



**NYUSteinhardt**

Steinhardt School of Culture, Education, and Human Development

## **POCKETS OF HOPE: A CITYWIDE SUMMIT ON PROTECTIVE PRACTICES FOR BOYS OF COLOR IN AFTERSCHOOL**

**DECEMBER 12, 2016**

**For information contact:**

Partnership for After School Education (PASE)  
120 Broadway, Suite 230, New York, NY 10271  
212-571-2664

[www.pasesetter.org](http://www.pasesetter.org)

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**JOIN THE CONVERSATION!**



@PASEsetter @EddieArcia @nyusteinhardt

#BoysOfColor #Leadership #afterschool

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# NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

## Pockets of Hope: A Citywide Summit on Protective Practices for Boys of Color in Afterschool

December 12, 2016, 9:00-1:00  
New York University Kimmel Center - Eisner & Lubin Auditorium

### AGENDA

#### Check in, Breakfast and Networking

#### Welcome & Opening

*Alison Overseth, Executive Director, Partnership for After School Education*

#### Policy Panel: National and Citywide Perspectives: Why We Need to Support Race, Ethnic, Gender, and Academic Identity Development with Boys and Young Men of Color

##### **Moderator:**

*Alison Overseth, Executive Director, Partnership for After School Education (PASE)  
(@aoverseth @PASEsetter)*

##### **Panelists:**

*Dr. Edward Fergus-Arcia, Assistant Professor in Educational Leadership and Policy,  
Steinhardt School of Culture, Education, and Human Development at New York University  
(@EddieArcia @nyusteinhardt)*

*W. Cyrus Garrett, Executive Director, New York City Young Men's Initiative, Office of the  
Mayor, ODM-Strategic Policy Initiatives (@WCyrusGarrett)*

*Assemblyman Michael Blake, New York State Assembly District 79 (@MrMikeBlake)*

#### PASE's Role in Supporting Boys of Color in Afterschool

*Yvonne M. Brathwaite, Associate Executive Director, Partnership for After School Education (PASE)  
(@BrathwaiteYM @PASEsetter)*

#### Break (5 min) and Transition to Practitioner Panel

## **Practitioner Panel: Translating Research to Practice**

**Moderator** *Dr. Edward Fergus-Arcia, Steinhardt School of Culture, Education, and Human Development at New York University (@EddieArcia @nyusteinhardt)*

### **Panelists:**

*Romney Lewis, Program Manager/Site Director, STOKED (@STOKEDorg)*

*Ruth Caraballo, Program Manager/Site Director, Mentoring in Medicine (@MedicalMentors)*

*Kazz Pinkard, Clubhouse Director, The Boys Club of New York (@BoysClubNY)*

*Dawan Julien, Managing Director, OST Programs, East Harlem Tutorial Program (@EHTPnyc)*

## **Roundtable Discussions: Sharing Pockets of Hope**

*Yvonne M. Brathwaite, Partnership for After School Education (PASE) (@BrathwaiteYM @PASEsetter)*

### **Table Discussion Guiding Questions:**

1. What resonated with you from today's panels and presentations?
2. What pockets of hope do you see in your own work?
3. What are the points of challenge?

### **Large Group Share Out**

## **Summary Remarks**

*Alison Overseth, Partnership for After School Education (PASE) (@aoverseth @PASEsetter)*

## **Closing Remarks: Boys of Color: The Fierce Urgency of Now!**

*Alfonso Wyatt, Founder Strategic Destiny: Designing Futures Through Faith And Facts (@AlfonsoWyatt2)*

**Join the Conversation!**

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**#BoysOfColor #Leadership #Afterschool**



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## POCKETS OF HOPE: A SUMMIT ON PROTECTIVE PRACTICES FOR BOYS OF COLOR IN AFTERSCHOOL

DECEMBER 12, 2016

Join the Conversation!  
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[#BoysofColor](#) [#Leadership](#) [#Afterschool](#)

## About PASE: Mission and Four Roles

*The Partnership for After School Education (PASE) is a child-focused organization that promotes and supports quality afterschool programs, particularly those serving young people from underserved communities.*

**To achieve this mission, we:**

1. **Strengthen** afterschool programs through expert training and management support;
2. **Lead** the field through innovation and knowledge sharing;
3. **Connect** diverse audiences to share best practices and determine priorities; and
4. **Champion** providers by extending their voice to national groups, policy makers, and the public.



## The PASE Impact

**1,000,000 +**

Youth positively influenced by PASE-Trained Afterschool Educators since PASE's founding

**500,000**

Kids and teens benefited annually by organizations in the PASE community

**50,000**

Afterschool Educators Trained by PASE in the Last Twenty-Three Years

**1,600**

Organizations in the PASE community

**90**

PASEsetter Award Winners since 1998

**23**

Years of Proven Impact



## The Challenges Faced by Boys of Color

- Higher numbers of Latino males **drop out of school** than other groups
- Black and Latino males have **lower rates of college and career readiness** than Asian Male and White Male students
- Over half of **in-school suspensions** are received by Black and Latino males
- Black and Latino males **contract HIV at faster rates** than other segments of the population
- Black and Latino males have the **highest rate of homicides** (victims and perpetrators)
- Black and Latino males are disproportionately represented in the **juvenile justice system**



## About Today's Summit

- Hear about national and citywide perspectives on why we need to support boys and young men of color
- Learn about how PASE and Dr. Fergus of NYU Steinhardt have been working with afterschool programs through a year-long Protective Practices Institute
- Hear how afterschool educators have translated research into practice at their organizations
- Engage in conversation to identify pockets of hope and how we can all continue to support boys of color



## National and Citywide Perspectives: Why We Need to Support Race, Ethnic, Gender and Academic Identity Development with Boys and Young Men of Color

### **Moderator:**

Alison Overseth, Executive Director, Partnership for After School Education (@aoverseth @PASEsetter)

### **Panel:**

Dr. Edward Fergus-Arcia, Assistant Professor in Educational Leadership and Policy, Steinhardt School of Culture, Education, and Human Development at New York University (@EddieArcia @nyusteinhardt)

W. Cyrus Garrett, Executive Director, New York City Young Men's Initiative, Office of the Mayor, ODM-Strategic Policy Initiatives (@WCyrusGarrett)

Assemblyman Michael Blake, New York State Assembly District 79 (@MrMikeBlake)





## PASE'S ROLE: SUPPORTING PROTECTIVE PRACTICES FOR BOYS OF COLOR AFTERSCHOOL

*Yvonne M. Brathwaite, Associate Executive Director,  
Partnership for After School Education (PASE)  
@BrathwaiteYM @PASEsetter*



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*"The goal of our program is to help children develop positive self-images, and strong decision-making and relationship-building skills so that they can be successful beyond our protective elementary school environment."*

*-BoCPPI Afterschool Program*

## BOYS OF COLOR IN AFTERSCHOOL PROTECTIVE PRACTICES INSTITUTE (BoCPPI)



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## Boys of Color in Afterschool Protective Practices Institute

### Goals

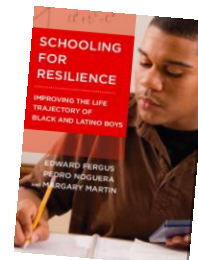
- increase protective practices for boys of color and other vulnerable youth in afterschool programs
- document the challenges and opportunities
- develop a network of responsive organizations serving boys of color
- document our learnings in order to help other community-based organizations do this work effectively



## Boys of Color in Afterschool Protective Practices Institute

### Funding and Curriculum Partners

The Robert  
Bowne Foundation  
... because afterschool matters



**Dr. Edward Fergus-Arcia**  
**NYU Steinhardt**

Steinhardt School of Culture, Education, and Human Development



## Boys of Color in Afterschool Protective Practices Institute

### *Competitive Selection Process for Afterschool Program Partners*

- Program open to all afterschool providers in New York City who serve boys of color in elementary, middle school and/or high school.
- Outline their capacity building goals
- Demonstrate ability to participate in all of the activities
  - two staff (at least one in a supervisory/leadership position who can influence change)
- Describe their site's readiness to identify and strengthen protective practices
- Executive director commitment



**We received 33 applications for 12 spots!**

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## Boys of Color in Afterschool Protective Practices Institute

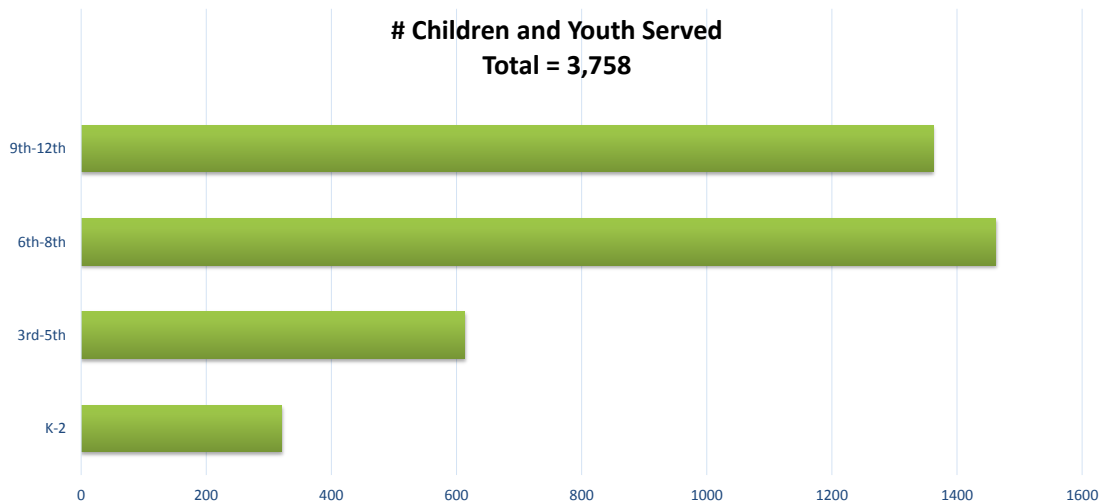
### *Afterschool Program Partners*



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## Boys of Color in Afterschool Protective Practices Institute

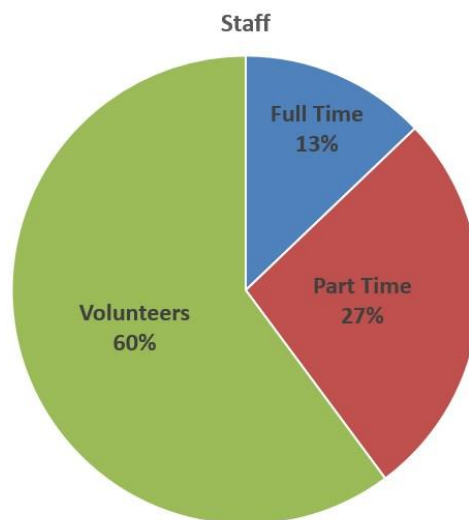
Afterschool Program Partners: Cohort Profile



## Boys of Color in Afterschool Protective Practices Institute

Afterschool Program Partners: Cohort Profile

*"We work together as a community to build skills such as resiliency, self-reliance, self-confidence, and leadership."  
-BoCPPI Afterschool Program*



## Boys of Color in Afterschool Protective Practices Institute

### Building a Community of Practice

**Group roundtables** providing 18 hours of training (March – November 2016)

**Site visits** to observe and document practices, assess needs, and provide additional support

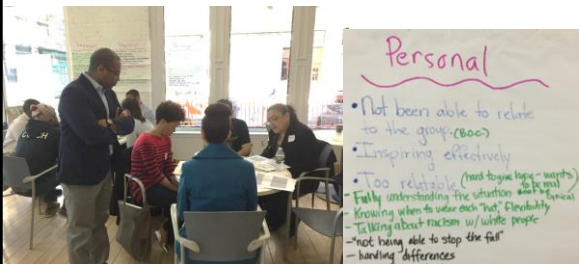
**Ongoing learning** with resource materials and through an online community of practice

**Stipends to each site** to offset program expenses related to the Institute

**Culminating citywide event** providing an opportunity to showcase the work they achieved at this event today!



## BoCPPI Participants Hard at Work



**Personal**

- Not been able to relate to the group (BOC)
- Inspiring effectively
- Too relational (hard to give logic - words)
- Frustrating understanding the situation and the real world
- Knowing when to share each "hot" flexibility
- Talking about racism w/ white people
- not being able to stop the fall
- handling differences
- giving the right advice
- engaging with parents \*\* (how + when)
- not a BOC / cultural gap



**Structural**

- missing connections (humanity, names, security)
- neighborhood perceptions
- positive reinforcement lacking
- translation / language barriers / cultural barriers
- poor facilities, resources / lack of access
- miss appropriation of discipline
- different values between afterschool and community
- Limited time
- school "buy in"
- structural racism (labeling the student)
- funding
- White Senior management - training
- hiring staff of color / qualified / relational
- Racism Society



**Strategies**

- No social emotional learning
- No academic programming
- Need more family engagement
- Single gender vs. co-ed programs
- Assessments & surveys of student learning
- Need intentional outcomes to drive program
- Older BOC to serve as mentors
- Community service component w/ "buy in"
- Shared insight approaches not fully utilized
- Information from programs' participants
- recruitment
- connection + confidence building
- accessibility / publicity
- over abundance of programming
- Fig. Transparency of intentions as for all goals
- Combining active component
- Funding (structure)





# Color brave

<p><b>+</b></p> <ul style="list-style-type: none"> <li>inclusive for people of color</li> <li>→ empowering</li> <li>→ educational</li> <li>breaks stereotypes</li> <li>→ race, religion, gender</li> <li>acknowledgment of white identity</li> <li>→ celebration</li> <li>→ recognize privilege</li> <li>alignment w/ reality</li> <li>provides opportunity to recognize race, ethnicity</li> </ul>	<p><b>-</b></p> <ul style="list-style-type: none"> <li>uncomfortable responses to the idea</li> <li>→ misunderstanding perspective</li> <li>→ not able to relate responses to history</li> <li>→ painful</li> <li>→ acknowledgement required</li> </ul>
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# Color blind

<p><b>+</b></p> <ul style="list-style-type: none"> <li>allows judgment via contents of character</li> <li>minimizes conflict</li> <li> ppl who feel uncomfortable are relieved of discussing</li> <li>allows us to focus on managing prejudice</li> </ul>	<p><b>-</b></p> <ul style="list-style-type: none"> <li>does not allow for inequalities to be addressed</li> <li>minimizes conversation</li> <li>gives false impression of reality (fantasy)</li> <li>robs ppl of identity &amp; diversity</li> <li>Can maximize conflict in behavior</li> <li>assumes "white"</li> <li>allows for oversimplification which affects understanding</li> <li>self esteem issues are ignored (negate) in absence of the conversations</li> </ul>
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## Professional Dev.

## Staff

## Program Design

teaching residents ongoing PD focused on issues of race & identity

All staff receive PD on using bias-free language



## Practitioner Panel: Translating Research to Practice

### **Moderator:**

Dr. Edward Fergus-Arcia, Assistant Professor in Educational Leadership and Policy, Steinhardt School of Culture, Education, and Human Development at New York University (@EddieArcia @nyusteinhardt)

### **Panelists:**

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Ruth Caraballo, Program Manager/Site Director, Mentoring in Medicine (@MedicalMentors)

Kazz Pinkard, Clubhouse Director, The Boys Club of New York (@BoysClubNY)

Dawan Julien, Managing Director, OST Programs, East Harlem Tutorial Program (@EHTPhyc)



## ROUNDTABLE DISCUSSIONS

**Table Captains will help to guide the discussion.**

At your tables discuss:

1. What resonated with you from today's panels and presentations?
2. What pockets of hope do you see in your own work?
3. What are the points of challenge?

Large group share: 2-3 tables share highlights



## SUMMARY REMARKS AND INTRODUCTION OF CLOSING SPEAKER

*Alison Overseth, Executive Director, Partnership for After School Education*  
**@aoverseth @PASEsetter**



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## BOYS OF COLOR: THE FIERCE URGENCY OF NOW!



*Rev. Dr. Alfonso Wyatt, Founder, Strategic Destiny: Designing Futures Through Faith and Facts*  
**@AlfonsoWyatt2**



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## ADDITIONAL INFORMATION & RESOURCES



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### Upcoming PASE Events

#### **2017 PASEsetter Awards Nominations (Due December 16, 2016)**

For guidelines and to download nomination forms visit: <http://bit.ly/2017PASEnominate>

#### **Behavior Management Forum (January 23, 2017)**

PASE/SIFMA Conference Room 9:00AM – 1:00PM

#### **2017 PASEsetter Awards Benefit (February 28th, 2017)**

Cipriani 42<sup>nd</sup> Street, 6:00PM – 9:00 PM

#### **Connecting CBOs and Higher Ed: College Forum and Fair (June 2nd, 2017)**

New York University, 9:00AM - 1:00PM



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## Resource List

Edward Fergus, Pedro Noguera, and Margary Martin (2014). *Schooling for Resilience*. Harvard Education Press

Edward Fergus (2017). *Solving Disproportionality and Achieving Equity: A Leader's Guide to Using Data to Change Hearts and Minds*. Corwin Publishing.

Derald Wing Sue (2015). *Race Talk and Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Wiley Press.

Margaret Beale Spencer, "Social and cultural influences on school adjustment: The application of an identity-focused cultural ecological perspective," *Educational Psychologist* 34 (1999): 43–57; M. B. Spencer, D. Dupree, and T. Hartmann, "A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context," *Development and Psychopathology* 9 (1997): 817–833.



## Connect with PASE

Join the PASE Network: <http://bit.ly/14CaSK1>

Follow us [www.twitter.com/pasesetter](http://www.twitter.com/pasesetter)

Like us [www.facebook.com/pasesetter](http://www.facebook.com/pasesetter)

Visit our website [www.pasesetter.org](http://www.pasesetter.org)

## Contact Information

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Yvonne M. Brathwaite, Associate Executive Director  
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# NYU Steinhardt

Steinhardt School of Culture, Education, and Human Development



Dr. Edward Fergus is Assistant Professor of Educational Leadership and Policy at Steinhardt School of Culture, Education and Human Development at New York University. His current work is on the educational outcomes of boys of color, disproportionality in special education and suspensions, and school climate conditions for low-income and marginalized populations. He is a former high school history teacher, evaluator of state and federal programs, and program director of out-of-school time programs. Most recently he served as Deputy Director of the Metropolitan

Center for Urban Education (2004-2013) and during this time he directed the state contract with the New York State Department of Education on disproportionality in special education and suspension, and conducted numerous research studies on educational equity pertinent to boys of color, school practices, and evaluations of school programs.

Dr. Fergus was appointed in 2011 to the Yonkers Public Schools Board of Education (2011-2013), currently serves on the Governor's New York State Juvenile Justice Advisory Group (2010–present), is a member of the Partnership for After School Education (PASE) board (2013-present), and is an expert consultant for the U.S. Department of Justice Civil Rights Division on Educational Opportunities (2014-present). He has published numerous articles on disproportionality in special education, race/ethnicity in schools, and is the author of [Skin Color and Identity Formation: Perceptions of Opportunity and Academic Orientation among Mexican and Puerto Rican Youth](#) (Routledge Press, 2004), co-editor of [Invisible No More: Disenfranchisement of Latino Men and Boys](#) (Routledge Press, 2011), and co-author of [Schooling For Resilience: Improving Trajectory of Black and Latino boys](#) (Harvard Education Press, 2014). He has also just released a new book: [Solving Disproportionality and Achieving Equity: A Leader's Guide to Using Data to Change Hearts and Minds.](#)

Dr. Fergus received a bachelor's degree in Political Science and Education from Beloit College and a Doctorate in Education Policy and Social Foundations from the University of Michigan.

For more information visit: [http://steinhardt.nyu.edu/faculty/Edward\\_Fergus](http://steinhardt.nyu.edu/faculty/Edward_Fergus)



W. Cyrus Garrett currently serves as the Director of New York City's Young Men's Initiative in the Office of the Deputy Mayor for Strategic Policy. Prior to his appointment, Mr. Garrett served as a political analyst for Everytown for Gun Safety, which is funded by former Mayor Michael Bloomberg. He arrived at Everytown for Gun Safety after he served as the Deputy Director of Cabinet Planning for President Obama's 2013 Inauguration. Mr. Garrett earned that honor after serving as a Deputy Field Director in Ohio for President Obama's 2012 re-election campaign. Prior to the 2012 Presidential Election, Mr. Garrett served as a speechwriter to the Assistant Secretary of the Office of Vocational and Adult Education (OVAE) for the U.S.

Department of Education. From 2009-2011, Mr. Garrett served as the special advisor to Director, Grayling Williams at the Department of Homeland Security's Office of Counternarcotics Enforcement (CNE), and was the lead staffer on Western Hemisphere international affairs, congressional relations and conducting assessments on the flow of bulk cash and weapons from the U.S. into Mexico, Central and South America.

Prior to his appointment at Homeland Security, Mr. Garrett helped implement the inaugural White House Internship program during the spring of 2009. Mr. Garrett holds the distinctions as being one of the first 100 staffers to serve on President Barack Obama's 2008 primary campaign, and as a regional political director for his general election campaign. Prior to joining the campaign, Cyrus Garrett worked as a gang and drug counselor at the Eldora State Training School for Boys in Iowa.

Mr. Garrett attended both the University of Illinois and University of Northern Iowa (UNI) and received his bachelor's degree in criminology from UNI. He is a native of Chicago, where he grew up with two older sisters.



Michael Alexander Blake, Assemblyman of the 79th District in New York State, represents parts of Concourse Village, Morrisania, Melrose, Belmont, Claremont and East Tremont. He is passionate about urban entrepreneurship, Minority- & Women-owned businesses, community learning, sustainable communities and empowering young men of color. Mr. Blake is also the Founding Principal of Atlas Strategy Group, which focuses on political and economic empowerment for communities of color.

Mr. Blake recently served as the Director of Public Policy & External Affairs for Green For All, a national organization working to build an inclusive green economy strong enough to lift people out of poverty. He was also the Senior Advisor for Operation Hope, the best-in-class provider of financial literacy empowerment for youth, financial capability for communities, and ultimately, financial dignity for all.

In 2006 Mr. Blake joined the Obama organization as a participant in the “Yes We Can” political training program, after which he successfully co-organized three state house campaigns in that election cycle and was promoted to become the Director of External Affairs for the Michigan House of Representatives serving in Michigan Speaker of the House Andy Dillon's cabinet. In early 2007, following the launch of President Obama's campaign, Mr. Blake served as the Iowa Deputy Political Director and Constituency Outreach Director for the Iowa caucuses.

Following the campaign, Mr. Blake was named the Director of National Labor Outreach for the 2009 Presidential Inaugural Committee. After which he joined the White House staff as Associate Director of Public Engagement & Deputy Associate Director of the Office of Intergovernmental Affairs, coordinating African American, Minority Business and county and statewide elected official outreach. He created the White House Urban Entrepreneurship Summit series, which sought to foster public, private and not-for-profit partnerships and provide strategic advice to attendees. Mr. Blake left the White House to serve as the National Deputy Director of Operation Vote for President Obama's 2012 re-election, and served as the Senior Advisor for the Office of Public Engagement for President Obama's 2013 Presidential Inaugural Committee. Most recently, in 2013, Mr. Blake served as the Campaign Manager for Reshma Saujani for New York City Public Advocate.

His family emigrated to the U.S. from Jamaica and he was raised in the Bronx. Mr. Blake is a graduate of the Medill School of Journalism at Northwestern University and has received numerous honors. He is also an Exhorter in the African Methodist Episcopal Church and a Certified Lay Speaker in the United Methodist Church. Mr. Blake has committed himself to public service and to the empowerment of others like him, who may not have direct access to opportunities to participate in the policy and political debates that shape this nation. He continues to live a life rooted in the foundation of faith, politics and putting his heart and soul into all opportunities.

To read Assemblyman Blake's full biography, visit: <http://nyassembly.gov/mem/Michael-Blake/bio/>



## PASE Staff Biographies



**ALISON OVERSETH** is PASE’s Executive Director, bringing over 20 years of experience in the youth serving profession. Prior to her current role at PASE, Ms. Overseth directed a management initiative for the Fund for the City of New York to strengthen the non-profit agencies that provide community support for young people, and served as the founding President of the Board of Directors of PASE for 12 years. Ms. Overseth is a Trustee of Smith College; is an Adjunct Professor at Bank Street College of Education teaching a leadership course; is a Trustee of the FDR Presidential Library and Museum; is a trustee of the UNR Asbestos-Disease Claims Trust; and previously served as a trustee of the \$3.75 billion American Home Products Diet Drug Settlement Trust. Ms. Overseth was a Director at The First Boston Corporation, specializing in corporate restructurings, from 1984-1992. Ms. Overseth is a graduate of Smith College and Columbia Business School.



**YVONNE MARTÍNEZ BRATHWAITE** serves on the senior leadership team as Associate Executive Director of PASE where she has worked since 1998. She supervises the program department and oversees the design and implementation of PASE’s capacity building programs. She directly provides management-level technical assistance, including training, program assessments, coaching, strategic program planning, and content-based support. She directly manages the Executive Leadership Series for Small Agencies, PASE’s work on Boys of Color in Afterschool, and the program development for PASE’s annual conference. Ms. Brathwaite represents PASE at national conferences and on external advisory committees. She serves as a member of the Board of Directors of the NYS Network for Youth Success and of the Board of Trustees at International School of Brooklyn. With 25 years of experience in youth services, Ms. Brathwaite started her career working directly with youth, implementing social service and leadership development programs. She holds a Bachelor of Arts degree from Wesleyan University and a Master of Public Administration from New York University.



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## Pockets of Hope: A Citywide Summit on Protective Practices for Boys of Color in Afterschool Practitioner Panelist Bios



**RUTH D. CARABALLO** was born and raised in the Bronx. She is an alumna of Dewitt Clinton High School and Marymount Manhattan College where she earned her Bachelor of Science in Sociology and served as participant/mentor for the Community Leadership Program. As a consultant, she has worked with multiple artists, profit and non-profit organizations, and various school administrations. In her tenure in organizational management, she served the South Bronx Job Corps Academy – USDOL Res Care as the Training Manager and a member of the corporate support cohort for the national office and various Job Corps, Inc. centers across the country. Ruth is a mother of three and currently serves as the National Program Manager for Mentoring In Medicine Inc.



**DAWAN JULIEN** began her career in education as a Teach for America corps member in 1998. Since then, she has taken on many different roles in schools and youth programs including: ESL/Bilingual Teacher, Social Studies Teacher, High School Placement Counselor, High School Advisor, and College Counselor. Prior to joining the leadership team at East Harlem Tutorial Program in 2012, she was the Director of High School Academic Support at KIPP NYC through college. Dawan earned her Bachelor's degree in African-American Studies from Columbia University, and a master's in TESOL from Teachers College. She is originally from Baltimore, Maryland, and has lived in Harlem for the past fifteen years with her husband and two children.



Kazz Alexander Pinkard has over 15 years of experience as an educator in New York City, Newark, NJ and Washington, DC. He has held a wide variety of positions in out-of-school time and summer programs, ranging from Tutor and Teaching Assistant to Program and Education Director for several non-profits along the East Coast. In addition to his work as a student advocate and workshop facilitator, Kazz is the Director of The Boys' Club of New York Headquarters, an agency with a 140-year history focused on character-building, academic support and leadership development for boys and young men in New York City. Kazz holds a BA in history and has also earned a master's degree in Education from the University of Virginia.



Romney Lewis has had a lot of experience working with youth before joining STOKED and has touched the lives of many across the nation. He graduated from Michigan State University (MSU) with an Advertising degree but managed to find a calling working with students. He also has a strong passion for music, mentoring and advertising, and has a vision and hope to bring all of his interests together one day. Being active and competitive made STOKED a natural for him. He's always been interested in skating, surfing and snowboarding but never had the opportunity to participate in them growing up. He hopes to help diversify the experience of students as well as help them grow academically and socially.





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## BOYS OF COLOR IN AFTERSCHOOL: PROTECTIVE PRACTICES INSTITUTE PARTICIPANT ORGANIZATIONS' MISSION STATEMENTS

The mission of **Bronx Arts Ensemble, Inc.** is to serve and enrich the cultural environment of the diverse communities throughout the Bronx, providing arts education and performances of the highest professional standard.

**CAMBA, Inc.** is a non-profit agency that provides services that connect people with opportunities to enhance their quality of life.

Founded in 1958, **East Harlem Tutorial Program** prepares students with the academic skills, strength of character, and emotional well-being to excel in high school and college, to lead in their communities, and to realize their best possible selves.

**Global Kids Inc.** works to develop youth leaders for the global stage through dynamic global education and leadership development programs. Global Kids inspires underserved youth to achieve academic excellence, self-actualization and global competency, and empowers them to take action on critical issues facing their communities and our world.

**Good Shepherd Services** goes where children, youth, and families face the greatest challenges and builds on their strengths to help them gain skills for success. We provide quality, effective services that deepen connections between family members, within schools, and among neighbors. We work closely with community leaders to advocate, both locally and nationally, on behalf of our participants to make New York City a better place to live and work.

The mission of **Legal Outreach, Inc.** is to change the educational trajectories of students from underserved communities in New York City by fostering vision; developing skills; enhancing confidence; and facilitating the pursuit of higher education.

The mission of the **Lincoln Square Neighborhood Center** is to meet the social, educational, recreational and cultural needs of the greater Lincoln Square neighborhood.

Targeting low income areas, the goal of **Mentoring in Medicine, Inc. (MIM)** is to build healthy, productive communities. The mission of Mentoring in Medicine, Inc. is to inspire and cultivate future science and health professional leaders. At the 3rd grade-12th grade level, the MIM Team provides engaging academic enrichment, social and emotional development, community engagement opportunities and multi-level mentoring by college students and bio-medical professionals.

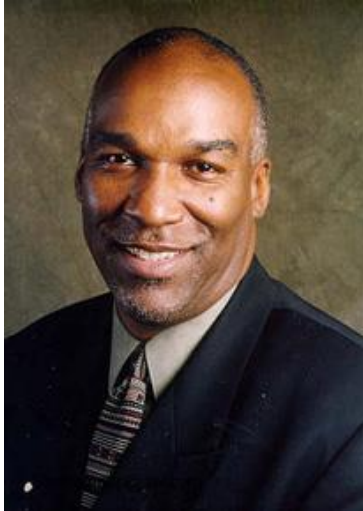
**New York City Mission Society** improves the lives of children, youth, and families in New York City's most underserved communities. By providing educational support, workforce development, restorative justice, and supportive services that respond to community needs, we create cycles of success for generations to come.

**STOKED's** mission is to create a community of confident fearless leaders through mentoring, opportunity, and action. We inspire teens who are the most vulnerable, to believe in themselves.

**The Boys' Club of New York's** mission is to empower boys and young men by providing effective programs and a supportive community. We fulfill this mission through offering more than 40 engaging out-of-school time programs in the areas of character development and life skills, academic support and enrichment, visual and performing arts, physical and mental health, and sports and recreation.

The mission of **University Settlement** is to empower residents by building on their strengths and knowledge through comprehensive, quality services that meet the current needs of the community, innovative programs that anticipate future needs, and advocacy on behalf of the community and its residents. The mission of University Settlement's Beacon program is to link community based youth organizations with schools and communities to increase supports and opportunities for youth to meet their needs and to assist them in building academic and social competencies that will enable them to become economically self-sufficient, successful adults and active members of their communities.





**Rev. Dr. Alfonso Wyatt** is the Founder of Strategic Destiny: Designing Futures through Faith & Facts. Rev. Dr. Wyatt has spent all of his adult life working with young people and/or helping institutions that serve youth. He has traveled around the United States addressing the needs of challenged youth and young adults in foster care, group homes, gangs, juvenile detention facilities, Transfer Schools, and youth in jail. He combines standard youth development techniques augmented by different “Mental Ninja” styles he has used and learned to effectively teach, reach and nurture hard to reach youth. He uses storytelling, common sense, humor and an innate sense of change timing to leave hope—the needed fuel for transformation (not just a change in behavior). He retired as Vice President of the Fund for the City of New York where he served the youth and faith communities for over two decades. Dr. Wyatt serves as an advisor and consultant to government, colleges, civic groups, community based organizations, public schools, education intermediaries, foundations and the faith community. As a published author his latest book is *Mentoring From The Inside Out: Healing Boys Transforming Men*. He attended Howard University, Columbia Teacher’s College, The Ackerman Institute for Family Therapy, Columbia Institute for Nonprofit Management and New York Theological Seminary where he earned his D.Min. Rev. Dr. Wyatt recently joined the Board of Trustees of New York Theological Seminary. He also is a founding Board member of The Harlem Children’s Zone Promise Academy Charter School. Rev. Dr. Wyatt is on the ministerial staff of The Greater Allen Cathedral of New York.



**PROTECTIVE FRAMEWORK**

Identity Affirmation	Climate of educational beliefs	Program Design for Social, Emotional and Academic Learning
<input type="checkbox"/> Racial/ethnic, gender, and linguistic identity as resilience Tool	<input type="checkbox"/> Supporting concrete beliefs in education	<input type="checkbox"/> Addressing gaps in skills
<input type="checkbox"/> Symbolic Identity Affirmation	<input type="checkbox"/> Believing in educational trajectory	<input type="checkbox"/> Curriculum for college pathway knowledge
<input type="checkbox"/> Combating Stereotype Threat	<input type="checkbox"/> Experiencing college and career culture	<input type="checkbox"/> Culturally relevant curriculum and social interactions
<input type="checkbox"/> Challenging Masculine Identities	<input type="checkbox"/> Building Educational Self-esteem	<input type="checkbox"/> Relevant and real-world activities

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

MY BROTHER'S KEEPER



The Northeast Comprehensive Center in partnership with Dr. Edward Fergus (New York University) were commissioned by New York State Education Department to develop a series of documents to inform and support school and community practitioners in the development and implementation of strategies and programs to change the trajectory of boys of color.

The first document, New York State Education Department My Brother's Keeper Guidance Document: Emerging Practices for Schools and Communities, 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.

Examination of nearly 20,000 Black and Latino boys from NYC 1998-2007



11 Emerging practices and strategies employed by schools, districts and community-based organizations



References 42 districts and schools, 19 organizations, 5 SEAs, and 8 school-based practices



The research brief's 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. Furthermore, the research brief examines 11 emerging practices and model programs that have demonstrated the effectiveness of their use of the practice to enhance outcomes for boys of color.

Questions or comments? Please contact Monique C. Morgan, Research Associate at the Northeast Comprehensive Center: [mmorgan@northeastcompcenter.org](mailto:mmorgan@northeastcompcenter.org).



NORTHEAST COMPREHENSIVE CENTER



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