



New York State
Education Department
My Brother's Keeper



Summary Report



February 2016
through
June 2021

THE UNIVERSITY OF THE STATE OF NEW YORK

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My Brother's Keeper Summary Report

Historical Context

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.

In response to the national 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 to address these challenges and expand opportunities to increase their success.

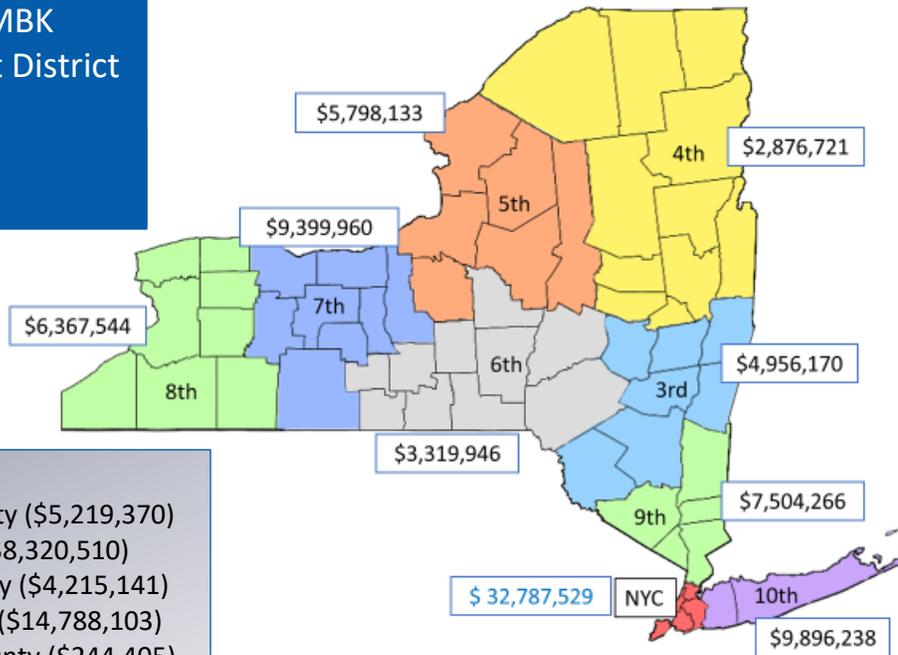
The Workgroup presented its interim report to the Full Board of Regents during the December 15, 2015 meeting. These recommendations were then presented to the New York State Assembly for inclusion in the enacted 2016 budget. On April 4, 2016, New York became the first state to accept the President's 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 (MBK 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 (Exemplary School Models and Practices). Since then, NYSED has expanded MBK to provide authentic leadership experiences and trainings (MBK Fellows) and incentivizing school districts to meet the needs of Native American students (Native American Program).

In addition to the significant statewide fiscal opportunities to support the New York State MBK (NYSMBK) initiative, the New York State Education Department (NYSED) published the [*My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities*](#). This document was 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. The eleven programs and strategies serve as a starting point for all those concerned with the education of all New York State students.

Overall New York State My Brother's Keeper (NYSMBK) Statewide Disbursements

Total Statewide MBK
Investment by Regent District
2016-2021

\$82,906,507



NYC By District:

- 1st District – New York County (\$5,219,370)
- 2nd District – Kings County (\$8,320,510)
- 11th District – Queens County (\$4,215,141)
- 12th District – Bronx County (\$14,788,103)
- 13th District – Richmond County (\$244,405)

NYSMBK Highlights by the Numbers

Below are some significant numbers for a few of the NYSMBK initiatives.

MBK Fellows inducted in 2018 = 36	MBK Fellows inducted as of April 2021 = 247
MBK Communities in February 2016 = 5	MBK Communities as of October 2021 = 31
TOC II Students in Fall 2016 = 304	TOC II Students as of February 2021 = 594
TOC II Graduates as of February 2021 = 442	

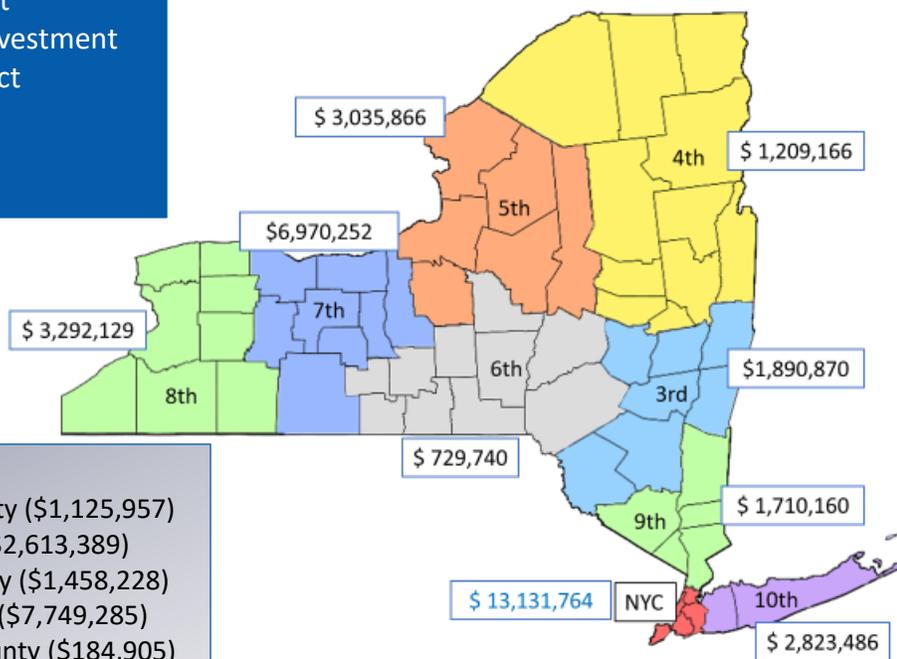
MBK Description/Objectives

The annual \$18 million funding of the NYSMBK initiative is administered through six grants with supplemental programming and support through NYSED’s Office of Access, Equity, and Community Engagement Services. 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 boys and young men of color. This investment is focused on providing boys and young men of color with sustainable educational advancement opportunities that will lead to better outcomes and is a matter of both social justice and economic importance. An overview of the statewide investments and a summary of the grants are on the following pages.

MBK Challenge Grant (CG) Statewide Disbursements

Challenge Grant
Total Statewide MBK Investment
by Regent District
2016-2021

\$34,793,433



NYC By District:
 1st District – New York County (\$1,125,957)
 2nd District – Kings County (\$2,613,389)
 11th District – Queens County (\$1,458,228)
 12th District – Bronx County (\$7,749,285)
 13th District – Richmond County (\$184,905)

MBK Challenge Grant

Purpose: The purpose of the MBK Challenge Grant (MBK CG) is to incentivize and support school districts to accept the MBK Challenge and implement a coherent cradle-to-college strategy aimed at improving the life outcomes for boys and young men of color. The milestones for the Challenge Grant are:

- Getting a Healthy Start and Entering School Ready to Learn
- Reading at Grade Level by Third Grade
- Graduating from High School Ready for College and Careers

Funding level: The annual statewide appropriation for MBK CG is \$7,000,000.

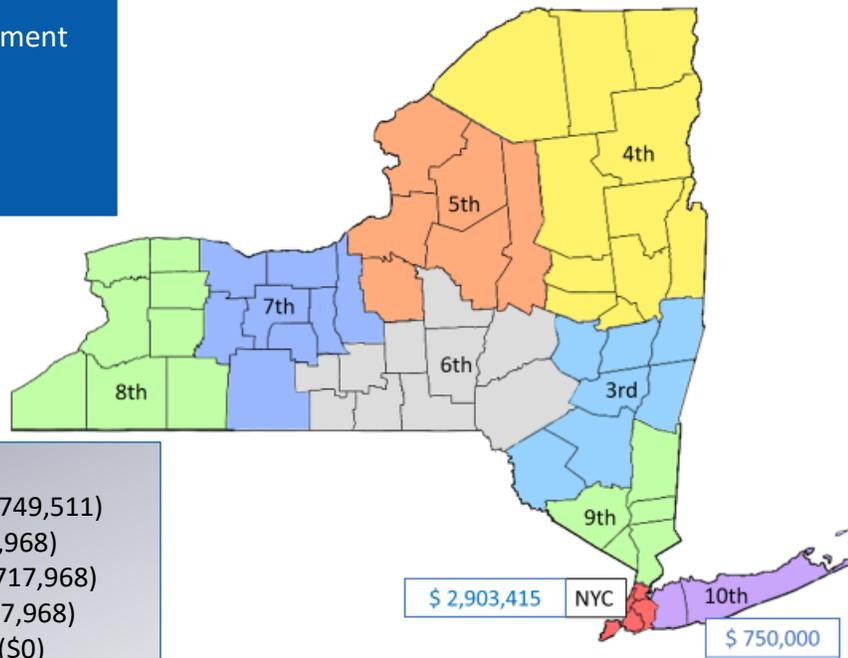
Project Period: The current funding cycle began January 13, 2020 and runs through June 30, 2022. The project’s first year was initially January 13, 2020 through June 30, 2020, but it was extended until July 31, 2021 due to COVID-19. The third and final year of the cycle ends June 30, 2022.

**Approximately 58,000
Students Served
Annually**

Students Served: Thirty-three districts across New York State were awarded an MBK CG to improve outcomes for boys and young men of color. The total number of students served by the initiatives funded by the MBK CG are approximately 58,000 annually. School districts and their partners seek to remove the conditions and circumstances that hinder boys and young men of color in school and, therefore, life. Participating districts focus on identified milestones, strategies, and outcomes and use MBK CG resources to support this initiative. The expectation is that measurable progress will be made in the key performance areas of student achievement.

Exemplary Schools and Model Practices (ESMP) Statewide Disbursements

ESMP Grant
Total Statewide MBK Investment
by Regent District
2018-2021
\$3,653,415



NYC By District:
1st District – New York County (\$749,511)
2nd District – Kings County (\$717,968)
11th District – Queens County (\$717,968)
12th District – Bronx County (\$717,968)
13th District – Richmond County (\$0)

Exemplary School Models and Practices

Purpose: The purpose of the MBK Exemplary School Models and Practices Grant (MBK ESMP) is to close the achievement gap and increase the academic achievement and college and career readiness (CCR) of students, with an emphasis on boys and young men of color. The primary objective of this program is to investigate, replicate, and expand educational programs and models that build academic identity and social capital for underachieving youth.

**\$3.6 Million to
5 Districts**

Funding level: The final annual appropriation for the MBK ESMP three-year cycle was \$1,249,771. Appropriation for the entire 2018-2021 grant cycle was \$3,653,415.

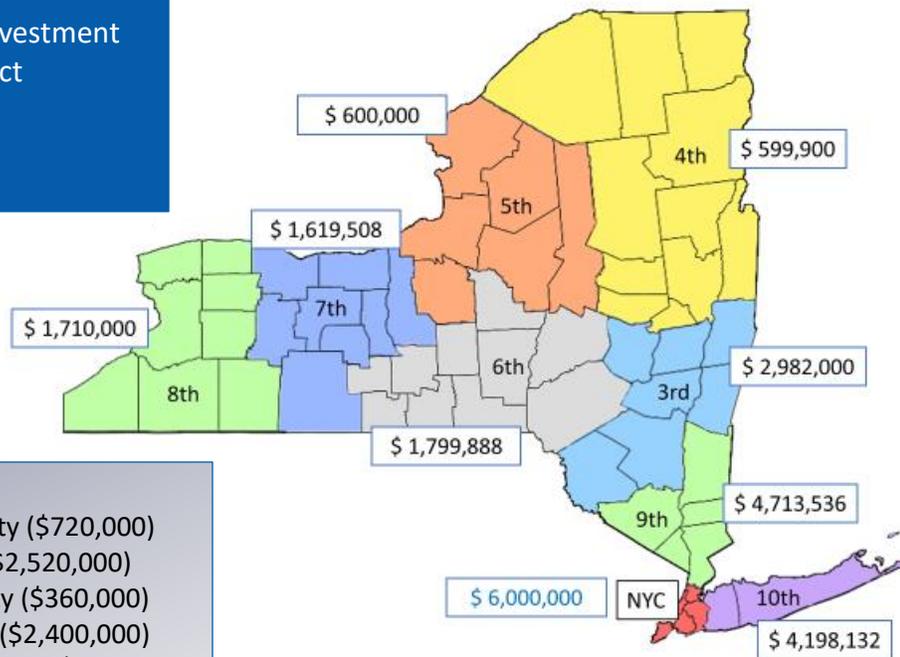
Project Period: The first ESMP funding cycle began September 1, 2018 and ran through August 31, 2021. The project’s second-year end-date was extended from August 31, 2020 to July 31, 2021 due to COVID-19. The third and final year of this grant ended August 31, 2021.

Students Served: Five districts were awarded MBK ESMP grants to replicate and expand exemplary educational programs and models that build academic identity and social capital for underachieving youths in five replication partner districts. Nearly 5,000 students in 10 schools are engaged in this initiative.

**Nearly 5,000 students
are engaged in this
initiative annually.**

Family and Community Engagement (FCEP) Statewide Disbursements

FCEP Grant
Total Statewide MBK Investment
by Regent District
2016-2021
\$24,222,964



NYC By District:
 1st District – New York County (\$720,000)
 2nd District – Kings County (\$2,520,000)
 11th District – Queens County (\$360,000)
 12th District – Bronx County (\$2,400,000)
 13th District – Richmond County (\$0)

Family and Community Engagement Program

Purpose: The purpose of the MBK Family and Community Engagement Program (MBK FCEP) is to increase the academic achievement and college and career readiness of boys and young men of color by developing and sustaining effective relationships with families and the community toward the goal of student success.

**\$24.2 Million to
45 Districts**

Funding level: The annual statewide appropriation for MBK FCEP is \$6,000,000.

Project Period: The first funding cycle began September 1, 2016 and ran through August 31, 2020. The project’s fourth and final year was extended until July 31, 2021 due to COVID-19.

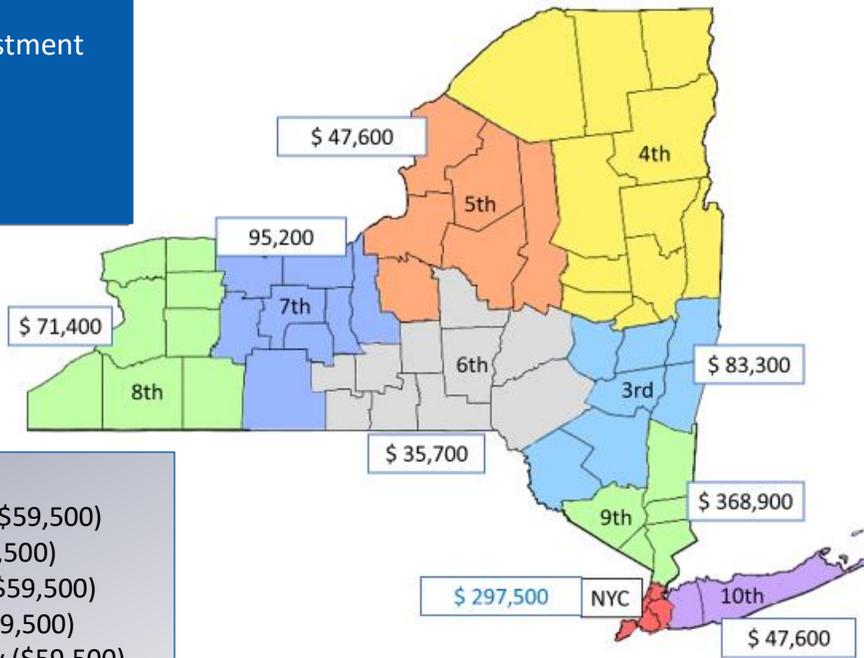
Students Served: In total, 45 school districts were awarded the MBK FCEP grant to serve students, teachers, and families. The most recent data shows that approximately 190,000 students and 185,000 parents were served through this program annually.

**190,000 Students Served
185,000 Parents Served**

MBK Fellows Statewide Disbursements

Fellows Program
 Total Statewide MBK Investment
 by Regent District
 2016-2021

\$1,047,200



NYC By District:

- 1st District – New York County (\$59,500)
- 2nd District – Kings County (\$59,500)
- 11th District – Queens County (\$59,500)
- 12th District – Bronx County (\$59,500)
- 13th District – Richmond County (\$59,500)

MBK Fellows Program

**MBK Fellow inductions:
 Grown from 36 to 247.**

Purpose: The purpose of the MBK Fellows Program (MBK Fellows) is to provide rising 12th-grade high school students, with an emphasis on boys and young men of color, with opportunities to gain authentic leadership experience(s) and develop

service projects beneficial to the schools they attend and the communities they live in.

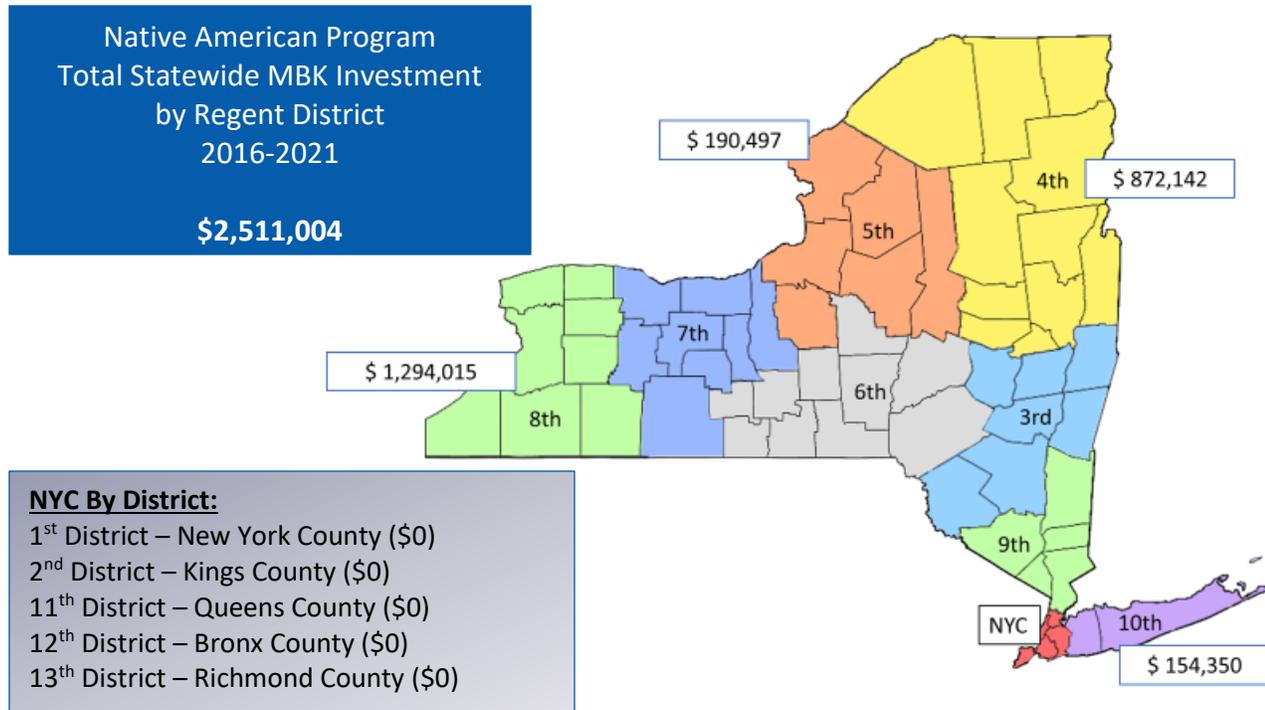
Funding level: The 2020-2021 funding for the MBK Fellows Program was \$428,400. The total funding awarded since 2018 is \$1,047,200.

Project Period: The current funding cycle for the MBK Fellows Program began December 13, 2019 and runs through June 30, 2022. The 2020 project year was extended until July 31, 2021 due to COVID-19.

**Over 90% of MBK Fellows
 have graduated and
 attended college.**

Students Served: In 2018, all MBK Communities were allocated two Fellows. Since 2019, districts with less than 10,000 students continue to have two Fellows per year with districts with more than 10,000 students, permitted to have four Fellows per year. With the induction of the 2021 cohort of MBK Fellows, 247 Fellows have been inducted into the Fellows Program since 2018.

MBK Native American Program (MBK NAP) Statewide Disbursements



MBK Native American Program

Purpose: The purpose of the MBK Native American Program (MBK NAP) is to incentivize and support school districts to accept the MBK initiative and implement a coherent cradle-to-college/career strategy aimed at improving life outcomes for disadvantaged youth, particularly Native American boys and young men.

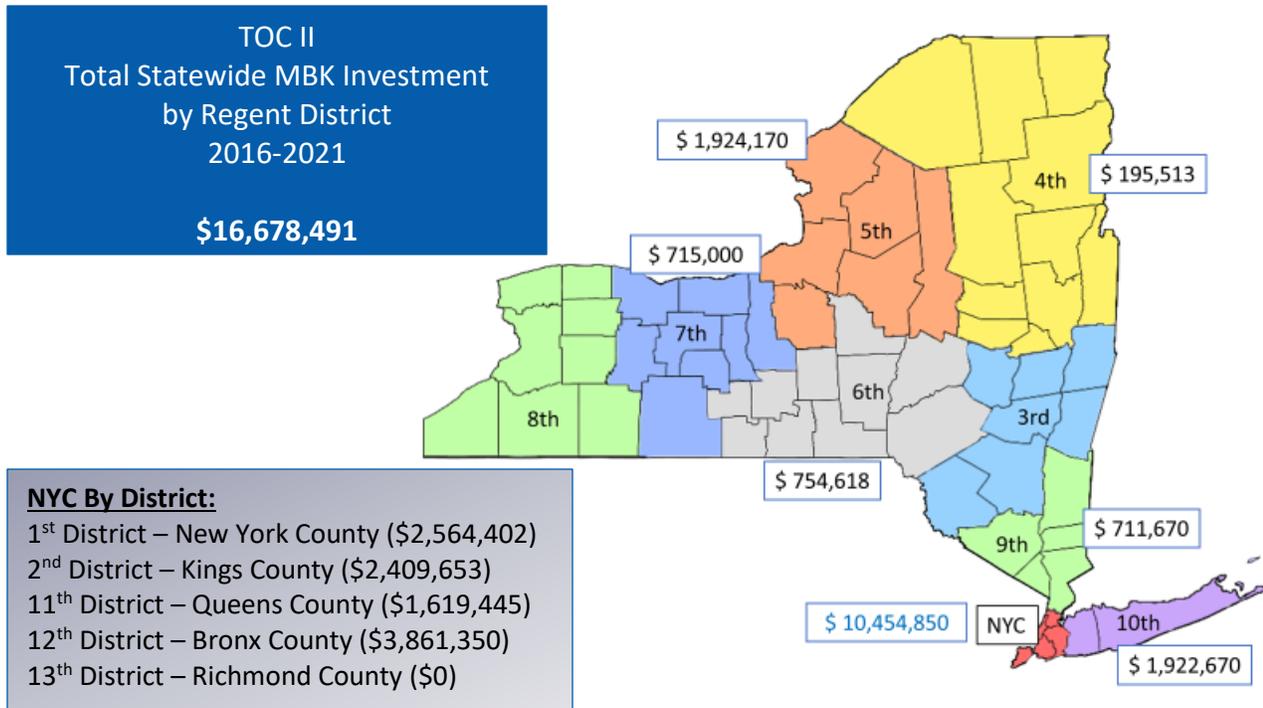
Funding level: The current annual statewide funding for the MBK Native American Program is \$882,247. The total funding awarded since 2018 is \$2,511,004.

Project Period: The current funding cycle began December 13, 2019 and will run through August 31, 2022. The project’s first-year funding was extended until July 31, 2021 due to COVID-19.

Students Served: In 2019, 11 school districts were awarded the MBK Native American Program grant to serve 3,204 students. In the previous grant cycle, the same 11 school districts served approximately 3,500 students annually.

**3,500 Native American
students served annually
since 2019.**

Teacher Opportunity Corps II (TOC II) Statewide Disbursements



Teacher Opportunity Corps II

Purpose: The purpose of the Teacher Opportunity Corps II (TOC II) is to increase the participation rate of historically underrepresented and economically disadvantaged individuals in teaching careers.

Funding level: The annual statewide appropriation for TOC II is \$3,000,000. In 2019-20, the original Teacher Opportunity Corps funding of \$450,000 was combined with TOC II, for a new available funding amount of \$3,450,000.

Project Period: The current funding cycle began September 1, 2016 and ran through August 31, 2021. The project’s fourth year was extended from August 31, 2020, until July 31, 2021 due to COVID-19. The fifth and final year of the grant ended August 31, 2021.

Students Served: Sixteen colleges and universities were awarded TOC II grants to serve undergraduate and/or graduate students pursuing teaching careers. In 2017-2018, a total of 525 students participated in TOC II, even though the institutions were only required to serve 475 students. In 2018-2019, a total of 561 students participated in TOC II, again exceeding the target of serving 475 students. Of the 561 students enrolled for 2018-2019, 523 students, 110% of the initial target of 475 students, were from the priority group identified in the Request for Proposals (individuals underrepresented in the field of teaching). Despite the challenges presented by the pandemic, preliminary data as of February 2021 shows that the overall statewide enrollment increased to 594.

TOC II programs have graduated 442 students since 2016 and currently have 594 students enrolled.

NYSMBK Structural Accomplishments

Below are examples of some of the accomplishments under the NYSMBK priorities that are a structural part of improving outcomes for boys and young men of color across New York State:

- **NYSMBK Communities** have increased from 5 to 31 communities. These communities have created local partnerships and implemented community action plans to improve educational opportunities and increase outcomes for boys and young men of color.
- **NYSMBK Fellows were first inducted in 2018.** This initiative provides NYSMBK Fellows, rising 12th grade high school students, with opportunities to participate in Mastermind book studies via Zoom. These calls offer the Fellows the opportunity to do a close reading of culturally relevant texts with the support of one another, mentors, district staff, NYSED staff, and featured special guest speakers. Additionally, NYSMBK Fellows are also provided leadership and professional speaker training, mentors, and their own event in Albany titled *Stand and Deliver*. At *Stand and Deliver*, the young men give TED style talks on their insights and experiences within the MBK movement.
- **A College Essay Masterclass** was created by NYSMBK because of the COVID-19 pandemic and the elimination of the SAT as a college admissions criterion in 2020. NYSMBK Fellows (and now any high school seniors in NYSED-verified MBK communities) are invited to participate in a two-part college essay writing workshop. Last fall, more than 125 people attended the masterclass.
- The **Teacher Opportunity Corps II (TOC II)** initiative has graduated 442 teachers since its inception in 2016 through February 2021. These preservice teachers have been trained to address the learning needs of all students and are well equipped to reach culturally diverse learners.
- **Lower Hudson Valley MBK** formed a consortium of nearly a dozen school districts and community-based organizations whose sole purpose is to support the success of young men of color in the Lower Hudson Valley region. They meet regularly and share information, resources, and best practices for engaging and improving opportunities and outcomes for boys and young men of color. They have also created a regional youth summit that informs, inspires, and continues to reinforce the principles of success for the students in attendance.
- **The NYSMBK Symposium** continues to grow in interest and attendance since 2016. Each year, NYSMBK holds a statewide convening to offer training, support, inspiration, and networking opportunities to the thousands of MBK students, staff, and community leaders across New York State. In 2016, we had nearly 300 people attend the NYSMBK Symposium. In 2019, we had nearly 1,000 attendees at the symposium. The 2021 symposium was held virtually, and we had nearly 600 attendees.
- **At last count, eight (8) school districts in different regions across New York State have adopted a birth-to-three school readiness initiative titled The Basics.** The Basics Campaign is inspired by the fact that 80% of brain growth happens in the first three years of life, and there are five evidence-based parenting and caregiving principles that encompass much of what experts find is important for children from birth to age three. During this period, skill gaps between socio-economic, racial, and ethnic groups become clearly apparent. Districts are partnering with hospitals, early learning centers, and pre-natal parents to promote and support the everyday interactions between children, their parents, and other caregivers, providing abundant opportunities to give children from every background a more equal start in life.

- **NYSMBK** conducted an in-depth study on 10 high schools and two districts that are graduating young men of color at rates that exceed the overall state graduation rate and shared the findings in seven statewide trainings in different regions of the state.

NYSMBK Local Accomplishments

Below are some of the accomplishments under the NYSMBK priorities:

1. Ensuring equitable access to high-quality schools and programs

- a. **New York City Community School District #5** (Manhattan), through an ongoing partnership with **Mentoring in Medicine** which specializes inspiring and equipping disadvantaged and low-income students for health careers by expanding access to high-quality STEM courses such as Advanced Biology, Human Diseases, and Biomedical Careers with its in-class program. This hands-on, two-semester daily course prepares students for the rigor of advanced biology (anatomy, physiology) and features pathology and health/science careers. The course incorporates up-to-date biomedical topics, including sections on current health issues such as cancer, precision medicine, aging, and more. Students practice advanced study strategies, learn about eleven organ systems, perform organ dissections, take trips to colleges and health facilities, meet health/science professionals, learn life-saving skills, review scientific publications, learn how to conduct research, host, and participate in a health and science expo, can participate in a STEM Summer Camp, and complete two capstone projects. This program that was instituted at Thurgood Marshall Academy High School (Community School District #5, Manhattan) has been expanded in Community School District #5 (Manhattan), and these programs and opportunities were replicated in **Community School District #10** (Bronx). (Funded by the MBK Exemplary School Models and Practices Grant)



Camron Ruckman
2019–20 MBK Fellow

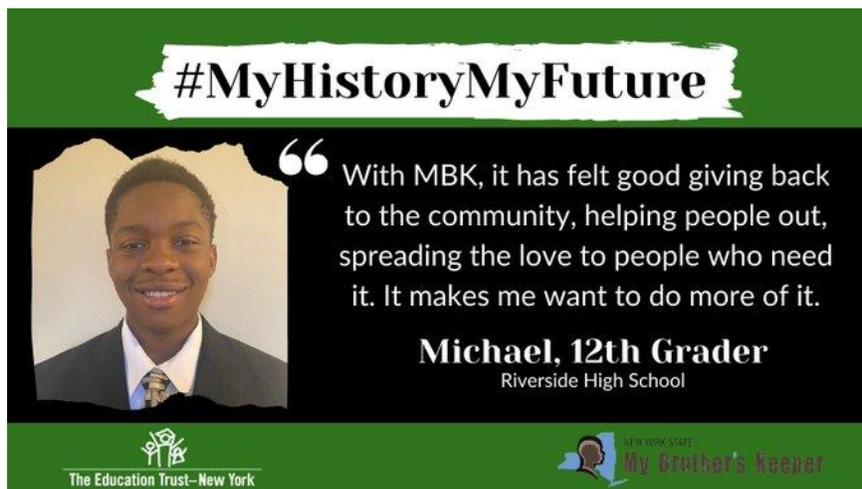
"Being involved in MBK impacted me by leaving a mark on my life; it opened my eyes to some issues I wasn't aware of. It also made me realize what my importance is in this world."


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- b. In the **Greenburgh Central School District**, 25 students were selected and provided with academic, social, communal, and therapeutic programs/activities that enhance their daily routines. Through the Family and Community Engagement Grant, Greenburgh MBK has created an "I am My Brother's Reader Initiative," which allows students from the high school an opportunity to mentor students in the elementary and middle school. The upper classmates conduct book reading in-person and virtually with students in grades 3-6. (Funded by the MBK Family and Community Engagement Program Grant)



- c. In partnership with the **Tuscarora Nation** and SMART Choices, **Niagara Wheatfield Central School District** provided a program over the summer for young male students of the Haudenosaunee Confederacy. As part of the program, **General Motors Components Holdings (GMCH)** welcomed 12 young men of the Haudenosaunee Confederacy to tour the plant in Lockport, NY. At the plant, the students learned to operate power tools and wore protective gear used by construction workers, allowing the students to learn the proper safety procedures for this line of work. The MBK Native American Program also provided students with opportunities to design and build programmable robots. During their visit to the Lockport GMCH plant, students had the opportunity to see real robotics being manufactured. (Funded by the MBK Native American Program Grant)
- d. In the **Yonkers City School District**, the Yonkers MBK's Future Leaders Academy offered male students in grades 6 through 12 the opportunity to develop skills in leadership, job-readiness, and STEM (Science, Technology, Engineering, and Math). Young scholars dedicated 8-10 Saturdays to learning to design and print 3-D objects, fly a drone, produce their own films, prepare for a job interview, attend empowerment seminars, fix a car engine, and much, much more. (Funded by the MBK Challenge Grant)

2. Expanding prevention, early warning, and intervention services

- a. **Lawrence UFSD** (Long Island) implemented a Seminars in Lieu of Suspension (SILOS) program that offers parents/guardians of students who have

committed non-violent/drug/weapon offenses that rise to the level of a suspension (in-school or out-of-school) the option to attend a three-hour evening-time seminar with their child in lieu of suspension. While waiting to attend the SILOS, the suspension is stayed and the student resumes instruction as usual until the SILOS is attended and the suspension vacated, with missed SILOS resulting in immediate suspension. Students are only allowed to participate in SILOS when accompanied by a parent/guardian. Lawrence UFSD also instituted a PM School that offers after school tutoring in ELA and math for at-risk and Students with Interrupted Formal Education (SIFE). These programs were replicated in **Wyandanch UFSD** (Long Island), Lawrence's partner district. (Funded by the MBK Exemplary School Models and Practices Grant)

- b. **Hudson City School District's Home Visit Programs** were designed to help teachers get to know the participating families and students, discuss the families' expectations for their children, and hear their expectations from the school. This program's goal is to help students be more engaged in school and at home, increase attendance, lower chronic absenteeism, improve behavior, and raise test scores. (Funded by the MBK Family and Community Engagement Program Grant)
- c. **Elmira City School District** offered the Check and Connect Project in collaboration with its community partners. The purpose of Check and Connect was to build a bridge between students and families of color and the school community, connecting them to the people, resources, and programs they need to achieve their life goals. Check and Connect used early warning indicators, including attendance, behavior, and course credits. The Project served 60 young men of color in grade 9 throughout the program year on a daily, weekly, monthly, or quarterly basis—frequency of each intervention depended on each student's level of need. (Funded by the MBK Challenge Grant)
- d. **Nazareth College, Rochester, NY** provided a series of professional development workshops on topics such as Classroom Management Systems (which are centered in culturally relevant and trauma sensitive practices), Preparing for the First Six Weeks of being a 1st Year Classroom Teacher, and Working with English Language Learners (ELLs). (Funded by the MBK Teacher Opportunity Corps II Grant)



3. Using differentiated approaches based on need and culture

- a. **Massena CSD, in partnership with St. Regis Mohawk Tribe**, provided male Native American high school students with opportunities to engage with elementary students monthly through a reading program called “Sweetgrass Sessions.” Additionally, the program provided activities aimed at promoting and strengthening cultural awareness and education. (Funded by the MBK Native American Program Grant)
- b. The **Newark City School District’s Culturally Diverse Home-Based Libraries and Home Visitation Program** was a tiered program that engages parents and students in school. Teachers conducted home visitations and provided families with libraries of 10-20 multicultural books for children aged 3-5. Activities from a local M/WBE vendor - Peaceful Schools - trained teachers and building principals to conduct engaging, culturally responsive home visitations. Universal Pre-Kindergarten through 5th grade teachers, accompanied by Youth Advocates, conducted home visitations to review the families’ feelings of the preceding school year, receive feedback, and supply the household with books and supplies. (Funded by the MBK Challenge Grant)
- c. **Community School District #7 (Bronx)** offered 12Comics, a literacy and entrepreneurial enrichment program using custom comic books to increase academic achievement. They used the creation of a custom superhero, comic book, trading cards, video games, animated shorts, and live action short films as instructional tools to enhance entrepreneurship, technology, art, literacy, and math. As a unique and innovative Interdisciplinary Literacy and Entrepreneurial Enrichment (ILEE) service for children, youth, adults, and seniors, 12Comics ensures students are excited and enjoy increasing their knowledge in the natural sciences and history while developing their vocabulary, leadership, and oral communication skills. Community School District 7 worked with 12Comics to enhance the program, so that parents and their children could experience this program together since the summer of 2019. (Funded by the MBK Challenge Grant)



- d. **Nazareth College, SUNY Oswego, and Queens College** offered Statewide TOC II Virtual Wellness Check-ins. In response to COVID 19, these three colleges collaborated to provide professional development and support for pre-service and in-service teachers. The virtual sessions were opened to all students from the 16 participating TOC II programs. One of the sessions focused on financial wellness and featured Ms. Olivia West. Two of the sessions, led by Dr. Yolanda Sealy-Ruiz, focused on wellness and self-care to encourage practitioners to take care of their social and emotional health needs as they are addressing the needs of their students. Following this model, several other TOC II institutions began offering their seminars and other professional development opportunities virtually to ensure TOC II students received the necessary supports and trainings. (Funded by the MBK Teacher Opportunity Corps II Grant)

4. **Responding to structural and institutional racism**

- a. **New York City Community School District #19** engaged in a year-long action research and planning initiative entitled “From a Moment to a Movement: Strategic Advocacy” designed to address social justice issues plaguing young men and their communities. Topics such as homelessness, police brutality, gun violence, poor nutrition, access to healthy food options, and lack of resources/inequities have been identified as focus areas. During each of the monthly district convenings, the young men acquired and developed a new skill needed to create a collective strategic plan that was presented at the district’s end-of-year convening. They developed research questions, researched a topic (found data, statistics, and case studies), wrote a position paper/essay, created the plan (paper, PowerPoint, video, Google presentation, etc.), and then used their voice to present and explain their research and plan. During the monthly school-based meetings, the mentors supported the young men with crafting their plan, identifying community partners to support them with implementing the plan. The group that had the strongest and most comprehensive plan won a prize that will be utilized to fund the development of the initiative. (Funded by the MBK Challenge Grant)



Denva Nesbeth Jr.
2019-20 MBK Fellow

"I look forward to the opportunity to create a community service project through the grants we receive."

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- b. **Community School District #10** (Bronx) partnered with **Community School District #5** (Manhattan) through their ongoing partnership with **Mentoring in Medicine**. The program offers a bilingual curriculum, acknowledges disparities in science education, and offers students access to the more than 25 institutions of higher learning, hospitals, and science and medical associations. Students, parents, and educators participated in a myriad of programs and events and interacted with biomedical and health professionals. (Funded by the MBK Exemplary School Models and Practices Grant)



- c. **Teachers College, New York, NY** developed content-specific seminars taught by faculty to help teacher candidates build their knowledge of race, equity, and gender issues in the classroom. (Funded by the MBK Teacher Opportunity Corps II Grant)

5. **Making comprehensive and coordinated support services widely available**

- a. **Community School Districts #7** (Bronx), **#16** (Brooklyn), and **#29** (Queens) partnered with **Makeosity**, which provides school-based Science, Technology, Engineering, Art (design) and Math (STEAM) programming for students, and **Robofun**, which teaches STEAM concepts through engaging project-based learning. The partnership gave fourth-grade students and their families access to

high-quality STEAM experiences in engineering and robotics including utilizing **LEGO Mindstorms EV3** with the *Gears of Fury* curriculum. Parents, guardians, and family members were trained to lead student teams in robotics building and competitions. All projects utilized bilingual staff, so language was not a barrier and all families who wanted to participate could. During the COVID-19 pandemic, when meeting in teams for robotics was not possible, hands-on electrical engineering was added as an activity that students could complete at home with their parents. Community School Districts #7, #16 and #29 replicated these programs in **Community School Districts #8 (Bronx), #10 (Bronx), and #30 (Queens)**. (Funded by the MBK Exemplary School Models and Practices Grant)

- b. **Rochester City School District** designed a workshop series for parents. The workshop series utilized “Strengthening the Black Family” seminar curriculum supporting cradle-to-career success for youth of color, empowering parents to be leaders in the school. (Funded by the MBK Family and Community Engagement Program Grant)

- c. **Queens College (CUNY), NYC non-profit Partnership for After School Education (PASE), and NYSED** partnered to host a *Statewide Virtual Teacher Opportunity Corps II Summit: All Eyes on Equity*, featuring Dr. Pedro Noguera. A total of sixteen colleges and university participated in this summit to share and receive guidance on how best to respond to the inequities exposed by the COVID-19 pandemic. Students engaged with Dr. Noguera on the ways they can help dismantle systematic racism in the classroom. Additionally, students from **Clarkson University, Monroe College, Metropolitan College, Nazareth College, SUNY Oswego, and Queens College** shared their lived experiences with disparities in education and described how the TOC II program supported and addressed their needs during the pandemic. (Funded by the MBK Teacher Opportunity Corps II Grant)

#MyHistoryMyFuture

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Kaitlyn
MBK Teacher Opportunity
Corps II Student
Queens College

I am a Cantonese and Taiwanese first generation American at Queens College, studying to become the best elementary school teacher that I can be. This past year 3 of my grandparents and several other close family friends have passed away. Losing them challenged me to maintain my focus and motivation in school. Although closure has been tough to grasp, their perseverance and teachings stay close to my heart. My grandparents have taught me that the best things you can do for the world are being kind to everyone, giving back to your community, and choosing a career that makes you happy and makes a difference in the world. I admire the wonderful teachers I've had that have empowered me, inspired me to love learning, and pushed me to exceed the limits that I thought I had. I strive to be even better than those teachers I've had. I want to ignite a tenacity in them to love to learn and to improve themselves. Through MBK TOC I hope to improve myself and help my students have confidence in their academic and personal potential.

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6. **Engaging families and communities in a trusted and respectful way**

- a. **Rochester City School District Office of Parent Engagement, Monroe High School, Ibero-American Action League, and Rochester MBK** worked together to provide the "Padres Comprometidos/Committed Parents" leadership training to Monroe High School parents. The program is designed to support, engage, and empower parents to understand the public school system and learn how to prepare their children for college. (Funded by the MBK Family and Community Engagement Program Grant)
- b. **Community School District #23 (Brooklyn)** created and implemented the "I AM ENOUGH" initiative, which fosters healthy development among students by engaging them in a Cultural Identity Video Storytelling Series. The community partner, DKP, LLC provided lessons on cultural identity for parents, educators, and students. DKP uses the storytelling tools of photography and videography to encourage individuals to create visual identity narratives to celebrate cultural identity and to engage families in discourse around cultural relevance and its impact on social emotional development. This project occurred over 2 ½ months during the academic year. (Funded by the MBK Challenge Grant)
- c. **Buffalo City School District** implemented Toddler Zones. Toddler Zones provided parents with critical information and learning opportunities to better prepare boys of color to enter school ready to learn, as evidenced by universal Pre-K access for boys of color; and a birth-to-age-three initiative that partners with parents and institutions to inform and support practices necessary for early childhood growth and development. The weekly sessions were offered on a rotating basis to include evenings and weekends. Parent courses, informational sessions, and book studies were offered throughout the school year. Topics included health and wellness, nutrition, vocabulary and language development, high-quality talking, reading, and singing, exploration and discovery to make sense of surroundings, beginning to discover letter knowledge and reading sensitivity, beginning early learning in the home (literacy, numeracy, colors, shapes, books, etc.), and nurturing pro-social skills throughout the district's Community Schools. (Funded by the MBK Challenge Grant)

#MyHistoryMyFuture



“ As a Black boy from Buffalo’s East Side, I faced more obstacles to success than others. Statistics say I should not make it this far in my life. However, my upbringing will not stop me from reaching success. I am a leader of my generation and I will change the world.

Malik, Graduate Student
Medaille College




New York State MBK Response to the COVID-19 Pandemic

The COVID-19 pandemic forced us to reimagine how to continue to support many of our most vulnerable communities and, where possible, how to meet their social, emotional, and academic needs. Within six weeks of the shutdown on March 13, 2020, NYSMBK hosted its first MBK Statewide Village Meeting. Additionally, we offered technical support and flexible options for districts to support students during this unprecedented time. Virtual events included but were not limited to: #NYSMBK Fellows Needs, Deeds, and Impact During COVID 19 on April 23, 2020; All Eyes on Equity: a virtual TOC II Summit for preservice and in-service teachers; Ask the Doctor Series: a two-part video interview with Dr. Lynne Holden on How to Survive, Then Thrive in School During COVID-19; and the 2021 Statewide Virtual MBK Symposium. These virtual events enabled us to draw hundreds of people from across the state together as a community to continue the mission of improving opportunities and outcomes for boys and young men of color.

Finally, over the last sixteen months, the 76 New York State My Brother’s Keeper Fellows, their mentors, and school district leaders engaged in virtual book studies called MBK Fellows Masterminds. A value added to these masterminds were guest speakers and presenters that included New York State Commissioner of Education, Dr. Betty A. Rosa; Chancellor of the Board of Regents, Dr. Lester W. Young, Jr.; national youth developer and author Rev. Dr. Alfonso Wyatt; and award-winning filmmaker and author, Attika J. Torrence. The energy and insights that were shared during these sessions suggest that we need to continue to create the right conditions for young people to learn and express themselves. While the MBK Fellows were obligated to participate in one mastermind book study, they ultimately read and discussed a total of four (4) culturally relevant books! What the young men experienced was an amazing educational and social experience.

#MyHistoryMyFuture



Demetrie
12th Grader
Roosevelt High School – Early College Studies

The MBK Fellows aren't just classmates, they're my family. The mentors are my family too. We help each other out, work together and have had really good times.

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Vice Chancellor Emerita **Adelaide L. Sanford**
Scholarships



Kenedi Catoe of Greenburgh

*CONGRATULATIONS
TO THE
WINNERS!*



Giovanni Almonte of Yonkers

Target Audience

The NYSMBK initiative is a focused and intentional effort to improve the educational opportunities and life outcomes for boys and young men of color. It is not, however, limited to boys and young men of color.

Next Steps

NYSMBK has grown tremendously since its inception. There is tremendous energy and momentum, and structures are being created to inspire and educate young men of color across New York State. Additionally, we see tremendous growth and intentional engagement of families and community-based

organizations. The next step is to conduct a statewide evaluation of NYSMBK. This evaluation will identify the structures, impact, and lessons learned from this historic initiative. We anticipate this evaluation will include both qualitative and quantitative methods, and will include a review of data and documents, surveys, review of the various trainings, recorded convenings and trainings, and interviews with constituents in MBK Communities and grant-funded programs.



2021 New York State MBK Symposium Speakers and Presenters

