Policy	Bias in assessment practices has been cited as a factor in overrepresentation of minorities in special education. However, the existing and promising practices can reduce bias in assessment.	N/A	<p>Consider the following practices to reduce bias in assessment:</p> <p>Include student background and life experiences</p> <p>Define if culture is the</p>	No reported outcomes; however, research defines this as a promising practice	National Implications: Overrepresentation of African Americans in Special Education Programs in East Texas Elementary Schools: A Multi-Case Qualitative Study:

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data/ Additional Resources
			<p>root for behaviors</p> <p>Identify cultural bias in the assessments, formal and informal, that measure achievement</p>		<p>http://www.nationalforum.com/Electronic%20Journal%20Volumes/Dykes,%20Frank%20A%20Multi-Case%20Qualitative%20Study.pdf</p>
ENHANCING TEACHER EXPERIENCE IN THE CLASSROOM					
Special Education Policy	<p>Although studies have shown teachers contribution to the overrepresentation of boys of color in special education, there have been identified practices that can help reduce teacher referrals for boys of color for placement in special education. Identified practices can also aid teachers in providing supports to boys of color who may be referred to special education.</p>	N/A	<p>Consider the following practices to reduce teacher referral for boys of color placement in special education:</p> <p>Examination of teacher referrals to identify if the teacher’s instruction and management of the classroom is responsible for low academic achievement and behavioral problems</p> <p>Encourage teachers to develop relationships with parents to identify if low achievement and behavioral problems are tied to culture or unfavorable circumstances in the home</p>	<p>No reported outcomes; however, suggested practices are all promising preventative measures that can reduce the number of boys of color referred to special education.</p>	<p>Disproportionality in Special Education Part 1: Disproportionality of Racial and Ethnic Minorities in Special Education (California): http://www.keenan.com/presentations/Disproportionality_Webinar.pdf</p>

Strategy 8: Early Warning Intervention Systems

Description

States and districts use Early Warning Indicator and Intervention Systems (EWS) to provide students identified as at risk for academic failure, disengagement, and dropping out, with targeted interventions and supports that will keep them on the pathway to graduation (Bruce et al., 2011; Frazelle & Nagel, 2015). The three indicators known as “the ABCs,” are recognized by researchers as “highly effective predictors of dropping out”: Attendance, Behavior, and Course Performance (Bruce et al., 2011). EWS are most effective when at-risk students are promptly identified, provided immediate short and long term targeted interventions, interventions are continuously monitored to determine their effectiveness/ineffectiveness, ineffective interventions are modified, and outcome findings are shared (Bruce et al., 2011). When implemented with these characteristics, districts and schools can identify at-risk students earlier in their academic careers and provide appropriate interventions to place them on track to graduation (Frazelle & Nagel, 2015).

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Resources/ Additional Resources
CHICAGO PUBLIC SCHOOLS					
Early Warning Intervention System	<p>Chicago Public Schools (CPS) adopted EWS after data revealed an alarming number of freshmen dropping out of the district's high schools. The school district, which serves a high percentage of students of color and of socioeconomically disadvantaged backgrounds, saw to address the issue by focusing on this population of students to increase students completion of the 9th grade.</p> <p>With the focus on this population of students, which historically struggled with low high school graduation rates, CPS anticipated that high graduation rates would increase if high school students completed their freshman year.</p>	<p>EWS specifically for 8th graders going to the 9th grade and 9th graders</p> <p>Latino: 45.6%</p> <p>Black: 39.3%</p> <p>Asian: 3.6%</p> <p>American Indian/Alaskan Native: 0.3%</p> <p>White 9.4%</p> <p>Free/Reduced Lunch: 86%</p> <p>ELL: 16.7%</p> <p>Special Education: 13.1%</p>	<p>Freshman Watchlist</p> <p>Students' 8th grade data (grades, attendance, and test scores) were used to determine which students required supports and interventions on entering 9th grade.</p> <p>Interventions provided to these students included data system to track student progress, assigned teachers to address knowledge gaps and skills, mentors and tutoring, truancy monitoring, and freshman seminar to support students in navigating high school.</p>	<p>Increase of 7,000 freshman completing the 9th grade between 2007 and 2013</p> <p>Freshman passing rates increased from 57% percent in 2007 to 84 percent in 2014 with Black and Latino boys demonstrating the highest percentages in passing rates.</p> <p>The district's graduation rates also increased from 49% in 2007 to 68% in 2014.</p>	<p>What Schools Will Do to Keep Students on Track: http://www.theatlantic.com/education/archives/2015/07/chicago-graduation-rates/397736/</p> <p>Graduation Pathways: Chicago Public Schools' Emerging Early Warning System: http://www.nga.org/files/live/sites/NGA/files/pdf/1004GRADUATIONFORALLPONDER.PDF</p>
MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION					
Early Warning Intervention System	Massachusetts Department of Elementary and Secondary Education worked closely with the American Institutes for Research to develop risk	Students in grades 1-12	Edwin Analytics is used by districts and schools to view EWIS data	Dropout rate dropped to 1.9% for the 2014-15 school year	Early Warning Indicator System: http://www.doe.mass.edu/edwin/analytics/EWISspotlight.pdf

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Resources/ Additional Resources
	models to inform an Early Warning Indicator System (EWIS) for students in grades 1-12. Through the EWIS the Department supports districts in identifying students who are at “risk” (based on their assessment scores, attendance rates, course grades and other measures) and providing them with various supports/interventions that will direct students on a pathway toward graduation.		<p>Examines and analyzes student data which include assessment scores, attendance rates, course grades, and other measures</p> <p>District team who reviews and uses EWS to support students</p> <p>Students are placed into “risk model age groups”: early elementary (1-3), late elementary (4-6), middle grades (7-9), and high school (10-12). Each risk model is aligned with the expected outcomes or “academic goal” for each student</p>	4 year graduation rate for the 2015 cohort 87%	<p>Massachusetts Department of Elementary and Secondary Education: College and Career Early Warning Indicator System (EWIS): http://www.doe.mass.edu/ccr/ewi/</p> <p>EWIS and College Success Outcomes: http://mssaa.org/gen/mssaa_generated_bin/documents/basic_module/EWIS_Overview_Postsec_Summer_2016_Final.pdf</p>
VIRGINIA DEPARTMENT OF EDUCATION					
Early Warning Intervention System	The Virginia Early Warning System (VEWS) identifies students who are at risk for dropping out of high school, specifically 9 th graders, and provides targeted resources at the district and school level to guide students on the path to graduation and reduce their chances of dropping out.	Students in grades 9-12	<p>Indicators: attendance, behavior, academic performance, on track indicator</p> <p>Three components: data tools, implementation guide, and technical manual</p> <p>Index tool that identifies</p>	Graduation rates have increased across all student populations More students are graduating, even those who take more than 4 years 90% graduation rate (Class of 2015) Class of 2015: The	Virginia Department of Education: School Improvement & Reform-Virginia Early Warning System (VEWS): http://www.doe.virginia.gov/support/school_improvement/early_warning_system/

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Resources/ Additional Resources
	<p>VEWS also examines school climate through patterns and issues which may play a part in dropout rates.</p> <p>Virginia DOE partnered with Appalachian Regional Comprehensive Center, National High School Center, and REL Appalachia to develop VEWS.</p>		<p>9th grade students who are on or off track to graduate</p> <p>Progress monitoring tool</p> <p>Documentation and tracking of student interventions</p> <p>Student-level reports</p> <p>School-level reports</p> <p>Division level reports</p>	<p>graduation rate for Black students increased 0.8 points to 86.2 percent, while the dropout rate fell by one point, from 7.6 percent, to 6.6 percent.</p>	<p>Developing the Virginia Early Warning System (VEWS): The role of federally funded technical assistance providers: http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=112A8348E12A14600C681FF6DB91C787?doi=10.1.1.364.7345&rep=rep1&type=pdf</p>
LOUISIANA DEPARTMENT OF EDUCATION					
Early Warning Intervention System	<p>The Louisiana Dropout Early Warning System identifies students and provides interventions to support students in continuing a path to academic success, graduation, and college/career. The system also records and tracks success of the targeted interventions to help in developing best practices.</p> <p>The state works with LEAs to identify students who are “at risk” for dropping out through EWS by flagging students who have been absent 10%, GPA has dropped at least 0.50, or older than their grade level.</p>	8th-12th grade students	<p>Indicators: students “overage by two years”, absent at least 10%, grades and discipline/behavior issues</p> <p>Email sent to districts and school staff (district superintendent, counselor, school and assistant principal) on 1st and 15th of the month with a list of students identified as “at risk”</p> <p>Reports of “at risk” students in grades 9 and</p>	<p>Graduation rates increased by 6% within 10 years to 67.2% in 2009-2010</p> <p>Graduation rates increased by 10% within the past 6 years</p> <p>Between 2014 and 2015, Black students graduation rates increased from 67.9% to 71.4%</p> <p>Black students graduation rates increased from 58.9% in 2010 to 71.4% in 2015</p>	<p>A practitioner’s guide to implementing early warning systems: https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/REL_2015056.pdf</p> <p>Dropout Early Warning: Who, What, When, and How: http://www.doe.state.la.us/Idc/uploads/15116.pptx</p> <p>High School Graduation Rates Vaults to All-Time High: https://www.louisiana</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Resources/ Additional Resources
	The districts and schools receive the names of the students, from the state through emails twice a month, and provide appropriate interventions.		8th-12th 50 Interventions to support students who have been identified as “at risk” include: tutoring programs, homework hotline, home visits, alternative school		believes.com/newsroom/news-releases/2016/05/02/high-school-graduation-rate-vaults-to-all-time-high
METROPOLITAN NASHVILLE PUBLIC SCHOOLS (MNPS)					
Early Warning Intervention System	Metropolitan Nashville Public Schools (MNPS) worked closely with the Everyone Graduates Center at John Hopkins University to develop indicators. The indicators for the EWS are attendance (threshold less than 85% attendance), behavior, (more than 5 offenses) and course performance (less than a 70% in core classes or failed two or more courses).	Middle school and high school students Free/Reduced Lunch: 70%	Early warning system coordinator to oversee program 12 data coaches Dashboard Flagging of “at risk students” Customized reports for each students Progress monitoring	Graduation rates increased from 58% in 2005 to 80% in the 2014-2015 school year Attendance in 2006 increased from 89% to 93% in 2014 Series of high discipline incidents decreased by 11,000 over the course 6 years	Use of Data to Increase Student Post-Secondary Success: http://www.sreb.org/sites/main/files/file-attachments/nicole_cobb_use_of_data_to_increase_student_postsecondary_success.pdf ABC Case Studies: http://gearupal.com/media/3362/abc-case-studies.pdf
DIPLOMAS NOW					
Early Warning Intervention System	Diplomas Now, who received \$30 million dollars to expand its early warning intervention system program, partners with the schools and the community to identify student, provide them with interventions and	Works with 62 schools from large “urban” districts Free/Reduced Lunch: 81%	Early warning indicators: attendance (less than 85%), behavior (more than three suspensions, and course completion (failing in English/Math)	Students with no early warning indicators, or who were on the path to graduation, improved in the indicators identified or continued to stay on	Addressing Early Warning Indicators: Interim Impact Findings from the Investing in Innovation (i3) Evaluation of Diplomas Now:

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Resources/ Additional Resources
	<p>supports to increase academic achievement and a path towards graduation, college/career. Diplomas Now partners with teachers to set goals based on students' attendance, behavior and course performance. They collaborate with schools in developing a strategic plan to implement an early warning system.</p>	<p>Black/Latino: 83%</p> <p>32 schools implemented Diplomas Now model, while 30 identified alternative improvement strategies to implement</p> <p>60 percent of students in the study schools are not proficient in math and English</p> <p>More than 30 percent of students in the study performed average in math and English</p> <p>30 percent of students are chronically absent</p>	<p>Early warning indicator meetings to identify "at risk" students and targeted interventions for them</p> <p>Targeted interventions/specialized supports included tutoring, SES support, and case management</p> <p>Professional development and coaching for teachers</p> <p>Teaching teams</p> <p>Curriculum and Instruction with PD</p> <p>Tiered student supports</p>	<p>track</p> <p>Reduced chronic absenteeism for students in the 6th grade</p> <p>Kept students on track in the 8th grade on track in the 9th grade</p>	<p>http://diplomasnow.org/wp-content/uploads/2016/07/DiplomasNow-3rd-2016_2.pdf</p> <p>Diplomas Now Early Impact Findings Key Highlights: http://diplomasnow.org/wp-content/uploads/2016/06/20160617_DN_MD_RCReport_EarlyImpacts_FINAL.pdf</p>
LOWER KUSKOKWIM SCHOOL DISTRICT					
<p>Early Warning Intervention System</p>	<p>Lower Kuskokwim School District partners with the National Dropout Prevention Center at Clemson University to provide students, who have been identified as "at most risk" with e-mentoring.</p>	<p>American Indian/Alaskan Native: 95%</p> <p>ELL: 58%</p> <p>Free/Reduced</p>	<p>164, in grades 4-8, students are provided with peer support</p> <p>Inclusive of students' language and culture</p>	<p>Increased attendance</p> <p>Decreased dropout rates</p> <p>Decrease disciplinary actions</p>	<p>Executive Summary- Lower Kuskokwim School District: http://www.advanced.org/oasis2/u/par/accreditation/summary/pdf;jsessionid=F705997B</p>

Practice	Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Resources/ Additional Resources
		Lunch: 80% Special Education: 12%			FCEBBA2921BBDCF59A42693F?institutionId=542693F Decreasing Dropout Rates for Minority Male Youth with Disabilities from Cultural and Ethnically Diverse Backgrounds: http://www.ndpc-sd.org/documents/EDC-2014-monograph-book.pdf

Strategy 9: Family and Community Engagement

Description

Defined as one of five essential areas that operate to transform low-performing schools, family and community engagement is an intervention that promotes student success and achievement (Weiss, Lopez, & Rosenberg, 2010). Family and community engagement is defined into two parts (Weiss, Lopez, & Rosenberg, 2010):

- Family engagement refers to a “shared responsibility of families, schools, and communities for student learning and achievement; it is continuous from birth to young adulthood, and it occurs across multiple settings where children learn”
- Community engagement is defined as the “support, services, and advocacy. activities that community-based organizations (including businesses and faith-based institutions) provide in order to improve student learning and promote family engagement”.

When systemic, integrated, and sustained, family and community engagement establishes a foundation for communication between students’ families and school staff. The result is a collaborative effort to create support systems, in and out of school, to help students achieve academic success (Weiss, Lopez, & Rosenberg, 2010). Family and community engagement can produce positive outcomes for students when it is incorporated in education structures and process designed to meet education goals, and is an effective strategy to impact student learning outcomes and achievement (Toldson, et.al., 2006). Family and community engagement has been correlated with increased academic performance, increased attendance, improved attitude/behavior, and increased test results (NEA, 2008).

Despite positive outcomes from family and community engagement, schools lack effective and genuine partnerships with parents and families. Parents’ perceptions of the educational system, negative social and political experiences of racial and ethnic minorities, and school faculty misconceptions of students’ parent involvement also create barriers to schools’ partnering with parents and families (NEA, 2010). NEA further defines barriers specific to racial and ethnic parents that hinder parent engagement:

“lack of relationship building between school and parents; lack of trust in school officials; parents’ and school officials’ beliefs and assumptions engender fear and mistrust; school officials’ lack of cultural competency creates unwelcoming environments for racial and ethnic parents; lack of funding and coordination of resources to provide to parents; failure to prioritize parent engagement; failure to adjust to the role of the parent involvement in the 21st century” (NEA, 2010).

For specific racial or ethnic minority subgroups that include immigrants, fathers, Blacks, Asians, Latinos, and Native Americans, societal and political notions and culture can impact their level of engagement negatively. Despite barriers, scholars and schools/districts have developed some frameworks, partnerships, and strategies to increase parent engagement among parents of color to improve the learning outcomes, academic achievement, and social and emotional development:

Practices

Description	Program Components	Outcomes (Y/N): If Y, describe.	Outcome Data Resources/ Additional Resources
SIX TYPES OF PARENT INVOLVEMENT			
<p>Joyce Epstein developed a framework, “Six Types of Parent Involvement”, to assist district and school staff in establishing partnerships with families. The framework, which also emphasizes the use of partnerships to address school improvement goals, can help engage families in school and at home to meet the needs of their child.</p>	<p>The six types of parent involvement are: parents, communicating, volunteering, learning at home, decision making, and collaborating with the community.</p>	<p>Epstein’s framework has been adopted at the state and local level to increase family and community engagement across districts and schools</p> <p>Standards have been developed through the framework</p> <p>Led to success and “high quality” parent engagement</p>	<p>Partnering with Families and Communities: http://mnliteracy.org/sites/default/files/partnering_with_families_and_communities_epstein.pdf</p>
HOOVER-DEMPSEY AND SANDLER MODEL			
<p>Hoover-Dempsey and Sandler developed a model that defines parental involvement.</p>	<p>Five levels of parent involvement that lead to student achievement:</p> <ol style="list-style-type: none"> 1. Parents’ motivations for involvement in their student’s education 2. Activities employed by parents through involvement 3. Student’s perception of parents activities 4. Students behaviors and beliefs associated with achievement 5. Student achievement 	<p>Has been used as a model in studies, specifically around minority parental involvement, to understand the process of parent involvement</p>	<p>Hoover-Dempsey and Sandler Model of the Parental Involvement Process: https://www.parent-institute.com/pdf-samples/h-d-and-s-model.pdf</p>
CULTURAL RESPONSIVENESS			
<p>Cultural responsiveness is inclusive of all students’ needs, strengths, and experiences to support academic achievement. Cultural responsiveness of parents is synonymous; however, it</p>	<p>Develop a mission statement and set goals around culturally responsive parental involvement</p> <p>Identify a family liaison/coordinator who is culturally competent and from the</p>	<p>Increases involvement of minority families in the school</p> <p>Impacts students’ achievement of minority students: A study revealed that the school’s efforts</p>	<p>Culturally Responsive Family Engagement Practices: http://ltd.edc.org/culturally-resp-family-engagement Culturally Responsive</p>

Description	Program Components	Outcomes (Y/N): If Y, describe.	Outcome Data Resources/ Additional Resources
<p>recognizes parents' needs, strengths, and experiences in their effort to support their student. The inclusion of parents from various cultures in the school empowers parents and increases involvement, making them valuable and vital stakeholders to influence student achievement and success.</p>	<p>community</p> <p>Record parents' concerns, fears perspectives, and ideas around parent involvement/ engagement</p> <p>Identify and use what works best for families and create seminars (around monitoring child's academics and other types of support) team building activities between teachers-parents</p> <p>Build relationships with families and demonstrate a presence in the school and community</p> <p>Acknowledge, respect, and promote existing knowledge of families, their culture, values, history, and experiences</p> <p>Promote cultural awareness, learning, and sharing: develop resources that inform school and community about practices around culturally responsive parent engagement</p> <p>Create a school culture and space that is inviting and safe for families</p> <p>Strengthen community by building social capital</p>	<p>to involve Black parents and community of 6th grade students in school decision making</p> <p>increased 6th grade students performance in reading</p> <p>Increases collaboration between teachers and families</p> <p>Reduces cultural bias</p> <p>Increases communication</p>	<p>Parental Involvement: Concrete Understandings and Basic Strategies: http://parentengagement.sdc.org/resources/Culturally%20Responsive%20Parent%20Involvement.pdf</p> <p>Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools: https://www.rand.org/content/dam/rand/pubs/reports/2005/R2007.pdf</p> <p>Minority Parent and Community Engagement: Best Practices and Policy Recommendations for Closing the Gaps in Student Achievement: http://www.maldef.org/assets/pdf/mco_maldef%20report_final.pdf</p> <p>A Mixed-Methods Case Study of Parent Involvement in an Urban High School Serving Minority Students: http://uex.sagepub.com/content/early/2014/05/13/0042085914534272.abstract</p>
FAMILY SCHOOL PARTNERSHIPS			
<p>"Family-school partnerships are</p>	<p>Focus on developing adult capacity,</p>	<p>Opportunities for partnership</p>	<p>Partners Education in</p>

Description	Program Components	Outcomes (Y/N): If Y, describe.	Outcome Data Resources/ Additional Resources
<p>collaborative relationships and activities involving school staff, parents and other family members of students at a school. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at the school” (Australian Government Department of Education, Employment, and Workplace Relations, n.d.).</p> <p>Family-school partnerships are most effective when they share the importance of family and community involvement, build and demonstrate involvement through programs and practices, and honor the increased involvement and impact.</p>	<p>through professional development for educators</p> <p>Academies, workshops, seminars, and workplace trainings for families</p> <p>Parent–teacher partnership activities</p>	<p>increase</p> <p>Skills and knowledge around partnerships and collaboration are enhanced</p> <p>Effective partnerships that support student achievement and development</p> <p>Effective partnerships that support school improvement</p>	<p>A Dual Capacity-Building Framework for Family–School Partnerships: http://www2.ed.gov/documents/family-community/partners-education.pdf</p> <p>Family School Partnerships Framework: A Guide for Schools and Families: http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf</p> <p>National PTA: Family School Involvement: http://www.pta.org/familyschoolpartnerships</p>
COMMUNITY ENGAGEMENT			
<p>Community engagement is defined as the “support, services, and advocacy activities that community-based organizations (including businesses and faith-based institutions) provide in order to improve student learning and promote family engagement”.</p>	<p>Engagement priority and established infrastructure: Baltimore City School’s Expanding Great Options Initiative</p> <ul style="list-style-type: none"> o Created school/ family council, helped parents access training, established community partnerships, developed communication between school and family <p>Consistent communication with community: Marvell-Elaine High School partnered with community members in a community campaign to increase</p>	<p>Improved school climate</p> <p>Increased parent engagement: Parent and community engagement doubled at Marvell-Elaine High School</p> <p>Increased student achievement</p> <p>Decrease in chronic absences: Dropped by 63% in Baltimore City Schools</p> <p>Increased parent satisfaction: 88% of Baltimore City Public Schools</p>	<p>Strategies for Community Engagement in School Turnaround (Pages: 5, 20-23) http://www2.ed.gov/about/initiatives/implementation-support-unit/tech-assist/strategies-for-community-engagement-in-school-turnaround.pdf</p>

Description	Program Components	Outcomes (Y/N): If Y, describe.	Outcome Data Resources/ Additional Resources
	<p>academic achievement, graduation rates, and attendance; improve student behavior</p> <p>Opportunities for feedback from community and addressing feedback: Project L.I.F.T. conducted a “situational analysis” after community members from 9 schools with achievement gaps did not respond to organization. Through analysis they identified the problem and developed a new strategy to engage parents</p> <p>Opportunities to participate: Boston Public Schools: open house, potluck, writing event, family education classes on ELL and math</p> <p>Establish community supporters and foster them into advocates: Denver Public Schools partnered with outside organizations to engage community and their involvement in turning around low performing schools. Created a committee that included parents who wrote approved proposals that restructured local schools</p>	<p>were highly satisfied with school</p> <p>Increased ELA and Math scores: Baltimore City Public School elementary/middle school saw over 20% increase in math and reading scores between 2010 and 2012</p>	

Models

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
CREIGHTON SCHOOL DISTRICT				
Creighton School District's family and community engagement program was deemed by the Harvard Family Research Project as "an example of innovation and success in the field" due to various family and community engagement practices that have improved student achievement in its schools.	ELL: 38% Free/Reduced Lunch: 36%	Academic Parent Teacher Teams Parent Liaisons Community Classes	Increase in partnership and collaboration between families and teachers Improved communication between families and teachers	Effective Family and Community Engagement Strategies: http://www.ctschoolchange.org/wp-content/uploads/Hanover-Effective-Family-and-Community-Engagement-Strategies-LEAD-Connecticut.pdf
MIAMI-DADE COUNTY PUBLIC SCHOOLS				
In 2012, the district was recognized for "greatest overall improvement in student achievement while reducing achievement gaps among low income students and students of color"	Latino: 92% Asian: 1% Black: 23% White: 8% Male: 51% ELL: 17.2% (In 2014)	Parent Academy: provides parents with knowledge, skills, and resources to advocate for student Community Engagement: Honors and Executive Internship Program & Career Experience Opportunities Parent Portal	Over 85,000 parents have participated in Parent Academy classes	Effective Family and Community Engagement Strategies: http://www.ctschoolchange.org/wp-content/uploads/Hanover-Effective-Family-and-Community-Engagement-Strategies-LEAD-Connecticut.pdf
STANTON ELEMENTARY SCHOOL				
Stanton Elementary School was selected through a family engagement pilot, in 2011, to	Black: 98% (2013) Latino: 1% (2013)	Parent Teacher Home Visit Project Academic Parent-Teacher	Shared expectations of students between parents and teachers	Family School Partnerships Framework: A Guide for Schools and Families:

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
make family engagement a school improvement strategy.	Free/Reduced Lunch: 99% (2013) Special Education: 14% (2013)	Team	<p>Parents defensiveness was reduced through home visits</p> <p>Parents were more to listening and learning from teachers and administrators</p> <p>Stronger relationships and partnerships between teachers and parents</p> <p>Increased attendance to back to school night</p> <p>Teacher bias and perception decreased</p> <p>Academic Parent Teacher team meetings increased from 12% in 2010-2011 to 55% in the 2011-2012 school year</p> <p>Math scores increased more than 18 percentage points</p> <p>Reading scores increased more than 9 percentage points</p>	<p>http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf</p> <p>Stanton Elementary School: 2012-2013 Equity Report: http://profiles.dcps.dc.gov/pdf/2013_Equity_Report_D_CPS_External_Stanton%20Elementary%20School.pdf</p>
BOSTON PUBLIC SCHOOLS				
The Deputy Superintendent for Family and Student Engagement developed a strategic planning process that reframed family engagement as the work of everyone in the district.	Latino: 40% Black: 35% White: 13% Asian: 9% Free/Reduced Lunch: 78%	<p>“Countdown to Kindergarten”-Family Guides to Learning</p> <p>12 hour professional development series for teachers</p> <p>Development of high</p>	<p>Capacity across the district has increased to develop and foster family engagement</p> <p>Increase in parent engagement: parents active in district meetings, grant application process, and</p>	<p>Family School Partnerships Framework: A Guide for Schools and Families: http://www.familyschool.org.au/files/3013/8451/8364/Family-school_partnerships_framework.pdf</p>

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
	<p>Special Education: 20%</p> <p>ELL: 44%</p>	<p>impact strategies around family engagement</p> <p>Family Community Outreach Coordinators in each school</p> <p>Cross District Collaboration with Office of Curriculum Instruction, Office of Assessment, Deputy Superintendents, etc.</p>	<p>development of new programs</p> <p>Increase in trust</p> <p>Three schools in the district experienced positive outcomes</p> <p>Proficiency in ELA increased from 17% in 2010 to 23% in 2013 at Blackstone</p> <p>John F. Kennedy High School saw an increase of 16% points in ELA and Math</p> <p>ELA scores increased from 20% to 34% in ELA and 19% to 43% in Math at Orchard Gardens</p>	<p>work.pdf</p> <p>Boston Public Schools Engage Families to Help Turn Schools Around: http://sites.ed.gov/progress/2014/10/boston-public-schools-engage-families-to-help-turn-schools-around/</p> <p>Boston Public Schools at a Glance: 2013-2014: http://www.bostonpublicschools.org/cms/lib07/MA01906464/Centricity/Domain/238/BPS%20at%20a%20Glance%2014-0502.pdf</p>

Strategy 10: Community Schools

Description

Community schools, recognized as the “hub” of a community, provide services and programs through community-based partnerships that address the holistic development of youth. The services and programs—academic, social, and health based—enhance youth, adult, and community development (Coalition for Community Schools, 2014). While community school programs and services are tailored to the needs of youth and a community, they commonly include the following conditions (EPIC, n.d.): early childhood programs; academic programs (including core courses delivered by qualified teachers); curricula that foster critical thinking and analytical skills; opportunities for learning during and after school hours, including weekends and summer; the assessment of physical, mental, and emotional needs and steps to address those needs; partnership- and relationship-building between parents, school, and community to engage collaboratively in the school agenda; and a safe, supportive, and respectful school climate that connects students to the community.

Successful community schools employ research-based strategies that result in deeper learning, increased test scores, and higher levels of family engagement. The Center for Popular Democracy (2016) specifies the research-based strategies as: rigorous, culturally relevant, and engaging curriculum; high quality teaching; wrap-around supports and opportunities; positive discipline practices; authentic parent and community engagement; and inclusive leadership. The strategies employed by successful community schools were more effective when schools and the community: established a shared vision; conducted a needs assessment of the school and community; developed a strategic plan to deliver and fulfill goals; capitalized on new and existing partnerships to support programs and services; and established and operated an office responsible for promoting the community school agenda (Blank et al., 2012; Center for Popular Democracy, 2016). As a result, the strategies create stronger and healthier students, families, and communities. Students who attend community schools attend school at higher rates, and their families are far more engaged with their education. Students also excel academically and are healthier emotionally, physically, and socially (EPIC, n.d.).

Referenced as an “educational equity strategy” placing emphasis and priority on the needs of students of color and of socioeconomically disadvantaged backgrounds, community schools, have demonstrated the potential to address communal disparities and alleviate inequities that exist in the public school system (EPIC, n.d.). Furthermore, with the specific interventions and practices referenced previously, community schools that include programs and services that address social, emotional, physical, and academic development of youth have the potential to enhance outcomes for boys of color. The following models demonstrate the effectiveness of this intervention in addressing the needs of boys of color.

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
WEBB MIDDLE SCHOOL				
<p>Webb Middle School, in Austin Texas, adopted a “Community School” strategy after Austin Public Schools announced that its low performance and graduation rates deemed it appropriate for closure. In objecting to the decision, the school and community stakeholder group developed a strategic plan to turnaround the middle school. Through their plan and vision, Webb Middle is the highest performing middle school in Austin Texas. Webb Middle School employed the six research based strategies for effective community schools to identify the programs and services needed to meet students’ needs. Through their needs assessment, Webb Middle School recognized the need for a leader to coordinate the planning and operation of the school. They also identified specific partners to support programs and provide services that met students and the community’s needs.</p>	<p>Latino: 89% Black: 7% White: 2% Asian: N/A American Indian/Alaskan Native: N/A Male: 49% Free/ Reduced Lunch: 97% ELL: 42%</p>	<p>Various programs and services that meet the needs of students and the community</p> <p>College mentoring: Partnership with Breakthrough Austin</p> <p>Free immunizations and physicals offered by a mobile clinic</p> <p>Trauma-trained mental health counselors</p> <p>Tutoring through Austin Partners in Education (APIE), and English for Speakers of Other Languages (ESOL) classes for parents</p> <p>Courses of interests to students: band, orchestra, and dance troupe</p>	<p>Graduation rates increased from 48% in 2010 to 78% in 2015</p>	<p>Community Schools: Transforming Struggling Schools into Thriving Schools: http://www.southerneducation.org/Publications/Community-Schools-Layout_021116.aspx</p> <p>Great! Schools: Webb Middle School: http://www.greatschools.org/texas/austin/593-Webb-Middle-School/details/#Students</p>
SCHOOLS UNITING NEIGHBORHOODS (SUN) COMMUNITY SCHOOLS				
<p>Multnomah County and the City of Portland partnered to support their schools in the face of a shortage in affordable housing, growing poverty, a racial achievement gap, and growing number of unsupervised students after</p>	<p>As of the 2012-2013 school year: Latino: 30% Black: 17%</p>	<p>Social health and mental services</p> <p>PBIS /restorative justice practices</p>	<p>Reduced truancy by nearly 8%</p> <p>Raised 75% of student’s reading scores</p> <p>76% increased state</p>	<p>Community Schools- Transforming Struggling Schools into Thriving Schools: http://www.southerneducation.org/Publications/C</p>

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
<p>school. Understanding the difficulty for students under these circumstances to attend schools, the city and county partnered together to adopt a Community School strategy. Through a needs assessment the partners recognized the need for wrap-around services that addressed the effects of gentrification for various student populations which include those of color, immigrants, and socioeconomically disadvantaged.</p>	<p>White: 29% Asian: 11% American Indian/Alaskan Native: 1% ELL: 24% Free/Reduced Lunch: 78% Special Education: 13%</p>	<p>Culturally responsiveness Academic enrichment: Remediation in Math, ESOL Tutoring center Peer mentoring Black Student Union Parent leadership teams</p>	<p>benchmark scores in Reading 73% increased state benchmark scores in Math Average daily school attendance 95% 67% improved behavior 76% improved class participation 75% improved in finding alternative resolutions to problems 93% of students have at least one adult who cares about them to whom they can go for support</p>	<p>community-Schools-Layout_021116.aspx SUN Community Schools: https://multco.us/sun/sun-community-schools/results SUN Community Schools: FY 2012-2013: https://multco.us/file/34554/download</p>
MYERS-WILKINS COMMUNITY SCHOOL				
<p>Since 1998, Myers-Wilkins Community School has been serving students and families in Duluth. Members of the school and community sought to mitigate the impact poverty and its effects on children’s emotional well-being and academics through the community school model.</p>	<p>White: 42.9% Latino: 4.2% Asian: 1.9% Black: 21% American Indian/Alaskan Native: 13.7% Asian: 1.9%</p>	<p>After school Summer enrichment opportunities Tutors Summer theatre camp Community health hub developed through partnership with Blue Cross and Blue Shield</p>	<p>American Indian/Alaskan Native and Latino students at Myers-Wilkins Elementary School math scores have demonstrated more growth in math scores than White students statewide</p>	<p>Start Class: Myers-Wilkins Elementary School: http://public-schools.startclass.com/l/48773/Nettleton-Magnet-Elementary Our Communities, Our Schools: Closing the Opportunity Gap in Minnesota</p>

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
	Male: 47% Free/Reduced Lunch: 84.9%	Community events which include pow wows and volunteer opportunities	American Indian/Alaskan Native, Latino, Black, special education and free/reduced lunch students at Myers-Wilkins Elementary School are meeting state targets in both reading and math High rate of parent and student satisfaction	With Full-Service Community Schools: http://educationminnesota.org/EDMN/media/edmn-files/advocacy/EPIC/EPIC-community-schools-report_3.pdf
BROOKLYN CENTER FULL COMMUNITY SCHOOL DISTRICT				
Brooklyn Center Community Schools is Minnesota's first community district. The district opened in 2009 and provides over 100 programs and partnerships that support the district's academic goals.	White: 16% Black: 43% Latino: 22% Asian: 17% American Indian/Alaskan Native: 1% Free/Reduced Lunch: 80% ELL: 21% Special Education: 13%	Brooklyn Youth Center Family Resource Rooms Expanded learning opportunities: include video production, theater, and sports Educational and career resources: workshops on resume writing and search for educational and career opportunities Health resource center: free/reduced cost for medical, dental, vision, mental health and social support services	Graduation rates increased from 74% in 2010 to 87% in 2014 College enrollment increased from 61% in 2009 to 78% in 2013 Student absences decreased from 9,000 in 2009 to 6,500 in the 2013-2014 school year Behavioral references reduced from 5,113 in 2009 to 2,495 during the 2013-2014 school year	Our Communities, Our Schools: Closing the Opportunity Gap in Minnesota With Full-Service Community Schools: http://educationminnesota.org/EDMN/media/edmn-files/advocacy/EPIC/EPIC-community-schools-report_3.pdf Brooklyn Center Community Schools: About BC Schools: http://www.brooklyncenterschools.org/apps/pages/index.jsp?uREC_ID=165787&type=d&pREC_ID=

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
				350515
HISTORIC SAMUEL COLERIDGE TAYLOR ELEMENTARY SCHOOL				
<p>The Historic Samuel Coleridge Taylor Elementary School is one of four community schools in the University of John Hopkins Baltimore’s School of Social Work Prospect Heights. Prospect Heights provides students and their families, the majority of whom live in the McCulloh public housing development, with services, programs, and supports that best benefit them.</p> <p>Students who attend the school have been identified as most vulnerable and “at risk”.</p>	<p>Black: 95%</p> <p>Free/Reduced Lunch: 95%</p> <p>Special Education: 21.2%</p> <p>ELL: N/A</p>	<p>Social emotional support delivered by all staff: practice Social Emotional Foundations in Early Learning</p> <p>Family and community engagement: through services or programs</p> <p>Health services: delivered through partnership with University of Maryland-Dentistry, Medicine, and Nursing</p> <p>Walking school bus: volunteers walk students home from school twice a week</p> <p>After school program: extended academic support, Success for All curriculum</p>	<p>Chronic absenteeism decreased from 25% to 10%</p> <p>Increase in school readiness scores from 58.2% to 79.4%</p> <p>Over 100 home visits in 2015</p> <p>Recipient of Mayor’s award for the “greatest reduction of students at-risk for chronic absenteeism”</p> <p>11.9% decrease in infant mortality rate</p>	<p>The Historic Samuel Coleridge-Taylor Elementary School: http://www.communityschools.org/assets/1/AssetManager/Taylor2015Award.pdf</p> <p>Community Schools: Transforming Struggling Schools into Thriving Schools: http://www.southerneducation.org/Publications/Community-Schools-Layout_021116.aspx</p>
REAGAN HIGH SCHOOL				
<p>Reagan High School adopted a community school model after the announcement of a potential school closing in 2008. Community members, including parents, teachers, students, and community- based organizations, worked together to develop a strategic plan for adopting a community school model.</p>	<p>Latino: 80%</p> <p>Black: 18%</p> <p>Free/Reduced Lunch: 80%</p> <p>ELL: 30%</p>	<p>Early College High School curriculum</p> <p>Dual credit program</p> <p>Academic tutoring</p> <p>Mentoring</p> <p>Non-academic support: attendance, social emotional, language</p>	<p>In 2014, 12 student received Associates while 150 took college courses at Austin Community College</p> <p>Attendance increased from 88% in 2010 to 95% in 2015</p> <p>Graduation rates</p>	<p>Community Schools: Transforming Struggling Schools into Thriving Schools: http://www.southerneducation.org/Publications/Community-Schools-Layout_021116.aspx</p>

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
		Enrichment activities: art and music program Restorative justice' Daycare Pregnant and Parenting Teen Program	increased from 48% in 2010 to 85% in 2015 Decrease in discipline referrals	
SOCIAL JUSTICE HUMANITAS ACADEMY				
Social Justice Humanitas Academy, through a partnership with Los Angeles Education Partnership, is a social justice focused community-based model.	Latino: 95% Black: 2% White: 1% American Indian/Alaskan Native: 1% Free/Reduced Lunch: 87.7% ELL: 12% Special Education: 10%	Parent/community programs/services: financial literacy, housing assistance, health care referral, and legal support Restorative justice: partnerships include Youth Policy Institute and YouthSpeak Student one-on-one support: partnership with Americorps Curriculum, "Humanitas", focused on "relevant real world learning" through social justice Cultural relevant teaching and pedagogy College readiness: FAFSA and college applications 9th Grade Leadership Academy All students have Individualized Pupil Education Plans (IPEP)	99% of class of 2014 enrolled in college Graduation rates increased from 83% in 2013 to 93.9 % in 2015 Attendance increased from 62% to 80% Increase in high school exit exam: 68% to 78% in one year 75% of students passing college pre-requisite classes	Community Schools: Transforming Struggling Schools into Thriving Schools: http://www.southerneducation.org/Publications/Community-Schools-Layout_021116.aspx Social Justice Humanitas Academy: http://www.communityschools.org/assets/1/AssetManager/Humanitas2015Awardee.pdf
CHILDREN'S AID SOCIETY COMMUNITY SCHOOLS				

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
<p>Children’s Aid Society Community Schools, based in New York City, has 21 community schools that serve low-income and underserved communities. The Children’s Aid Society’s model has been adopted by many schools. The community school model is derived from the “developmental triangle” which ensures a strong instructional program, expanded learning opportunities through enrichment activities and services that remove barriers to students’ development and learning.</p>	<p>Low income, underserved communities</p>	<p>19 community schools: Washington Heights, Harlem, South Bronx, Staten Island</p> <p>Open all day six days a week, all year round</p> <p>Partners with NYC agencies and departments to deliver various services and supports (include): NYCDOE, Department of Homeless Services, & Department of Health and Mental Hygiene</p> <p>Partners with community based organization to provide social, academic, and cultural enrichment opportunities (include): Alvin Ailey American Dance Theater, Boys and Girls Club of America</p> <p>Expanded learning opportunities: tutoring, computer lab, homework assistance, sports, arts, college and career preparation</p> <p>Support for parents/families: adult education classes, immigration assistance</p>	<p>Increased student and teacher attendance</p> <p>Increase grade retention</p> <p>Increased appropriate special education referrals</p> <p>Increased parent involvement</p> <p>Improved test scores</p>	<p>Children’s Aid Society: Community Schools in New York City: http://www.childrenciaid.org/community-schools</p> <p>Children’s Aid Society Community Schools (New York, NY): http://www.boldapproach.org/case-study/the-childrens-aid-society-community-schools-new-york-ny/</p>
BEACON SCHOOLS				
<p>Beacon Schools are school-based community centers that provide children, youth, and adults with</p>	<p>Serve children, youth, and adults</p>	<p>Open afternoons, evenings, weekends, school holidays, and vacation days</p>	<p>Strong attendance in program translated to strong attendance in</p>	<p>Building Community Schools: A Guide for Action:</p>

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
<p>supports and services to improve learning and development and foster stronger and meaningful relationships between the home and school.</p> <p>The Beacon School model has been adopted nationally through the efforts of the Youth Development Institute.</p>		<p>Youth Programs include academic enrichment, career awareness, life skills, civic engagement/community building, recreation/health & fitness, and culture/art</p> <p>Adult Programs include Adult Basic Education (GED), General Education Development (GED), English for Speakers of Other Languages (ESOL), Parenting Skills, Family Relations, Tenant Education and Advocacy, Recreation, Intergenerational Activities</p>	<p>school</p>	<p>https://www.metlife.com/assets/cao/foundation/NCCS_BuildingCommunitySchools.pdf</p> <p>Beacon Youth Programs: http://www1.nyc.gov/site/dycd/services/after-school/beacon-youth-programs.page</p> <p>Beacon Adult Programs: http://www1.nyc.gov/site/dycd/services/after-school/beacon-adult-programs.page</p>
HARLEM CHILDREN’S ZONE				
<p>Harlem Children's Zone model, which has been adopted nationwide, provides academic, social, and medical services, in a 100 block in Harlem, NY, to enhance positive outcomes for low-income students.</p>	<p>Latino: 8%</p> <p>American Indian/Alaskan Native: 1%</p> <p>Asian: 0%</p> <p>White: 0%</p> <p>Black: 89%</p> <p>Free/Reduced Lunch: 84%</p> <p>ELL: 2%</p> <p>Special Education: 18%</p> <p>Male: 50%</p>	<p>7 elementary schools and two charter schools</p> <p>Programs for early childhood, elementary school, middle school, high school, and college</p> <p>Early childhood: baby college, the three year old journey, Harlem gems</p> <p>Elementary school: Promise Academy Elementary Schools, Peacemakers</p> <p>Middle School: Promise Academy Middle Schools, A Cut Above</p> <p>High School: Promise Academy</p>	<p>913 Harlem Children Zone students in college</p> <p>5,522 Baby College graduates</p> <p>93% college acceptance in 2015</p>	<p>Harlem Children’s Zone: http://hcz.org/</p> <p>FY 2015 Report: http://wac.adeff.edgecastcdn.net/80ADEF/hcz.org/wp-content/uploads/2016/02/H CZ-FY-2015-Report.pdf</p>

Description	Student Demographics	Model Components	Outcomes (Y/N): If Y, describe.	Outcome Data / Additional Resources
		High Schools, Truce Media and Arts, Employment and Technology Center, Learn to Learn College: College preparatory program, the College Success Office		

Strategy 11: Single Gender Schools

Description

Although single-sex (SS) schools have been in existence since the 19th century, the research on SS schooling effectiveness in comparison with co-education (CE) schooling is mixed. The research on SS education has primarily focused on how it differs from CE and whether SS education results in statistically significant achievement gains compared with achievement in CE education, as well as attention to causal relationships between the SS strategy and a focused outcome area. Due to the large number of studies on single-sex schools and the variation in their conceptual focus few reports exist or have been commissioned to conduct a review of SS and CE comparison studies; Fred Mael's reports (Mael, 1998; and Mael, et. al., 2005) represent the most extensive review of these studies. Overall, many of the studies outlined by Mael (2005) identified a mix of findings; however more studies cited positive achievement gains in SS schools than they did CE schools.

Thus the impact studies of single-gender/sex school environments points to the following positive results:

- Girls in single-gender/sex environments compared to girls in Co-educational settings perform slightly better in all academic subjects
- Under-performing boys in single-gender/sex environments compared to boys in co-educational settings perform slightly better in the subjects of under-performance

Practice	Description	Student Demographic	Model Components	Outcomes (Y/N): If Y describe.	Outcome Data/ Additional Resources
EAGLE ACADEMY FOR YOUNG MEN					
Single-gender/sex	<p>The Eagle Academy Model is focused on ensuring that each Eagle Academy student is successful in the classroom and in life. The goal is to provide resources to inner city young men so that they can achieve their promise as students, as family members, and as engaged citizens in their communities. The result is an intimate, specialized public school with small class sizes, trained and committed teachers, and a full complement of in-school and out-of-school programs.</p> <p>The Eagle Academy Model features:</p> <ul style="list-style-type: none"> Parent Involvement Academic Rigor College Prep Extended Day and Saturday programs Rituals Summer Bridge programs for new students Mentoring 	<p>6-12 grade students</p> <p>58% Black (Bronx)</p> <p>39% Latino (Bronx)</p>	<p>Positive adult male role models of color</p> <p>Group mentoring</p> <p>Shared discussions on cultural identity, college, careers, and community service</p> <p>One-on-one activities with mentors: sports, dining, events</p> <p>Social and emotional development: management of emotions/ feelings in a positive manner, character building, and enhanced ability navigate society</p> <p>Structured activities</p>	<p>Attendance Rate: 95%</p> <p>Graduation Rate (2013-2014): 78% (Bronx)</p> <p>College Acceptance Rate (2013-2014): 100% college</p>	<p>Eagle Academy Foundation: http://eagleacademyfoundation.com/about.htm</p> <p>David C. Banks: Soar: How Boys Learn, Succeed, and Develop Character Addressing Achievement Position: Positioning Young Black Boys for Educational Success: https://www.ets.org/Media/Research/pdf/PIC-PNV19n3.pdf</p>

Practice	Description	Student Demographic	Model Components	Outcomes (Y/N): If Y describe.	Outcome Data/ Additional Resources
BENJAMIN E. MAYS INSTITUTE					
Single-gender/sex	The Benjamin E. Mays Institute program was an all male cluster housed within a regular school of dual-sex coeducational classrooms and instruction. The main goal is to meet the intellectual, spiritual, physical, and social needs of the students served through role modeling and mentoring.	Black: 83% Latino: 16.7% Free/Reduced Lunch: 88.7%	Positive adult male role models of color One on one mentoring Culturally centered: Sankofa Rites-of-passage activities Structured activities: academic and social	Benjamin E. Mays Institute scored higher on sixth grade Connecticut Mastery Test Mathematics. Students who participated in the Benjamin E. Mays Institute had more positive and higher identification with academic scores, lower pre-encounter attitudes, and higher internalization scores than the comparison group. Benjamin E. Mays Institute students were able to express more positive views about the importance of an internalized racial identity status and its impact on their current levels of functioning.	Mentoring Urban Black Middle School Male Students: Implications for Academic Achievement: https://drive.google.com/a/northeastcompcenter.org/file/d/0B9_K64uYtVU8ek9RUTg1UFdjVms/view
URBAN PREP ACADEMIES					
Single-gender/sex	Urban Prep Academies is a 501(c)(3) nonprofit organization that operates a network of all-boys public	Grades 9-12 472 students enrolled (2014-15)	Positive adult male role models of color Group mentoring	79% graduation rate (2014-15) 100% college	Urban Prep Academies: http://www.urbanprep.org

Practice	Description	Student Demographic	Model Components	Outcomes (Y/N): If Y describe.	Outcome Data/ Additional Resources
	schools including the country's first charter high school for boys. Urban Prep's mission is to provide a high-quality and comprehensive college-preparatory educational experience to young men that results in our graduates succeeding in college. The schools are a direct response to the urgent need to reverse abysmal graduation and college completion rates among boys in urban centers. While most of Urban Prep students come to the schools from economically disadvantaged households and behind in many subject areas, Urban Prep remains committed to preparing all of its students for college and life.	21% students with IEPs Free or Reduced lunch: 82% 98% Black 1.5% Other races	Shared discussions on cultural identity, college, careers, and community service One-on-one activities with mentors: sports, dining, events Social and emotional development: management of emotions/ feelings in a positive manner, character building, and enhanced ability navigate society Structured activities	acceptance rate	
EXCELLENCE CHARTER SCHOOL					
Single-gender/Sex	Excellence Boys is housed in a 90,000 square-foot, state-of-the-art facility with a 10,000-volume library, a 500-seat auditorium, music and art studios, a gymnasium, a climbing wall, a rooftop turf field, and	Grades K-8 830 boys enrolled (440 elementary; 390 middle) Elementary: 79% (Free or reduced); 16% (students with IEPs); 93% (Black), 4%	Group mentoring Shared discussions on cultural identity, college, careers, and community service Social and emotional development: management of	Elementary: 76% (Proficient – 3 rd grade Math); 77% (Proficient – 4 th grade Math); 42% (Proficient – 3 rd grade ELA); 36% (Proficient – 4 th grade ELA) Middle: 40%	http://excellenceboys.ucommonschoools.org

Practice	Description	Student Demographic	Model Components	Outcomes (Y/N): If Y describe.	Outcome Data/ Additional Resources
	<p>sufficient classroom space to house Excellence Boys as a K-8 school.</p> <p>We cultivate in our young men the knowledge, skills, and character necessary to succeed academically, embrace responsibility, and become honorable citizens and courageous leaders.</p>	<p>(Latino), and 3% (Asian)</p> <p>Middle: 72% (Free or reduced); 14% (students with IEPs); 92% (Black), 5% (Latino), and 3% (Asian)</p>	<p>emotions/ feelings in a positive manner, character building, and enhanced ability navigate society</p> <p>Structured activities</p>	<p>(Proficient – 5th grade Math); 51% (Proficient – 6th grade Math); 63% (Proficient – 7th grade Math); 26% (Proficient – 5th grade ELA); 26% (Proficient – 6th grade ELA); 29% (Proficient – 7th grade ELA); 35% (Proficient – 8th grade ELA)</p>	

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ATTACHMENT

New York State Board of Regents

Workgroup on Improving Outcomes for Boys and Young Men of Color

Blue Ribbon Committee

<p>Mr. Antonio Aponte <i>Director of Educational Services</i> Boys Club of New York</p>	<p>Honorable Jeffrion Aubry <i>Assemblymember</i> New York State Assembly</p>
<p>Mr. David Banks <i>President</i> Eagle Academy Foundation</p>	<p>Mr. Leroy Barr <i>Assistant Secretary</i> United Federation of Teachers</p>
<p>Dr. Luis Barrios <i>Professor</i> John Jay College of Criminal Justice, CUNY</p>	<p>Ms. Crystal Barton <i>Principal</i> PS 305 McKinley High School</p>
<p>Honorable Michael Blake <i>Assemblymember</i> New York State Assembly</p>	<p>Dr. Suzanne Carothers <i>Professor</i> The Steinhardt School of Education</p>
<p>Mr. Héctor Calderón <i>Cofounder and Former Principal</i> El Puente Academy</p>	<p>Dr. Kriner Cash <i>Superintendent</i> Buffalo Public Schools</p>
<p>Mr. Kevin Casey <i>Executive Director</i> School Administrators Association of NYS</p>	<p>Mr. Michael Casserly <i>Executive Director</i> Council of the Great City Schools</p>
<p>Dr. Sharon Contreras <i>Superintendent</i> Syracuse City School District</p>	<p>Dr. Rudolph Crew <i>President</i> Medgar Evers College</p>
<p>Honorable Marcos A. Crespo <i>Assemblymember</i> New York State Assembly</p>	<p>Mr. Shawn Dove <i>Chief Executive Officer</i> Campaign for Black Male Achievement</p>
<p>Chancellor Carmen Fariña <i>Chancellor</i> New York City Department of Education</p>	<p>Dr. Edward Fergus <i>Assistant Professor</i> New York University</p>
<p>Dr. Ronald Ferguson, <i>Faculty Co-chair and Director</i> Achievement Gap Initiative at Harvard University</p>	<p>Mr. Kesi Foster <i>Administrative Coordinator</i> Annenberg Institute of School Reform, Brown University</p>
<p>Ms. Catalina Fortino <i>Vice President</i> New York State United Teachers</p>	<p>Mr. W Cyrus Garrett <i>Director</i> NYC Young Men's Initiative</p>
<p>Dr. Dorita Gibson <i>Senior Deputy Chancellor</i> New York City Department of Education</p>	<p>Honorable Deborah Glick <i>Chair, Higher Education Committee</i> New York State Assembly</p>
<p>Ms. Cheryl Hamilton <i>Director</i> Educational Opportunities Program</p>	<p>Dr. Ramona Hernandez <i>Professor</i> The City College of New York</p>

New York State Board of Regents

Workgroup on Improving Outcomes for Boys and Young Men of Color

Blue Ribbon Committee

<p>Dr. Gerry House <i>President</i> Institute for Student Achievement</p>	<p>Mr. Roderick Jenkins <i>Senior Program Officer</i> NYC Community Trust Foundation</p>
<p>Honorable Judith Kaye <i>Former Chief Judge of New York</i> Skadden, Arps, Slate, Meagher and Flom, LLP</p>	<p>Dr. David Kirkland <i>Executive Director, Metropolitan Center for Research on Equity, New York University</i></p>
<p>Mr. Timothy Kremer <i>Executive Director</i> NYS School Boards Association</p>	<p>Mr. Khary Lazarre-White <i>Executive Director and Co-Founder</i> The Brotherhood/Sister Sol</p>
<p>Dr. Andrew Livanis <i>President Elect</i> NY Association of School Psychologists</p>	<p>Mr. Ernest Logan <i>President</i> Council of School Supervisors and Administrators</p>
<p>Dr. Barbara Martin <i>Director</i> Bronx Community College COPE Program</p>	<p>Dr. Félix Matos Rodríguez <i>President</i> Queens College, CUNY</p>
<p>Dr. Aletha Maybank <i>Associate Commissioner</i> NYC Department of Health and Mental Hygiene</p>	<p>Dr. Carlos N. Medina <i>System Administrator</i> SUNY</p>
<p>Honorable Velmanette Montgomery <i>Senator</i> New York State Senate</p>	<p>Honorable Walter T. Mosely <i>Assemblymember</i> New York State Assembly</p>
<p>Dr. Khalil Gibran Muhammad <i>Director</i> Schomburg Center for Research in Black Culture</p>	<p>Mr. Jai Nanda <i>Founder and Executive Director</i> Urban Dove</p>
<p>Dr. Michael T. Nettles <i>Senior Vice President Policy Evaluation and Research Center, Education Testing Service</i></p>	<p>Honorable Catherine Nolan <i>Chair, Education Committee</i> New York State Assembly</p>
<p>Mr. Greg Owens <i>Director of Special Projects</i> NYS Office of Children and Family Services</p>	<p>Dr. Roberto Padilla <i>Superintendent</i> Newburgh City School District</p>
<p>Honorable Crystal D. Peoples-Stokes <i>Assemblymember</i> New York State Assembly</p>	<p>Dr. Robert J. Reidy, Jr. <i>Executive Director</i> NYS Council of School Superintendents</p>
<p>Dr. Luis O. Reyes <i>Research Associate</i> Center for Puerto Rican Studies, Hunter College</p>	<p>Dr. Frank Sanchez <i>Vice Chancellor of Student Affairs</i> City University of New York</p>

New York State Board of Regents

Workgroup on Improving Outcomes for Boys and Young Men of Color

Blue Ribbon Committee

<p>Mr. Jabali Sawiciki Instructional Designer Zearn</p>	<p>Dr. Yolanda Sealey-Ruiz Associate Professor Teachers College Columbia University</p>
<p>Ms. Iesha Sekou Founder and CEO Street Corner Resources, Inc.</p>	<p>Mr. Diallo Shabazz Executive Director One Hundred Black Men</p>
<p>Dr. Deborah Shanley Professor of Secondary Education Brooklyn College</p>	<p>Dr. Warren Simmons Executive Director, Annenberg Institute of School Reform, Brown University</p>
<p>Mr. Glenn E. Singleton President and Founder Pacific Educational Group</p>	<p>Ms. Michele Stephenson Producer/Director of "American Promise" Author of "Promises Kept"</p>
<p>Ms. Vanessa Threatte Executive Director New York State Cradle to Career Strategic Alliance</p>	<p>Dr. Ivory Toldson Deputy Director White House Initiative on Historically Black Colleges and Universities, Howard</p>
<p>Dr. Bolgen Vargas Superintendent Rochester City School District</p>	<p>Dr. Ronald Walker Executive Director Coalition of Schools Educating Boys of Color</p>
<p>Mr. Paul Washington Director of Outreach Male Development Empowerment Center, Medgar Evers College</p>	<p>Mr. Jermaine Wright University Director Black Male Initiative, City University of New York</p>
<p>Rev. Dr. Alfonso Wyatt Founder Strategic Destiny: Designing Futures Through Faith And Facts</p>	<p>Dr. Michael Yazurlo Superintendent Yonkers City School District</p>
<p>Ms. Irma Zardoya President and Chief Executive Officer NYC Leadership Academy</p>	



NORTHEAST COMPREHENSIVE CENTER

ATTACHMENT IV

My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities

December 13, 2016

Edward Fergus & Monique C. Morgan



Agenda

- Introduction
- *My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities*
- Next Steps



Section I

Introduction



About the Northeast Comprehensive Center

The mission of the Northeast Comprehensive Center (NCC) is to build SEA and LEA capacity in the following ways:

- Thinking **systemically** about the relationships among all elements to create coherence and articulate a common purpose;
- Using **research-based findings** and **rigorous evidence** to evaluate impact, refine practices, seek new solutions, and meet learners' needs;
- Acting **strategically** to make the best use of available resources; and
- Working **collaboratively** across leadership levels and organizations to leverage resources and overcome barriers.

About Us:

NCC is a partnership between RMC Research Corporation, the Community Training and Assistance Center, Learning Innovations at WestEd, and the New York Institute of Technology.

NCC operates under a grant from the US Department of Education. However, our work does not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the federal government.

To learn more visit our website:

www.northeastcompcenter.org



Section II

*My Brother's Keeper
Guidance Document:
Emerging Practices for
Schools and
Communities*



Purpose

- Inform stakeholders on the outcome trends among boys of color in K-12 school environments
- Provide research review of the most prevalent strategies currently being implemented in schools and communities across the country



Outline of Brief

- Executive Summary
- Section 1: Overview of Academic Outcomes
- Section 2: Review of Research on Emerging Practices
- Section 3: Appendix



Section 1: Academic Outcomes

- In NYS, 4th and 8th grade racial/ethnic minority males have demonstrated small growth in the percentage attaining proficiency in ELA and math. However, in the 2014-15 exams, only about 1 in every 4 fourth grade Native American male and 1 in every 6 Black and Latino male, and 1 in every 2 Asian or Pacific Islander male attained ELA proficiency; in math its slightly higher, with nearly 1 in every 3 Latino and Native American males attaining proficiency, and 1 in every 3 Black male and nearly 7 of every 10 Asian males attaining proficiency.
- Among eighth graders during the same year, the same pattern emerges of greater proficiency in math than ELA; 1 in every 6 Black male, 1 in every 5 Latino and Native American male, and 1 in every 2 Asian or Pacific Islander male attained proficiency in ELA. In the 2014-15 math, 1 in every 5 Native American male, 1 in every 10 Black male, 1 in every 2 Asian and Pacific Islander male, and 1 in every 7 Latino male.



Section 1: Academic Outcomes

- In NYS, in the 2011-2015 school years, nearly 1 in every 4 Black, Latino, and Native American males were receiving special education services.
- In NYS, in the 2011-2015 school years the percentage of racial/ethnic minority males enrolled in AP courses is minimal particularly among Native American, Black, and Latino males; for these groups the enrollment is 1 in every 50.
 - § In NYS, among the 2013 graduating cohort, nearly 1 in every 5 Black student, 1 in every 3 Native American and Latino student, and 1 in every 2 Asian student took the AP exam.



Section 2: Emerging Practices

1. Mentoring
2. Racial/ethnic teacher diversity
3. Culturally relevant/responsive pedagogy
4. Rites-of-Passage Programs
5. College readiness programs
6. Character education/social emotional learning programs
7. Special education, suspension and AP/gifted enrolled policy changes
8. Early warning systems
9. Family and community engagement
10. Community schools
11. Single gender/sex schools

Common Focus:

1. Race, gender, and academic identity
2. Cultural competence and relevance
3. Social and Emotional Support
4. Policy Changes



Section 3: Appendix

- Provides a close examination of promising models that adopted 11 emerging practices to enhance outcomes for boys of color
- Outlines practices, description, student demographics, components, and outcomes of model
- Limited availability of impact studies

Includes:

- 42 Districts and Schools
- 19 Organizations/Programs
- 5 State Education Agencies
- 8 School Based Practices



Section III

Next Steps



Next Steps

- Dissemination
- Promotion: NYS MBK Initiative Website, Press Release, Social Media, Regional Presentations, Webinar
- Series of guidance and implementation documents to support districts and schools in the implementation of referenced strategies and programs



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NORTHEAST COMPREHENSIVE CENTER

Thank you.



[@NECompCenter](https://twitter.com/NECompCenter)



[Northeast Comprehensive Center](https://www.linkedin.com/company/northeast-comprehensive-center)

ATTACHMENT V
MBK Digital Day of Action
December 14, 2016
Digital Media Toolkit

#IamMBK

Inspiring Mentoring and Community Engagement



What is MBK Digital Day of Action?

For over two years, communities, corporations and local officials across the country have united, organized and mobilized in response to President Obama's My Brother's Keeper call to action. Now, over 250 cities, counties and tribal nations have publicly committed to the work of addressing persistent opportunity gaps faced by boys and young men of color and ensuring that all young people can reach their full potential.

On Wednesday, December 14, 2016, we are inviting all MBK communities and supporters to participate in a Digital Day of Action both to showcase the impact that you have made over these past two years and also to recruit more members of your communities to the work.

The Digital Day of Action is being organized in conjunction with the national White House MBK Summit, which will also take place on December 14 at the White House. The summit will celebrate the accomplishments of the MBK initiative, provide an opportunity for cross-sectorial collaboration, and outline the structure of the continued work of MBK after the Obama Administration. Although invitations to the summit are limited in number, the event will be live-streamed on whitehouse.gov.

MY BROTHER'S KEEPER



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Partners

In addition to the MBK Team, the Digital Day of Action's partners include the Corporation for National and Community Service (CNCS) and MENTOR: The National Partnership for Mentoring.



CNCS is a federal agency that leads United We Serve, the President's Call to Service, and funds thousands of mentoring opportunities through AmeriCorps, Senior Corps, and the Social Innovation Fund.



For more than 25 years, MENTOR has served the mentoring field by providing a public voice; developing and delivering resources to mentoring programs nationwide; and promoting quality for mentoring through evidence-based standards, innovative research and essential tools.

Together, CNCS and MENTOR oversee [Mentor.gov](https://www.mentor.gov), which puts Americans in contact with mentoring opportunities across the country.

Get Involved!

On December 14, take advantage of the #IamMBK Digital Day of Action as an opportunity to inspire members of your community to take an active role in supporting your goals and connecting youth to mentors!

The voices of organizations and community members will be the key to increasing interest in and awareness of mentorship, as well as recruiting new individuals to become involved with the local MBK community. If you want to participate, here are a few ways that you can engage in the #IamMBK Digital Day of Action:

❑ Post your support

Share with your followers the reasons that you support My Brother's Keeper using the hashtag #IamMBK on Facebook, Twitter, Instagram and Snapchat.

❑ Share a graphic

Lift up the #IamMBK Digital Day of Action and help ignite the conversation by posting the #IamMBK graphic and driving your followers to Mentor.gov to get involved.

❑ Share a mentoring image

Post of an image of a child you have mentored or of an individual who mentored you. Tell your audience a little about that person in your post and direct them to mentor.gov to sign up to become a mentor. Don't forget to include #IamMBK!

❑ Share a video

Record a video/snap telling your followers about the importance of mentorship and encouraging them to get involved in their local MBK community; direct them to Mentor.gov to learn more. Don't forget to include #IamMBK!

Celebrate mentors all week long. **Rally** your friends to participate. **Share** this toolkit and encourage others to participate!

MY BROTHER'S KEEPER



Partner Accounts

Official Hashtag: #IamMBK

The White House

The Corporation
for National and
Community Service

MENTOR: The National
Mentoring Partnership

MY BROTHER'S KEEPER



[@WhiteHouse](https://www.facebook.com/WhiteHouse)

[@nationalservice](https://www.facebook.com/nationalservice)

[@MENTORnational](https://www.facebook.com/MENTORnational)



[@WhiteHouse](https://twitter.com/WhiteHouse)

[@NationalService](https://twitter.com/NationalService)

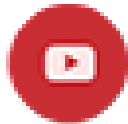
[@MENTORnational](https://twitter.com/MENTORnational)



[@whitehouse](https://www.instagram.com/whitehouse)

[@nationalservice](https://www.instagram.com/nationalservice)

[@mentornmp](https://www.instagram.com/mentornmp)



[The White House](https://www.youtube.com/TheWhiteHouse)

[Corporation for National
and Community Service](https://www.youtube.com/CorporationforNationalandCommunityService)

[MENTOR: The National
Mentoring Partnership](https://www.youtube.com/MENTORTheNationalMentoringPartnership)

Sample Messaging: Partner Organizations

Facebook/LinkedIn/Instagram

- Mentors help youth reach their full potential by being there during critical moments. Their presence helps kids stay connected to school, work and community. Become a mentor today! [Mentor.gov](https://www.mentor.gov) #IamMBK

MY BROTHER'S KEEPER



Twitter

- Mentors help youth reach their full potential by being there during critical moments. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK
- Thank you, mentors for being a positive presence in the lives of youth. Mentoring changes lives. [Mentor.gov](https://www.mentor.gov) #IamMBK
- [Partner] is proud to support mentoring and helping youth succeed. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK

Sample Messaging: Mentors/Mentoring Supporters

MY BROTHER'S KEEPER



Facebook/LinkedIn/Instagram

- As a mentor OR mentoring supporter, I know I'm making impact on the next generation. The mentors I had growing up helped encourage me to dream big and follow my own path. As a mentor, you learn by teaching and more importantly, by listening. Inspire, lead and become a mentor today. [Mentor.gov](https://www.mentor.gov) #IamMBK

Twitter

- As a mentor OR mentoring supporter, I know I'm making an impact. Inspire, lead and become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK
- The mentors I had growing up helped encourage me to dream big. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK
- Join me in supporting the next generation by being there to listen and learn. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK

Sample Messaging: Mentees

Facebook/LinkedIn/Instagram

- I am thankful for the mentors I had growing up who helped me get where I am today. My mentor changed my life and I know mentoring is making a difference. Join me in supporting the next generation. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK

MY BROTHER'S KEEPER



Twitter

- I don't know where I would be without the mentors I had growing up. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK
- My mentor changed my life. I know mentoring makes a difference. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK
- My mentor helped me get to where I am today. Pay it forward for the next generation. Become a mentor. [Mentor.gov](https://www.mentor.gov) #IamMBK

Graphics

Go [here](#) to download graphics to use in social media!



Graphics

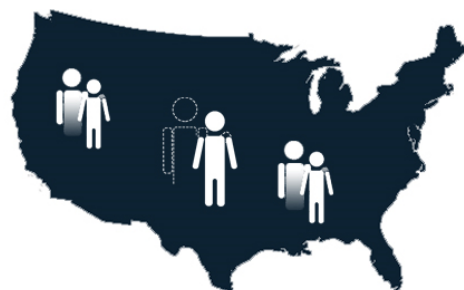
Go [here](#) to download an infographic!



THE MENTORING EFFECT *in real life*

**One in three young people
are growing up without a mentor.**

This is the mentoring gap in America.



1 in 3

This means that **one-third** of our nation's young people are growing up without a mentor to offer real life guidance. For young people who face a variety of risk factors that could lead them to become disconnected from school and work, the mentoring effect is linked to significant positive outcomes.

WITH A MENTOR, AT-RISK YOUTH ARE:

-  **52%**
less likely than their peers to skip a day of school
-  **55%**
more likely to be enrolled in college
-  **46%**
less likely than their peers to start using drugs
-  **81%**
more likely to report participating regularly in sports or extracurricular activities
-  **78%**
more likely to volunteer regularly in their communities
-  **130%**
more than twice as likely to say that they held a leadership position in a club or sports team
-  **90%**
Respondents who had a mentor said they are now interested in becoming mentors

Contact Information

If you are a leader of a MBK Community and have any questions, comments or concerns about this Digital Day of Action, please feel free to email Cameron Webb (Bryant_C_Webb@who.eop.gov) with the White House MBK team. We look forward to working with you to highlight the impact and the promise of MBK—both now and for years to come.

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If you are an AmeriCorps, Senior Corps, or Social Innovation Fund program, please send a messages to digitalmedia@cns.gov.

MENTOR-related organizations should contact Matt Meyersohn at mmeyersohn@mentoring.org.