7th ANNUAL GATHERING OF LEADERS

Young, Gifted and Literate:
Boys and Young Men of Color Prepared for the Future

April 25 – 27 • 2013 • Chicago, Illinois

hosted by:
University of Illinois at Chicago
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<th>Sponsor for Professional Development Workshops:</th>
<th>COSEBOC School Awards Sponsor:</th>
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| 10:00 am – 1:30 pm | **COSEBOC Community Service Project**  
**An Opportunity to be in the Service of Young Men**  
Through a conceptual process aptly named Writing to Heal, young males will participate in a half-day experience creating poetry and prose which provides opportunities to define themselves and share their hopes and dreams for the future.  
Writing to Heal explores the power of developing personal narratives to reflect on the experiences of adolescent males of color as they navigate the streets of Chicago. The young men will engage in a series of mini writing activities designed around three survival domains: alternatives to violence, promotion of healthy decision making, and redefining manhood/masculinity.  
Committed participants, who have registered for this project and will be attending the Gathering, will serve as writing coaches to assist the young men with visioning, editing and shaping narratives that will be used in a forthcoming eBook. |
| 3:30 – 7:30 pm   | **COSEBOC Board of Directors Meeting**                                           |
| 5:00 – 10:00 pm  | **COSEBOC Members Only Hospitality Room**  
Hyatt Regency Chicago • 151 East Wacker Drive • Chicago, IL  
COSEBOC Members will be able to refresh from their travels, meet each other, and pre-register for the Gathering. |
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<tr>
<td>7:30 – 10:00 am</td>
<td>Please note that only lunch will be provided on this day. Urban Prep School Tour Pre-registered participants will tour the Englewood, West and Bronzeville campuses of Urban Prep Academies to observe and learn about the Urban Prep approach to education. School tours will include: • witnessing “Community”, one of Urban Prep’s most sacred rituals • a high level presentation detailing the history, mission and vision of Urban Prep Academies • classroom walkthrough where participants will observe Urban Prep teachers and students in action • debrief of classroom walkthroughs • a question and answer opportunity to dive deeply into the practices of Urban Prep</td>
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<tr>
<td>7:30 – 10:15 am</td>
<td>Registration University of Illinois at Chicago Forum – 725 West Roosevelt Road, Chicago, IL Registration will be open early for your convenience.</td>
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<tr>
<td>8:15 – 10:00 am</td>
<td>Shuttle Shuttle from Hyatt Regency Chicago to University of Illinois at Chicago Forum</td>
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<tr>
<td>10:30 – 11:00 am</td>
<td>Greetings Dr. Victoria Chou, Dean of Education College of Education University of Illinois at Chicago Ronald Walker, Executive Director COSEBOC Video Presentation</td>
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☞ We encourage you to live-tweet during The Gathering using the hashtag #COSEBOC2013YGL
## AGENDA

### DAY 1  | Thursday, April 25  | Convening of the Gathering

<table>
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<th>Time</th>
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| **11:00 am – 12:30 pm** | Young, Gifted and Literate: What’s Social and Emotional Competence Got To Do With It?  
Social and Emotional Competence: A Critical Literacy for the Positive Development for Boys and Young Men of Color  
Panelists:  
Dr. Carl Bell, Director of the Institute for Juvenile Research, University of Illinois at Chicago  
Roberto Rivera, President/Co-Founder, The Good Life Organization  
David Miller, Co-Founder and Chief Visionary Officer of the Urban Leadership Institute  
David McGhee, Professor of Leadership Development, Mott Community College  
Dr. Olga Acosta Price, Director of the Center for Health and Health Care in Schools at the George Washington University School of Public Health and Health Services, and Associate Professor, Department of Prevention and Community Health, George Washington University  
Panelists will explore perspectives on social and emotional competence and its role in the development of boys and young men of color. |
| **12:30 – 1:30 pm** | Lunch  
*Courtesy of University of Illinois at Chicago – CHANCE Program – College of Education*  
The Office of School Relations and the CHANCE Learning Center (CLC) in collaboration with both on and off campus partners provides access for its students to the following: Academic Skills Builders courses, tutoring services (face-to-face and web-based), peer-to-peer mentors, specialized seminars and workshops. We also offer access to professionals who provide programs tailored to improve and enhance students’ academic and professional profiles, technology training and assistance, and cultural enrichment opportunities.  
We want your feedback on COSEBOC. Please join us for lunchtime focus groups:  
**Members:** Please bring your box lunch to **Room D**  
**Non-members:** Please bring your box lunch to **Room E** |
| **1:30 – 4:15 pm** | For Principals Only Work Session  
Main Hall A–B  
Participants will engage in shared conversations that provide a way for Principals to better understand social and emotional competence, contemplate their own social and emotional competence, and bring dilemmas of practice to their colleagues for feedback. |
# AGENDA

## DAY 1 | Thursday, April 25 | Convening of the Gathering

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<tr>
<td>1:30 – 4:00 am</td>
<td><strong>In-Depth Workshops – A Continued Exploration of Social and Emotional Competence and Other Critical Literacies</strong>&lt;br&gt;Workshops led by practitioners on a broad range of literacies – reading, writing, oral, languages, media, mathematics, science, technology and civic engagement.</td>
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<td>4:15 pm</td>
<td><strong>Shuttle</strong>&lt;br&gt;Shuttle from University of Illinois at Chicago Forum to the Hyatt Regency Chicago</td>
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<td>5:00 – 7:00 pm</td>
<td><strong>Welcome to Chicago Reception</strong>&lt;br&gt;COSEBOC and the National Council on Educating Black Children (NCEBC) will jointly host a Welcome Reception at the Hyatt Regency Chicago.</td>
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## DAY 2 | Friday, April 26 | Convening of the Gathering

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<th>Time</th>
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<tr>
<td>6:45 – 7:45 am</td>
<td><strong>Shuttle</strong>&lt;br&gt;Shuttle from Hyatt Regency Chicago to University of Illinois at Chicago Forum, 725 West Roosevelt Road, Chicago, IL.</td>
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<tr>
<td>7:00 – 7:45 am</td>
<td><strong>Continental Breakfast</strong>&lt;br&gt;<em>Courtesy of University of Illinois at Chicago – CHANCE Program – College of Education</em></td>
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<tr>
<td>8:00 – 8:20 am</td>
<td><strong>Greetings and Announcements</strong>&lt;br&gt;<em>Ronald Walker, Executive Director</em>&lt;br&gt;COSEBOC</td>
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### AGENDA

**DAY 2 | Friday, April 26 | Convening of the Gathering**

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| 8:20 – 9:45 am  | **Video Presentation**  
*The Young Men of COSEBOC*  
**Kamau Ptah, Program and Curriculum Specialist, Sankofa Passages Program**  
In continuing with our custom to include the significant student voice in our conference, the boys and young men in our schools will have an opportunity to present their rendition of the theme and demonstrate how mastering literacy will help position them to make major contributions to their family, community, nation and world.  
Video presentations produced by **East Hill Video** |
| 9:45 – 10:00 am | **Break and Transition** |
| 10:00 am – 12:00 pm | **Promising Practices in 21st Century Literacies for Boys and Young Men of Color – Session One**  
Workshops will be led by practitioners on a broad range of literacies – reading, writing, oral, languages, media, mathematics, science, technological and civic engagement. |
| 12:00 – 1:00 pm | **Lunch**  
*Courtesy of University of Illinois at Chicago – CHANCE Program*  
**American Promise – A Documentary Trailer Screening**  
American Promise spans 13 years as Joe Brewster and Michele Stephenson, middle-class African-American parents in Brooklyn, N.Y., turn their cameras on their son Idris, and his best friend Seun, who make their way through one of the most prestigious private schools in the country. Chronicling the boys’ divergent paths from kindergarten through high school graduation at Manhattan’s Dalton School, this provocative, intimate documentary presents complicated truths about America’s struggle to come of age on issues of race, class and opportunity. An Official Selection of the 2013 Sundance Film Festival, the documentary is a co-production of Rada Film Group, ITVS and POV’s Diverse Voices Project. It is part of *American Graduate: Let’s Make It Happen*, made possible by CPB.  
Bring *American Promise* to your community. Learn more at www.americanpromise.org.  
We want your feedback on COSEBOC. Please join us for lunchtime focus groups:  
*Members:* Please bring your box lunch to **Room D**  
*Non-members:* Please bring your box lunch to **Room E** |
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| 1:00 – 2:15 pm | **Addressing the Critical Literacies for Boys and Young Men of Color:**
|              | **Crafting a Solution-Focused Agenda**                                           |
|              | Dr. Alfred Tatum and Dr. Danny B. Martin                                          |
|              | **Dr. Danny B. Martin** and Dr. Alfred W. Tatum, both of the Department of **    |
|              | Curriculum & Instruction at the University of Illinois at Chicago, will address **|
|              | the Gathering’s theme - **Young, Gifted and Literate: Boys and Young Men of Color**|
|              | Prepared for the Future. They will address critical literacies for boys and young |
|              | men of color by drawing on various perspectives to begin crafting a solution-focu |
|              | sed agenda. They will also address how competency in reading and mathematics shap |
|              | es one’s identity. Drawing from socio-historical and socio-political perspectives, |
|              | they will argue that we must expand the notion of the Common Core State Standards |
## AGENDA

### DAY 3 | Saturday, April 27 | Convening of the Gathering

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<th>Time</th>
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<tr>
<td>7:45 – 8:30 am</td>
<td><strong>Shuttle</strong>&lt;br&gt;Shuttle from Hyatt Regency Chicago to University of Illinois at Chicago Forum, 725 West Roosevelt Road, Chicago, IL.</td>
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<tr>
<td>8:00 – 8:45 am</td>
<td><strong>Continental Breakfast</strong>&lt;br&gt;<em>Courtesy of University of Illinois at Chicago – CHANCE Program</em></td>
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<tr>
<td>9:00 – 11:00 am</td>
<td><strong>COSEBOC Award School Workshops</strong>&lt;br&gt;Gathering participants will have opportunity to attend workshop sessions conducted by members of the newly announced COSEBOC 2013 Award Schools and the 2012 Award Schools. Each school will share exemplary and practical literacy practices that have been successfully implemented in service of the boys and young men of color.</td>
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<tr>
<td>11:00 – 11:15 am</td>
<td><strong>Break</strong></td>
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<td>11:15 – 12:00 pm</td>
<td><strong>Reflections and Final Conversations – The Gathering of Leaders World Café</strong>&lt;br&gt;All participants will engage in conversations initiated by powerful questions designed to help them synthesize their learning, make connections with each other, create an on-going network, and commit to specific actions as they return to our schools and communities.</td>
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<tr>
<td>12:00 – 12:30 pm</td>
<td><strong>The Young Men of COSEBOC</strong>&lt;br&gt;*Kamau Ptah, Program and Curriculum Specialist, Sankofa Passages Program&lt;br&gt;*Dr. Harvey Hilton, Associate Professor of Urban Education, North Carolina Central University&lt;br&gt;Gathering participants will have the opportunity to witness for the first time, the closing processional ceremony of young men. The closing ceremony will capture the authentic voices of our young men as they reflect on their exciting, affirmative and transformational experiences during their visit to the 7th Annual Gathering of Leaders Conference. Our young men will close out the ceremony presenting oaths that will declare their commitment to mastering all of the literacy’s essential to being 21st Century men of vision, intellect, character and action.&lt;br&gt;Return Home Charge to Gathering Participants&lt;br&gt;Gathering Adjourns</td>
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<tr>
<td>12:30 pm</td>
<td><strong>Shuttle</strong>&lt;br&gt;Shuttle from University of Illinois at Chicago Forum to the Hyatt Regency Chicago</td>
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# LEARNING WORKSHOPS

## Thursday, April 25

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<th>Title</th>
<th>Presenter(s)</th>
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| **The Rite: a Transformative Journey for Colored Boys in Social/ Emotional Literacy and Blood Memory** | Ira Bond, M.Ed  
Sankofa Passages  
Program Mentor  
CoseboC  
Educator  
Cultural Folklorist | This workshop will establish ways in which participants can create emotionally and socially fluent young men. Social and emotional stability is fundamental to the development of academic and life-long success. It is essential when speaking of boys of color that we frame their development in their rich and expansive root. For many years our media has aimed at shredding that foundation and its collective memory, yet it is within their Blood Memory that our sons will redeem their righteous place. Our young boys have become stunted emotionally, socially and academically because they have not been educated on the expansiveness of their source. This workshop will give you the tools to develop their minds emotionally and socially, while taping into their boundless foundation and reminiscent Blood Memory. | Main Hall C  
Near Left |
| **Color Me Community: Strategies Promoting Emotional Literacy in Boys and Young Men of Color** | Mary Brown  
Executive Director  
Life Pieces To Masterpieces | Life Pieces To Masterpieces shares strategies for creating a culture that promotes emotional literacy for young men of color through the use of the four key components of our Human Development System: Purpose, Premise, Process and Tool (see supplemental attachment). The implementation of these key components will foster a culture of personal empowerment and an elevated quality of life for your school, organization and/or agency. | Main Hall C  
Middle |
| **The Motivation Equation: Designing High-Motivation Learning for Young Men of Color** | Kathleen Cushman  
Co-Founder  
What Kids Can Do  
Researcher  
Author  
Documentarian | Teachers perceive a crisis of motivation among their adolescent students, even more troubling with respect to broad-ranging literacies that crucially affect the futures of young men of color. But the science of learning suggests a powerful positive approach, which builds on what youth value and supports their expectation of success. This workshop session uses video case studies of actual students as we analyze the “Motivation Equation” in practice, listening closely to the learner’s perspective. Participants will also consider how to adapt their own teaching practice, so as to spark the desire and persistence youth require for deep and lasting learning, in literacy and beyond. | Room D |
| **“I am a Warrior Scholar” Sankofa Passages as a movement to empower young men of African and Indigenous Descent** | Elsadig Elsadig  
Sankofa Passages  
Program Mentor  
Community Coordinator  
Sean Guthrie  
Sankofa Passages  
Program Mentor  
Mathematics Teacher  
Luis Rosario  
Sankofa Passages  
Program Facilitator  
Sankofa Passages Mentoring Program @ Excel High School South Boston, MA | The Jengas (warrior scholars) of the Sankofa Passages Program have taken a stand for holistic and community-based education for our young men of color. Workshop participants will understand the full range of how the Rites of Passage pedagogy targets and develops young men academically, socially, emotionally, cognitively, and kinesthetically by becoming fully involved in a Sankofa “Warrior Scholar Workshop”. The workshop will utilize our three main approaches to targeting Mind (cognitive), Body (kinesthetic), and Spirit (cognitive and emotional) as the participants sample a day in the life of a young brother in the Sankofa sacred space. Participants will also have a community building activity in which we plan on establishing these spaces in our schools and organizations. | Main Hall C  
Far Right |
**LEARNING WORKSHOPS**

**Thursday, April 25**

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<td>Boosting Literacy and Social Skills through Expanded Learning</td>
<td>Lauren Gilbert&lt;br&gt;Vice President&lt;br&gt;Building Educated Leaders for Life</td>
<td>Expanding learning time is one of the most promising strategies for boosting boys’ literacy skills, but limited resources make it challenging for schools to expand learning time in a high-quality way. One promising practice to do more with less is to form public-private partnerships that mobilize community resources and bring them to bear on the challenge of educating boys of color. In this workshop, BELL, a nonprofit organization, offers blueprints for leveraging time, talent, and funding to increase boys’ academic achievement, social skills, and resilience. The workshop is designed to help school leaders think creatively and harness school and community resources to deliver research-based program models that are proven to boost boys’ performance.</td>
<td>Room E</td>
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<td>Partnerships</td>
<td>Joe Small&lt;br&gt;Vice President of District Partnerships</td>
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<td>Smart Boys Play Chess.</td>
<td>Harlan Hodge&lt;br&gt;Character, Leadership and Chess Coach</td>
<td>Coach Harlan Hodge, MSW, will teach participants how to use the game of Chess to improve character, focus, reading comprehension, self-control, and written expression. In this fun and interactive workshop, participants will play Chess but most importantly they will learn Coach Hodge’s unique method of teaching Chess to transform the academic lives of children. Learn new strategies for encouraging group reading, engaging boys in intellectual challenges, instilling self-control, and inspiring focus and self-discipline.</td>
<td>Room F</td>
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<td>Great People Live Chess.</td>
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<td>Stories of Character Through the Game of Chess.</td>
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<td>Hey Everybody I'm Going to be a Doctor: Connecting S.T.E.M., Poetry</td>
<td>Patrick Oliver&lt;br&gt;Literary Consultant&lt;br&gt;Program Development Specialist</td>
<td>The purpose of this session, Hey Everybody I'm Going to be a Doctor: Connecting S.T.E.M., Poetry and Prose is to share with participants the knowledge, skills, and dispositions needed to encourage boys and young men of color to pursue STEM opportunities by utilizing a non-traditional approach—inoculating poetry and creative writing. The workshop seeks to engage participants in issues regarding the need to: be culturally competent in contemporary educational environments; the importance and benefits of exposing boys and young men of color to poetry and creative writing, and encourage boys and young men of color to develop an interest in STEM and STEM related career opportunities.</td>
<td>Room G</td>
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<td>and Prose</td>
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<td>Breaking the Pipeline:</td>
<td>Jason Sinocruz&lt;br&gt;Staff Attorney&lt;br&gt;Advancement Project</td>
<td>This workshop is intended to assist participants in addressing the school-to-prison pipeline in their respective communities. There will be an interactive activity explaining how the school-to-prison pipeline works and affects different student populations. We will then provide an overview of the issue, its causes, and its impact. Lastly, we will examine several case studies of resistance, involving a discussion around actual examples of local and state organizing campaigns, and the lessons learned from them. The facilitator will provide an overview of opportunities to address the school-to-prison pipeline at the local, state, and federal levels, and will highlight tools and resources available to support participants' efforts.</td>
<td>Room H</td>
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<td>Keeping Students of Color in School and Not on a Pathway to Prison</td>
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| Providing Males of Color Access to Quality Education | Yvette Walker  
English Instructor  
Josephine D. Clement  
Early College High School  
Durham, NC | Access: “Providing Males of Color Access to Quality Education” will engage participants in research based methods with a focus on literacy and collaborative learning to provide males of color access to a quality education in preparation for success in the 21st century. Presenters will illustrate the implementation of methods not dependent on funding. Participants will engage in simulated tasks and receive advice on how to apply the concepts presented in the workshop to other subjects and grade levels. Additionally, the concepts and some of the methods are not only relevant to educators of boys of color but also relevant to anyone committed to the achievement of boys of color in general. Participants will have the opportunity to ask questions and will receive information for future reference. | Room I |
| Hearing the Drum of the Rhythm: Creating Pathways to STEM Excellence | John Belcher  
Project Leader  
STEM and Boys of Color Initiative TERC  
Terrence Blackman  
Dr. Martin Luther King, Jr. Visiting Assistant Professor of Mathematics, Massachusetts Institute of Technology | “Hearing the Drum of a Rhythm” is a twist on a question that was posed in 1966 by mathematician Mark Kac in a paper “Can One Hear the Shape of a Drum?”; research into this question and its variations have been applied to fields as varied as geophysics, medicine and quantum mechanics. In this highly interactive workshop, participants will connect rhythms to the frequency spectrum produced by a drum to what this says about the drum’s dimensions. The workshop is designed to model a process for providing STEM learners, of varying levels of preparation, access to an area of active STEM research. Doing this in a cultural context has implications for how males of color might develop STEM identities consonant with their broader socio-cultural identities. | Main Hall B  
Far Right |
| From Chicago to College: How Gifted Males of Color Prepare for College and Careers in STEM | Ryan Davis  
Manager of Outreach  
Gates Millennium Scholars Program | With widespread violence happening among males of color in Chicago, a deficit-orientated conversation is easy to have. Rarely do educators seek to understand—from gifted males themselves—what it takes to be young, gifted, and literate. This session helps balance the conversation by employing an anti-deficit approach to understand conditions under which males of color become prepared to excel in STEM. Gates Millennium Scholars will describe social and educational environments that shaped their success. Guided by student panelists’ voices and small group discussions, participants will leave with a more contextualized understanding of policies and practices that enable males of color to thrive academically, be prepared to study STEM disciplines, and excel in careers that will contribute to the United States increasing its economic competitiveness. | Main Hall C  
Near Left |
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| The Early Years to the Early Grades: Pre-K to Third through a Cultural Lens | Lauren Hogan  
Director of Public Policy, National Black Child Development Institute, Washington, D.C. | The case for a PreK-3 framework has been made clearly and eloquently across a range of publications, and in a number of states, districts and schools that have incorporated elements of the framework into their daily practice, with positive achievement results for students. It is critical, however, to maintain the richness of the framework as it is increasingly used in communities struggling to close their achievement gaps, and effectively serve and educate their students. By viewing the PreK-3rd framework through a cultural lens, and focusing on six key areas that are critical to the positive growth and development of children of color, the framework itself becomes stronger and more meaningful for children, families and communities. | Room D |
| Use the Blues to Improve Literacy While Helping to Close the Achievement Gap: Music as a Second Language | Fernando Jones  
Professor of Music Columbia College  
- Chicago Founder, Blues Kids of America | This hands-on, interactive and entertaining session is designed to engage administrators and teachers (pre-K through university), by demonstrating how to improve literacy, attendance, discipline and academic success using America’s root music, the Blues. In a workshop setting culturally relevant teaching strategies will be modeled and attendees will participate in activities that they can take back to their classrooms and school districts. | Main Hall B  
Near Left |
| Call Me MISTER: The Re-Emergence of African American Male Teachers | Roy Jones  
Executive Director  
Winston Holton  
Field Coordinator  
Call Me MISTER Program  
Clemson University | The presenters will engage the audience on a journey that examines the foundations of today’s issues, explaining what has gone wrong and what can go right as African American’s regain their inherent dedication to education. It’s a tradition deeply rooted in African culture –yet it is seldom taught in school or home. The social safety net that protected black communities for generations has been disappearing or arguably lost. If black youth are to excel with pride, they must hear the proud history of their great elders and forebears and connect that history with their own story! | Main Hall C  
Far Right |
| What It Takes to Close the Technology Literacy Gap Using E-Mentoring | Michelle Kuilan-Martín  
Co-Founder  
What It Takes  
Dr. Ashaki Coleman  
Program Director  
What It Takes  
E-Mentoring  
Dr. Broderick Boxley  
Program Director  
What It Takes  
E-Mentoring | We see an increase in the number of students that have access to technology. But we must help students to be critical consumers of the information they get from technology. Further, students, often don not capitalize on the ways they can use technology to be successful; they primarily use it for social purposes. We say, “Teach them WHAT IT TAKES to maximize the use of technology in ensuring their success in life.  
WHAT IT TAKES E-MENTORING Co-Founder and team will share and demonstrate experiences our boys have as we use social media, weekly face to face small group facilitation, and pre-recorded webinars to increase their 21st century literacy. | Room E |
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<td>Developing and Applying Data Systems to Ensure that Programmatic Interventions Ensure the Success of Boys and Young Men of Color</td>
<td>Dr. Michael McAfee&lt;br&gt;Director of the Promise Neighborhoods Institute at PolicyLink&lt;br&gt;Mauricio Torre&lt;br&gt;Youth and Family Development Department Director, South Bay Community Services&lt;br&gt;Oakland, CA&lt;br&gt;Ronald Migalski&lt;br&gt;Vice President of Clinical Operations&lt;br&gt;SGA Youth &amp; Family Services&lt;br&gt;Tiffany France&lt;br&gt;Manager of Evaluation &amp; Quality Assurance&lt;br&gt;SGA Youth &amp; Family Services</td>
<td>Dr. McAfee, Director of the Promise Neighborhoods Institute at PolicyLink, will illustrate how Promise Neighborhoods are creating new opportunities for effective community-school collaboration by using innovative data systems that ensure results-based accountability and mutual responsibility for student achievement. Participants will hear from Promise Neighborhoods leaders who are using these data systems to guide effective programmatic interventions to promote the academic success of boys and young men of color in Chicago and Chula Vista, CA. The panel will discuss proven strategies that school leaders are using to make the most of these newfound opportunities, including continuous data monitoring, seamless school-based program integration and real-time data-sharing with community partners.</td>
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<td>Boys and Young Men Prepared to Read and Rise into the Future</td>
<td>John Robinson&lt;br&gt;Scholastic Consultant&lt;br&gt;Director of Education and Youth Development&lt;br&gt;Houston Area&lt;br&gt;Urban League</td>
<td>Scholastic’s Read and Rise is a comprehensive literacy solution that unites home, schools and communities around the common goal of developing literacy skills in young children. Based on the latest research, Read and Rise is designed to raise awareness of specific literacy needs of children from diverse backgrounds by building replicable models of literacy-rich communities. Designed to support families, childcare providers and school, Read and Rise strengthens families, schools and communities and cultivates literacy.</td>
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<td>Introductory Workshop – COSEBOC’s Standards and Promising Practices for Schools Educating Boys of Color</td>
<td>Gene-Thompson-Grove&lt;br&gt;Consultant - Facilitator - Coach&lt;br&gt;Transformational Learning for Equity and Excellence&lt;br&gt;Deidre Farmbry&lt;br&gt;Professional Learning Consultant&lt;br&gt;Sense-making and Strategizing for Student Success</td>
<td>Participants will explore a rationale for using the COSEBOC Standards and Promising Practices as an assessment tool, develop a working knowledge of the content of the seven core areas of the Standards, and consider several protocols for using the Standards with colleagues in their own settings.</td>
<td>Main Hall C Center</td>
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<td>Giving “VOICE” To the Genius within Our Boys: Moving Them from At-Risk to Scholar</td>
<td>Dr. Renee Willis&lt;br&gt;Visiting Assistant Professor&lt;br&gt;Cleveland State University College of Education&lt;br&gt;CEO, RTC Consulting</td>
<td>When it comes to boys of color, how do we move them from “at-risk” to “at-promise”? How do we get our gifted lists bigger and our special education lists smaller? There is a genius inside boys of color that has been stifled for too long. With a systematic framework that targets; 1) the boys themselves; 2) the teachers that teach them, and; 3) the policymakers that advocate for them, Dr. Willis will equip you to return to your respective school and district ready to awaken the geniuses that have been silently sleeping. The strategies presented will be rooted in her own doctoral research around African American male achievement coupled with her 22 years as a K-12 educator with proven results in impacting boys of color.</td>
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<td>Common Core and Cultural Relevancy: Developing Culturally Relevant Nonfiction Units in ELA / Social Studies</td>
<td>Katuraka Alston &lt;br&gt;Network Achievement Coach &lt;br&gt;Transition Support Network 610 &lt;br&gt;New York City &lt;br&gt;Department of Education</td>
<td>This workshop is meant to assist educators (teachers and administrators) in navigating the Common Core State Standards along with discovering meaningful ways to become or remain culturally relevant in their content areas while developing units of study.&lt;br&gt;The presentation will also demonstrate that our students can be successful in a Common Core ELA world by being thoughtful about the development of curricula and units of study that are rigorous yet manageable, involves high levels of critical thinking, provides targeted strategies and skills to navigate the content, and themes that span the landscape of our history.</td>
<td>Room G</td>
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<td>The Flipped Classroom: Preparing Boys and Young Men of Color for Tomorrow</td>
<td>Teneshia Bridges &lt;br&gt;Sarah Hayes &lt;br&gt;Fourth Grade Mathematics Single Gender and Co-educational Teachers &lt;br&gt;LW Conder Elementary Arts Integrated Magnet School &lt;br&gt;Richland &lt;br&gt;School District Two &lt;br&gt;Columbia, SC</td>
<td>Steeped in the latest technologies, a flipped classroom provides hands-on and student-driven experiences. These experiences ignite and inspire the joy and passion for learning within boys and young men of color. In this session, participants will learn the theory, as well as pros and cons of flipping the classroom. You will spend time discovering on-line resources and learning how to create your own digital content to successfully flip the curriculum in your classroom using Google Apps for Education and other software. The presenters will also provide examples used in elementary math classes, as well as share the rewards and challenges of the process.</td>
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<td>Enabling Shakespeare</td>
<td>Travis Bristol &lt;br&gt;Clinical Teacher-Educator &lt;br&gt;Boston Plan for Excellence &lt;br&gt;PhD Candidate, Teachers College &lt;br&gt;Columbia University</td>
<td>This presentation builds on Alfred Tatum’s definition of an enabling text to explore how one ELA teacher and one Clinical Teacher Educator in a Turnaround Boston public school use Shakespeare’s Othello and Macbeth to engage their students of color.</td>
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<td>It’s Not What You Know, It’s What You Can Prove: Using Data to Make the Case for Investment in Literacy of Boys of Color</td>
<td>Rhonda Bryant &lt;br&gt;Policy Consultant &lt;br&gt;COSEBOC</td>
<td>Educational inequities exist that impede the achievement of boys of color. School leaders seeking to right these inequities and provide an equally robust education for boys of color need resources and support. Many struggle to get the resources and support needed because they have been unable to build a sufficiently strong case.&lt;br&gt;This session will explore how to use data that is easily accessible to make a strong case for increased local investment in the overall education of boys of color.</td>
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<td>The Road to “I AM”: Creating Sustainable Pathways for Social &amp; Emotional Development in Boys of Color</td>
<td>Donellia Chives, MS &lt;br&gt;Independent Consultant &lt;br&gt;3D Visionary Consulting &lt;br&gt;Early Care &amp; Learning, Professional Development and Holistic Wellness &lt;br&gt;Atlanta, GA &lt;br&gt;Tarea Kennedy &lt;br&gt;Mentor/Coach &lt;br&gt;Early Childhood Specialist &lt;br&gt;Telamon Corporation</td>
<td>This interactive presentation will present current research, theory, and commentary on brain, social, and emotional development while effectively facilitating collaborative discourse and scholarship. The Road to “I Am” builds on creating a sense of worth, pride, and esteem in boys of color which refutes the notion of failure and impossibility to the affirmation: “I am Possible”. Opportunities for creating sustainable pathways to enhance brain, social, and emotional pathways are generated through use of technology, storytelling, arts &amp; culture.&lt;br&gt;This shared learning experience will help to cultivate a body of knowledge which contributes successfully to professional practice and educational pedagogy.</td>
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| W. A. R. Writing And Reading: “The Sacred Power of “Mantra” & “Call & Response” in Activating Young Men of Color” | Fawaaz Fuwaad Fields  
Mentor/Jenga  
Sankofa Passages Program  
COSEBOC | The Sankofa Passages Program has returned to the ancient systems of “Rites Of Passage” and utilizes this as our core approach for reaching young men of African descent. “Rites Of Passage” facilitates experiences where our young men begin their proper and true transition into manhood. Our approach, the amount of time and the resources invested into the lives of our young men are unique in the realm of education in this nation.  
The participants will engage and learn an array of provocations and strategies through “call & response”; this approach will allow the participants to feel the vibrations and frequencies; so that they can capture the intrinsic essence of what is being said rather than just reading the literature. This very interactive experience will inform the participants of the value of using “call & response” as a facilitation tool (teaching, incentive/affirmation, classroom & behavioral management tool) on a deep level. | Main Hall B    |
| Fearless Voices: Engaging a New Generation of Adolescent Male Writers of Color – Support Students in Grades 9-12 | Karen Harris  
National Literacy Consultant, Scholastic Classroom and Community Group | How can educators actively engage African American adolescent males with authentic text to gain the trust of students to share their voices and writing? Explore the latest work of Dr. Alfred Tatum, using writing as an essential pathway of human development for male students. Experience the fearless voices of urban students and their teachers written in response to the issues affecting their communities. Discover instructional practices teachers can employ to make a difference as they recreate literacy collaboratives that engage a new generation of adolescent male writers of color. | Room F         |
| Technology in Urban Classrooms: The Good, The Bad and The GRITTY     | Mary Strain  
Vice President of Business Development Classroom, Inc.  
Sybil Madison Boyd  
Co-Director Chicago Quest | Are the technology based solutions your schools using supporting agency and GRIT for young men of color? Are they simply test preparation, a panacea for poor teaching, strategies for cost savings, or gimmicky? This session will explore major technology trends in urban education. We will look at issues related to blended and online learning and the digital infrastructure of many urban schools. We will also examine some of the consequences the increased use of technology solutions may have for urban students and share best practices for using technology and game based learning strategies to support agency, GRIT and real academic success. | Room H         |
| Wizard of Ed: Impacting Literacy Through Culturally Responsive Teaching Practices | Yuri Thornton  
Rachel Snider  
Samantha Holmes  
Closing the Achievement Gap (CTAG) Diversity Team Metropolitan School District Cleveland, Ohio | This workshop will highlight strategies employed by Cleveland Metropolitan School District’s Race to the Top initiative Closing the Achievement Gap (CTAG). CTAG is a targeted intervention program designed to address the needs of “at risk” minority males in an effort to reduce/eliminate educational disparities. This session will highlight the promising practices of CTAG’s newest initiative Diversity Component, a professional development training module exploring culturally responsive teaching practices. Participants will be exposed to the training framework which includes topics impacting literacy such as poverty, school/classroom climate, and culture in an effort to have educators design more engaging lesson plans through a culturally responsive lens. | Room I         |
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<td>Building a Framework for Success at Best Academy</td>
<td>Eric Mahmoud, Executive Director Callie Lalugba, Chief Educational Officer Best Academy, Minneapolis, Minnesota</td>
<td>Best Academy has succeeded in creating an environment that promotes academic success, self-respect, and self-determination for its male students of color in grades K to 8. It has accomplished this by developing and implementing the components of a “gap-closing” educational framework. During the workshop, Best Academy will discuss the components of this framework and other practices that have contributed to its success.</td>
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<td>The School That Could: Building Relationships and Educating Boys of Color Through Literacy and Literacy Integration</td>
<td>Suzanne Gimenez, Principal Margaret Twitty, Math Facilitator Julie Blanton, Literacy Facilitator Nicholas Holmes, Technology Facilitator Pam Frederick, Assistant Principal Devonshire Elementary Charlotte, NC</td>
<td>Devonshire Elementary will tell our story from the status of being in Restructuring with the State of North Carolina to becoming a high performing 90-90-90 school. Devonshire Elementary is a Title 1 minority school with 95% of the student population on free and/or reduced lunch. Our five year journey will include how we started with a foundational structure that facilitated a success story for each and every year since 2008. The workshop will consist of the informative components that contribute to high academic achievement for boys of color.</td>
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<td>Success is the Only Option at Merrillville High School!</td>
<td>Mike Krutz, Principal Michelle Sulich, Director of Guidance Danny Lackey, Diversity Coordinator Rae Lopez, Teacher Chyamiah Martin-Robinson, Teacher Jason Hostetler, Teacher Merrillville High School, Merrillville, IN</td>
<td>Merrillville High School’s staff and students will present how rigor (Freshman Academy), relevance (trimesters and PBIS), and relationships (mentoring and STAND) have afforded us the ability to educate our boys of color to a high level of success. We will also discuss how resiliency has developed the social, emotional, and academic needs of our boys of color by believing in them for one more day. Merrillville will present how implementation with fidelity and sustainability have contributed to our boys of color achieving above their counterparts in Indiana. Merrillville, a minority/majority comprehensive high school with 53% free and reduced lunch population, has been the only A rated school in Indiana of its size (2400 students) for the last two years and maintains a 90% graduation rate.</td>
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<td>Creating a Culture of Excellence</td>
<td>Alexandra Pardo, Executive Director Adrian Austin, Grants Manager Thurgood Marshall Academy Public Charter High School Washington, DC</td>
<td>In order to successfully engage and educate young males of color there must be a culture that is centered on excellence for all students. The school must identify each student's needs and provide the necessary supports without lowering the educational standards. This workshop will focus on what has worked at Thurgood Marshall Academy Public Charter High School and provide best practices in: pre-diagnostic assessment, faculty and staff buy-in, academic support, social interventions, after school programming, evaluation, and key roles needed.</td>
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<td>Salk Elementary’s Recipe for Success</td>
<td>Kara Bonin, Principal Ann Marie Jaros, Assistant Principal Lori Williams, Third Grade Teacher Michelle Coughlin, Literacy Coach Kim Heritage, PBIS Coach Jonas E. Salk Elementary School Merrillville, IN</td>
<td>Jonas E. Salk Elementary, a 2010 National Title 1 Distinguished School, Indiana 2012 National Blue Ribbon School nominee, and 2013 COSEBOC Award winner, will present its recipe for success. With a &quot;Kids First&quot; Belief, Salk Elementary will share its key ingredients for high student achievement and character development, with special emphasis regarding boys of color. This workshop will share Salk’s journey through dramatic changes in demographics and enrollment, the shift in instructional practices towards using Balanced Literacy and Inquiry math approaches, and the implementation of Positive Behavior Intervention Systems. The session will include a detailed overview as well as practical tips that attendees can take back to their schools for implementation. Presenters will include: Principals, Literacy Coach, Inquiry Math teacher, and PBIS Coach.</td>
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| Literacy Strategies to Promote Critical Thinking in the Middle School Classroom | Nicole Winn-Williams, Assistant Principal  
Lakia Washington, 6th Grade Humanities Teacher, Special Educator  
Eagle Academy for Young Men, Bronx, NY | This workshop will focus on how educators can promote critical thinking by using literacy strategies that help students develop the skill to dig deeper for meaning as they interact with various text. In addition, we will showcase how teachers can use critical thinking strategies to enhance literature discussions and the development of writing. Furthermore, we will also discuss how schools can bridge the literacy gap between the classroom and home to support parents as literacy partners. |
| Engaged, Challenged, and Motivated: Developing Adolescent Literacies through Text-to-Self Discoveries | Elizabeth Rooney, Teacher  
Robin Hennessy, Teacher  
Fenway High School, Boston, MA | What are best practices to develop the literacies of adolescent boys of color? What issues arise when teachers invite students' out-of-school literacies into the classroom? Liz Rooney and Robin Hennessy are teachers of English language arts, special education, and English as a second language who seek to bridge their students' out-of-school literacies with academic ones. They have developed literacy curricula with the intent to engage, challenge, and motivate the young men they teach. In this workshop, designed for other practitioners, they will share their curricula. Participants can expect to engage in various aspects of the curriculum and review student work. In addition, participants will engage in text-based discussion about "school-appropriate" content and assessment of various literacies. |
| Male Retreat: A Successful Strategy for Expanding Young Men’s Emotional Literacy | Jason Hunter, Teacher  
Urban Assembly for Law and Justice  
Brooklyn, NY | This workshop will focus on one of our Young Men’s Initiative’s (YMI) most successful strategies: a retreat solely for 9th grade male students. Participants will learn about how our school implemented this program with the goal of expanding our 9th grade boys’ emotional stability. The workshop will examine recruitment tactics, break-out sessions and activities used for the retreat, as well as ways to evaluate the effectiveness of the retreat on our young men’s success. |
Best Academy  Minneapolis, Minnesota

Best Academy has succeeded in creating an environment that promotes academic success, self-respect, and self-determination for its male students of color in grades K to 8. As a result, 82% of Best Academy’s boys scored proficient in reading and 83% of boys proficient in math. It has accomplished this by developing and implementing the components of a “gap-closing” educational framework. This gap-closing framework is part of a collaboratively developed vision, inspiration, and set of high expectations for the entire educational institution.

Best Academy acknowledges that “It takes a village to raise a child” and sets an expectation that everyone will contribute to the well-being of the entire school community. While teachers are encouraged to backwards plan and frequently assess student performance, Best Academy considers student-learning problems a school-wide matter, not just a teacher responsibility. The school leadership team also works to ensure that the components of its gap-closing framework are tightly linked to student achievement.

Devonshire Elementary School Charlotte, North Carolina

In 2008, Devonshire Elementary ranked among the lowest performing schools in its district and in the state. Since it began a turnaround effort five years ago, achievement at this high poverty school has soared. In 2008, only 41.5% of students were at or above grade level in math. Today, 93.1% of students are achieving at or above grade level in math. The school’s literacy scores jumped from has 43.9% to 64.4% scoring at or above grade level.

Devonshire’s students are provided with rigorous and relevant learning activities which are made accessible for all through strategies such as differentiated learning tasks and learning products, small group instruction, flexible grouping, single gender classrooms, technology integration (IPads), interdisciplinary connections, and inquiry-based learning tasks. Members of the professional learning community collaborate daily to ensure both vertical and horizontal alignment of curriculum stems and to design high-yield lessons focused on student engagement and high-scope learning outcomes. Devonshire offers single-gender classrooms where boys learn through strategies that complement their learning styles and build relationships with other students in a safe and nurturing environment.

Merrillville High School Merrillville, Indiana

Over the last few years, MHS has experienced a dramatic demographic shift in its student population – from 14% student of color and 6% receiving free and reduced lunch to 84% and 53% respectively. As a result of this demographic shift and a racial incident, parents, school leaders, and community members came together for dialogue about diversity. The outcome of this dialogue was a community-wide recognition that Merrillville’s diversity was, in fact, its strength and declared it “The Merrillville Advantage”.

continued on next page
MHS – continued

Student academic success at MHS has resulted from programs such as a trimester schedule, which allows for more credit opportunities for male students of color over their high school matriculation, a ‘Failure is not an option’ motto, credit and homework recovery initiatives, and mentoring of freshmen by upperclassmen. Merrillville impresses upon students the importance of resiliency and accountability through powerful and pervasive positive messaging. Upon entering Merrillville High School one of the first things that you notice are the posters and signage on the walls, reflecting the climate and culture of the school.

Salk Elementary School Merrillville, Indiana

Over the past 15 years, Salk Elementary has experienced a dramatic demographic change and a significant increase in enrollment - resulting in more diverse student needs. Diversity training and dialogue became an increasingly important part of understanding of their new population. This training included the creation of corporation Study Circles.

Salk’s academic success is in part due to its use of innovative Balanced Literacy and Inquiry Math frameworks. Its focus on professional development and a “no excuses” motto ensure also student success. Salk Elementary is designed to teach positive choice making through positive behavior support and interventions. Salk instills its students with an awareness of the importance of community service by being “Bucket Fillers” and through its extensive opportunities for participation in community service projects.

Thurgood Marshall Academy, Washington DC

Thurgood Marshall Academy’s mission is to prepare students to succeed in college and to actively engage in our democratic society. TMA’s male students have outperformed their counterparts from DC public and charter schools by a margin of nearly 20% on state and national standardized test. Since the school’s inception, 100% of all eight cohorts of graduating seniors have been accepted to college.

To complete TMA’s approach to educating the whole student, TMA created a Portfolio Assessment Program, a system of self-assessment, goal-setting, and accountability through which students develop interpersonal, public speaking, and academic skills. The program requires all students to set personal goals for academic and civic achievement and uphold these high expectations. Celebrating Our Roots, a teacher-created program, which includes visual and performing arts and history, is a conduit for student engagement in their cultural history through the replication of historical movements. Over 100 students have participated in the event through music, dance, and spoken word performances. Themes covered include: Celebrating Our Roots: Africa; A Hip Hop Retrospective; and The Harlem Renaissance: Remixed and Reimagined.

We encourage you to live-tweet during The Gathering using the hashtag #COSEBOC2013YGL
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University of Illinois at Chicago - College of Education
Dr. Victoria Chou, Dean of Education

A special thanks to UIC Professor Alfred Tatum for his sincere commitment and
tireless efforts on behalf of the seventh annual Gathering Of Leaders.

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This list includes active members as of the date of publication • Our apologies to any members inadvertently left off this list

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We are building a network of educators, advocates, and community members dedicated to the emotional, social and academic success of our boys and young men of color. Sign-up as a member of [http://www.coseboc.org/join](http://www.coseboc.org/join) – now by July 2013 to remain part of the action next year! Add your voice to the movement focused on building a better future for boys and young men of color.
“It’s not just about their literacy, it’s about their lives.”

– Dr. Alfred W. Tatum

Scholastic is proud to support COSEBOC and the research and work of Dr. Alfred W. Tatum. Your dedication to the success of ALL students is an inspiration.

To learn about our Scholastic Classroom, Family & Community Engagement programs, please stop by our booth or visit scholastic.com/classroombooks.

THANKS:

for support of the COSEBOC member network

for support of the COSEBOC Leadership Academy

The Gathering Program was designed by Jeanine Reed of Jreed Design • jreeddesign.com
The Open Society Foundations’ Campaign for Black Male Achievement addresses the exclusion of large numbers of black men and boys from economic, social, educational, and political life in the United States. The Campaign’s educational equity portfolio focuses on projects that help ensure black boys have the opportunity to excel academically, prepare for college, and learn skills essential to earning a living wage.

Best Academy
Merrillville High School
Salk Elementary School
Thurgood Marshall Academy
Devonshire Elementary School

For building successful learning communities for young men of color.