



# **Providing Solutions for Black Male Achievement: Program Highlights**

*A Brief Overview of the Council of the Great City School's Member District Programs*



Summer 2012



***“Educators, who should be committed to helping young people realize their intellectual potential as they make their way toward adulthood, have a responsibility to help them in ways to expand identities related to race so that they can experience the fullest possibility of all that they may become. “ ~Pedro A. Noguera, New York University***

In 2010, the Council released *A Call for Change: The Social and Educational Factors Contributing to the Outcomes of Black Males in Urban Schools*. This report provided data on six factors:

- School Readiness,
- Academic Achievement on NAEP,
- Urban School Academic Achievement,
- School Experience,
- College and Career Preparedness and
- Post-secondary Experiences.

This report make it clear that although there were African American male students performing at high levels and succeeding in school, there were far too many that the system – educational, governmental, social, etc. -- had failed. This report and the data contained within it completed the first phase of the Council’s efforts – documenting the challenge. This second, and extremely important phase, identifies solutions for improving the academic achievement for Black

males in big city schools. These program highlights represent diverse contributions to these solutions.

For years, district leaders, principals, teachers and other stakeholders have implemented policies and programs to ensure that all students are provided the opportunity to receive the best education. However, we at the Council, understand that hard work can easily go unnoticed. Although the data included in the 2010 report were shocking to most, it came as no surprise to those who work tirelessly in the education field attempting to provide solutions to eliminate the achievement gap.

In 2011, the Council administered a brief survey to collect information on what our districts are doing to improve the success of Black males in their schools. This survey was distributed to curriculum and research directors, as well as program coordinators. The Council did not collect evaluative data on these programs. However, we offer these program highlights as potential solutions to those interested.

District	Program/Initiative Name	Program Coordinator and Contact Info	Program/Initiative Description	First Year Implemented
Albuquerque Public Schools	<b>Advancement Via Individual Determination (AVID)</b>	Rebecca Almeter <a href="mailto:almeter@aps.edu">almeter@aps.edu</a>	<p>The AVID program was implemented in two middle schools and two high schools to:</p> <ul style="list-style-type: none"> <li>• Narrow the achievement gap,</li> <li>• Create a college expectation for all students, and</li> <li>• Prepare students for the rigors of Advanced Placement and college success.</li> </ul>	2009
Boston Public Schools	<b>10 Boys Initiative</b>	Carroll Blake <a href="mailto:cblake@boston.k12.ma.us">cblake@boston.k12.ma.us</a>	<p>Fifty schools select at least 10 boys who need additional support in order to reach their full potential. Each school focuses on the four objectives (academic, social and emotional development, leadership and family and student engagement) and design individual programs to meet the objectives. Each year all students attend an end of year program entitled "10 Boys Go to College" held on a college campus to encourage students to attend college and honor those that have been accepted to college.</p> <p><u>Partnerships:</u> <i>University of Massachusetts-Boston, Wheelock College, EdVestors, Boston Celtics, Roxbury Community College Camp Manitou</i></p>	2006
Broward County Schools	<b>Work Force College Ready Task Force</b>	Cynthia Park <a href="mailto:cynthia.park@browardschools.com">cynthia.park@browardschools.com</a>	<p>The Work Force College Ready Task Force focuses on culturally relevant instructional materials and strategies. It also includes a college success initiative via the College Board, identifying potentially eligible students to enroll in advanced courses, thus "opening the gates" for AP enrollment, and a monitoring system related to student achievement predictors.</p> <p><u>Partnerships:</u> <i>Local universities, businesses, and community members</i></p>	2011

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Broward County Public Schools	Creating Critical Thinkers with Culturally Relevant Texts	Margaret Livingston <a href="mailto:margaret.livingston@browardschools.com">margaret.livingston@browardschools.com</a>	This collaboration between curriculum and library media supports the implementation of the Common Core State Standards for English Language Arts by engaging students in challenging, complex literacy tasks with meaningful, culturally relevant texts, research, and critical inquiry. Drawing upon the work of Dr. Alfred Tatum’s transformational literacy model of building “textual lineages” through “enabling texts,” students are emotionally and intellectually challenged to pursue real world, problem-solving inquiry. By using cultural relevant literary models and motivating research tasks students build road maps of positive action, resilience, productivity, and success.	2011-2012
Caddo Parish School District	Single Gender Classes  <u>Partnerships:</u> African American Chamber of Commerce Leonard Sax – Training	Antoinette Turner <a href="mailto:aturner@caddo.k12.la.us">aturner@caddo.k12.la.us</a>	Caddo Parish school district implemented single-gender classrooms to improve the academic outcomes and decrease discipline referrals.	2009-2010
Caddo Parish School District	MicroSociety  <u>Partnerships:</u> MicroSociety, Fully Devoted Developer of Children (FDDOC) local nonprofit	Antoinette Turner <a href="mailto:aturner@caddo.k12.la.us">aturner@caddo.k12.la.us</a>	The MicroSociety School is an innovative design where children create a microcosm of the real world inside the school. Each student has a role in running that world. Young entrepreneurs produce goods and services; elected officials establish laws; Crime Stoppers keep the peace, judges arbitrate disputes, and reporters track down stories. All citizens earn wages in the school’s "Micro" currency, invest in product ideas, deposit and borrow money from "Micro" banks, and pay taxes, tuition and rent. Classroom connections are made throughout the day.	2009-2010

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Charlotte-Mecklenburg Public Schools	Communities in Schools	Karen Thomas <a href="mailto:Karen.thomas@cms.k12.nc.us">Karen.thomas@cms.k12.nc.us</a>	<p>The Communities in Schools program is at the elementary, middle, and high school levels, serving over 4,500 students. Elementary and middle schools are selected based on being feeder schools to the district's 10 high schools with the lowest graduation rates. A site coordinator works with a caseload of no more than 100 students. High schools typically have a site coordinator for grades 9-10 and 11-12 in order to support students during their critical high school years. The Executive Director for Communities in Schools and school district staff meet regularly to closely collaborate and monitor individual school and student progress.</p> <p><u>Partnerships:</u> Johnson C. Smith University, University of North Carolina at Charlotte, Davidson College, Queens University</p>	1990
Charlotte-Mecklenburg Public Schools	Advancement Via Individual Determination – (AVID)	Kathleen Koch <a href="mailto:Kathleen.koch@cms.k12.nc.us">Kathleen.koch@cms.k12.nc.us</a>	<p>The AVID program was created to identify first-generation college bound students and students needing additional academic support in order to be college ready. The program provides additional structures to support study skills, college preparedness and classroom success. An AVID teacher is identified and trained at each school to teach the AVID elective class. Also, a school based team consisting of an administrator, counselor and teachers is trained. Students receive focused support in study skills, ACT/SAT preparation, and academic success strategies. College visits are scheduled throughout the year to expose students to local, state, and national higher education opportunities.</p>	1998

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Charlotte-Mecklenburg Public Schools	Truancy Court	Karen Thomas <a href="mailto:Karen.thomas@cms.k12.nc.us">Karen.thomas@cms.k12.nc.us</a>	<p>The school district collaborates with juvenile court judges to administer the Truancy Court program. A juvenile court judge is assigned to schools identified with the highest student absenteeism rates. Parents are required to participate and attend regular sessions at the school with their child. A school social worker or counselor serves as the school liaison for the program. Systems monitoring student attendance on a regular basis use incentives for student progress toward quarterly and annual attendance goals. Juvenile judges attend regular meetings with students and parents at the school site.</p> <p><u>Partnerships:</u> Davidson College, University of North Carolina 16 campuses, Johnson C. Smith University, Queens University</p>	2008
Cincinnati Public Schools	The M.O.R.E. Initiative (Men, Organized, Respectful, & Educated)	Charles Davis <a href="mailto:davisch@cps-k12.org">davisch@cps-k12.org</a>	<p>The M.O.R.E. Initiative helped young males to develop their leadership and social skills by exposing elementary-aged students to college and career options; promoting ongoing community-service activities, and providing students with on-going interactions with adult male role models. In addition, there were three district-wide focus areas: college &amp; career awareness; supporting parents of African-American males, and enhancing cultural responsiveness of adults.</p> <p><u>Partnerships:</u> General Electric, GE African-American Forum, University of Cincinnati, Northern Kentucky University, Xavier University, College of Mount St. Joseph, Cincinnati State Community College, 100 Black Men of Greater Cincinnati, Cincinnati Youth Collaborative, GEARUP, Community Action Agency, Parents for Public Schools of Greater Cincinnati, YWCA of Greater Cincinnati, Urban League of Greater Cincinnati, End Zone Club, Goals for Life, Elementz Youth Hip-Hop Center</p>	2011-2012

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Clark County Public Schools	<b>No More Excuses Professional Development</b>	Greta Peay <a href="mailto:gapeay@interact.ccsd.net">gapeay@interact.ccsd.net</a>	<p>The No More Excuses Professional Development is a continuous yearlong training consisting of workshops, conferences, and college courses for CCSD employees. This training includes:</p> <p>How to Teach the Black Male Student.</p> <ul style="list-style-type: none"> <li>• Why black males become involved in bullying.</li> <li>• Community forum on the mis-education of black males.</li> <li>• The development of language acquisition as it applies to black children.</li> <li>• Operation respect anti-bully pilot program.</li> </ul> <p><u>Partnerships:</u> <i>University of Nevada, Las Vegas National Council on Educating Black Children, National Association of Multicultural Education, Equity Alliance Organization, National Association for the Advancement of Colored People, Martin Luther King Committee, Urban Chamber</i></p>	2010-2011
Clark County Public Schools	<b>Advancement Via Individual Determination (AVID) African American Male Initiative</b>	Dawn Burns <a href="mailto:burnsdx@interact.ccsd.net">burnsdx@interact.ccsd.net</a>	<p>The AVID African American Male Initiative was created to enroll students in rigorous, college-ready coursework. The school site has assigned two AVID teaching periods/sections to African-American male teachers with the enrollment limited to African American male students. The teachers use the AVID instructional strategies and lessons from the Critical Race Theory (CRT) model daily. Students have mentors and attend activities and field trips that promote college readiness. Students are enrolled in honors and AP courses.</p> <p><u>Partnerships:</u> <i>Citibank Foundation, AVID Center University of Nevada Las Vegas, GEAR UP, Nevada State GEAR UP</i></p>	2009

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Columbus City Schools	<b>Columbus City Preparatory School for Boys-(Middle School)</b>	Michael Owens <a href="mailto:MOwens9411@columbus.k12.oh.us">MOwens9411@columbus.k12.oh.us</a>	<p>The preparatory school's emerging practices center on providing relevant learning experiences for males. The school offers special programs and opportunities such as student advisors, guest speakers, academic celebrations, parent involvement, building and working from teams or house approach etc.</p> <p><u>Partnerships:</u> <i>The Todd Bell Resource Center on African-American Males at The Ohio State University, Project Mentor (Big Brothers Big Sisters of Central Ohio), The Columbus Urban League, After-School All Stars-Columbus.</i></p>	2010-2011
Detroit Public Schools	<b>Compact Scholarship Program</b>	Barbara K. Smith <a href="mailto:barbara.smith03@detroitk12.org">barbara.smith03@detroitk12.org</a>	<p>The Detroit Compact is an education, community, parent, student, government, labor and business partnership designed to increase the number of Detroit Public School students who are college-ready. . The Detroit Compact (Tuition Incentive) Scholarship Program is operational in 23 high schools and five middle schools and supported by the Detroit Regional Chamber and the 15 state of Michigan colleges and universities. To receive two- year and four-year tuition awards, students and their parents/guardians must sign a contract agreement to achieve specific levels of academic proficiency by the eighth semester of high school. Compact Coordinators, supported by school guidance counselors, serve as facilitators, mentors and coaches to help students reach successful achievement levels by engaging them in college planning and career readiness activities. Students, who meet award guidelines, may select the university of their choice.</p> <p><u>Partnerships:</u> <i>Detroit Regional Chamber, Boll Branch YMCA, College Coalition President's Council of the State, University of Michigan, Wade H. McCree/Compact Program Advisory Council, Operation Hope: Financial Literacy, Michigan Department of Treasury: FAFSA Completion Project</i></p>	1995

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Guilford County Public Schools	<b>Achieving Excellence for African American Males</b>	Beth Folger <a href="mailto:folgere@gcsnc.com">folgere@gcsnc.com</a>	Achieving Educational Excellence for African American Male Students will focus efforts on improving academic achievement for African American male students. This project supports the goals and objectives outlined in the following areas of the GCS Strategic Plan: <ul style="list-style-type: none"> <li>• Improving academic achievement</li> <li>• Supportive family &amp; community involvement</li> <li>• Strategic human resource management</li> <li>• Safe schools &amp; character development</li> <li>• Clear baseline &amp; equitable standards</li> </ul> <p><b>Partnerships:</b> North Carolina A&amp;T University, GCS Parent Academy, Greensboro and High Point Human Relations Commissions, Sigma Phi Pi Fraternity - Beta Epsilon Boule</p>	2012-2013
Long Beach Unified School District	<b>Male Academy Program</b>	Quentin Brown <a href="mailto:qbrown@lbschools.net">qbrown@lbschools.net</a>	The Male Academy Program aims to improve the graduation rate of underrepresented, promising male students and to encourage lifelong learning by preparing them for college and career opportunities. The program: <ul style="list-style-type: none"> <li>• Empowers students through academics, leadership, and cultural awareness.</li> <li>• Integrates extracurricular opportunities within the school program.</li> <li>• Provides opportunities for post-secondary options and advancement.</li> <li>• Improves self-awareness and respect, while encouraging positive relationships with adults and peers.</li> <li>• Instills qualities that lead to success.</li> </ul> <p><b>Partnerships:</b> California State University, Long Beach Long Beach City College, Long Beach Police Department, AmeriCorps/Building Healthy Communities Initiatives, Pacific Gateway, The Long Beach Press Telegram</p>	2008-2009

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Los Angeles Unified Schools	Boys Uplifted	Kandice McLurkin <a href="mailto:kandice.mclurkin@lausd.net">kandice.mclurkin@lausd.net</a>	Boys Uplifted initiative implemented same gender classrooms taught by teachers who have deep knowledge on providing culturally relevant and linguistically responsive teaching. Teachers use an additive model to bridge the gap between the home and school languages. They validate and affirm the culture of these males and prime them for success using mainstream English language development strategies to help every student move closer to mastering standard English.	2007-2008
Milwaukee Public Schools	Project Direct Graduation	Rudy Ruiz <a href="mailto:ruizrx@milwaukee.k12.wi.us">ruizrx@milwaukee.k12.wi.us</a>	Project Direct Graduation was created to provide students the opportunity to catch up on academic courses through high school credit recovery. Online courses are provided to students with face-to-face support from a highly qualified (online and content-licensed) teacher to recover previously failed credits.	2003
New York City Department of Education	Empowering Boys Initiative NYC Young Men's Initiative	Ainsley Rudolfo <a href="mailto:arudolfo@schools.nyc.gov">arudolfo@schools.nyc.gov</a>	<p>The Empowering Boys Initiative was created to provide every student and family member (emphasis on Black and Latino young men), with equal opportunities and access to high quality programs. Its focus is on ending longstanding racial, ethnic and socioeconomic disparities and providing support to students most in need. The initiative focuses on four areas:</p> <ul style="list-style-type: none"> <li>• <i>Policy</i> - discipline and special education reform</li> <li>• <i>Programmatic</i> - specialized high school program focused on test preparation for lowest performing middle school boys;</li> <li>• <i>Expanded Success</i> - college readiness for Black and Latino young men in high school;</li> <li>• <i>Closing the Achievement Gap Series</i>- professional development.</li> </ul> <p><u><i>Partnerships:</i></u> NYC Mayor's Office, College Board, Kaplan, U.S. Department of Education, Howard University, United Negro College Fund, City University of New York</p>	2010

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New York City Department of Education	<b>Ways Education Pays Campaign</b>  <u>Partnerships:</u> <i>College Board</i>	Ainsley Rudolfo <a href="mailto:arudolfo@schools.nyc.gov">arudolfo@schools.nyc.gov</a>	The Ways Education Pays Campaign is an awareness program in all 1,700 schools using print, electronic and other media to build awareness around the benefits of college matriculation and completion. This initiative is specifically geared towards Black and Latino boys.	2011
Oakland Unified School District	<b>African American Male Achievement</b>	Christopher Chatmon <a href="mailto:christopher.chatmon@ousd.k12.ca.us">christopher.chatmon@ousd.k12.ca.us</a>	The mission of the African American Male Achievement program is to stop the epidemic failure of African American male students in Oakland Unified School District by creating systems, structures and spaces that guarantee success for all African American male students in Oakland Unified. We use data to identify entry points into schools and systems to increase equity, improve cultural competency, and implement practices that support African American male students. We believe all African American male students are extraordinary and deserve a school system that meets their unique and dynamic needs.	2011-2012
Orange County Public Schools	<b>Black and Hispanic Male Study</b>	Marilyn Doyle <a href="mailto:Marilyn.doyle@ocps.net">Marilyn.doyle@ocps.net</a>	The Male Study Committee compiled research on best practices in regard to the achievement of male students of color. This information was used to develop an instructional resource guide to support teaching and learning, a phase-in plan, videos, and exploratory dialogues to begin and sustain honest dialogue for change. The Male Study Committee conducts professional development sessions to discuss achievement, cultural competence, how to conduct courageous conversations, as well as identify successful strategies to improve the performance of these student groups.	2008

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Richmond Public Schools	<b>Black Male Initiative</b>	Victoria Oakley <a href="mailto:voakley@richmond.k12.va.us">voakley@richmond.k12.va.us</a>	<p>Selected high schools in Richmond Public Schools have forged partnerships with universities and organizations to provide positive experiences and role models for African American males. To this end, the men from these organizations meet with students at schools to provide mentoring and tutorial experiences, job shadowing opportunities, and cultural enrichment. Students also go on field trips to various exhibits and attend sporting and recreational events.</p> <p><u>Partnerships:</u> <i>Virginia Commonwealth University, Communities in Schools, Richmond Behavioral Health Authority, University of Richmond, Concerned Black Men, Richmond City Police, Kiwanis International, Virginia State University, Richmond Raiders, 100 Black Men of Richmond, Juvenile Justice Services, Omega Psi Phi Fraternity, Associated Educational Services, Alpha Phi Alpha Fraternity, Alpha Beta Boule, Virginia Union University, Micah Initiative, The Commonwealth Chapter of the Links, Inc.</i></p>	2006
Sacramento City Unified School District	<b>Men's Leadership Academy</b>	Stacey Bell <a href="mailto:stacey-bell@scusd.edu">stacey-bell@scusd.edu</a>	<p>The Men's Leadership Academy offers a class during the school day, and afterschool, for male students in grades 9 – 12 who have displayed potential risk factors leading towards dropping out of school such as low attendance, low academic performance, and high suspension rates. The Academy offers students various cultural, social, college and career experiences. Students also have service learning opportunities such as mentoring younger students, and multicultural projects to better connect themselves to the school and the community.</p> <p><u>Partnerships:</u> <i>Sacramento City College</i></p>	2011-2012
Sacramento City Unified School District	<b>Boys and Men of Color Summit</b>	Adrian Williams <a href="mailto:adrian-williams@scusd.edu">adrian-williams@scusd.edu</a>	<p>Sacramento City Unified School Districts hosted a one-day leadership summit focused on galvanizing community power and inspiring youth action. Summit participants were encouraged to develop and sign a pledge demonstrating their commitment to their action plan.</p> <p><u>Partnerships:</u> <i>The California Endowment, UC Davis Center for Father's &amp; Families, Always Knocking, Root Causes, Asian Resources, La Familia Counseling Center</i></p>	2012

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Sacramento City Unified School District	<b>There's More than Blood Running Through our Veins; African American Student Leadership Conference</b>	Aliya Holmes <a href="mailto:Aliya-Holmes@scusd.edu">Aliya-Holmes@scusd.edu</a>	A student leadership conference was held at Sacramento State University for male and female students. The vision of this conference was to inspire middle and high school SCUSD youth to dream and unlock their limitless potential. This conference was designed to empower youth to develop their individual, community and global responsibilities by providing leadership and social and cultural awareness.	2012
Sacramento City Unified School District	<b>Boys and Men of Color School Push Out Initiative</b>	Stacey Bell <a href="mailto:stacey-bell@scusd.edu">stacey-bell@scusd.edu</a>	This initiative is a collaboration of district and community partners coming together to eliminate harmful school discipline practices, and build an understanding and capacity for the implementation of the best approaches to promoting safe, just, and fair schools across SCUSD.  <b>Partnerships:</b> <i>Los Rios Community College, The California Endowment, La Familia, Hmong Women's Heritage, Black Parallel School Board</i>	2011-2012
San Diego Unified School District	<b>Blueprint to Accelerate the Achievement of African American and African Students</b>	Ron Rode <a href="mailto:rrode@sandi.net">rrode@sandi.net</a>	This blueprint is designed to accelerate academic achievement of the children of San Diego Unified School District. The program's goals are to: <ul style="list-style-type: none"> <li>• Implement educational policies and practices, including personnel assignments, training, and evaluations that advance and promote educational excellence for all African American and African students.</li> <li>• Improve school graduation rates for all African American and African students.</li> <li>• Improve the academic progress and status of African American students by understanding and problem-solving gender-specific needs.</li> <li>• Provide support for parents and families of underachieving African American students.</li> </ul> <b>Partnerships:</b> <i>The San Diego County Association of African American Educators in partnership with: The NAACP, The Urban League of San Diego County, The National Council of Negro Women, The Neighborhood House Association, and The Delta Sigma Theta Sorority Inc.</i>	2011-2012

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St. Paul Public Schools	<b>Advancement Via Individual Determination (AVID) African American Male Initiative</b>	Darlene Fry <a href="mailto:darlene.fry@spps.org">darlene.fry@spps.org</a>	AVID- African American Male Initiative focus is to prepare African American male students academically, socially, and emotionally for educational opportunities at all levels to enhance their ability to complete a post-secondary degree or certificate. The initiative for grades 7-10 has classes which integrate literature, book talks, kinesthetic learning, and circle instruction into the curriculum. The students are given the opportunity to rename the class so that it holds a meaning for them. AAMI (African American Male initiative) and Arts Literacy have also partnered to develop and sustain the AAMI African American Male 9th Grade AVID class.  <u>Partnerships:</u> <i>Augburg College, Concordia University, Inver Hills Community College, Macalester College</i>	2010-2011
St. Paul Public Schools	<b>Wellstone Circle of Hope/ Drumline</b>	Jamal Abdur-Salaam <a href="mailto:jamal.abdur-salaam@spps.org">jamal.abdur-salaam@spps.org</a>	The Wellston Circle of Hope and Drumline develops personal expression through spoken word experiences and team building through daily drumming exercises (paint buckets and drum sticks are used as well as other percussions). Students engage in regular discussions about school success, personal organization, and college planning. Students work on goal setting and share in leadership opportunities throughout the school and community. Students also travel regularly to perform at local schools, community organizations and on college campuses.	2006
St. Paul Public Schools	<b>Reach and Teach Through African American Literature and Culture</b>	Michelle Bierman <a href="mailto:michelle.bierman@spps.org">michelle.bierman@spps.org</a>	The Givens Foundation for African American Literature held their biennial education conference "Reach and Teach Through African American Literature and Culture" in November 2011. This conference focused on African American Literature and culture as it can impact education, curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, teaching, and learning. Saint Paul Public Schools co-sponsored the event and hosted a Saint Paul Public School's table highlighting the district's work with African American Students including AVID, Arts Literacy, and Achieving within the Gap, Freedom School, and the Multicultural Resource Center.  <u>Partnerships:</u> <i>The Givens Foundation</i>	2012

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St. Paul Public Schools	Achieving within the Gap	Jan Mandell <a href="mailto:janice.mandell@spps.org">janice.mandell@spps.org</a>	A group of 15 students, mostly African American males, created a video to educate teachers about how to make classroom environments meaningful and welcoming. These same students then toured the district providing workshops to teachers in 50 schools. The students were the facilitators of teacher staff meetings and district administrator meetings. During the meetings, students showed their video and then facilitated reflective discussions among the adults.	2010

