Boston College

Lynch School of Education

Sixth Nelson Chair

Roundtable on Networking Community Based Programs

March 27 - 28, 2014

Office of the Honorable David S. Nelson

Professional Chair
## Wednesday, March 26th, 2014

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<tr>
<th>Time</th>
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<tr>
<td>5:00</td>
<td><strong>International Scholars Colloquium</strong></td>
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<tr>
<td>5:00</td>
<td><em>Re-creating the Schools We Need: The Nelson Mandela Metropolitan University's response to the educational challenges of South Africa</em></td>
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<tr>
<td>5:00</td>
<td>Denise M. Zinn, Ed.D., Executive Dean, Faculty of Education</td>
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<td>5:00</td>
<td>Allistair Witten, Ed.D., Director, Centre for the Community School</td>
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<td>5:00</td>
<td>Nelson Mandela Metropolitan University, South Africa</td>
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<td>5:00</td>
<td>location: Boston College, Higgins 300, Chestnut Hill MA</td>
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<tr>
<td>7:30</td>
<td>Dinner, Elephant Walk, Boston MA</td>
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## Thursday March 27th, 2014

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<th>Time</th>
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<tr>
<td>8:30</td>
<td>9:00  Breakfast</td>
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<tr>
<td>9:00</td>
<td>9:30  <strong>Introductions</strong></td>
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<tr>
<td>9:00</td>
<td><em>Dr. Anderson J. Franklin</em></td>
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<tr>
<td>9:30</td>
<td>10:30 <strong>Lessons from the Past Roundtable Meetings</strong></td>
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<tr>
<td>9:30</td>
<td><em>Dr. Anderson J. Franklin</em></td>
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<td>10:30</td>
<td>10:45 <strong>Coffee Break</strong></td>
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<tr>
<td>10:45</td>
<td>12:30 <strong>Topic 1: Meeting Community School Needs: Challenges and Strategies, Lessons from South Africa</strong></td>
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<tr>
<td>10:45</td>
<td><em>Dr. Denise Zinn, Dr. Al Witten</em></td>
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<tr>
<td>12:30</td>
<td>1:30 <strong>Lunch &amp; Welcome from the Dean</strong></td>
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<td>12:30</td>
<td>Maureen Kenny, Lynch School of Education</td>
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<td>1:30</td>
<td>3:00  <strong>Topic 2: Program Development, Diversity, Scale and Implementation</strong></td>
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<td>1:30</td>
<td>Chaired by Dr. Franklin</td>
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<td>3:00</td>
<td>3:30  <strong>Coffee Break</strong></td>
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<td>3:30</td>
<td>5:00  <strong>Topic 3: Staff Professional Development: Socio-Emotional Climate of Out of School Time</strong></td>
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<td>3:30</td>
<td>Chaired by Dr. Franklin &amp; Meghan Blattner</td>
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## Friday March 28th, 2014

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<th>Time</th>
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<tr>
<td>8:30</td>
<td>9:00  Breakfast</td>
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<td>9:00</td>
<td>10:30 <strong>Topic 4: Program Impact and Outcomes: Evaluation, Research and Accountability Models</strong></td>
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<td>9:00</td>
<td>Chaired by Dr. Franklin with Dr. Lauren Bierbaum</td>
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<td>10:30</td>
<td>10:45 <strong>Coffee Break</strong></td>
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<td>10:45</td>
<td>12:15 <strong>Topic 5: Program Sustainability</strong></td>
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<td>10:45</td>
<td>Chaired by Dr. Franklin</td>
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<td>12:15</td>
<td>1:30  <strong>Lunch</strong></td>
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<td>12:15</td>
<td><strong>Topic 6: Effective Leadership, Strategic Planning and Board Development</strong></td>
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<td>12:15</td>
<td>Chaired by Dr. Franklin</td>
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<td>1:30</td>
<td>3:00  <strong>Creating Partnerships, Networking and Action Plans</strong></td>
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Dr. Anderson J. Franklin is the Honorable David S. Nelson Professor of Psychology and Education in the Department of Counseling, Developmental and Educational Psychology at Boston College Lynch School of Education and Professor Emeritus of Psychology from The Graduate School of The City University of New York. Dr. Franklin holds a Ph.D. in Counseling Psychology from the University of Oregon. He directs the Nelson Chair Roundtable for Networking Community Based Programs and the Boston College Collaborative Extended Learning Project strengthening ties between schools, families and community partners engaged in out of school time activities to address the achievement gap and mental health of students.

Dr. Franklin was the speaker at 2010 Lewis and Clark College Commencement during which he was awarded an Honorary Doctorate of Humane Letters. He received the 2010 Outstanding Alumnus Award from the University of Oregon College of Education. Recently Dr. Franklin was honored for his civil rights legacy by the Commonwealth of Virginia General Assembly, The Mayor’s Office of the City of Richmond, and Virginia Union University as a member of the “Richmond 34” students who by civil disobedience through Sit-Ins and arrests led to the desegregation of Richmond and the State of Virginia. Dr. Franklin also received the Groundbreakers Award from All Stars Project Annual Gala at Lincoln Center, New York City in 2012. In 2013 he was a Visiting Scholar at the Nelson Mandela Metropolitan University in Port Elizabeth, Eastern Cape South Africa. He is co-author with Dr. Nancy Boyd-Franklin of Boys Into Men: Raising our African American Teenage Sons published by Dutton. His last book is From Brotherhood to Manhood: How Black Men Rescue Their Relationships and Dreams From the Invisibility Syndrome by John Wiley & Sons which was placed on Essence magazine best sellers list.
The Roundtable Mission is to create a supportive network of exceptional Community-Based Programs, expert consultants, and academics who have a shared commitment to valuable work in the community. Through this network the Roundtable will foster program-to-program mentoring and cultivate mutual resources as well as the sharing of knowledge and skills. Finally, the Roundtable will support participating programs by addressing challenges of leadership capacity building, implementation of strategic planning, staff development, and funding acquisition. Roundtable mission aims to define best practices and strengthen the ties between Community-Based Programs in a manner that enhances their capacity to effectively address the multitude of challenges facing the populations they serve.

2012 EXECUTIVE SUMMARY

The Nelson Chair Roundtable on Networking Community Based Programs was held at Lynch School of Education in Boston College on April 12 & 13, 2012. Participants included Program Administrators from afterschool programs in Miami, New Orleans, New York City, Boston, New Jersey, Cambridge, and Bermuda.

The structure of the Roundtable is based on the understanding that community-based programs are in a unique and often isolated position. The Roundtable is a small group of invited participants that creates a “think tank” atmosphere and provides a platform for critical discussion, idea diffusion, and constructive feedback.

The Roundtable Community Leadership Development Model aims to increase the capacity of Community Based Programs administrators to be more effective as leaders, managers of their organizations, and program innovators through a variety of training experiences and coalition building activities. Leaders of programs are engaged in structured
networking over multiple years that promotes leadership capacity, stronger ties for exchange of best practices, and mentoring partnerships that foster coalition building and efficacy. The Roundtable model accomplishes these goals via three phases:

Phase 1: Engaging community based programs that have had evidence of success
Phase 2: Convening in a Roundtable training forum for leadership capacity building
Phase 3: Sustaining alliances during the rest of the year by promoting a program-mentoring-program network to further leadership capacity and coalition building amongst leaders

In 2012 the programs identified by the network of community based leaders were Belafonte TACOLCY Center from Miami, Florida; Urban League College Track from New Orleans, Louisiana and All Stars Project, Inc. from New York, New York. All these programs were identified as providing excellent services to the youth they are serving. As such they joined the programs that participated in 2011 Roundtable.

THEMES FROM THE 2012 ROUNDTABLE

During the meeting a number of topics were brought up and the programs were asked to expand on what they felt were important challenges and learning areas for their programs. The following is the overview of the themes arrived at.

Assessing Community Needs and Strengths

Program leaders emphasized the importance of identifying the specific needs of the communities their programs serve and recognizing strengths inherent to those communities. There was agreement that community needs should be determined by those who have extensive experience working with specific communities rather than by external forces that may be less engaged with the community. The group also discussed using asset mapping to identify the gifts, skills, and capacities of the individuals, groups, and institutions in community areas. Furthermore, community action research was proposed as an additional method for assessing community strengths.

Matching Program Practices to Community Needs

Many program leaders identified poverty, unemployment, and underemployment as major barriers in their communities. They also pointed to poverty as a prevalent reason for why community members disengage from programs designed to help them. As a result, finding ways to reduce the cost of participating in programs was a goal for many leaders. Lauren Fogarty of the Gardener Pilot Academy volunteered the solution her school employs. Gardner Academy created a sliding pay scale for tuition, where parents are required to show proof of income and their tuition is then adjusted.

Determining what assets community members can contribute other than monetary was also highlighted as a strategy that may make programming more accessible to the community. For example, community members that are bilingual may perform translations. The group argued that it is important for program leaders to consider “in-kind” tasks, such as translation, that community members can contribute for the services they receive. In this manner, community members may become more engaged with the program and the community at large.

Developing Change Agents in the Community

How do community-based programs create and develop change agents within a community? How do programs teach youth to develop critical consciousness and become these change agents? Program leaders emphasized the use of a social justice lens at every level of the organization. Staff should be trained to understand power and privilege and taught to perform their job responsibilities with a social justice mission in mind. Programming should include youth
participants in this mission. In addition, programs should employ intergenerational leadership by encouraging alumni to return to the organization.

Furthermore, program leaders argued that in order to help youth develop as change agents, programs must change the narrative in the community about the capability of young people. They must spread awareness about the agency youth possess. By creating an opportunity for young people to understand the social, economic, and political power systems at play in their communities, they can become motivated to make change.

Influence of Policy on Program Priorities

Program leaders discussed the impact of policy and political process on program priorities. As policy change can be greatly beneficial to the communities many programs serve, program leaders called for greater unification, collaboration, and partnership on a political front by community organizations in an effort to impact policy.

In addition, program leaders asserted that they should spread awareness about social policy and how it influences life in local communities. They also suggested that youth attend a community board meeting or a school meeting in order to gain exposure to the political process.

Furthermore, program leaders discussed the possibility of publishing a policy paper from the Roundtable.

Expanding and Adapting Programs

Managing program growth is a challenge many program leaders have encountered. The group was asked how community-based programs can continue to expand while maintaining a shared vision systematically and programmatically? Alison Austin of Belafonte TACOLCY shared that their Freedom School has approached this challenge by developing a sense of family within the program, creating a sense of preparation, supporting creativity, and using a social action model.

The question of how to manage the diversity of communities and populations, specifically gender differences and age ranges, was also posed. Participants suggested strategies such as creating gender specific models in afterschool programs to develop different skills in boys versus girls. For example, boys may benefit from more kinesthetic learning environments than girls. Participants also suggested having programs group students into cohorts comprised of children experiencing similar issues.

Furthermore, mental health has emerged as an issue affecting many low-income youth. Program leaders encouraged each other to partner with mental health centers so that staff can provide referrals to known services, warning that referring to an unknown institution may result in negative experiences for the youth. Program leaders also mentioned the need to have conversations with parents about their children’s mental health, being mindful that mental health stigma may influence these discussions. Program leaders shared experiences of parents associating mental health services with their child being labeled as “crazy.” When staff members referred families to mental health service providers, parents would pull their children from the program because they were fearful of mental health interventions. Program leaders argued that in these instances, staff must emphasize the importance of understanding what is happening for the child and prioritizing this understanding over fear and misconceptions about mental health.

Staffing

As program leaders discussed challenges related to staffing their programs, a common problem that was identified was a lack of education or qualifications among their staff members. The group considered recruiting staff from community colleges, partnering with other organization such as universities and community-based organizations, and utilizing volunteers. Program leaders suggested locating a high quality volunteer base such as work-study students or service learning students.
The group also identified professional development as critical in cultivating a valuable staff. Many staff members may enter organizations with little understanding of children and may need guidance in becoming proficient in their positions. Program leaders agreed that the first step towards developing a stronger staff is treating staff members well, teaching staff how to advocate for themselves, both within and outside of their work with the program. Program leader should validate staff members and reinforce them for performing well. Furthermore, program leaders suggested that staff members be paired appropriately with children. By identifying the strengths of staff members, program leaders may gain a sense of which children may work best with which staff member, creating more affective and harmonious relationships.

As locating the means to train staff may be difficult, program participants suggested utilizing corporate partners to provide professional development. Program leaders reminded each other that although staff members may develop professionally and decide to leave the organization, they still may act as valuable resources in the future.

**Meeting Program Needs and the Demand for Evaluation**

While discussing Program Evaluation the Roundtable participants identified a shift towards evidence-based programming, and discussed increasing pressure to conduct ongoing evaluation and increase accountability. The discussion focused on how programs can respond to funders’ growing demands for accountability. The participants offered suggestions for incorporating evaluation into practice without jeopardizing program goals and values.

Programs can become knowledgeable about the evaluation landscape, so they can choose measures that best promote their needs and goals. By choosing evaluation tools wisely, programs can meet funders’ demands for accountability and reinforce program goals for socio-emotional development. Programs can offer each other useful resources to be used to counter pressure from funders. Moreover, programs should be reminded that the information they have can be used for multiple purposes. Sometimes it is helpful to alter perspectives on evaluation. Often evaluation focuses on learning rather than development. Development is difficult to measure, although it is evident when it is happening. Programs can use anecdotal evidence to create progress stories. Together, change to qualitative and anecdotal evidence from program participants and their parents can create a powerful and comprehensive picture of the program.

In order to make evaluation an integral part of practice, it may be advantageous for programs to set regular intervals to review data, or to make attempts to use data regularly to inform decisions. However, in choosing an evaluation schedule it is important to remember that behind numbers, there are kids. Data should inform, not make decisions. Ultimately, program decisions should always act in the best interest of the youth the program serves.

**Funding Streams**

The Roundtable participants discussed the challenges of locating funding, and strategies to use to ensure funding is sustained. Some of these strategies included collaborating with other programs, thinking creatively about funding opportunities, incorporating grassroots fundraising, diversifying funding portfolios, and cultivating donor development. There is often resistance to collaboration between programs because of fear of competition for funding. In reality, collaboration can be very beneficial to organizations that can pool resources, combine fundraising efforts, and work more efficiently. Another way for programs to generate funding is to diversify their funding portfolios. There is a great variety of funding sources available to programs including grants, individual donors, social entrepreneurship, and grassroots fundraising.

Cultivating donor development is another way programs can get funding flowing to their organization, and is essential to building a diverse funding portfolio. If there is no Development Director, the Executive Director of a program must sell the mission and story of the program from the ground level to individual donors. Programs need to advocate for the youth by explaining to donors that early investment is only successful insofar as the investment is
sustained. Furthermore, programs need to educate potential donors about the poverty many youth program participants experience. Describing the realities of life in communities and telling the stories of particular children may make donors understand why programs are in such great need of their contributions.

**Board Development**

In this discussion the Roundtable participants discussed the benefits of developing a useful Board. When selecting board members, it is important for programs to take the time to blend people who complement each other and share the program’s values. The board members should be people the program director can communicate with independently. Program directors should recognize what needs to be grown in their organizations, and choose board members who have expertise that the program needs but does not have. It can even be advantageous to appoint youth to the board, in order to better understand the needs of the organization from an inside perspective. The board members should be people who respect that the day-to-day work of the organization belongs to the executive director, but check in regularly to see how they can help. It is essential for program directors to engage the board regularly, so the board members are in a better position to provide help when necessary.

The program should have a strategic plan for building its board, which establishes short and long-term goals. It is important for program directors to speak to the passions of their board members, and build the board from the ground up by creating a community for them and providing training and orientation. It is also important to connect the board members to the program community. This can be accomplished by creating opportunities for the board to meet with the youth in the program and parents, so that board members have contact with the people their decisions are affecting.
2014 ROUNDTABLE - PARTICIPANTS

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Education remains central to the realization of South Africa’s democratic aspirations, especially in the efforts to build a just and more equitable society. However, despite the transition to democracy in 1994, the public education system continues to fail many children and young people, denying them the opportunities to fulfill their human potential and participate as engaged citizens in the country’s nation-building processes. The ‘born free’ generation thus faces the prospect of becoming another ‘lost’ generation, leading to a situation that will have implications for South Africa’s future.

The South African government has made the improvement of the education system a national priority and has called on key stakeholders, including universities, to collaborate around addressing some of the challenges in the system.

The Faculty of Education at the Nelson Mandela Metropolitan University has developed a bold approach to educational improvement that seeks to be relevant and responsive to the contextual realities of schooling in the province. This engagement approach is firmly rooted in the philosophy of a humanizing pedagogy, where the important elements of ‘voice’ and ‘agency’ are located within schools and the communities they serve. These school-university interactions and partnerships have led to the implementation of school improvement initiatives based on the concept of the Community School, in which networks of support are built around the academic and psycho-social development of children and young people.

Denise Zinn, Ed.D.
Professor and Executive Dean
Faculty of Education, NMMU

Denise Zinn is the Executive Dean of the Faculty of Education, Nelson Mandela Metropolitan University in Port Elizabeth, Eastern Cape Province, South Africa. She started her career as a high school teacher of English and Mathematics in Port Elizabeth’s township schools, before receiving a Harvard South African Scholarship in 1991 to study for her Master’s degree which she earned in 1992. This was followed by an Ed.D. which she earned at Harvard’s Graduate School of Education in 1997, where she also served as board member and co-chair of the Harvard Education Review from 1993-5.

Upon her return to South Africa at the end of 1996, she worked for an NGO to support teachers in community schools in historically disadvantaged communities. She took up a position in Higher Education from 1997, and has worked in the university sector since then as a teacher, researcher and consultant. In 2006 she became the Dean of the Education Faculty at the Fort Hare University, South Africa’s first historically black university, based in the Eastern Cape. Since 2009, she has been Executive Dean of the Faculty of Education at the Nelson Mandela Metropolitan University in Port Elizabeth. The focus of her work has been on issues of equity and transformation in education, including higher education, teacher education, multi-lingualism and literacies, and humanising pedagogies. She initiated and is the university driver on the institutional research theme on Humanising Pedagogies. As Dean of the Faculty of Education, her current focus is on the renewal and transformation of
The Centre for the Community School (CCS) is an entity within the Faculty of Education of Nelson Mandela Metropolitan University that aims to promote, strengthen and support the work of community schools in the Eastern Cape. These are schools that are actively involved in building partnerships with parents, the broader community, and other education stakeholders to support the academic and social development of children and young people.

The Centre subscribes to the principles of “Asset-Based Community Development” and focuses its work around the contexts of schools and the communities they serve. CCS aims to contribute to educational improvement in SA by:

- Developing theoretical and practice-based models of school improvement that are relevant and responsive to the contextual realities of schools.
- Disseminating information around these models through its convening capacity and research publications.
- Supporting community schools in the Eastern Cape and elsewhere in the country.
- Collaborating with other institutions and organizations with a similar focus around school improvement locally and internationally.

Teaching: Center will facilitate the development and offering of modules at both under and postgraduate levels on the historical, sociological and practical aspects of the community school in South Africa. A course on the community school teacher will focus on the knowledge, dispositions and skills required by current and aspiring educators in the community school.

Internships: NMMU Education students will undertake internships in community schools as part of their course requirements. Due to the cross-disciplinary focus of the Centre, internships will also be offered to students in other NMMU faculties or departments (e.g. Social Work, Psychology, Counseling).

Partnerships and Networking: The Centre seeks to establish relationships with groups and organizations nationally and internationally in order to support and promote the concept of the community school. Center will also co-host of the Manyanya Community Schools Conference that brings together education practitioners, scholars and policymakers to share emerging research on community schools and practice-based models of school improvement.

Allistair Witten, Ed.D.
Director

Al Witten is the founding director of the Centre for the Community School, which is located in the Education Faculty of the Nelson Mandela Metropolitan University. He has been involved in the field of education for almost 30 years, and has more than 20 years of experience as a teacher and principal in township schools in Cape Town.
More recently, he held the position of interim director at The Principals’ Centre at Harvard University, where he was involved in leadership training and development for school leaders in the United States and across the world. Witten was responsible for the design and implementation of the School Leadership Initiative—a collaboration between Harvard University and the University of Johannesburg to train school and district leaders in South Africa.

Al Witten holds degrees from the University of Cape Town and the University of the Western Cape in South Africa. He obtained a doctorate in education at Harvard University. Al has extensive practice-based and training experience in the areas of school leadership and management; organizational change and development; and systemic school improvement.

The current focus of his work is on developing the concept of the community school as a theoretical and practice-based model for school improvement in South Africa. He has facilitated the establishment of the Manyano Network of Community Schools, a grouping of schools that are focusing on improving teaching and learning while simultaneously addressing some of the social challenges to these core functions. Current interventions in the network range from curricular support for teachers and learners to community-based programmes aimed at encouraging greater parental and community involvement in the schools.

**URBAN LEAGUE COLLEGE TRACK**  
**New Orleans, LA**

Urban League College Track is an after-school, college access program that works to close the achievement gap and create college-going cultures for students who are historically and currently underrepresented in higher education. Through a three-tiered approach of direct services, community partnerships, and advocacy, Urban League College Track is working to serve a critical mass of high school students and helping to transform low-income communities into places where college readiness and college graduation are the norms. Established in 2008, Urban League College Track currently serves 150 students grades 9-12 in the greater New Orleans area.

Urban League College Track actively engages students from the summer before 9th grade through college graduation. We provide seamless, longitudinal services including after-school programming and college advising support that build habits and skills necessary to succeed.

- **Academic Affairs:** Provides students with tutoring, small-group academic workshops in all subject areas, SAT and ACT preparation, and academic counseling.
- **Student Life:** Enables students to gain leadership skills, be involved in extracurricular activities, participate in cultural and artistic events, and engage in community service.
- **College Affairs:** Supports students and parents through the college application and selection process and helps students and parents build a sustainable financial aid portfolio.
- **College Success:** Helps students once they are in college to ensure that they are academically, socially, and financially able to complete their degree. For each of these programs, we have established a set of clearly defined student goals and expectations that are mapped to college acceptance requirements and structured to best prepare students for the academic, social, and financial demands of college. Over the course of four years, our secondary support services amount to the equivalent of one extra year of high school.
Sherdren Burnside is the founding Site Director of the Urban League College Track. Burnside, a New Orleans native, has eighteen years of experience in teaching and grassroots organizing. She served as K-16 Director of Education Initiatives at the Urban League of Greater New Orleans. There, she led the revitalization of the organization's summer program and pioneered the partnership with College Track, Inc.

Prior to returning to New Orleans, Burnside served on the design and implementation team for the Castlemont Business and Information Technology School (CBITS) in Oakland, CA. As an instructional leader, Burnside mentored teachers in the conversion process from a large comprehensive high school to a small autonomous school, and steered initiatives in technology integration through her work with the Urban Dreams Technology Grant and the New Technology Foundation. She also coordinated and implemented the school's first Advancement Via Individual Determination (AVID) program, designed to help middle range students prepare for college. Ms. Burnside received her Bachelors degree in English and Political Science from Loyola University, New Orleans, and her Masters degree in English Instruction from Teachers College, Columbia University.

She and her husband, Robert, are the founding pastors of Journey Ninth Ward Assembly of God church. The Burnsides reside in the lower Ninth Ward with their three children Robert, Jr., Alexis, and Bethany.

**GROW DAT YOUTH FARM**
**NEW ORLEANS, LA**

The Mission of the Grow Dat Youth Farm is to nurture a diverse group of young leaders through the meaningful work of growing food.

On our farm we work collaboratively to produce healthy food for local residents and to inspire youth and adults to create personal, social and environmental change in their own communities. We envision a vibrant New Orleans where youth and adults transform their communities, their environment, and themselves by engaging in the meaningful work of growing healthy food.

Grow Dat Youth Farm creates job opportunities for high school students in the field of urban agriculture. The farm creates a healthy and supportive work environment for high school-aged youth from New Orleans who face limited job opportunities. With a focus on developing a sense of responsibility, community, environmental stewardship, and service among participants, the farm enhances leadership and teamwork abilities through the collaborative work of growing food.

The farm works with high schools and youth organizations throughout New Orleans to recruit a diverse and committed group of youth. Through a structured application process, Grow Dat conscientiously recruits a mix of students: 20% of whom have already demonstrated leadership skills inside or outside of school, 20% of whom are at-risk of poor performance at school, and 60% of whom are students that are neither excelling nor failing at school. Programmatic success is defined by students' consistent participation in the program, their increased ability to communicate effectively with other students and staff, and their ability to achieve production goals on the farm.

In the pilot year in 2011, Grow Dat partnered with
New Orleans Outreach and Science and Math Charter School to recruit applicants for thirteen paid internship positions. Now Grow Dat provides 40 positions in our paid leadership program and cultivates two acres of land. Following the programmatic structure of two nationally recognized youth farm models, The Food Project in Boston and Urban Roots in Austin, Grow Dat recruits, interviews and hires youth during the fall semester and operates between January and June.

Grow Dat staff have created a curriculum that includes lessons on leadership, financial literacy, sustainable agriculture, food justice and food access, cooking and nutrition, and communication and team-building which includes an anti-oppression view at the agricultural history of our region. Working in rotating teams, students take on the responsibility for selling food at farmers’ markets and preparing food for homeless or underserved populations. Students also participate in a highly-structured system for enhancing their communication skills called “Real Talk”. Modeled on a highly effective program developed by The Food Project, “Real Talk” is the method through which Grow Dat staff provide feedback to participants about the quality of their work and the tool that trains participants to communicate effectively with peers and supervisors. In addition to improved communication skills, students are also trained on time management, effective strategies for team work, and public speaking—all skills that can be broadly applied in future jobs.

Johanna Gilligan
Founder and Executive Director

Johanna Gilligan has worked in the field of food education since 2003. She began her career at the Brooklyn Botanic Garden, where she taught inquiry-based plant science to students in Title 1 schools. In 2006 she moved back to New Orleans and worked as the Educational Programs Manager with the New Orleans Food and Farm Network while simultaneously launching her own business, Clean Plate Projects, LLC. As a consultant, she has worked with many organizations, most notably with Rethink—a non-profit whose mission is to develop civic engagement among youth by bringing their voice to school reform. Her school food reform work with Rethink students generated national attention for its innovative approach and hard-hitting successes, eventually being profiled on the HBO documentary series, “Weight of the Nation”. Johanna founded Grow Dat Youth Farm in collaboration with Tulane University and many additional partners and individuals in 2011. Johanna was a 2012 Urban Innovation Challenge Fellow at Tulane University, and has also been a finalist for Echoing Green and the Kellogg Foundation’s Food and Society Fellowship. In 2012 she was a nominee for City Business Woman of the Year and a recipient of City Park’s Presidential Awards.

ALL STARS PROJECT, INC.
NEW YORK, NY

The All Stars Project is a 33-year-old national nonprofit youth development organization with an innovative and successful approach to fighting poverty. The All Stars Project was co-founded in 1981 by Dr. Lenora Fulani and Dr. Fred Newman.

The All Stars uses performance and play to help young people and their families create success in their lives. In All Stars programs, people learn new performances...
onstage and off. They try new things, they become more worldly, and begin to create new possibilities for themselves and their communities. Seeing—and acting on—new possibilities is development, and development is what All Stars is all about.

The All Stars offers a wide range of programs that include hip hop talent shows, training in theatre and the arts, and programs where it partners with the business community to help young people create a professional performance, as well as a free university-like school offering workshops, courses and cultural outings for people of all ages and educational backgrounds. Every year, All Stars afterschool development programs reach 10,000 inner-city young people between the age of 5 and 25 and thousands of adults from all walks of life. All Stars National Headquarters is in New York City, in a 31,000-square-foot performing arts and development complex on West 42nd Street. The center has four theatres, spaces for classrooms and events. It has had more than half a million people come through its doors since it opened a decade ago. Each year around the country, All Stars touches 40,000 kids and their families in New York, Newark, Chicago, the San Francisco Bay area, Dallas, and, starting this year, in Bridgeport, Connecticut.

The All Stars is bringing out pioneering ideas about development and performance through building new university partnerships and extending its interface with and leadership of the growing field of afterschool development in order to impact nationally on educational and social policy, thus working to multiply and magnify the impact it is having on the lives of inner-city young people, their families and communities.

Lenora B. Fulani, Ph.D.
Co-founder, All Stars Project, Inc.
Founder, Operation Conversation: Cops & Kids

Lenora Fulani is a prominent grassroots educator, community organizer, and leading youth development specialist. Fulani earned her Ph.D. in developmental psychology from the Graduate Center of the City University of New York. In 1981, she co-founded the All Stars Project with the late Dr. Fred Newman. Over the years she has worked closely with corporate volunteers, CEOs and partners in Fortune 500 companies to build All Stars Project’s innovative programs. Dr. Fulani currently serves as the dean of UX, the All Stars’ free-of-charge center for developmental learning open to people of all ages.

Dr. Fulani is the founder of Operation Conversation: Cops & Kids, a series of dialogues and performance-based workshops with police and inner-city youth to help them improve and develop their relationship. She founded the program in 2006, and has held 87 workshops involving 2,090 police officers and inner-city youth. In addition to her monthly workshops at the request of former New York City Police Commissioner Raymond Kelly Dr. Fulani has conducted four demonstration workshops for 2,430 new probationary police officers since July 2012.

Dr. Fulani has twice run for President of the United States and has been active in independent politics for three decades. In 1988 she became the first woman and first African American in U.S. history to appear as a presidential candidate on the ballot in all 50 states. In 1994 she co-founded IndependentVoting.org, a national strategy center for independent voters and she is a founder of the Independence Party of New York State.
**COMMUNITY PARTICIPANTS**

**Eric Jensen**  
Deputy Director  
Partnership for Youth Development

Eric Jensen is currently the Deputy Director of the Partnership for Youth Development, a youth development intermediary in New Orleans. Eric joined the Partnership for Youth Development in January 2009 as the Director of Youth Engagement. Eric has a profound experience in authentic youth engagement and out of school time strategies. At PYD Eric is managing two city wide collective impact youth system efforts to improve youth outcomes in New Orleans and also developed user-friendly online resource map for youth, families, and resource providers to use as a community engagement tool. It was awarded a New Orleans CityBusiness Innovator of the Year award. Eric has also has a large knowledge base and experience in youth participation strategies, leadership, and participatory action research models.

Prior to working for the Partnership for Youth Development, Eric focused on youth development with the dropout prevention agency, Communities In Schools of New Orleans. He is also a founding member and leader of the nationally based Young Planners Network, which advocates for bringing young people to the table of planning conversations. Eric arrived in New Orleans in 2003 through the Teach For America program where he taught social studies at both Booker T. Washington and Sarah T. Reed high schools. Eric is a graduate of Michigan State University where he earned a B.A. in Political Science.

**Margaret Rose Giloth**  
President  
Phenomenal People

Margaret is the president of Bermuda-based charity PHENOMENAL PEOPLE whose purpose is to positively influence people by providing educational seminars, development workshops, and charitable events to unite, empower and inspire individuals of all ages to become their personal best. Margaret has served as an empowerment agent, mentor and personal development coach to individuals ranging in age from 4 years to adult for over 25 years in Bermuda, the U.S and UK. She has positively touched the lives of hundreds of people with her unique gift of seeing the BEST and helping to develop that which is wonderful in them. Margaret is constantly seeking creative ways to positively impact the lives of the people of Bermuda, particularly the young, to preserve the social character that makes the island the jewel of the Atlantic.

In her professional career, as the director of the government-run afterschool program, she has oversight of over 500 elementary-age children and 80 adults whom she trains and develops to exacting standards.
Saliha Nelson, M.S.
Vice President
URGENT, Inc.

Saliha Nelson, MSEd is an experienced non-profit executive and agent for social change specializing in strength-based approaches with low-income urban youth, youth participatory action research and forming cross-sector coalitions that engage in systems-level change. Ms. Nelson currently serves as Vice President of URGENT, Inc. a non-profit youth and community development organization dedicated to empowering youth to become agents of change and volunteers as the Chairwoman of the Overtown Children and Youth Coalition and Vice Chair of the Miami Dade County Public Schools Student Services Advisory.

Ms. Nelson has been recognized for her work. Most recent recognition include being named as the MCCJ Student Silver Medallion Award for community-based leadership, service and advocacy; an ICABA Honors Community Leader and one of South Florida’s top 40 under 40 Black Professionals by Legacy Magazine. Ms. Nelson was also awarded the City of Miami’s Women Taking the Lead to Save Our Planet commendation, acknowledged as a South Florida Freedom’s Sisters by Ford Motor Company Foundation, and received the Alliance for Aging’s Intergenerational Award. Ms. Nelson is a member of the American Psychological Association, Society for Community Research and Action, National Afterschool Association and National Association of Professional Women.

Saliha studied at the American University of Cairo, received a Bachelor of Science in Social Policy and Education from Northwestern University and earned a Master’s of Education in Community and Social Change from the University of Miami.

Catherine Wong
Director, Urban Outreach Initiatives
Lynch School of Education
Boston College

Catherine Wong joined the Lynch School of Education at Boston College in 2007. In her role as Director of Urban Outreach Initiatives, Catherine oversees the Donovan Urban Teaching Scholars’ Program, an intensive one year master’s degree cohort program in teacher preparation for urban schools, the College Bound-STEM Program, a pre collegiate youth centered out of school time program that uses scientific inquiry to address social and environmental justice issues, as well as facilitates a series of cross university, school and community collaborations. In her work, Catherine leads teams of faculty, college students, community activists, K-12th grade students and their families to build innovative partnerships that address the most prevalent urban issues in their schools and communities. Her approach involves schools and community stakeholders working courageously together at the boundaries of their disciplines. By integrating multiple perspectives and knowledge that arise from their own lives, cultural identity and educational underpinnings, these teams effect change agency for themselves and for succeeding generations. Catherine is also a cross-cultural consultant who brings together interdisciplinary teams to enhance their capacity to lead and learn from a culturally competent, social justice and equity stance. Highlighted consultancies have included; academic director, Teacher Education Institute-University of the Middle
East Project, visiting professor, School of Education-Queen’s University, Belfast, Northern Ireland, the Domestic Violence Unit - Massachusetts Department of Social Services, WGBH-PBS Television, and the Human and Civil Rights Division - National Education Association. Catherine is a former public school counselor and director, School Counseling Program at the University of Massachusetts, Boston. Catherine earned her graduate degree in Counseling Psychology with a specialization in Cross Cultural Counseling from Boston University. Catherine was raised on the island of Oah’u, Hawai’i and grew up with the dramatic storytelling of her great grandmothers and extended family. Their stories of bringing disparate groups together despite prejudice and stereotypes instilled in her the desire to become a cultural bridge builder. Catherine honors her ancestors’ legacy, as she continues to grow and refine her craft as a consultant and educator.

Lauren Lafferty
Director of Extended Services
Gardner Learning Academy

Lauren Lafferty has served as the Director of Extended Services at the Gardner since 2008. She previously worked for The Village for Families and Children, in Hartford, CT. Throughout her work in the field, Lauren has experience working in schools, community agencies and universities with the goal of improving and sustaining programming to support the whole child. She earned her Bachelor's degree in Human Development and Family Studies from the University of Connecticut and a Master’s in Education from Harvard University.

Hayley Yaffe
Program Administrator, YMCA

Hayley has a Bachelor of Science in Elementary Education from the University of Vermont and a Master of Education from Harvard Graduate School of Education. She has been working in the field of Out-of-School Time for almost 20 years, including camps, schools and community organizations. She has been at the YMCA of Greater Boston since September 2009, working to increase the academic, physical and socio-emotional health of children and families as well as improving the communities they live in. Hayley is passionate about education and lifelong learning, and works to instill the same feeling in those she works alongside.
There is an African proverb “The web of many spiders tie down a lion.” We believe that though better collaboration between Community-Based Programs the array of problems that beset underserved communities can be tamed under a web of effective collaborative services.

Dr. Anderson J. Franklin

Achimota Nsafoa (Achimota Keys) – Ghana, West Africa
This Akan Kente Weft motif is a symbol of knowledge, unity in diversity and harmony. The motif represents the logo of Achimota, the black and white keys of the piano. One can make a melody on either the black or the white keys, but it is in playing both together that one creates harmony.

Nkonsonkonson – Ghana, West Africa
Adinkra symbol of the chain link represents unity and human relationships. It is a remainder to contribute to the community and that in unity lies strength.

Ananse Ntontan – Ghana, West Africa
Adinkra symbol of the spider’s web is a symbol of wisdom, creativity and the complexities of life. Ananse, the spider, is a well-known character in many African folktales.