

MY BROTHER'S KEEPER



# Raising Achievement Of Young Men of Color

**Poughkeepsie High School Auditorium**  
**November 20, 2021**  
**9:30am - 11:00am**



# Convening Agenda

## **GREETINGS:**

- Da'Ron Wilson, Executive Director of School Engagement
- Rob Rolison, Mayor City Of Poughkeepsie
- Dr. Eric Jay Rosser, Superintendent of Schools

**WELCOME/PURPOSE:** Dr. Eric Jay Rosser

**PCSD STUDENT VOICE:** PCSD Male Students

**PCSD MALE STUDENT DATA:** Dr. Eric Jay Rosser

**THEORY OF ACTION:** Da'Ron Wilson

**SOLUTIONS:** Open Forum

**NEXT STEPS:** Collection of contact information, Subcommittees for specific areas/task

# Welcome/Purpose

**Raising the Achievement of Young Men of Color** in America is a challenge in many school districts across New York. As such, the New York State Department of Education and many school districts have launched efforts to increase the academic, social emotional and wellness, leadership, and youth development opportunities that will prepare our males of color for success in school and beyond (College-Career-Life). In light of alarming data associated with young men of color in Poughkeepsie the district's My Brother's Keeper Initiative is being restructured to have a greater impact on the outcomes of males of color in our community.

The MBK Raising Achievement of Males of Color Convening will work toward:

- Establishing a collective vision for how we will support our community's males of color
- Identifying strategies and solutions that members of the community can participate in to support the academic, social, emotional, and wellness of our community's males of color
- Identifying key stakeholders and opportunities that will support our collective vision
- Demonstrating to the community through symbolic promulgation that a community of men exist who are focused on the positive outcomes for young men of color in Poughkeepsie

# PCSD Student Voice

## PCSD MBK Fellows

Elijah Johnson 12<sup>th</sup> Poughkeepsie High School

Jayden Chambers – 12<sup>th</sup> Poughkeepsie High School

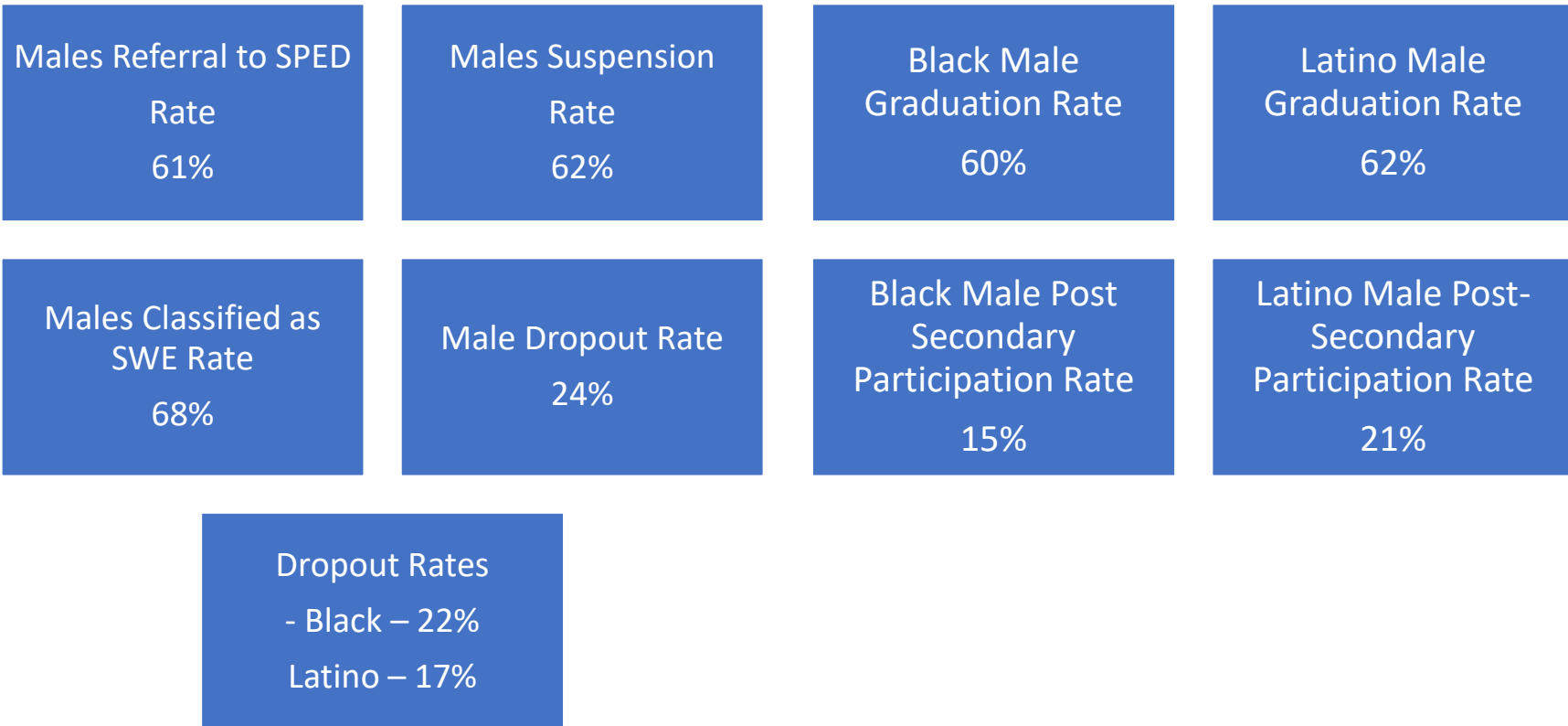
MY BROTHER'S KEEPER

**MBK**

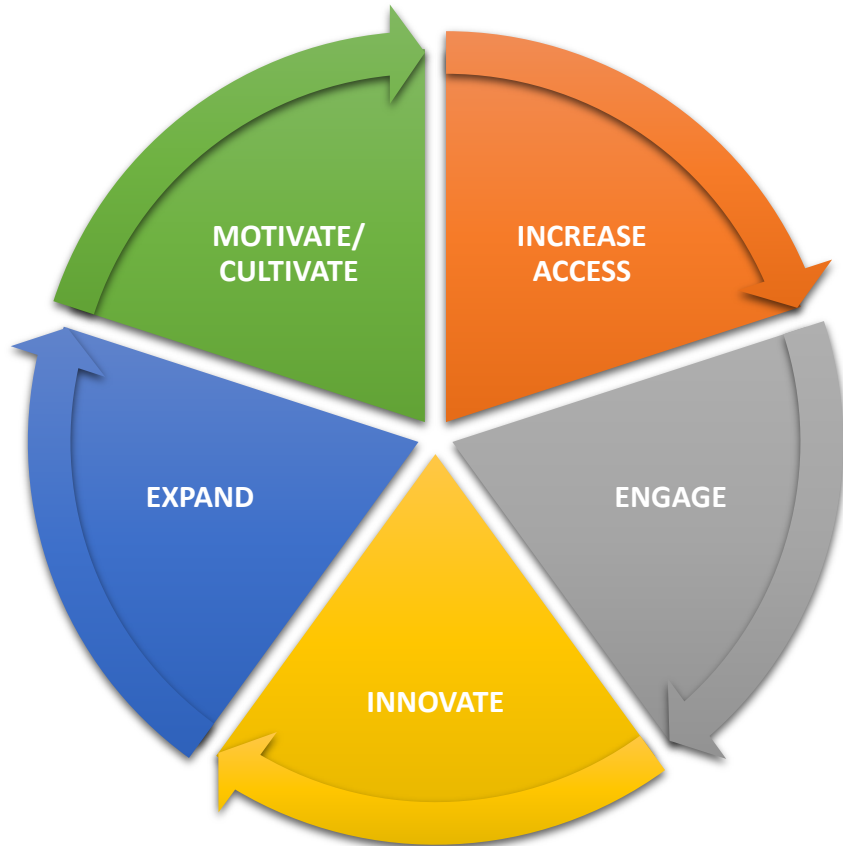
POUGHKEEPSIE



# PCSD Male Student Data



# PCSD Theory of Action



**INCREASE ACCESS** to services, supports, programs, and diverse staff.

**ENGAGE** staff, parents, community members, and students in solutions that guarantee long-term success to our males of color.

**INNOVATE** our thinking and approach to identifying systems and programming to enhance our impact on the academic achievement, social and emotional development and wellness of our males of color.

**EXPAND** resources, cultural, academic and social enrichment opportunities for our males of color.

**MOTIVATE/CULTIVATE** our males of color to unleash their fullest potential and take full advantage of the resources provided throughout the City of Poughkeepsie.

MY BROTHER'S KEEPER

**MBK**

POUGHKEEPSIE



# Solutions

## **STRATEGY : MENTORING:**

Mentoring, defined as a long-term face-to-face relationship between an adult and student, has demonstrated positive outcomes for boys and young men of color. When mentoring programs incorporate structured activities, social emotional development and support, and positive adult male role models of color, boys and young men of color experience positive outcomes. These positive outcomes include improved relationships with their parents, increased attendance and academic performance, and enrollment in college at higher rates.

# Solutions

## **STRATEGY: RITES OF PASSAGE PROGRAMS:**

Rites-of-passage programs provide youth with experiences and information to strengthen social and spiritual development into adulthood while encouraging the adoption of attitudes, behaviors, and practices important to healthy youth development (Piert, 2007; Okwumabua et al., 2014). Rites-of-passage programs examined in the brief, commonly delivered through schools and community based organizations, included transitional phases, activities centered on ethnic identity development, and community involvement. Boys and young men of color who entered into the examined rites-of-passage program developed a strong sense of ethnic identity, improved self-esteem, better relationships, and commitment to their communities.

MY BROTHER'S KEEPER

**MBK**

POUGHKEEPSIE





# Solutions

## **STRATEGY: COLLEGE READINESS PROGRAMS:**

The examined college readiness programs in the brief demonstrate that when a student is provided with academic and social supports, develop an awareness for college, and are prepared academically to take college level courses their chances of enrollment and success in college increases. While boys and young men of color are graduating at higher rates than previously documented, as a group they are underrepresented in college. The college readiness programs highlighted in this section provide boys and young men of color opportunities to develop an awareness for college and career pathways, acquire required knowledge and skills for success in college courses, and access to social supports to develop practices that will increase academic motivation and self-confidence.

MY BROTHER'S KEEPER

**MBK**

POUGHKEEPSIE



# Solutions

## **STRATEGY: CHARACTER EDUCATION PROGRAMS/SOCIAL EMOTIONAL LEARNING:**

Character education and social emotional learning prepare and equip boys and young men of color with the ability to navigate and manage their lives. Character education is defined as “formal education” developed with the intention to teach students virtues such as respect, responsibility, self-control, that enable them to act or demonstrate morality (Park, 2004). While social emotional learning is defined as a process for learning life skills, including how to manage one's emotions, behaviors, relationships and to work effectively with others (CASEL, 2015). Together, they enhance boys and young men of color’s ability to thrive as they meet the demands of school and life. Common practices found in character education programs and social 5 emotional learning include a change in policies and organizational structures, use of teaching practices to foster social emotional development in the classroom, change in school culture and climate, and parent and community involvement.

MY BROTHER'S KEEPER

**MBK**

POUGHKEEPSIE



# Solutions

## **STRATEGY: EARLY WARNING SYSTEMS :**

Early Warning Systems (EWS) identify students who are “at-risk” for academic failure, disengagement, and dropping out based on three predictors: attendance, behavior, and course performance. The three predictors, commonly referred to as the “ABCs” of early warning interventions, alert schools on providing “at-risk” students with targeted interventions and supports that will place them on the track to graduation. Effective EWS promptly identify “at risk” students, immediately provide short and long term targeted interventions and supports, monitor interventions for their effectiveness/ineffectiveness, modify ineffective interventions and supports, and report outcomes to continue supporting “at-risk” students on their path to graduation.

MY BROTHER'S KEEPER

**MBK**

POUGHKEEPSIE



# Solutions

## **STRATEGY: FAMILY AND COMMUNITY ENGAGEMENT**

Family and community engagement, commonly referred to as an intervention that promotes student success and achievement, is defined in two parts. Family engagement refers to a partnership between families, schools, and communities to enhance and support student learning and achievement. While community engagement refers to the support and services that community based organizations provide to support student learning and increase family engagement. Together, family and community engagement creates support systems, in and out of school, to help students achieve academic success. Research demonstrates that when districts and schools build relationships with families and communities, students attend school more, improve their academic performance, and change their attitude and mindset about school. Although positive student outcomes are associated with family and community engagement, schools have historically lacked effective and genuine partnerships with racial and ethnic parents and families. Therefore, creating barriers to family engagement and negatively impacting their level of engagement. Despite the barriers, scholars and schools/districts have developed various frameworks, partnerships, and strategies to increase parent engagement among parents of color to improve the learning outcomes, academic achievement, and social and emotional development.

MY BROTHER'S KEEPER

**MBK**

POUGHKEEPSIE



# Solutions

## **STRATEGY: COMMUNITY SCHOOLS:**

Community schools, recognized as the “hub” of a community, provides programs and services through community based partnerships that address the holistic development of youth. The academic, social, and health based programs and services provided are tailored to not only meet the needs of youth but their families and members of the community. Community schools have demonstrated their commitment to enhancing outcomes for boys of color by placing emphasis and priority on the needs of students of color and socioeconomically disadvantaged backgrounds. Furthermore, their effort to address communal disparities and alleviate inequities has produced stronger and healthier students, families, schools, and communities. Therefore, resulting in students who are healthier emotionally, physically, and socially.

MY BROTHER'S KEEPER

**MBK**

POUGHKEEPSIE



# Next Steps



MY BROTHER'S KEEPER



# Raising Achievement Of Young Men of Color