

NEW YORK STATE BOARD OF REGENTS WORKGROUP ON IMPROVING OUTCOMES FOR BOYS AND YOUNG MEN OF COLOR

FULL BOARD

December 15, 2015

PANELISTS

Regent Lester W. Young, Jr. *New York State Board of Regents, Workgroup Chair*

Dr. Yolanda Sealey-Ruiz, *Associate Professor of English Education at Teachers College,
Columbia University*

Mr. David Banks, *President/CEO of The Eagle Academy Foundation*

Mr. Diallo Shabazz, *Executive Director of One Hundred Black Men*

Ms. Irma Zardoya, *President & CEO of the NYC Leadership Academy*

Dr. Gerry House, *President of the Institute for Student Achievement*

My Brother's Keeper Initiative

President Obama signed a Presidential Memorandum in January 2014 establishing the My Brother's Keeper Task Force, as an interagency effort.



My Brother's Keepers Goals:

1. Entering school ready to learn;
2. Reading at grade level by third grade;
3. Graduating from high school ready for college and career;
4. Completing postsecondary education or training;
5. Successfully entering the workforce; and
6. Reducing violence and providing a second chance.

Current Department Initiatives that Support the Goals of My Brother's Keeper

Some Examples include:

- Advocated for the increase in New York State Universal Pre-Kindergarten funding from \$385 to \$805 million
- Invested substantially in QUALITY Stars NY to improve the quality of early education
- Adopted the Pre-K Foundation for the Common Core Learning Standards
- Established the Bilingual Education for Pre-K Committee (*public/private partnership*)
- Amended regulations to require research-based interventions and to prohibit suspensions at the Pre-k level
- Supported the Development, Relief, and Education for Alien Minors (DREAM) Act for young immigrant New Yorkers to succeed in college and career
- Developed the Blueprint for English Language Learner's Success
- Approved the Multiple Pathways to a HS Diploma
- Implemented the P-TECH Program, Early College HS and Smart Scholars
- Required passing the Educating All Students Certification Exam
- Proposed Career and Technical Education expansion through Special Services Aid
- Managed the Science and Technology Entry Program and Liberty Partnerships Program
- Funded the NYU Technical Assistance Center on Disproportionality
- Provided access to pertinent information for parents and school personnel through the Engage NY Portal
- Requested the expansion of the Higher Education Opportunity Program and Collegiate Science and Technology Entry Program (CSTEP)
- Re-established the Safe Schools Task Force to promote positive school climates and safe schools

Board of Regents Establishes Workgroup to Improve Outcomes for Boys and Young Men of Color

May 2015:

- Regent Lester W. Young, Jr. presented President Obama's *My Brother's Keeper* to the Board
- The Board recognized the importance of establishing a Regents Workgroup aligned with the goals of *My Brother's Keeper* in New York State

Goals of the Workgroup:

- To examine the educational challenges and opportunities boys and young men of color face; and
- To recommend strategies that address these challenges and expand opportunities to increase their success.

Timeline of Activities

Date	Activity
May 19, 2015	Board of Regents establishes a Workgroup to Improve Outcomes of Boys and Young Men of Color aligned with My Brother's Keeper
July 20, 2015	Board of Regents identified six priorities of the Workgroup
August 2015	Blue Ribbon Committee is established
September 29, 2015	First convening of the Blue Ribbon Committee in New York City
November 9, 2015	Second convening of the Blue Ribbon Committee in Rochester, NY
December 15, 2015	The Blue Ribbon Committee presents its recommendations to the Board of Regents

Lived Experiences of Males of Color

“The older generation...you guys had the village, you guys had the whole community that raised you....those things are among the loved things that we as teens now need because we don't have anybody.”

*Calvin Brown,
Brooklyn, NY*

“My three friends were gunned down at the boys and girls club. There were different organizations that came out. But they were only there when the cameras were there. Nobody was really there for us after the cameras left.”

*Freemontá Strong
Rochester, NY*

- Click here for video presentation <https://vimeo.com/148134983>

Context for Recommendations / Report Theory of Action:

- Collective Achievement
- Valuing and Countering the Narrative
- Targeting

Workgroup's Recommendations Themes:

1. **Recruiting**, developing, preparing, and retaining professional staff;
2. **Aligning** boys and young men of color outcomes with stakeholder relationships;
3. **Focusing** multiple institutions/agencies on the developmental & holistic approach to improve outcomes for boys and young men of color;
4. **Providing** greater clarity on the roadmap leading to college and career success; and
5. **Building** equitable systems.

Recruitment, development, preparation, and retention of professional staff

- Challenge school districts to support teachers, administrators, and pupil personnel services staff in ongoing professional development; and encourage college and universities offering teacher preparation programs to incorporate training that supports the expansion of knowledge, skills, and attitudes necessary to provide competent educational approaches and practices to improve outcomes for boys and young men of color.
- Develop and implement a plan that would accelerate the rate of individuals of color, including a targeted emphasis on men of color, entering the teaching profession in New York State school systems, including creating pathways for school personnel to become teachers. The teaching force in the State should be as diverse as the student population being served by our schools.

Dr. Yolanda Sealey-Ruiz,

*Associate Professor of English Education at
Teachers College, Columbia University*

Boys and young men of color outcomes and stakeholder relationships

- Create a Pre-K—12 Statewide Office of Family and Community Engagement within the Department to create a statewide policy with the best practices and guidance for school districts related to providing families, community-based organizations, and local associations with necessary information about the Pre-K—12 educational process.

This new Office would:

- encourage their participation in improving outcomes for all students, with an emphasis on improving outcomes for boys and young men of color;
- support the development of training programs for parents, students, and personnel on how to engage, interact, and sustain relationships; and
- advocate services to educate parents and communities on how to navigate the educational system and query how they can support their child.

Mr. David Banks, President/CEO of The Eagle Academy Foundation

Focus multiple institutions/agencies around a developmental/holistic approach to improve outcomes for boys and young men of color

- Convene a statewide council to review and analyze New York State data and identify critical data elements the Board of Regents need to collect to assess and address issues related to the impact of racial disparities in service delivery. The council would present a written report on findings and recommended actions to the Board of Regents.
- Create a New York State Interagency Joint Council to provide coordination between State Departments of Health, Education, and the Office of Mental Health to develop and monitor current and future policy, plans, and partnerships among schools, community-based organizations, and businesses to address important health and educational outcomes of students across the continuum of Pre-K—16. Particular focus should be on schools and districts with the greatest inequities and highest population of boys and young men of color. A singular person would lead the Joint Council, and be directly responsible to each agency head to ensure the goals of the Joint Council are met.

Mr. Diallo Shabazz, Executive Director of One Hundred Black Men

Providing greater clarity on the roadmap leading to college and career success

- Encourage all school districts to offer boys and young men of color high-quality coursework such as Advanced Placement courses; Honors Programs; Science, Technology, Engineering, and Math (STEM) programs; Arts and Fine Arts Programs, among others. Research has shown that higher expectations result in higher performance; simply, students with high expectations perform at a higher level than those with low expectations.
- Expand Career and Technical Education (CTE) funding for expanding participation rates of boys and young men of color in these types of programs. High quality CTE programs provide opportunities for students to demonstrate and reinforce both academic and technical skills as well as experiences in work-based learning where on the job mentoring can play a critical role in developing life-long, transferable employability skills for a constantly changing global economy. More examples of NYS P-TECH model need to be implemented in our large cities to provide targeted populations with the opportunities to experience academic and career-focused success at an early grade level. Outreach in middle schools for such programs helps students and families make decisions on education, and careers that can transform lives. They provide work-based learning opportunities that enable students to connect what they are learning to real-life career scenarios and choices. Redefining college readiness to include these components will also help out students to successful rewarding employment and success in life.

Ms. Irma Zardoya, President & CEO of the NYC Leadership Academy

Building equitable systems

- Expand the definition of college and career readiness in order to establish a clear/discernable path to college & career success, which addresses milestones for kindergarten readiness, early grade reading, middle grade math, high school graduation, post-secondary enrollment, and post-secondary degree completion.
- Serve as a resource to school districts that accept the My Brother's Keeper Challenge and implement a coherent cradle-to-college and career strategy aimed at improving life outcomes for boys and young men of color. Support their local planning process, assist them in developing successful strategies for action, and track their progress.
- Invest in the expansion and development of exemplary school models and practices that demonstrate cultural and linguistic responsiveness to the needs of boys and young men of color, e.g., schools that create a 9-16 continuum for the eventual placement of college graduates into teaching and other educational professions. Direct a majority of the requested funds to the big four city school districts outside of New York City with a portion available through an RFP process to other districts.

Dr. Gerry House, President of the Institute for Student Achievement

Increased Proposed Funding Summary

Recommendation	Funding Request (in millions)
Office of Family and Community Engagement	\$12.9
Expanded Career and Technical Education (CTE) programs	\$ 6.5
Expansion and development of exemplary school models and practices	\$ 5.5
Expand the Teacher Opportunity Corps	\$ 8
Incentive for school districts to accept the My Brother's Keeper Challenge	\$ 7
Supporting school professional development programs	\$10
Statewide Council to analyze and review data to address issues related to racial disparities	\$.1
Total Funding Requested	\$50.0

Next steps

If the Board of Regents approves these recommendations, the Department will:

- Advocate for the inclusion of these recommendations during the upcoming State Budget process and Legislative Session;
- Advance the implementation of the Education policy recommendations, including conducting an assessment of tasks to be completed, establishing timelines, and identifying and securing any additional needed resources; and
- Continue to gather information from other areas across the State related to improving outcomes for boys and young men of color.