



My Brother's Keeper

Family & Community Engagement Program Grant
LCSD Board of Education Meeting
July 7, 2021



MY BROTHER'S KEEPER



“That’s what ‘My Brother’s Keeper’ is all about. Helping more of our young people stay on track. Providing the support they need to think more broadly about their future. Building on what works – when it works, in those critical life-changing moments.”

- President Barack Obama, February 27, 2014

The General Grant Application Process

- Read (re-read and re-read again) the application
- Determine eligibility, fit, and ability to implement
- Gather data and perform analysis
- Design the program - aligned to purpose, goals, objectives, and data
- Research and vet potential partners to meet program objectives
- Develop the budget - aligned to purpose, goals, objectives, and data
- Complete narrative according to application directions
- Complete work plan, timeline, and evaluation plan
- Obtain all required signatures
- Submit the complete application

History & Purpose of the MBK Grant Programs

- President Barack Obama 2014 initiative
- Federal funds - each state creates its own a unique set of objectives etc.
- The New York State My Brother's Keeper initiative seeks to "Change the Narrative" of boys and young men of color, and all students, by closing and eliminating the opportunity gaps they face and helping them to reach their full potential.
- Multiple grant programs: MBK Challenge, Teacher Opportunity Corps, Family & Community Engagement Program, Fellows Program, Native American Program, and Exemplary School Models and Practices
- Individual organizations apply for New York State MBK funds

MBK Family & Community Engagement Program

- Criteria for submission
- Program goals and initiatives
- Data and research used in program design
- Review of the application:
 - narrative
 - work plan, timeline, evaluation plan
 - budget - including M/WBE requirements
 - partnership agreements
- Year 1 implementation
- Years 2 - 4 implementation

Criteria for Submission

- Must meet eligibility requirements
 - Student poverty rate of greater than 55%
 - English Language Learner rate of greater than 1%
 - August graduation rate of less than 90%
- Must include a Partnership Agreement between the LEA (Lead Educational Agency - this is LCSD) and either a mayor or other municipal elected official, a local business/community based organization, *or* an institute of higher education
- The LEA must commit to a 25% match in funds

MBK FCEP Program Goals and Initiatives

- **Goals**

- Goal 1: Develop the knowledge and skills of school and district personnel, as well as families and community members, to increase required trust and relationships necessary to address student learning needs and abilities at each grade level.
- Goal 2: Provide access to multi-level networks that foster respect and trust in building family relationships with the school and school community.
- Goal 3: Create an environment where partnerships thrive in a comfortable, culturally diverse, and engaging atmosphere that fosters respect and trust.
- Goal 4: Commit to building and sustaining child-centered roles for the school, family, and community that values student learning and social and emotional development as equal educational partners.

- **Initiatives**

- There are MANY initiatives

Data & Research Informing Program Design

- NYSED School Report Card
- National Center for Educational Statistics (NCES)
- eSchool and other local data sources
- [New York State Education Department \(NYSED\) My Brother's Keeper Education Document: Emerging Practices for School and Community](#)
- [The Dual Capacity-Building Framework for Family-School Partnerships](#)

Review of LCSD's MBK FCEP Application

- The Narrative
 - Organizational Background
 - Need and Cooperative Relationships
 - Program Objectives, Strategies, Activities, Services, and Performance Measures
 - Project Staffing and Management
- The Work Plan, Timeline, and Evaluation Plan
- The Budget - Minority/Women Business Enterprise (M/WBE) requirements
- The Partnership Agreements
 - Dr. Justin Naylor - Local Adolescent and Family Psychologist
 - Joyelle Hackett - Local Veteran's Association EEO Manager and DEI Specialist

Year 1 Implementation - Building the Foundation

The focus in Year 1 will be to set everything in place for success, research indicates that investing in building a strong foundation will yield the best results long-term. In Year 1 we will:

- Hire and train a 0.5FTE MBK FCEP Program Coordinator
- Hire and train Student Mentors
- Contract with our Partners (Dr. Naylor & Ms. Hackett), BPPN, Via Evaluation, and a Parent Advocate
- Create a unique MBK FCEP logo and promotional materials
- Form FCEP Advisory Council
- Implement:
 - Student mentoring program
 - Mental health and Triple P services
 - DEI, Implicit Bias, & Cultural Responsiveness training
 - Nurturing Fathers Program
 - Data for Decision-making training

Years 2-4 Implementation - Building the House

Year 2 - 4 activities will be based on the successes and challenges of the previous year. Upon review of data, and after determining the progress made toward FCEP goals, multiple stakeholders will discuss how best to use available MBK FCEP resources in order to achieve the annual and long-term goals and objectives.

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LCSD's MBK FCEP Next Steps

The My Brother's Keeper Programs provide school districts with exciting opportunities to improve outcomes for all students, but particularly for boys and young men of color, their families, and their communities.

The following steps in achieving the goals in Year 1 of LCSD's MBK FCEP include:

- Wait for final award letter from NYSED
- Hire and train a 0.5FTE MBK FCEP Program Coordinator
- Hire and train Student Mentors
- Contract with our Partners (Dr. Naylor & Ms. Hackett), BPPN, Via Evaluation, and a Parent Advocate
- Create a unique MBK FCEP logo and promotional materials
- Form FCEP Advisory Council

LCSD's MBK FCEP is focused primarily on systems change. It should be realized that this will take time, collaboration, and open minds. The MBK FCEP, once finally awarded, will provide the resources to assist LCSD in becoming a more inclusive learning community; one that understands and appreciates the diversity among us. The Lockport City School District looks forward to the productive partnerships and positive relationships that will move LCSD towards the goal of successful outcomes for boys and young men of color.

Thank you for your attention.

Discussion Opportunity

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