



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

October 17, 2016
Edward Fergus & Monique C. Morgan

Agenda

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



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
- Appendix



Section III

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



Executive Summary

- Purpose of the Brief
- Summary of Section I
- Summary of Section II
- Summary of Research and Review on Emerging Practices



Section 1: Academic Outcomes

- In NYS, Black and Latino males who dropped out were typically overage, completed fewer than 5 credits in 9th grade, more than half were at level 1 proficiency in 8th grade, and failed two or more core courses in 9th grade.
- In NYS, among Black and Latino males who received a Regents diploma, over 60% and 80% started as Level 1 performers in 4th grade and moved up at least one performance level by 8th grade in Math and ELA, respectively.
- In NYS, Black students are disproportionately represented in the emotional disturbance and intellectual disability special education category.
- In NYS, Black and Latino students are under-enrolled in gifted and talented programs relative to their overall enrollment.
- In NYS, Black male students are three times more likely to experience suspension.



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 IV

Next Steps



Next Steps

- Copyediting and finalizing brief
- 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



Section V

Guiding Questions



Guiding Questions for Discussion

1. What are ways the structure and organization of the brief can be enhanced to engage stakeholders?
2. How can the brief be shared with stakeholders across NYS to enhance awareness of these strategies?
3. What resources should be developed, and provided, to support local communities, districts and schools in planning and implementing the referenced strategies and programs?



Contact Information

- Edward Fergus
 - eaf7@nyu.edu
- Monique C. Morgan
 - mmorgan@northeastcompcenter.org





NORTHEAST COMPREHENSIVE CENTER

Thank you.



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



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