

# ADELAIDE L. SANFORD INSTITUTE ANNUAL REPORT 2019 - 2021



*"When the roots are deep, there is no reason to  
fear the wind."      An African Proverb*

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## **FROM OUR DIRECTOR**

### **Dear Friends and Supporters,**

No one was prepared to handle the devastating effects of the pandemic that changed our lives in March 2020. Schools, businesses, entertainment venues closed in an attempt to halt the spread of the deadly COVID-19 infection. The onslaught of illness and death among our own families, friends, and colleagues took its toll on all of us. We learned quickly to prioritize and cherish our relationships over our coveted possessions.

In view of our mission to increase opportunities for success for Black and Brown students residing in Central Brooklyn, we were particularly dismayed by the impact of the pandemic on schooling for this population. At the onset of remote learning, the lack of devices and internet access left them without the technology to engage in the new virtual learning system. It became evident that Black and Brown communities were suffering the most in the uncertainty and disruption that ensued.

The challenge to our organization was to make ourselves relevant in the atmosphere that engulfed our communities in Central Brooklyn. We had to pivot and adapt our programmatic year to the demands of the new systems in place. As a result, we began new initiatives that included:

- a free tutoring program for students of parents enrolled in our Parent Leadership Institute;
- a student oratory contest held virtually for the first time;
- monthly Zoom parent workshops with the focus on remote learning and mental health issues caused by the pandemic;
- professional development sessions for educators to address their need for pedagogical support during this tumultuous time;
- a book club that brought our members and parents together for critical reading, socialization, and stress reduction; and
- the Brooklyn Education Collective for the development of a set of recommendations to transform the educational system for Black and Brown children.

Finally, the pages of this annual report reflect the enormous changes that stemmed from the pandemic. We hope we will be able to resume in-person activities in the

coming year. We will need your help more than ever as we plan for the future and use what we have learned from the immediate past.

Educationally yours,

*Christopher Smith*

Christopher Smith, Ed.D.

Director, Adelaide L. Sanford Institute

## **INTRODUCTION**

Since its inception in 2006, the Adelaide L. Sanford Institute (ASI) has maintained an unwavering commitment to the attainment of excellence for our youth in all facets of their development. The hallmark of our call to service is quality of purpose and execution. We subscribe to high standards and practices that empower and elevate communities of color in Central Brooklyn. Our locus of control centers on students, parents/caregivers, and all those who provide services to these constituencies. We have evolved from a nascent, grassroots entity to a local force that is propelled by the urgency of the educational crisis and the severity of the systemic inadequacies that characterize and threaten school success in particular and life in general for the youth and families in our target communities.

We continue to expand our influence by maximizing opportunities for viable and productive collaborations that enrich our efforts to sustain academic proficiency, social responsibility, and cultural competency among our youth. The authenticity of our model of community engagement and transformation is embedded in our strategies that continue to draw the public's support, interest, and positive feedback.

The impact of our work can be seen in the numbers that we have reached:

Since 2006, ASI has...

- Strengthened the pedagogical skills of over 8000 education practitioners working in Central Brooklyn schools;
- Provided advocacy, awareness, and capacity building services to over 7000 Central Brooklyn parents to increase their ability to ensure school success for their children;
- Conducted strategy sessions for over 600 community leaders to influence decisions vital to the education of students attending Central Brooklyn schools; and

- Engaged over 5000 students in activities and programs designed to enhance the socio-emotional development and leadership skills of Central Brooklyn students.

In keeping with our stated goals, originally adopted in 2006, our strategic plans focus on four major areas:

- professional development for educators (Goal I);
- parent empowerment and advocacy (Goal II);
- direct services to students (Goal III); and
- education policy (Goal IV).

## **PROFESSIONAL DEVELOPMENT**

### **ESTABLISHING PURPOSE AND URGENCY**

The most recent years have required us all to reset, revise, and strategize. The Professional Development Committee created two virtual forums, where we shared consistently successful, holistic instructional practices that educators can activate immediately.

On February 24, 2021, we conducted our first virtual event, *“A CONVENING OF EDUCATORS: Reactivating our Resilience.”*

Juan Colon provided the context for our current state of urgency with relevant NYC statistical data. He elaborated on how pre-existing school challenges were further complicated by school shutdowns for many Central Brooklyn districts.

Majida Abdul-Karim presented viewers with a *“SANKOFA STORY,”* reflecting on our long history of resistance, perseverance, and self-sufficiency. Lessons from our past can help guide our future.

The next portion of the convening focused on the theories and practices of Culturally Responsive Education and Social-Emotional Learning. Dr. Cluny Lavache enlightened participants with a summary of her doctoral thesis *“Understanding the Academic Achievement of African American Scholars: An Intrinsic Case Study of an Urban High School,”* from an asset-based perspective. Dr. Stacey Haley expanded our understanding and applications of Social Emotional Learning to include educators, as well as students. Sam Adewumi gave viewers an inside look into the Culturally Responsive Educational practices integrated into his academic enrichment program, CAS Prep. NuAuMu DeGrant

shared her favorite rigorous, culturally affirming, and engaging literary tools she has used with her students over decades to balance the pervasive Eurocentric perspective in schools' history curriculums.

Last but not least, Imani Fischer coordinated the “*STUDENT VOICES*” segments where high school students provided educators with advice on what keeps them engaged and excited to learn during these distracting times.

Our second virtual event, “*CRE CASE STUDY: Decades later,*” took place on June 10, 2021, and showcased a panel of educators that attended Culturally Responsive schools during their formative years. Former (Ronald Edmonds 113 & Banneker) students shared their reflections on being taught in a CRE environment, how it impacted their personal development, as well as their current pedagogical practices. The former administrators at these respective schools were also in attendance and spoke to the structural decisions, challenges, and solutions that went into intentionally creating a CRE school environment.

The goal of this panel was to encourage current educators to implement and maintain CRE practices by sharing the positive long-term, holistic impact culturally responsive instruction and affirming environments have on students.

## **PARENT ADVOCACY**

In keeping with ASI's goal to support parent advocacy, the **Parent Leadership Institute (PLI)** conducts monthly meetings with Central Brooklyn parents of children from preschool through high school. Each meeting is characterized by interactive workshops that focus on providing parents with the tools and strategies necessary to support and enhance their children's learning. Guest speakers empower parents with information and links to resources and services that will enable families to supplement and broaden the knowledge base of their children. In addition to the emphasis on academics, attention is also devoted to the socio-emotional development of youth. Parents receive materials that can be used at home (for example, resource guides, websites, books, and videos).

Additionally, the **PLI** seeks to transform the quality and effectiveness of school-parent interactions by preparing a core group of parent leaders that will conduct parent outreach using nationally recognized strategies and approaches. The major outcome of the PLI is a cadre of well-informed parent leaders who, in their roles as

leaders in their home schools and districts, reach an expanded population of parents across Brooklyn. After receiving leadership training, they are:

- aware of policies, practices, legislation, and school data that affect their children’s education and life choices from infancy through postsecondary experiences;
- sensitive to the requisite behaviors, both academically and socially, that make school success a reality for their children;
- mobilized to support a network of parents from preschool through college who represent an educational corridor for information sharing and assistance; and
- motivated to collaborate with community-based organizations and city/state agencies to access resources, services, and quality educational programs.

The Institute meets the second Saturday of each month, 8:30 a.m. until 12:00 p.m. at Boys and Girls High School in Brooklyn, and encourages all parents to join. Sessions are held from September through June, the ASI program year. A meeting for PLI’s Parent Ambassadors (a special unit of parents who conduct outreach in the community) follows each monthly meeting (12:00 p.m. to 1:00 p.m.).

The following section summarizes the Parent Leadership Institute’s 2019-2021 activities.

### **PROGRAM YEAR 2019 -2020**

September 14, 2019

Review of the 2019 New York State ELA Tests: Grades 3 – 12 Workshops

October 12, 2019

Review of the New York State Math Tests: Grades 3 – 12 Workshops

Navigating the Middle and High School application Process

October 19, 2019

“Beautiful Me”: A Self Esteem Workshop for Girls (NANCE FOUNDATION)

November 2, 2019

Group Trip to the American Museum of Natural History

SciChat Workshop: Exploring the Deep Sea

November 9, 2019

Science Workshops: Elementary, Middle and High School

Book Talk: “How to Raise a Reader”

December 14, 2019  
Developing Critical Reading Skills Andrea Toussaint  
Anti-Bullying Strategies Kimberly Colclough

January 11, 2020  
Mini Conference:  
Presentation for All Parents: Brainy Babies  
Workshops: Mindfulness; Financial Literacy; How to be an Effective Parent  
Leader; College Admissions, Scholarships; Special Education; Healing  
Relationships through healthier Communication  
Presentation for All Parents: S.T.E.A.M Education

February 8, 2020  
Getting Ready for the New York State Ela Tests Grades 3 – 12 Workshops  
How Students, Parents, and Teachers Can Manage Stress and Achieve Success

After the February meeting, the city shut down in March and there were no in person parent meetings.

In June, 2020, we started out virtual meetings with parents. The following is a summary of the Zoom meetings from June 20, 2020 through June 2021.

### **PROGRAM YEAR 2020=2021 VIRTUAL MEETINGS**

June 27, 2020  
Remote Learning: How to Navigate the New Normal

August 29, 2020  
Blended Learning, Part I: Overview, Positives and Negatives, Best Practices,  
Resources, Online Assistance for Students, Checklist for the Implementation of  
BL, Physical Classroom, Q&A Dr. Detra Price-Dennis

November 14, 2020  
Blended Learning Part II: Keeping Students Motivated, Using Rewards and  
Incentives, Issues and Problems, Getting Help from the School, Special Needs  
Students, Accessing Extra Assistance, Q&A Dr. Detra Price-Dennis

December 12, 2020  
Empower, Engage, and Enrich: Using the Arts to Build Capacity for Remote  
Learning Arts Consultant Wema Harris



January 9, 2021

Remote Learning: Strategies for Reducing Student Stress

Psychologist, Rochelle Robinson

February 13, 2021

Trauma- Informed Care: Types and Effects of Trauma, Impact of Remote and Hybrid Learning on Students, Q&A Therapist Stephanie Carnegie

March 13, 2021

Ranked-Choice Voting: What, Why, How, and When Karen Wharton

April 10, 2021

Expanding My Boundaries: Discovering Who I Am, Where Am I Going, Part I  
Dr. Brenda Boyd-Bell

May 8, 2021

Expanding My Boundaries: Self-Reflection and Self-Discovery as a Shared Experience, Part II Dr. Brenda Boyd-Bell

June 12, 2021

Financial Planning for College

Panel of Current and Graduate College Students

## **BOOK CLUB**

In February 2021, we started the ASI BOOK CLUB. It was formed to create a venue for members of ASI and Parent Leadership Institute parents to come together to read critically for pleasure, to obtain information, and socialize. The isolation and angst promoted by the pandemic were emotions that the book club hoped to address.

The following list the books that the members selected to read. The member, who recommended the book receiving the highest number of votes, moderates the session and develops the discussion questions.

February 27, 2021: CASTE by Isabel Wilkerson

March 27, 2021: BLACK BROOKLYN by Dr. John Flateau. Dr. Flateau joined us at our book club meeting.

April 24, 2021: THE RICHEST MAN IN BABYLON by George Clason

May 29, 2021: THE AUTOBIOGRAPHY OF MALCOLM X by Alex Haley

Our books for September, October, and November include:

Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching

The Immortal Life of Henrietta Lacks

Four Hundred Souls

## **DIRECT SERVICES TO STUDENTS**

### **TUTORING PROGRAM**

We started a free tutoring program for the children of parents who attend the Parent Leadership Institute. The students were matched with current members of ASI and educational specialists in the ASI network. The results were very positive. A letter representing feedback received from parents follows.

June 14, 2021

Dear Adelaide L. Sanford Institute,

Thank you so very much for the grace and support you provided this school year 2020-2021 to both of my children Michaela (12) and Matthew (11). I realized all the effort and love that was given to my children to foster a love of reading, learning and growing during this challenging time the pandemic presented.

This year has forced me to pivot, adapt, adjust, and re-invent myself as a mother. I was challenged with the opportunity to put my knowledge to use in the classroom, doing so remotely, being a mother and an educator juggling four children and a career, (with the grace of a lady and working hard to put it all together). My children never cease to astonish me.

Again, my heartfelt thanks. I extend a special thank you to Dr. Patterson and Dr. Connors, who took time to truly have my children delve into books and a love of learning. Dr. Connors invited Michaela to attend a wonderful literary event – Black Girl Magic Ball. The time together has built Michaela's self-esteem and made her realize that she is powerful and her future is up to her. A special relationship and bond was built through the love of reading and learning. Dr. Patterson has the patience of a saint as she worked alongside Matthew. He looked forward to their time together. Dr. Patterson invited Matthew to the love of basketball through Coach Michael Senior. They read the "New Kid" by Jerry Craft which talks about transitions. This was a wonderful opportunity for him to read about it as he will also transition to Middle School next year.

Generally, in the school system, children are seen as an adult investment. They don't have status of their own. However, being with your organization, I witnessed your commitment to the child. I witnessed your commitment in meeting the needs of the students---the need for security,

the need for stimulating challenge and, above all, the need for appreciation. The children in your charge are given the dignity, respect, and understanding that are their due. I will carry that with me as a constant reminder as to why I continue to do my best as a mother.

In all, the program was a success with my children. Thank you for all your love, dedication and time given to my children. In addition to this it is with much love and attention that I acknowledge Dr. Renee Young for being the person she simply is.... She is simply the best!!!

Deep Gratitude and Sincerity,  
Michaela and Matthew's Mom  
**MARISA**

## **ANNUAL ORATORY CONTEST**

### **Adelaide L. Sanford Institute 2020 and 2021 Oratory Competitions**

The 14<sup>th</sup> and 15<sup>th</sup> Adelaide L. Sanford Institute 2020 and 2021 Oratory Competitions were conducted in May of each respective year. Students demonstrated their oratory skills using speeches in historical context. A total of twenty-nine students from five districts representing elementary, middle, and high school, participated in the competitions. The coaches worked with the students to memorize their speeches and prepare videos for the virtual presentations. Each student participant received a certificate and trophy at the school level as well as the overall winners.

The judges in the 2021 competition were the first to be trained in an electronic evaluation system which was successfully executed on the virtual platform. The American Debate League participated in the competition and provided scholarships to the American Debate League summer academy. The 2021 Adelaide L. Sanford Institute Oratory first place winner was invited to compete in the Harvard Debate Competition

## **EDUCATION POLICY**

The Parent Ambassadors, a subcommittee of the Parent Leadership Institute, continued their advocacy campaign to ensure that the New York State Legislature pass the Educational Rights Transparency Bill A5578, S3889. It mandates that all New York State school districts must inform parents of students' educational rights guaranteed by law. The rights relate to resources that include access to: expanded instructional support for struggling students; qualified personnel, teachers,

administrators, counselors; up-to date materials, books, libraries, technology, science equipment and labs; resources for English Language Learners and students with special needs; up-to-date curricula, required subjects, specialized electives, college and career readiness; adequate, accessible, maintained, ventilated, and structurally sound buildings; appropriate class size; and policies and practices for an orderly and safe environment. The Parent Ambassadors continued their outreach to various citywide parent groups to publicize the contents, purpose, and importance of the bill.

## **OVERVIEW OF THE ADELAIDE L. SANFORD INSTITUTE**

In June, 2006, the Black Brooklyn Empowerment Convention brought together over 1000 community leaders and residents representing Central Brooklyn to address the alarming disparities in education, employment, health, housing, and quality of life that impact a large segment of Central Brooklyn residents. The Education Cluster of the convention concluded that:

- The most pressing challenge facing Brooklyn's public schools is ensuring that all its children meet the standards needed to live, learn, work, communicate and be productive civic participants in their community and the world community. Although there have been some educational, economic, and social gains for the borough's Black population as a whole, it is equally clear that progress toward educational parity for most of Central Brooklyn students of African descent has slowed and, in many cases, come to a complete halt.
- Regardless of this reality, education remains the most effective road to success.
- Removing the barriers that prevent students of African descent from accessing a high quality public education is an essential first step to achieving access to the economic, social, and political resources that are needed to support strong families and a truly democratic society.

A major recommendation that was ratified during the convention was the need for an organized and independent effort to address the school achievement disparities that exist for Central Brooklyn's students of color. This recommendation led to the formation of the Adelaide L. Sanford Institute (ASI). The ASI honors the life and work of the nationally recognized educator, Vice Chancellor Emerita, Board of Regents University of the State of New York, Dr. Adelaide L. Sanford.

The Adelaide L. Sanford Institute (ASI) was established on September 28, 2006 and became incorporated as a 501 (c)(3) non-profit education organization in the state of New York on December 18, 2008. It is funded by donations from individuals, community institutions, corporations, and annual dues paid by the ASI membership. Currently, there are no staff members employed by ASI.

## **MISSION STATEMENT**

The **mission** of the ASI is to serve as a clearinghouse for best practices as they relate to the holistic education of students of color and to provide a collegial framework for the sharing of culturally responsive and exemplary pedagogy, programs and schools that have produced high achievement among this population. In addition to curriculum development and instructional coursework, ASI offers family and student support services, student leadership opportunities, college preparation and other developmental supports. A major goal of ASI's work is to replicate, publicize and share strategies that others can utilize as models of achievement.

As part of its efforts, the Institute provides school administrators, teachers, pupil support personnel, paraprofessionals, parents and students from elementary school through college with curriculum workshops, seminars and symposia that incorporate cultural heritage with specific attention to the contributions of people of African descent to the social, economic, intellectual, artistic, scientific and historical development of America and the world.

### **The ASI has four primary goals:**

**GOAL ONE:** To identify and promulgate models of educational excellence for students of African descent and strengthen the pedagogical skills of practitioners working in Central Brooklyn schools.

**GOAL TWO:** To develop and support parent advocacy initiatives that will enable parents/families to assist their children in achieving successful school experiences.

**GOAL THREE:** To plan and implement programs designed to enhance the academic, social/emotional development, and leadership skills of students.

**GOAL FOUR:** To make recommendations and provide public policy direction that influence decisions vital to the education of students of color.

PLEASE VISIT [www.adelaidesanfordinstitute.org](http://www.adelaidesanfordinstitute.org) for the full list of ASI's accomplishments.

## **TRUSTEES, OFFICERS, AND MEMBERS**

The trustees and members of the Adelaide L. Sanford Institute include active and retired educators who volunteer their time, energy, and expertise to improve outcomes for students attending Central Brooklyn schools.

### **Board of Trustees**

Board Chair: Dr. Linda Patterson, Educational Consultant, Retired Principal

Board Secretary: Dr. Donna Jones, Educational Consultant

Treasurer: Ramona Morgan, Esq., President/CEO Halcyon-Advising LLC

Saratu Ghartey, Esq., Chief Program Accountability Officer, NYC, HR

Dr. Daryl Rock, Retired Principal/Superintendent, College Professor

David Sanford, Parent Coordinator, City Polytechnic High School  
Dr. Jayminn Sanford DeShields, Professor of Education, Temple University  
Dr. Lester Young, Chancellor, New York State Board of Regents  
Dr. Renee Young, Retired Principal  
Dr. Christopher Smith, Ex officio member

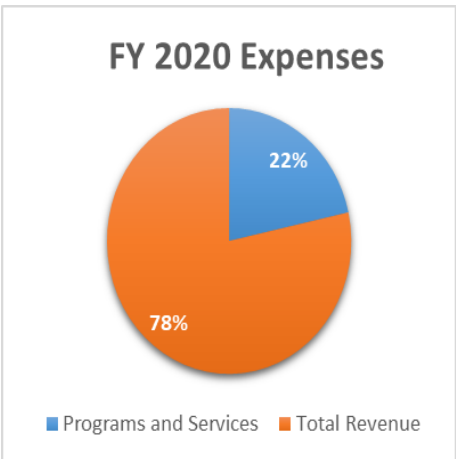
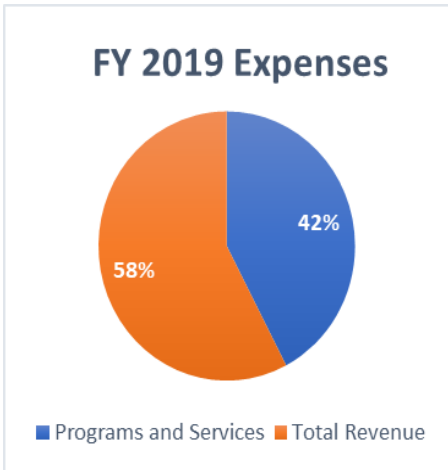
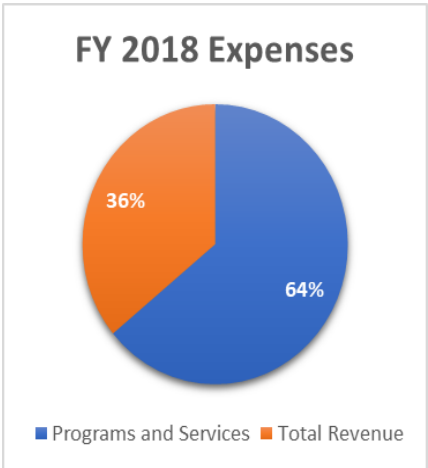
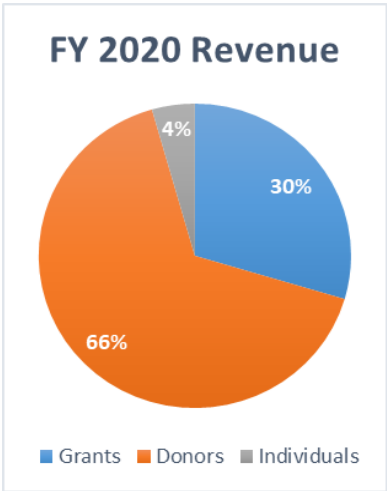
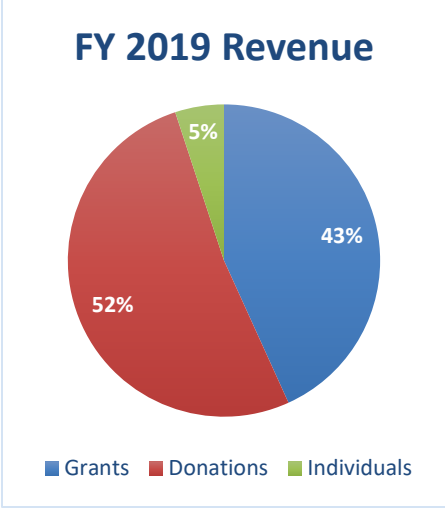
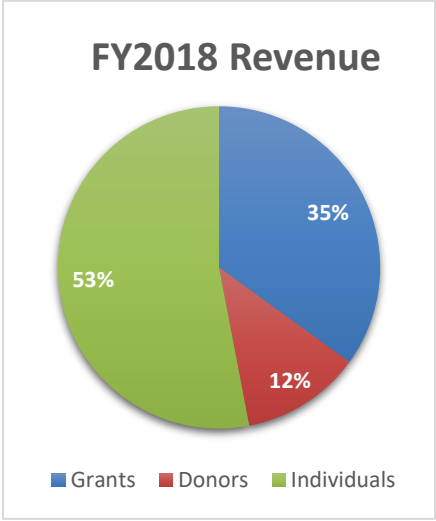
### **Officers**

Director: Dr. Christopher Smith, Principal, Eagle Academy, Queens, New York  
Assistant Director: Dr. Stacey Haley, Director of High School Guidance and  
Postsecondary Planning, Brooklyn North Field Support Center, NYCDOE  
Corresponding Secretary: Cindi Van Petten, Lead Teacher, PS 5K  
Treasurer: Cherise Neal, Food Service Manager, NYCDOE

### **Members**

Dr. Brenda Boyd-Bell  
Nikki Calliste  
Leslie Frazier  
Imani Fischer  
Lena Gates  
Dr. Stacey Haley  
Kristen Harris  
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Joseph Rogers  
Pamela T. McMullen  
Andrea Toussaint  
Jessica Urraca  
Cindi Van Petten  
Cathie Wright Lewis

# FINANCIAL REPORT



During FY 2020 ASI realized the following revenue increases: grants decreased by 13%; however, donor contributions increased 14%. The trend for the years 2018 -2020 showed a significant increase in both grants and donor revenue. This outcome appears to be a direct result in ASI’s increased and focused efforts for donation outreach and grant procurement efforts. As a result of COVID-19 restrictions, there was a significant reduction in Programs and Services. During this period, ASI program offerings transitioned to remote services.

## Our Golden Honor Roll of 2019-2020 Donors

Masjida Abdul Karim	Sade Elhawary
Velda Alfred-Abney	Camille Evans
Shani Amory-Claxton	Imani Fischer
Harold Anderson	Troy Fischer
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David Banks	La-Verne Gittens
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Latoya Neal

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Betty Rosa

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Honorable Alicka Ampry-Samuel

Eloise Samuels

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