



NORTHEAST COMPREHENSIVE CENTER

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

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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](http://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, 4<sup>th</sup> and 8<sup>th</sup> 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



# Contact Information

- Edward Fergus
  - [eaf7@nyu.edu](mailto:eaf7@nyu.edu)
- Monique C. Morgan
  - [mmorgan@northeastcompcenter.org](mailto:mmorgan@northeastcompcenter.org)





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# Thank you.



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