

PROPOSAL FORM
FOR
PROJECT MANAGER FOR IMPLEMENTING
THE SCHOOL FOR MALES OF COLOR

TO: Ken Popplewell
Director of Purchasing
Jefferson County Public Schools
C. B. Young, Jr., Service Center
3001 Crittenden Drive
Louisville, KY 40209-1104

Attached to this PROPOSAL FORM, offeror is to outline his proposal including (but not limited to) the information requested on the following pages.

NO COSTS ARE TO BE INCLUDED ON THE PROPOSAL FORMS. THE COSTS ARE TO BE LISTED ON THE COST SCHEDULE FORMS.

THE PROPOSAL FORMS ARE TO BE SUBMITTED IN THE LARGE ENVELOPE FURNISHED WITH THIS PROPOSAL.

THIS PROPOSAL SUBMITTED BY:

SNIKA/LLC

*(Signature of Proposer)

Rosalyn M. AKINS

(Name of Proposer - Print Legibly)

3389 Malone Drive

Lexington, KY 405

(Address of Proposer)

Date 11/15/16

Telephone (859) 227-2663

Area Code

(859)

SNIKA/LLC

(Name of Company)

NOTE: A facsimile signature must be initialed in ink.

* If this form is not signed bid SHALL be rejected.

RESPONSES

Provide an introductory letter giving a brief description of scope, limitations and exceptions (operational and equipment), and the extent of what is to be proposed.

Provide the following documentation:

- ✓1. Address proposers experience in opening/creating a school of innovation that focuses on Afrocentrism and cultural competence.
- ✓2. Proposer must submit evidences of improved student achievement using strategies that are targeted for males of color.
- ✓3. Proposer must submit evidences that he/she provided extended learning opportunities in the community.
- ✓4. Proposer must submit evidences that he/she provided access to colleges, careers, and citizenship.
- ✓5. Proposer must submit evidences that he/she provided access to community resources (i.e.: community centers, churches, etc.).
- ✓6. Proposer must submit evidences that he/she successfully engaged parents.
- ✓7. Proposer must submit proof of capacity to train (offer training) in how to teach and reach males of color.
- ✓8. Describe your plan to implement full school training.
- ✓9. Provide a detail description of proposed services.

The offeror should submit a proposal to implement/design a school for males of color that addresses the aforementioned as listed above.

- ✓10. Implementation of one year plan.
- ✓11. Scalability of school (starting with 6th grade).
- ✓12. Recruiting and retaining a minimum of 150 males of color for 6th grade.
- ✓13. Professional Development training and facilitation for the district in partnership with the Diversity, Equity, and Poverty Department.
- ✓14. Professional Development training and facilitation for school staff to include: restorative practices, cultural competence, modeling, coaching, managing, and teaching males of color.
- ✓15. Provide plan to transition the principal into leadership.

NON-DISCRIMINATION / MINORITY OWNED BUSINESS FORM

IT IS OF VITAL IMPORTANCE THAT YOU RESPOND TO THIS INQUIRY.

The Jefferson County Board of Education needs confirmation from your company of your compliance and/or intent to comply with the Federal, State, Local, and Board regulations to Non-Discrimination on any and all contracts awarded by the Board of Education.

We also need to know if your company is a minority owned business.

Please complete the following inquiry:

Is your company complying with
Federal regulation relating
to Non-Discrimination?

YES ☒

NO ☐

Is your company a minority
owned business?

YES ☒

NO ☐

Name of Company SNIKA/LLC

Address 3389 Malone Dr
Lexington, KY Zip Code 40513

Signature Rosalyn M. Akins

Typed Name Rosalyn M. Akins

Official Title Vice-President

Introduction

My name is Roszaly M. Akins from Lexington, Kentucky who is submitting this RFP on behalf of SNIKA educational consulting LLC. I am a 39 year educator who taught Social Studies on the middle and high school level in the Fayette County Public School System for 22 years and as the Dean of Students for 17 years. My motto for teaching when I was in the classroom was "anything you learn with pleasure, you will never forget" so my teaching style was very creative and out of the box. In the 22 years I was in the classroom, I only sent 5 students to the principal's office for misbehavior, two of them for fighting over something that happened in the cafeteria, two for stealing and the other for calling me a "nigger". I was selected as the first "middle school" teacher of the year for the Fayette County Public School System.

As the Dean of Students for Leestown Middle School, I was in charge of discipline for students who were sent to the principal office. We were able to cut the number of students who came to the principal's office by creating a culture and climate of high expectations and the ability to promote a good relationship with the school and the home. I would organize evening activities for families at the school as well as having conferences for parents and teachers during the evening. I worked with our staff to help them to understand that in order to be an effective teacher, they must understand that they were an educational missionary which means before they taught their content, they needed to get to know their students, their families and their needs.

I retired from the Fayette County Public School system in December, 2004 after serving for 27 and 1/2 years as an educator. My retirement was short-lived because I returned to work in April of 2005 to help a middle school whose principal left suddenly. The group who was in the principal's office frequently, had the lowest test scores, and not being successful were African American males. To address the problems that African American males were having at this middle school I put together a team to start a Saturday program for the African American males called BMW which is an acronym for Black Males Working. We started this Saturday program with 40 boys with the mission to educate, motivate and to activate the potential for excellence that lies within each of these young men. The starting team for BMW were two other people who had a passion to make a difference to make in the lives of African American males. They were Dr. Roger Cleveland from Eastern Kentucky University and Ms. Jaynae Laine who worked at KDE at that time.

As look back now, I realize that my purpose and passion in working with African American males started long before 2005 when I started the BMW Academy. I grew up with five brothers and I was the oldest in our family. As the only girl in our family, I grew up understanding boys and their need to have positive reinforcement, their love for competition, and if they know you care about them they will do anything in the world for you. Growing up in a family of five boys, I was being prepared for starting the BMW Academy and later the Carter G. Woodson Academy.

Overview of the BMW Academy, Inc.
Roszalyn Akins
Executive Director

BMW Academy started in the spring of 2005

Started as a collaborative program of First Bracktown, Inc. and the Fayette County Public School System

Mission: To Educate, Motivate, and to Activate the potential for excellence that lies within ever African American male.

Goal: To close the academic achievement gap that exist in the Fayette County Public School System with African American males, provide positive role models and mentors, and to promote cultural and educational experiences

Growth of the BMW Academy

Spring 2005: One site with 40 boys in grades 6-8

August 2016

Site One: Early BMW-kindergarten & 1st Grade	40 boys enrolled
Site Two: Pre-BMW- 2nd & 3rd Grade	40 boys enrolled
Site Three: Junior BMW 4th & 5th Grade	45 boys enrolled
Site Four: BMW 6th-12th Grade	200 boys enrolled

Total Enrollment-325 Boys

The 4 Sites of BMW meet in 4 different churches showing the collaboration of our community behind this program.

The content areas that are emphasized in all four sites: Math, Reading, & Science because these are the areas where African American males are not performing well on state-wide tests.

BMW Site Four for grades 6-12 start with the "Power Story" every Saturday. We bring in an African American male every Saturday who shares his story about how he got where he is in life. He shares his ups and downs but encourages the boys that they can be anything that they want to be! We also expose them to African American men in different careers as well. We offer ACT prep classes at site four!

Twice a year we have two major events where all four sites come together along with the parents and the community to motivate and activate the potential for excellence that lies within all of our young men. Some of the speakers who have come for these two big events are: Dr. Boyce Watkins, Dr. Steve Perry, Randall Pinkett, Dr. Freddie Haynes, Robert Jackson, Vincent Windrow, Raymond Burse, Dr. Dwaun J. Warmack, Dr. Kevin Cosby, Baruti Kafele,

Lamarr Shields, Mychal Wynn, and Juawanza Kunjufu just to name a few!

BMW Academy Structure:

Rosz Akins....Executive Director (Responsible for overseeing all 4 sites)

Board Chairman

5 Board members

Each site has a site coordinator and staff

Responsibility of Site Coordinators: Plan Saturday session, keep parents abreast of all activities, monitor report cards of students, plan educational & cultural trip for their site.

Who helps with BMW: Retired Teachers; Teachers in the Fayette County Public Schools System; Pre-service teachers from the University of Kentucky, Transylvania University, Eastern Kentucky University, Kentucky State University, male Greek Organizations.

All of our young men are called "Candidates for Greatness" and we expect them to live by the "Well Principles" (Our Expectations)

1. Well Behaved
2. Well Mannered
3. Well Dressed
4. Well Read
5. Well Spoken
6. Well Traveled

7. The above 6 leads to them being "Well Prepared" The boys are taught the "Well Principles" Well Traveled is one of our principles because we want to give our young men positive cultural and educational experiences. All 4 sites take an educational trip sometime during the school year. Starting in the 6th grade, we start putting our boys on a college campus to expose them to different colleges but also to understand that with hard work they can go to college. The great W. E. B. Dubois said that travel outside the classroom is an education within itself. Our young men have traveled all across the United States and we have taken 4 international trips. During spring break of 2016, we took 35 boys to Dubai!

Parent Involvement: We have learned that in order for our young men to be successful we must have parent involvement. We have 2 parent sessions a year to help them to know how to help their son at home and in school. We also invite the principals of all the different schools our boys attend to come and meet their parents. Many African American parents have some anxiety going to their child's school so we have the principals to come meet them at the BMW site where their son attends. The BMW Staff offers to attend parent conferences with parents if they need us too! Parents sign a release for the members of the BMW to get their son's test scores and report cards.

****We do not keep a boy from participating in BMW if he does not have parent involvement!***

When a boy does not have parent involvement, we take up the slack as a staff and we create parents who will fill in the gap!

Example: This past spring we had a senior who was homeless and had no parent support, but another family took him in, we made sure he had transportation to and from BMW, the ACT prep classes and fill the gap where needed. This young man got a scholarship to Harris Stowe University in St. Louis, Missouri. The women in my bible study group purchases all the items he needed for his dorm room, my parents purchased all of his toiletries and staff members gave him money. I took the young man to St. Louis to his orientation in June and back again in August to college. BMW is committed to seeing this young man graduate from college. Last week, we purchased and set him clothes for the winter because he did not have any winter clothes. I will go back to St. Louis in early December to pick him up for the Christmas holiday and if he has no place to stay, he will stay with my family. This is the 3rd young man who we have made sure he got to college and supported him while in college. One young man that I took to college several years ago has graduated and is now in medical school. What a blessing!

BMW Partnerships

Community Agencies: United Way, Urban League, Ball Homes

Scholarships from Universities: University of Kentucky, Georgetown College, Murray State University, Morehead University, Prairie View University, University of Louisville, Western Kentucky, Eastern Kentucky University.

Kentucky State University/Verizon STEM program

Newton's Attic Robotics Program

University Agriculture Department

Carter G. Woodson Academy
Creative & Innovative Program for Males
Taught through the lens of African American History & Culture

How Carter G. Woodson Began: Carter G. Woodson Academy was birthed from the BMW Academy in 2012.

A data study was done on the BMW Academy in 2010 for the purpose of comparing the academic success of the African American boys who participate BMW verses those African American boys who did not participate in the program. After giving the Superintendent's office the names of all the boys who were participating in the program, the following data was revealed to us: the boys who participated in BMW had fewer office referrals than the other African American males who attended their school, the boys who participated in BMW had higher grade point averages than those boys who did not participate in BMW, more BMW boys were taking advanced and AP classes, the boys in BMW were performing 36% higher in mathematics on statewide tests and 24 percent higher in reading on state-wide test, and the BMW boys averaged ACT score was 22 versus the Kentucky score for African American males of 16.8.

This data opened the door for the Supertindent of the Fayette County Public Schools to ask me how our district could assist the BMW Academy in doing more for our young men. I asked Supertindent Stu Silberman to give us the BMW boys everyday of the week plus Saturday. Mr. Silberman thought about the request and took the data to our school board who asked me to come to a planning session of our school board to discuss the opening of a creative and innovative program that would be a college prep program for boys with everything being taught through the lens of African American culture and heritage. The reason why we teach everything through the lens of African American culture and heritage is because in order for African American males to feel good about themselves they must know who they are historically, they must appreciate their heritage, and see people everyday who look like them! Please understand that Carter G. Woodson is open to all races of boys, but the theme of teaching everything through the lens of African American culture and heritage.

Carter G. Woodson was started with 100 boys in grades 6 through 9 and we would add a grade level every year. Ninety percent of the boys who applied to Carter G. Woodson Academy were participants in the BMW Academy.

I was allowed to form a committee that set the criteria for who we wanted as the principal of Carter G. Woodson Academy. Once the principal was selected in the fall of 2011, together we worked to open Carter G. Woodson Academy in August of 2012. The following were instrumental as we planned for the opening of Carter G. Woodson Academy: 1. Select the name of the new program, we selected Carter G. Woodson because he was the father of Black History month, he was a graduated of Berea College in Kentucky and he was the 2nd African American to receive a PHD from Harvard University. 2. Visit 2 successful schools or

programs for African American males (we visited the Chicago Urban Prep School & The Best Academy in Atlanta, Georgia) 3. Create the criteria for teachers and staff we wanted to be a part of CGW Academy 4. Create the application process and the selection committee 5. Advertising the new program: I visited African American churches in Lexington on Sunday morning or Wednesday evening where I spoke to the members left application packets. We also held CGW informational nights around the city. 5. Selection of the staff was very important, we went after those teachers who had a passion about wanting to make a difference in the lives of African American males plus be a part of this first of a kind program in the Commonwealth of Kentucky. Anyone who wanted to be a staff member at CGW had to teach a Saturday at BMW so we could watch them in action and how they related to African American males. The new staff would also be willing to do the Gurian Institute to learn how boys learn differently from girls. 6. Once staff was selected we created a climate and culture that we were a family on a mission to educate, motivate and to activate the potential for excellence that lies within African American males. 7. Select the our school colors and mascot 8. Dress Code 9. Inform those who had been selected to attend CGW. 10. Plan for the opening by having a convocation and jacket presenting ceremony. We invited the entire community to this grand event!

August 2012: We opened Carter G. Woodson Academy

Positives that first year: All of the boys were called scholars or Mr. _____ last name. The boys did a lot of project based learning activities in their classes. We did Royal Time every morning where the boys lined up by grade level, we check their uniform, we celebrated the boys who had done something special, all announcements were given and then we gave the word of the day that every content and elective teacher would use in their classroom that day. The Word of the Day was an ACT vocabulary word. Every two weeks the boys took an vocabulary test over the different words of the day. All those who made an "A" or "B" got to attend a celebration. We had what we called ZAP "zeros aren't permitted" where the boys who did not have their homework had to stay after school.

Negatives of the first year: The biggest challenge for us was with the 8th & 9th grade boys who had been exposed to life in the school they came from. They had been allowed to do just enough to get by and they were not being pushed to their potential. They thought we were killing them by having the high expectations, homework every night, and the ZAP program. We did lose a couple of boys in that first 8th & 9th grade class at the end of the year because their parents agreed with them that it was too demanding. We replaced those spots during the application process.

2014-2015 School Year: The demand for entrance to CGW was so great the next year with the 6th grade class, we were told by our school system to allow 50 in that incoming 6th grade class instead of 25. We would fill in spots where we have applications. We offer tutoring every Tuesday evening for all of our boys.

2015-2016 School Year We accepted another 50 incoming 6th graders. We celebrated the first graduation class of 17 young men. 15 of them went to college, 1 went to a technical school and one to the Air Force.

2017-2018: We will be moving to a new brand new facility that will be attached to a new high school that the Fayette County Public School is building. With more space we will be able to take up to 350 young men in grades 6-12.

2017-2018: The superintendent of the Fayette County Public Schools will be working with us to open an elementary school.

Carter G.
Woodson
Academy

Carter G. Woodson Academy



Carter G. Woodson Academy: Vision and Mission

Vision:

To educate, motivate & activate the potential for excellence that lies within every male

Mission:

To create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.

Carter G. Woodson Academy: Demographic Breakdown

Carter G. Woodson Academy is a traditional college preparatory program for males in the Fayette County school district. This program is for any male who goes through the application selection process for admittance.

This year we are proud to have:

163 total scholars in the program

60% Free/Reduce

90% African American

10% Other

Carter G. Woodson Academy: Culture and Climate

Motto: No Rules, Just Expectations

Guidelines for Success:

Well Principles

Well Behaved

Well Mannered

Well Dressed

Well Spoken

Well Read

Well Traveled

Well Prepared

Carter G. Woodson Academy: Best Practices

- ▶ Culture and Climate of Academic Excellence
- ▶ Emphasis on Academics, Structure, Expectations, and Family/Community involvement
- ▶ Partnerships with various colleges and universities
- ▶ Building Relationships with Scholars and Families
- ▶ Implementing Gurian, Kagan, LDC and MDC Instructional Strategies
- ▶ SUPERSTAR Staff

Carter G. Woodson Academy

Carter G. Woodson Academy

Carter G. Woodson Academy : About our school

- ▶ Enrollment (Grades 6-8):
 - ▶ 67
- ▶ Gender:
 - ▶ Male 100%
- ▶ Race:
 - ▶ African American: 96%
 - ▶ Other: 4%
- ▶ Free/Reduced Lunch
 - ▶ 55%
- ▶ Students with Disabilities
 - ▶ 6%

Overall Learners Scores

▶ 2012-2013

▶ 50.1

▶ 2013-2014

▶ Delivery Target:
55.09

▶ Actual Score:
55.4

Carter G. Woodson Academy

Reading: 62.7	Mathematics: 44.8	On Demand: 30.4
6 th Grade 78.3	6 th Grade 52.2	6 th Grade 52.2
7 th Grade 71.4	7 th Grade 52.4	8 th Grade 8.7
8 th Grade 39.1	8 th Grade 30.4	

Carter G. Woodson Academy

Social Studies:
39.1 (8th Only)

Language
Mechanics:
39.1 (6th Only)

Science:
81.0 (7th Only)

Percent of students with a growth percentile greater than or equal to 40

Reading:

67.2

6th Grade: 56.5

7th Grade: 71.4

8th Grade: 65.0

Mathematics:

67.2

6th Grade: 52.1

7th Grade: 100

8th Grade: 60.1

Preface

- The following rankings are based off of the 13 A1 middle schools in Fayette County that test grades 6th-8th on KPREP.

Carter G. Woodson Academy African American Males

Top Score:

Reading 57.97

CGWA 57.97-Ranked 1st out of 13

By Grade

6th 72.73- Ranked 2nd out of 13

7th 63.64- Ranked 1st out of 13

8th 40.00- Ranked 2nd out of 13

Top Score:

Math 52.78

CGWA 44.93- Ranked 2nd out of 13

By Grade

6th 59.09- Ranked 2nd out of 13

7th 45.45- Ranked 2nd out of 13

8th 32.00- Ranked 4th out of 13

Top Score:

On-Demand 29.09

CGWA 23.53- Ranked 3rd out of 13

By Grade

6th 45.45- Ranked 1st out of 13

8th 12.00- Ranked 6th out of 13

State Wide Comparison

Carter G. Woodson Academy

State Comparison

- ▶ Data pulled for the following analysis only accounts for schools that had KPREP scores registered Percent Proficient/Distinguished

State Ranking Highlights: Reading

ALL STUDENTS

- ▶ Ranked 54th out of 369 for All Middle Schools (Only 4 Fayette County Middle Schools rank higher than Carter G. Woodson Academy) 85th Percentile
- ▶ Ranked 2nd out of 20 for A5 Middle Schools (90 Percentile)

AFRICAN AMERICANS

- ▶ Ranked 11th out of 149 for African Americans in All Schools (92 Percentile)
- ▶ Ranked 1st out of 6 for African Americans in A5 Middle Schools

State Ranking Highlights: Reading by Grade

ALL STUDENTS

- ▶ 6th Grade
 - ▶ Ranked 6th out of 290 for all Middle Schools (98th Percentile)
 - ▶ Ranked 2nd out of 5 for A5 Middle Schools
- ▶ 7th Grade
 - ▶ Ranked 18th out of 322 for all Middle Schools (94th Percentile)
 - ▶ Ranked 1st out of 6 for A5 Middle Schools
- ▶ 8th Grade
 - ▶ Ranked 280th out of 331 for All Middle Schools
 - ▶ Ranked 3rd out of 11 for A5 Middle Schools

AFRICAN AMERICANS

- ▶ 6th Grade
 - ▶ Ranked 1st out of 87 for African Americans in all Middle Schools
 - ▶ Ranked 1st out of 2 for African Americans in A5 Middle Schools
- ▶ 7th
 - ▶ Ranked Tied for 1st out of 87 for African Americans in All Schools
 - ▶ Ranked 1st out of 2 for African Americans in A5 Schools
- ▶ 8th Grade
 - ▶ Ranked 22nd out of 91 for African Americans in All Schools (76th Percentile)
 - ▶ Ranked 1st out of 3 for African Americans in A5 Schools

State Ranking Highlights: Math

ALL STUDENTS

- ▶ Ranked 151st out of 353 for All Middle Schools
- ▶ Ranked 2nd out of 13 for A5 Schools (85th Percentile)

AFRICAN AMERICANS

- ▶ Ranked 14th out of 141 for African Americans in All Schools (90th Percentile)
- ▶ Ranked 1st out of 3 for African Americans in A5 Schools

State Ranking Highlights: Math by Grade

ALL STUDENTS

- ▶ 6th Grade
 - ▶ Ranked 92nd out of 291 for all Middle Schools (68th Percentile)
 - ▶ Ranked 1st out of 5 for A5 Middle Schools
- ▶ 7th Grade
 - ▶ Ranked 64th out of 279 for all Middle Schools (80th Percentile)
 - ▶ Ranked 1st out of 3 for A5 Middle Schools
- ▶ 8th Grade
 - ▶ Ranked 259th out of 327 for All Middle Schools
 - ▶ Ranked 2nd out of 5 for A5 Middle Schools

AFRICAN AMERICANS

- ▶ 6th Grade
 - ▶ Ranked 3rd out of 88 for African Americans in all Middle Schools (97th Percentile)
 - ▶ Ranked 1st out of 2 for African Americans in A5 Middle Schools
- ▶ 7th
 - ▶ Ranked Tied for 4th out of 88 for African Americans in All Schools (96th Percentile)
 - ▶ Ranked 1st out of 2 for African Americans in A5 Schools
- ▶ 8th Grade
 - ▶ Ranked 35th out of 89 for African Americans in All Schools
 - ▶ Ranked 1st out of 1 for African Americans in A5 Schools

State Ranking Highlights: Science (7th Only)

ALL STUDENTS

- ▶ Ranked 36th out of 334 for All Middle Schools (89th Percentile)
- ▶ Ranked 1st out of 12 for A5 Schools

AFRICAN AMERICANS

- ▶ Ranked 2nd out of 98 for African Americans in All Schools (98th Percentile)
- ▶ Ranked 1st out of 3 for African Americans in A5 Schools

State Ranking Highlights: Writing (6th and 8th Only)

ALL STUDENTS

- ▶ Ranked 263rd out of 344 for All Middle Schools
- ▶ Ranked 1st out of 10 for A5 Schools

AFRICAN AMERICANS

- ▶ Ranked 66th out of 120 for African Americans in All Schools
- ▶ Ranked 1st out of 3 for African Americans in A5 Schools

State Ranking Highlights: Writing by Grade

ALL STUDENTS

- ▶ 6th Grade
 - ▶ Ranked 138th out of 286 for all Middle Schools
 - ▶ Ranked 1st out of 6 for A5 Middle Schools
- ▶ 8th Grade
 - ▶ Ranked 310th out of 323 for All Middle Schools
 - ▶ Ranked 4th out of 7 for A5 Middle Schools

AFRICAN AMERICANS

- ▶ 6th Grade
 - ▶ Ranked 16th out of 88 for African Americans in all Middle Schools (81 Percent)
 - ▶ Ranked 1st out of 1 for African Americans in A5 Middle Schools
- ▶ 8th Grade
 - ▶ Ranked 81st out of 94 for African Americans in All Schools
 - ▶ Ranked 1st out of 3 for African Americans in A5 Schools

State Ranking Highlights: Language Mechanics (6th Only)

ALL STUDENTS

- ▶ Ranked 150th out of 294 for All Middle Schools
- ▶ Ranked 2nd out of 6 for A5 Schools

- ▶ Ranked 14th out of 90 for African Americans in All Schools (85th Percentile)
- ▶ Ranked 1st out of 2 for African Americans in A5 Schools

State Ranking Highlights: Social Studies (8th Only)

ALL STUDENTS

- ▶ Ranked 299th out of 339 for All Middle Schools
- ▶ Ranked 3rd out of 11 for A5 Schools

- ▶ Ranked 42nd out of 98 for African Americans in All Schools
- ▶ Ranked 1st out of 3 for African Americans in A5 Schools

Carter G. Woodson Academy: Awards and Honors

- ▶ Sonia Fullwood awarded the Lexmark International INSPIRE award in 2012
- ▶ Mrs. Melanie Trowel named 2014 Kentucky Middle School Teacher of the Year.
- ▶ 1st place entries at the FCPS District STEM Fair in 2013
- ▶ 1st place entries in the FCPS/KAWC District Science Fair 2013
- ▶ Robotics team won the "Dr. Weston Johnson Against All Odds Award" for a stellar performance at the First Lego League Regional Qualifying Tournament at the University of Kentucky 2013
- ▶ 1st Place Winner in Kentucky's 2013 Martin Luther King, Jr. Statewide Essay Contest
- ▶ Three scholars were awarded a \$2000 scholarship after winning the 2013 YLead award: Youth Learning Economics & Appreciating Diversity Program.
- ▶ Three Scholars received a \$650 scholarship after being awarded the 2013 YLead runner-up award.
- ▶ Won the Mirrored Ball Attendance Trophy for two months in a row in 2014
- ▶ Named a BETA Club School of Distinction in 2014
- ▶ 5 Middle School Scholars will represent Fayette County Public Schools at the STLP State competition.
- ▶ Eco Club is participating in the Lexus Eco Challenge.
- ▶ We are a TreeRing Green Yearbook school. For every yearbook we sell, a tree is planted. Last year 66 trees were planted in honor of our school.
- ▶ Three scholars will be representing Eastside Technical Center at STLP State Competition

II

Educating African American Males

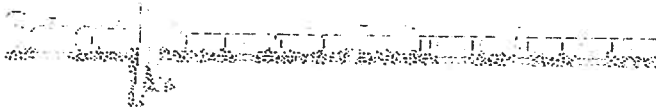
The Schott Foundation for Public Education reported that nationally the graduation rate for African American males is 59%, 65% for Latino Males and 80% for White Males. The national graduation rate for African American males is 21% lower than White males students. I am enclosing a copy of the Schott Foundation report that gives you a state by state breakdown showing us that African American males in the majority of states have a lower graduation rate than White males and Latino Males.

The National Center for Educational Statistics released a report showing the academic achievement gap for Black and White students in public schools in Mathematics and Reading on the National Assessment of Education progress. The conclusion was that White Students in grades 4 and 8 out performed Black students at least 26 points in both math and reading in both of the grade levels

According to Lois M. Davis, a senior health policy researcher at the RAND Corporation in her research revealed that Nationally African American male students in grades K-12 were nearly 2 and 1/2 times as likely to be suspended from school than White students.

Research has shown that in the state of Indiana they are building prisons based on the 3rd grade reading scores of boys and African American boys have low reading scores making us believe that there can be a pipeline to prison.

The recent Commonwealth of Kentucky test scores that were released let us know that the one group where the academic achievement gap is not decreasing is with African American males.

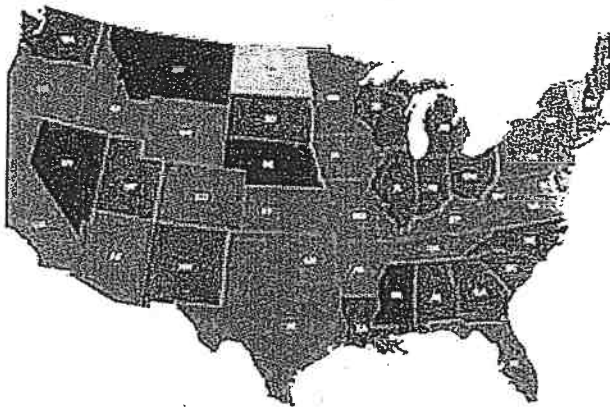


IN

State Graduation Data

G+1

STATES OF EMERGENCY



The estimated national 2012-13 graduation rate for Black males was 59%.

As Table 1 indicates, Black males graduated at the highest rates in Maine, Idaho, Arizona, South Dakota and North Dakota. A majority of the states with the top ten highest Black male graduation rates have smaller than average Black male enrollment. Only one state with significant Black male enrollments to have over a 70% Black male graduation rate.

Table 2 shows the alarming data for states with the lowest estimated graduation rate for Black males — Georgia, Nebraska, the District of Columbia and Nevada, each at 55% or less.

With over a 21-percentage point gap respectively, Connecticut, New York, Michigan, Illinois, Indiana, Iowa, Ohio, some of the largest gaps between the Black male graduation rate and the White male graduation rates. The map shows the country.

HIGHEST RANKED STATES

LOWEST RANKED STATES

NAT'L GRADUATION ESTIMATES

TABLE 3: 2012-2013 NATIONAL GRADUATION

State	GRAD RATES			IN
	Black	Latino	White	
<u>Maine</u>	90.1%	81.1%	80.7%	
<u>Idaho</u>	80.4%	72.7%	81.3%	
<u>Arizona</u>	77.3%	65.3%	73.3%	
<u>South Dakota</u>	76.9%	65.8%	82.9%	
<u>New Jersey</u>	75.8%	77.1%	92.3%	
<u>Montana</u>	73.4%	71.8%	82.7%	
<u>Hawaii</u>	73.2%	71.4%	70.2%	
<u>New Hampshire</u>	70.6%	61.4%	83.0%	
<u>Tennessee</u>	70.3%	73.7%	81.1%	
<u>Colorado</u>	69.1%	58.7%	82.0%	
<u>Rhode Island</u>	68.4%	62.5%	76.2%	
<u>Massachusetts</u>	68.1%	61.3%	84.4%	
<u>West Virginia</u>	68.1%	78.9%	75.1%	
<u>Kentucky</u>	66.9%	73.7%	75.9%	
<u>Minnesota</u>	66.6%	61.8%	89.7%	
<u>Maryland</u>	66.3%	72.3%	84.2%	
<u>Missouri</u>	65.7%	76.0%	84.5%	
State	Black	Latino	White	

Devora Kaye, a spokeswoman for the city's department of education, provided alternative numbers, which showed an upward trajectory in the graduation rates for black and Latino students. In 2014, the city's schools had a 53 percent four-year graduation rate for its black males, up from 49 percent in 2012. Similarly, the white male graduation rate rose from 70.3 percent in 2013 to 73 percent in 2014. For Latino males, those numbers were 48.6 in 2012 and 52.2 in 2014.

The city for years has had major initiatives targeted at black and Latino students, among them the Expanded Success Initiative, which includes a focus on 40 schools with high black and Latino student populations. The mayor and chancellor also recently announced an expansion of the city's **Young Men's Initiative**—which started under Mayor Bloomberg and predates President Obama's "My Brother's Keeper" program—to hire more teachers of color and increase mentoring supports for young males of color.

(Jackson noted that the graduation rates for the Schott Foundation and some states and districts differed because some jurisdictions gave out multiple certificates, including a local diploma by the school district. In those cases, the foundation only factored in students who earned certificates that would allow them to enroll in the state's own university system. In New York State, for example, that would be the Regents Diploma.)

The report also lamented the difficulty in finding graduation data in some states. Jackson said that in some states it was easier to find incarceration data than graduation data.

It also looked at school climate issues that may affect graduation rates, including out-of-school suspensions rates, which have come under intense scrutiny in the last few years.

Fifteen percent of black male students received out-of-school suspensions, while the same was true for 7 percent of their Latino peers and 5 percent of white counterparts. The highest out-of-school suspension rates for black and white males were in Florida. The highest for Latino students was in Rhode Island. The lowest for Latino males was in New York state, with 3 percent.

Pedro A. Noguera, a professor of education and the executive director of the Metropolitan Center at New York University, said the data suggest the need for a deeper look beyond graduation rates and to other "opportunity to learn" factors, including out-of-school suspensions and special education placements.

"These increasingly become very important for understanding whether or not all children have the opportunity to learn and whether or not our schools are capable of meeting the needs of all kinds of students," he said. "This report, I think, serves as a barometer for where our country is at the current moment, and whether or not we are in fact making progress."

The report also hits on notes highlighted in other recent studies, such as the percentage of black and Latino males who are completing college. Their completion rates—16 and 12 percent, respectively—lag that of their white counterparts, 32 percent of whom hold a bachelor's degree or higher.

It also looked at the 8th grade proficiency levels in math and reading on the National Assessment of Educational Progress, or NAEP. The gap in proficiency levels underscored the need for better quality for all students— blacks, Latinos and whites, according to the report.

A standout district appeared to be Montgomery County, in Maryland, just outside Washington. Among the districts covered in the report, Montgomery County had the highest black graduation rate, which was 74 percent for the 2011-12 cohort. (It was followed by Cumberland County, N.C.; Baltimore County, Md., and Guilford County, N.C). Montgomery County also had the highest percentage of black males enrolled in at least one AP course, 6 percent,—though that percentage still lagged that of white males, 16 percent of whom enrolled in at least one AP course.

Noguera said that it was important to go beyond the data to see what was working and what was not.

"It's particularly important that we not simply look at the data," Noguera said, "but then ask the next question, why is it that certain places like Montgomery County have made such progress and other places are lagging so far behind?"

The report also made some suggestions for reducing the disparities, including:

- **Meeting student-centered learning needs:** Focusing on the individual needs of each student, instead of using a one-size-fits-all approach. The Schott Foundation uses the example of creating "personal opportunity plans" that would include academic, social and health supports for every student who is lagging one grade level or more.
- **Improving data reporting and collection:** The foundation is asking for better data from districts and states that are disaggregated by race and gender. It also wants consistent and comparable data across states.
- **Improving school climate,** including, for example, instituting a moratorium on out-of-school suspensions and utilizing restorative justice practices.

- **Philanthropic and community investments:** The organization supports harnessing the resources of philanthropic groups and the private sector as well as the power of community to expand high-quality education. It suggests the expansion of efforts like those by JP Morgan Chase & Company, which provides mentors and learning opportunities to low-income high school graduates through the Fellowship Initiative; the National Opportunity to Learn Campaign, which promotes high-quality early education, highly-prepared effective teachers, and meaningful engagement with parents; and the Campaign for Black Achievement. (J.P. Morgan Chase is one of the funders for the report.)

Jackson said he hopes the report will prompt action.

"I hope number one, that the districts and states will begin to annually report the data, because I think that's the start of it—you measure what matters," Jackson said. "Annually, parents, students, policymakers and others should know how different groups of students are performing in the public education system. Secondly, once we are aware of what's happening or what's not happening, they would identify the supports that are necessary for each child to have an opportunity to learn. What are those academic, social-emotional, health supports...that create the type of healthy living and learning ecosystems where all students can learn? And then we need to be serious about aligning the resources to deliver those supports."

Categories: Detroit Schools District of Columbia Schools Education Research New York City Schools Philadelphia Schools Urban Education

Tags: Black Male Achievement Graduation Rates out-of-school suspensions Schott Foundation for Public Education urban education

Learning Opportunities

The Dubois Staff will have many learning opportunities through professional development that includes guest speakers, teachers who have had success in teaching boys of color, visiting programs like Carter G. Woodson Academy. There is a list of professional development opportunities listed in this RFP that will provided this the staff.

Student learning opportunities will start with the students being exposed to teachers who have a passion for teaching which gives them purpose as an educator. It will be most important students be exposed to positive male role models who can motivate and encourage the young men who attend the Dubois Academy. It will be most important to expose all the boys to educational and cultural trips during the school year. They also need to visit different college campuses while in the 6th grade. It is important that the young men will be celebrated for different accomplishments.

Parent opportunities for learning will be necessary as well as you open the Dubois Academy. There needs to be a family activity together before the start of the school year so parents will understand that they are an important component in their son's academic success. Parents must be made to understand that they are always welcomed to come to school. We must make understand that they must be participant in the educational process. I will bring parents from Carter G. Woodson Academy who can tell parents that they are important. They can also help in starting what we call a "Parent Advisory Committee".

Implementation Timeline for the JCPS Boys of Color Program

Work with Diversity Director to put a team together from within the JCPS school district for the selection of the principal of the school. As soon as the criteria is completed we will advertise for applicants. We would set up the interviewing team and set the dates for the interviewing of the principal. If allowed I could be a consultant on the interview team. The principal needs to be selected by January 30th.

Once the principal is selected this person would immediately start the training process for being the instructional leader of the school. The principal will visit Carter G. Woodson Academy in Lexington, KY and the Chicago Urban Prep School in Chicago! The principal will spend several days in training at Carter G. Woodson Academy with Lexington being on an hour away!

The Diversity Director, principal, and I will work together on the mission and vision statement for the W.E.B. Dubois. (A small committee could also be included in working on this activity) Discuss where W. E. B. Dubois will be housed. What will be the dress code for the school. We will need a creed, crest design, mascot, and whatever logo that will make the Dubois stand out in the community.

We will need to put together a timeline for advertising the opening and the application process for student selection to W. E. B. Dubois.

I will provide a sample application packet that can be tweaked to use for the JCPS.

We will need to set-up several community forums to explain what W.E. B. Dubois will be offering to the 6th grade boys and to explain the application process. These community forums can be held at community centers, churches, and it will be most important that we reach out to the elementary schools in JCPS. It is most important that the elementary counselors know about W. E. B. Dubois Academy

The idea that the W.E. B. Dubois Academy will start with 150 6th grade students. I really like the idea that you want to start with all the boys in the same grade level and at the beginning of their start of middle school education. If we had it to do over again at Carter G. Woodson Academy, we would have started with all the boys being in the 6th grade. The fact that they are starting the Dubois Academy in the 6th grade means that will be the only middle school experience they will have been exposed too.

Applications for Dubois should be received starting March 1st. We will set the deadline date in March.

The next position that needs to be advertised in February is for a school counselor. We need to have a counselor selected by the middle of March.

The principal, counselor, and three others agreed upon by the Diversity Director will make up the selection committee. Depending on how many applicants that are received, you can select the students or do a lottery. It is most important that the students selected for the Dubois Academy reflect the JCPS school district! After the application process is designed, we must also develop an exit plan for those students who do not buy into the expectations of the W. E. B. Dubois Academy. I will provide a sample of the Carter G. Woodson exit plan. We have created an exit plan that gives the student many chances to be successful at Carter G. Woodson before they return to their home school.

The principal and counselor will work together in selecting an assistant principal and staff for the Dubois Academy. We will help the principal and counselor to design a master schedule for the new academy.

The entire staff for the Dubois Academy should be interviewed and selected by the end of April. Whoever is selected to be a part of the Dubois Academy must be willing to doing training and professional development during the summer of 2017.

June 2017 I will provide training for the staff of the Dubois Academy. The principal, diversity director will work on the professional development for the staff. The first and most important training I will do is to help this staff to understand that they are to be a family and they are on a special mission to change the lives of 150 young boys!

July...Narrow the facility needs for the opening of the Dubois Academy in August.
Plan for the Convocation and jacket presenting ceremony which will take place the week prior to opening of the school year. It is most important that the school system, families, and community come together to celebrate the opening of the W. E. B. Dubois Academy.

August....Put the final touches on making the first day of school a great success.

September-November: Continue to support the principal, staff, and train someone who is retired to take my place when my contract is up.

Community Support

One of the ways to make sure the Dubois Academy is a support is to have strong community support. I would plan and organize a meeting with the faith based community to stress to them the importance of their support. It is also important that they make sure their congregation knows about the opening of the Dubois Academy and they will need to encourage their membership to apply for the academy. We will need to use at least three churches in the Louisville community that will house the one night of tutoring and the Saturday enrichment program for the boys who attend the Dubois Academy. I will bring in someone who will help the Pastor's to understand how important that they support the opening of the Dubois Academy and the role they can play in using their facility for tutoring and the Saturday program.

It will also be important to meet with different civic organizations like the Urban League, the United Way, the Talented Ten and other organizations in the city of Louisville who can lend support financially and with tutors and mentors. We can also seek the help of the African American fraternities and sororities that are active in the Louisville area.

I will provide during the summer professional development facilitators who will help the Dubois staff to develop the 6th grade curriculum and how to teach it through the lens of African American history and heritage. We will also include how boys learn differently from girls the importance of culturally responsive teaching.

List of Professional Development Classes

1. Creating a climate and cultural where all students and staff feel valued.
2. Understanding the Emotional intelligence of boys of color
3. Creating lesson plans that keep males of color engaged.
4. "Every Body Hates Chris"
5. Building Relationships with boys of color
6. Restorative Practices
7. Implicit Bias and Teacher Expectations
8. Creating a partnership with the home and the school

We will offer professional development for teachers in each of the core content subjects in how to teach responsively and through the lens of African American History and Heritage.

Closing

Let me close this RFP by thanking your for considering SNIKA/LLC. and Roszalyn Akins for the opportunity to work with the Jefferson County Public School System as they open the 2nd creative and innovative program for boys of color in the Commonwealth of Kentucky. I hope and pray I have answered all the requirements for this RFP. Let me close this summary by saying that one of my greatest accomplishments as an educator was to be founder of the Carter G. Woodson Academy the first all male college prep school for boys in the Commonwealth of Kentucky. I have watched young men who came to us below grade level but with love of our staff and our high expectations, they are now on grade level and being very successful.

The one thing I have learned from all the young men who I work with at BMW and Carter G. Woodson is that they all know that I care about each them and I want nothing but the best for each of them. I am blessed to be a motivator who helps our young men to believe in themselves because I believe in them. I have earned their respect because they know I respect them and there is nothing I would not do for them so they can be successful. Even when I have to discipline one of them, they know I do it because I love them.

The BMW and Carter G. Woodson Staff know that I appreciate each of them and their hard work for the young men in our program. They also know that I will not ask them to do anything that I am not willing to do myself. I constantly show them appreciation by providing lunches, snacks, and sometimes just a note that says "I appreciate you". Our theme song is "We are family", I got all my staff with me because we have each other's back. The students love it when they see us as a staff interacting with one another.

If given this opportunity I will work hard along with my team is making sure that the W. E. B. Dubois becomes a successful program where everyone in Louisville will want their son to be given the best education. If this academy gets off to a great start, you will not have a problem continuing to get applicants to apply and there will not be openings as the first 6th grade class becomes 7th graders. Thank you again for the opportunity.

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