

# THE ADELAIDE L. SANFORD INSTITUTE ANNUAL REPORT 2018-2019



**EXCELLENCE FOR ALL**

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## LETTER FROM THE DIRECTOR

Dear Friends and Supporters,

We have completed eleven years of service to the Central Brooklyn community of educators, students, and parents. We appreciate your continued support and involvement in our projects and programs. We know that success depends upon the participation of our local stakeholders.

One of the year's highlights was the professional development forum led by Dr. Yolanda Sealey Ruiz, Associate Professor of English Education at Teachers College, Columbia University. She ignited the audience with her impassioned speech, "Education as if Black Lives Mattered: A Critical Approach to Educating Black Children and Respecting Their Communities." The lively discussion that ensued clearly showed that all participants were challenged by the current reality of the miseducation of Black and Brown students in our communities.

The Parent Leadership Institute had a full program year with curriculum and assessment workshops; mental health seminars; a presentation by Dr. Michael Pratts, a Black psychiatrist; individual college counseling sessions for high school juniors and seniors; the annual Joy of Parenting Conference featuring Chancellor Richard Carranza; a trip to the American Museum of Natural History; and an address by Deputy Chancellor LaShawn Robinson. The "Know Your Educational Rights" Parent Ambassadors continued their campaign to inform parents throughout the city and state about the educational rights of students guaranteed by New York State law.

Our thirteenth Annual Oratory Contest demonstrated the outstanding public speaking skills of our students. In partnership with District 16, ASI acknowledged the work of school coaches and students from twenty schools. For the first time this year, a social justice award was given to two high school students for their community service.

Our annual Art Exhibit celebrated the work of Amy Sherald, who painted the official portrait of First Lady Michelle Obama for the National Portrait Gallery in 2018. The art work of students was displayed along with their reflections on the experience of exploring the work of an artist connected to an icon that they all admire and respect.

As we look towards the next program year, please resolve to unite with ASI on this journey. We welcome your input, support, and fellowship.

Educationally yours,

*Christopher R. Smith*

Christopher R. Smith

Director, Adelaide L. Sanford Institute



## LETTER FROM THE CHAIRMAN

Dear Community Members and Education Advocates:

One of the most pressing challenges facing U.S. public education today, particularly in urban areas, continues to be ensuring that all students are provided with culturally responsive learning environments that allow them to achieve at high levels and enable them to live, learn, work, and be productive, engaged, and contributing citizens in the world community. Too many Black students are simply not receiving the education they need to gain access to the economic, social, and political resources necessary to support strong families, participate fully in our society, and lead fulfilled lives.

The real travesty is that these are the same students that the education system has historically failed. These conclusions are particularly evident in view of the student outcome data for New York City's largest borough, Brooklyn. The 2019 New York State test results show that Central Brooklyn students in grades 3-8 attend schools where on average 63% are not proficient in English Language Arts and 66% are not proficient in Math.

Educational parity for most of the borough's students of African descent has slowed and, in many cases, has come to a complete halt. There appears to be a powerful contradiction between establishing the goal of high achievement for all students and developing, implementing, and maintaining the differential access to quality educational programs and resources needed to support high achievement for all Black Brooklyn's students. These continued disparities underscore the ever present tension between our stated desire to improve education outcomes and our ability to do so. The moral imperative is that we act **now!** We must use our collective knowledge, capital, and power to ensure the success of all of our youth.

The Adelaide L. Sanford Institute implores you to join us as we strive to make educational success a reality for our youth. We will continue our role as provider, facilitator, agitator, and convener. Again, we need your help as we "lift our youth up where they belong."

Sincerely,

*Lester W. Young, Jr.*

Lester W. Young, Jr., Ed.D.  
Chairman, Board of Trustees

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

Since its inception in 2006, the Adelaide L. Sanford Institute (ASI) has maintained an unswerving 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 decision-making (Goal IV).

Our 2018-2019 program year activities are outlined on the following pages.

## GOAL I

### PROFESSIONAL DEVELOPMENT

On May 24, 2018, ASI's Speakers Forum Series hosted a powerful presentation by **Dr. Yolanda Sealey-Ruiz, Associate Professor of English Education at Teachers College, Columbia University**. Her outstanding address, **Education as if Black Lives Mattered: A Critical Approach to Educating Black Children and Respecting Their Communities**, riveted the audience and engendered a spirited dialogue about the status of education in communities serving Black and Brown children. The participants were given one of Dr. Sealey-Ruiz's books: (1) *Teacher Education and Black Communities: Implications for Access, Equity, and Achievement*, or (2) *Gumbo for the Soul (Contemporary Perspectives on Multicultural Gifted Education)*.



**Dr. Yolanda Sealey-Ruiz**

## **GOAL II: 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, confident, and empowered 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.).

During the 2018-2019 program year, the Parent Ambassadors continued their advocacy work on the educational rights of students guaranteed by New York State law. Previously, they had addressed community-based and citywide education councils in addition to borough-wide councils, community planning boards, and other local forums. As a result of their outreach, a New York State legislative bill A10987 has been written to enact a law to inform all New York State parents about the educational rights afforded their children under New York State law.

The following section summarizes the Parent Leadership Institute's 2018-2019 activities.

**JANUARY 13, 2018**

**Presentation: Financial Literacy – Dionne Nicholls, Program Director, Financially Clean**

**GETTING READY FOR THE NEW YORK STATE ELA TESTS  
WORKSHOP PRESENTER**

Elementary	Nadjari Prophete, Literacy Coach, NYCDOE
Middle	Ashley Willis, Literacy Coach, NYCDOE
High	Camille Evans, Teacher, Research & Service High School

**Presentation: Supporting Your Child’s Mental Health - Naima Aiken, Family Therapist**

**FEBRUARY 10, 2018**

**Presentation: How to Get Your Child in a Top NYC Public High School – Tai Abrams, Founder & CEO, AdmissionSquad Inc.**

**GETTING READY FOR THE NEW YORK STATE MATH TESTS  
WORKSHOP PRESENTER**

Elementary	Gabriella Cohen, Math Coach, NYCDOE
Middle	Charlena Morgan, Math Coach, NYCDOE
High	Isha Moseley, Math Teacher, Bedford Academy High School

**Black History Month Activity: Viewing of the video, “POWER (1966-1968) – The Fight for School Control in Ocean Hill Brownsville, Brooklyn”**

**Presentation: ESSENTIAL RESOURCES, Know Your Educational Rights Bulletin: Joe Rogers, Director of Public Engagement/Senior Researcher, Center for Educational Equity, Teachers College, Columbia University. Parents received the revised edition of the bulletin.**

**MARCH 10, 2018**

**SOCIAL STUDIES  
WORKSHOP PRESENTER**

Elementary	Isaiah McCoy, Teacher, Eagle Academy
Middle	Dion Turner, Teacher Mott Hall Bridges Academy
High	Rythda Destime, Teacher, Resource and Service High School

**Presentation: LEARNING IN A BURNING HOUSE – Dr. Sonya Douglas Horsford, Professor, Teachers College, Columbia University. Parents received a copy of her book.**

**Presentation: Overview of the Black Child Development Institute – Rhonda Carloss Smith, President, New York City Affiliate**



**APRIL 14, 2018**

**Presentation: Overview of the Brooklyn Adult Learning Center – TY’East Alleyne Bobb, Community Liaison**

**DEVELOPING WRITING SKILLS**

**WORKSHOP**

**PRESENTER**

Elementary

Sakinah Campbell, Special Education Teacher

Secondary

Kizzy Thompson, Teacher, Research and Service High School

**Presentation: DISCIPLINE vs. PUNISHMENT - Dr. Angela Moses, Founder/CEO, AMCE, Inc., discussed the difference between discipline and punishment and their appropriate use with children.**

**Presentation: HOUSING STABILITY – Lynn Rutledge, Outreach & Community Engagement Liaison, IMPACCT Brooklyn, provided renting/home buying strategies.**

**APRIL 21, 2018**

**THE JOY OF PARENTING CONFERENCE**

**Twenty-seven social service vendors participated; a special presentation was given by EMULATIONS PERFORMANCE ENSEMBLE**

**WORKSHOP**

**PRESENTER**

Parenting Children with Chronic Illnesses

Karen Christopher, CEO, Tomi’s Heart

Can’t We All Get Along?

Rev. Lesley Shannon, Founder, Ade Insights

Preparing for College

Dr. Eugena Griffin, Psychologist, Creating Change LLC

Blending Families

William & Elaine Frazier, Marriage and Family Therapists

Credit Card Repair, Budgeting & Savings

Aaron Skeffrey, AXA Financial Services

Using a Rubric to Increase ELA & Math Scores

Tanisha Dorvil, School Leader, PS 93

What You Should Know About Child Support

Trevor Alexander, Jr. Specialist, HRA

Mother and Sons

Coach Dennis Boyd, Jr., Peer Educator

Help Me Manage My Mind

Naima Aiken, Peer Educator

Don’t Be Afraid of Social Media 101

Willy & Daria Legagneur, Peer Educators

How to Support Your Child with Special Needs

Joy Drummond, Special Ed Teacher

Planning for Financial Freedom

Sharone James, Financial Planning Specialist

Housing Stability

Lynn Rutledge, Community Liaison, IMPACCT Brooklyn

Know Your Educational Rights Joe Rogers, Director of Public Engagement & Gov’t. Affairs Center for Educational Equity, Teachers College, Paloma Garcia, CEE, Teachers College, and Valerie Fennell, Parent Ambassador, Parent Leadership Institute

**MAY 12, 2018**

**Presentation: Housing Stability - Lynn Rutledge, Community Liaison, IMPACCT, Bklyn**

**Presentation: How We Must Control Our Children's Education, Part II  
Dr. Shango Blake, CEO, TRU SK Consultants, LLC**

**Presentation: MAKING THREE DIMENSIONAL SHAPES AND LIGHTS – Dr. Ronah Harris, CEO, Play Pattern, LLC Parents engaged in an interactive activity that produced handmade tags for their bags.**

**JUNE 9, 2018**

**Presentation: VOICES OF OUR YOUTH - College students shared their educational goals and experiences.**

**Presentation: From a Teacher to Parents – Andrene Bonner, Teacher and Author Parents received a copy of her book. The speaker offered child-rearing advice.**

**Presentation: Culturally Responsive Teaching through the Arts – Wema Harris, Arts in Education Manager, Brooklyn Arts Council The speaker explored culturally appropriate activities that engage our youth.**

**Presentation: College Counseling 101 – Dr. Tyrone Black, CEO, T. Carlton Educational Consulting, LLC. Dr. Black explained the college admissions process, including how to select a college and obtain financial aid and scholarships.**

**SEPTEMBER 8, 2018**

**The program year began with a review of the 2018 New York State ELA Tests. Three master teachers conducted the workshops: Juanita Johnson, CS 21, elementary school; Kayinde Harris, MS 113, middle school; and Kizzy Thompson, Research and Service High School. Parents received copies of the ELA tests to use at home with their children.**

**Dawn Bruce, Certified Parent Educator, informed the parents about the process to obtain parent educator certification offered by the New York State Parent Education Partnership.**

After each monthly meeting, our Parent Ambassadors meet to plan their campaign to inform all parents about students' educational rights guaranteed under the New York State Constitution.



**OCTOBER 13, 2018**

**The 2018 New York State Math Tests were reviewed.** Our excellent presenters included elementary school teacher, Irosha Pathirage, PS 25; Jessica Urraca, math specialist/consultant; and Isha Moseley, master teacher, Bedford Academy High School. The parents received copies of the math tests to use at home with their children.



**Jessica Urraca, Math Consultant**

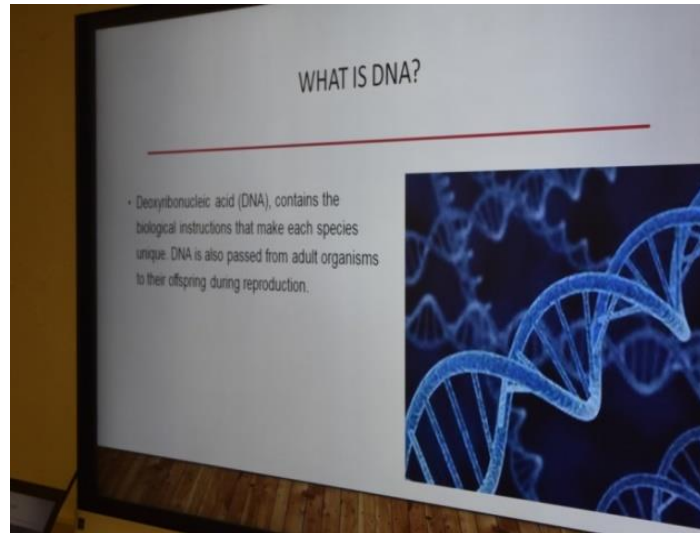


**Kayon Pryce, Principal of the Brooklyn S.T.E.A.M. Center,** gave an overview of the school partnerships created to support career and technical education for high school students in Central Brooklyn.

**Principal Kayon Pryce**

**NOVEMBER 10, 2018**

**Three excellent hands-on Science workshops were conducted to familiarize parents with best practices in elementary, middle, and high school science instruction.** Donna Johnson, teacher, CS 21; Jody Hilton, teacher, PS 44; and Faith Crawford, teacher, Midwood High School conducted the grade appropriate workshops.



**Parent Leaders**

**Ayanna McNeil, Implementation and Support Specialist (Office of School Health, DOHMH)**, gave an outstanding presentation on understanding mental health issues, a topic requested by our parents.

**DECEMBER 8, 2018**

**The agenda focused on four presentations.**

**Kimberly Colclough, Counselor, Seek Program, NYC College of Technology**, conducted a very informative learning styles inventory with the parents. They were able to identify their own learning style and gain information on how learning styles can impact their children's education.

**Paula Heitman, NYC Parent Fellow**, addressed the parents on how to calm anxiety in children and build self-esteem. She gave personal anecdotes that helped the audience relate to the issues surrounding anxiety, depression, and low self-esteem.



**Nickcoles Martinez, Manager of Internships and Youth Community, American Museum of Natural History**, gave the parents excellent information on the variety of afterschool, weekend and summer programs available at the museum.

He invited the parents and middle school students to attend a Sci Chat at the museum on January 5, 2019. The museum provided bus transportation. As a result, 42 parents and students attended the outstanding workshop; in addition, six students will attend the Digital Universe Flight School during the winter school break.

**Nickcoles Martinez, Manager, AMNH**

**Dr. Tyrone Black, college counselor**, presented invaluable information on the college admissions process with a special emphasis on obtaining scholarships. He will return on Saturday, February 9, 2019 to provide individual college counseling to high school juniors and seniors.

**JANUARY 12, 2019**

**We held our annual mini conference for which topics are selected by parents.** Eight workshops were held: Financial Literacy, Esther Jordan; Real Estate 101, Tywan Anthony; Computer Literacy, Ashley Brown; Resume Writing, Jose Dinguis; Dyslexia, Delores Connors; Transitioning to Middle/High School with an IEP, Jennifer Huguley; Motivating Your Child to Succeed, Naima Aiken; and Anger Management, Michaiiah Miller.

**Christian Gomez, author and motivational speaker,** addressed the parents on the topic of creativity. Each parent received a copy of his book, “Creativity – Finding Your Art.”



**Christian Gomez, Author and Motivational Speaker**

**FEBRUARY 8, 2019**

**On Saturday, February 8, 2019, in recognition of Black History Month, Allison Farrington, principal of Research and Service High School,** served as one of our guest speakers. She addressed the parent body on Culturally Responsive Education; she focused on the intersection and interdependence of academic and cultural excellence. She described her academic, enrichment, and social/emotional wellness programs that create a holistic learning environment in which the students thrive.

She also took the parents on a tour of her school's Nelson Mandela room which simulates the jail in which he was imprisoned. After Principal Farrington's presentation, the parents worked in groups aligned with their school levels to discuss the quality and quantity of culturally responsive practices that exist in their individual schools.



**Principal Allison Farrington**

**Dr. Lester Young, New York State Regent,** delivered an address on Central Brooklyn's student test data. The most recent test results showed that in many school districts in Black and Brown communities, approximately 70% of the students performed at levels 1 and 2 in ELA and Math. These dismal statistics should generate a strong call to action on the part of elected officials, parents, and educators.

**In keeping with our emphasis on the African Diaspora, Parent Leader Donna Phillips** gave a presentation on Panama. Her informative address was followed by a delicious meal indigenous to her country. It was enjoyed by all.

We ended the meeting with a presentation on upcoming college tours for high school students.

## **MARCH 9, 2019**

**The focus was on “Getting Ready for the New York State Tests.”** Six workshops were held:  
Elementary: ELA and Math - Tanisha Dorvil, Coach, DOE

Middle School: ELA – Jerry Rayner, Literacy Teacher, MS 216Q  
Math – Charlena Morgan, Math Coach, DOE

High School: English – Kizzy Thompson, Research & Service High School  
US History --Yaritza Villalba, Research & Service High School  
Science – Ashley Brown, Research and Service High School

Parents received grade-level reading and math books to use at home with their children.

**To continue our focus on the African Diaspora, Parent Leaders Cora Cuffey and Barry Lelitte** informed the parents about the island of Domenica. The presentation was thorough, comprehensive, and well received.

**Parent Leader Esther Jordan**, a financial advisor, delivered a very informative address on planning for retirement, maintaining financial solvency, and selecting insurance policies.

## **APRIL 13, 2019**

### **5<sup>th</sup> Annual Joy of Parenting Conference**

**There were 12 workshops and 27 vendors; New York City Schools Chancellor, Richard Carranza, was the guest speaker.**



**Chancellor Richard Carranza**



## WORKSHOP TOPICS AND PRESENTERS

How to Talk about Sex with Your Child	Dr. Denise Jamison
Can't We All Get Along?	Rev. Lesley Shannon
Preparing for College & Scholarships	Dr. Eugena Griffin
A Check Up from the Neck Up	Naima Aiken
Credit Card Repair, Budgeting, & Savings	Dr. Edison Bond
Early Learning Equals School Success	Yvette Grant
What You Should Know about Child Support	Trevor Alexander
Creating Vision Boards	Zareta S. Ricks
How to Use Meditation, Yoga, and Mindfulness to Overcome Procrastination, Fears, Stress, and Anxiety	Dr. Ruby Frazier
Using Technology to Eradicate Bullying	Zuri Jackson-Woods
Supporting Your Child with Special Needs	Chaka Phaire
Financial Challenges That Matter Most	Esther Jordan

The guest speaker for the afternoon session was Dennis Boyd who spoke on the issues involved in raising sons. The final session highlighted a summary of the day and a raffle. Breakfast and lunch were served. Dr. Angela Moses was the lead facilitator of the event.

### APRIL 20, 2019

#### MENTAL HEALTH TRAINING

The parents attended an all-day mental health training session provided by NYC Thrive. They engaged in activities that demonstrated the various situations in which youth display aggression, anxiety, and/or suicidal tendencies. The trainers gave specific strategies that parent might use to diffuse conflicts and negative interactions. Parents received certificates of completion at the end of the training. Breakfast and lunch were served.

### MAY 11, 2019

#### MENTAL HEALTH AWARENESS

**Dr. Michael Pratts, child and adolescent psychiatrist**, gave an excellent presentation on how parents can identify mental health issues in their children, and the labels associated with special education in public school systems. He also answered the parents' individual questions. Each parent received a copy of his book, **MIND MATTERS: A Resource Guide to Psychiatry for Black Communities**.



**Dr. Michael Pratts, Child and Adolescent Psychiatrist**

### **CULTURALLY RESPONSIVE EDUCATION**

The parents also participated in a culturally responsive education activity. The parents reviewed a curriculum scorecard that New York University's Metro Center had developed to evaluate children's reading material used in New York City public schools. The task was to identify the number of people of color represented in these books. The parents read three chapters in a fifth grade book currently used in NYC elementary schools. The parents used the score card to rate the book in terms of the level of representation of people of color.

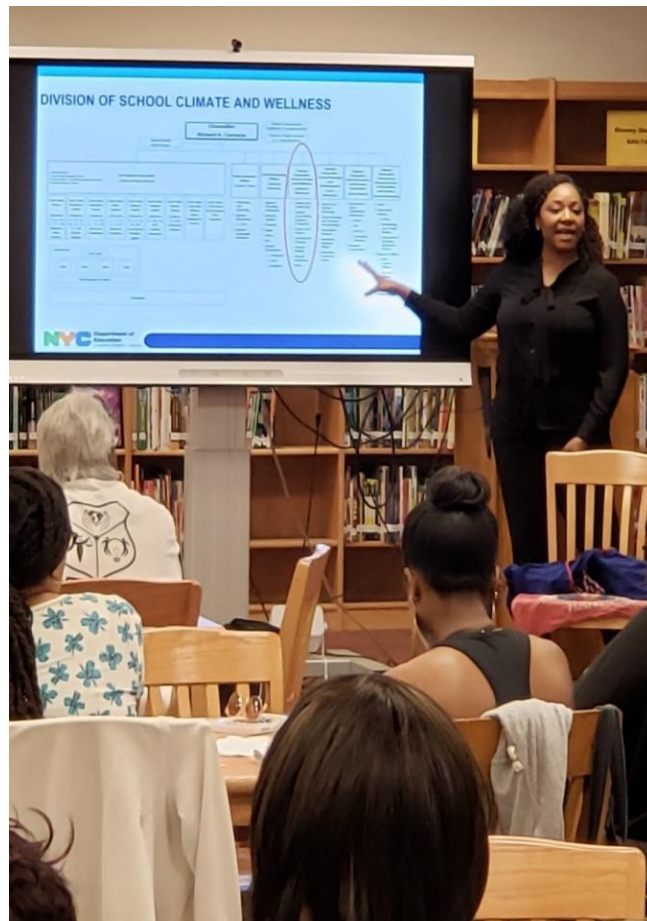
The parents stated that the book lacked a representative number of people of color; they also discovered that the few people of color depicted in the book were negatively portrayed. The parents will receive training provided by NYU that will help them become proficient in evaluating children's literature.

**JUNE 8, 2019**

**Final meeting for the school year:**

**Deputy Chancellor LaShawn Robinson, Office of School Climate and Wellness,** was our guest speaker. She and her team focused on the support and resources provided by her office to eliminate social ills such as bullying. She conferred individually with parents to address their concerns.

**Deputy Chancellor LaShawn Robinson**



Parents completed inventories as they planned for the coming year. They indicated their preferences for topics for the Institute’s 2019-2020 meetings and conferences.

**Parent Leaders Medge-Lee Noel and Lorraine Tobierre continued our focus on the African Diaspora.** Medge-Lee Noel presented Haiti and Lorraine Tobierre highlighted St. Lucia. Excellent information was provided on both countries.

**Parent Leader Dr. Ruby Frazier** conducted a restorative mental health workshop focusing on mindfulness and yoga.

### **GOAL III: DIRECT SERVICES TO STUDENTS ANNUAL ORATORY CONTEST AND ART EXHIBIT**

On May 18, 2019, the Adelaide L. Sanford Institute held its thirteenth annual oratory competition at Boys and Girls High School in Bedford Stuyvesant. The contest is of inestimable value in enhancing the self-esteem, leadership, and communication skills of our youth. It is designed to allow students to explore the power of language as well as provide them with an opportunity to continue the legacy of their rich oral tradition which resonates in the many speeches that are chosen for delivery.

The annual oratory contest provides a forum for students at the elementary, middle, and high school levels to develop presentation skills, poise, self-confidence, and a positive competitive spirit. Participating students memorize the famous speeches of noted national and world leaders (for example, Nelson Mandela, Rev. Dr. Martin Luther King, Jr., Sojourner Truth, President Barack Obama, Frances Foster, Shirley Chisholm, and Mary Church Terrell). In the process, they acquire knowledge of life changing benchmarks in the history of the nation and world. The Oratory Competition begins with a school-based competition. At the conclusion of the yearlong instructional program, school winners compete at the ASI contest. Each participating school is represented by the school winner and runner-up. While performances are ranked, all participants receive trophies. Judges evaluate each contestant on memorization, delivery, gestures, facial expression, clarity, fluency, tempo, poise, eye contact, and volume. All schools identify coaches who are assigned to work with the participating students. The coaches are typically English Language Arts teachers with a background in oration. All coaches receive a three hour orientation session prior to the start of the program. In addition, they coordinate the event in their individual schools, making sure that their students are fully prepared.

This year, students from twenty schools competed for first-, second-, and third- place trophies in two divisions. All students received trophies and certificates of participation. Coaches and judges received certificates of appreciation. Breakfast was served.



**2019 ANNUAL ORATORY CONTEST  
WINNERS, COACHES, AND CONTEST COORDINATORS  
MAY 18, 2019  
BOYS AND GIRLS HIGH SCHOOL  
BROOKLYN, NEW YORK**

## THE ANNUAL ART EXHIBIT

The 2019 Adelaide L. Sanford Art Exhibit celebrated the life and work of the African American portrait artist, Amy Sherald, who painted the official portrait of former First Lady Michelle Obama for the National Portrait Gallery in 2018.



The members of the Institute believe that a strong understanding of history and a broad experience in the arts are critical components of a quality education. The exhibit is a manifestation of our belief system, focusing on the direct services to students. Schools in Central Brooklyn were invited to participate in this initiative. This was an excellent opportunity to enhance the teaching about important contributions of African American artists in United States

history. The Institute assisted in project development. Teachers received books to support their work on this project. Students were guided by their teachers to create works on display. Most of the works were two dimensional and did not exceed 18" x 24". A written description accompanied each work. Parents, teachers, administrators, and community members were the honored guests at an opening day reception to view students' work and hear their reflections about the creative process.

The exhibit was held at Dr. Ronald McNair Public School 5, located at 820 Hancock Street, Brooklyn, on Saturday, March 30, 10:00 a.m. until 12:00 p.m. Dr. Linda Patterson, ASI board member, curates the exhibit each year.

### **A SAMPLE OF STUDENT REFLECTIONS**

Iyana Frazier

In art class we learned about Amy Sherald. In her paintings, Amy Sherald makes the skin color by mixing light and dark colors and she makes the faces in her portraits look real with a grey tone. She painted a portrait of Michelle Obama and in that painting she put patterns on the cloth of her gown and made the skin look like a gray color. Amy uses many patterns and colorful shapes in her paintings.

I created a portrait of my classmate and used bright colors of blue purple and orange for the clothing. I used two colored pencils and blended them in for my background. I added colored pattern paper and collaged them into the clothing and my background. In the hair I used different shades of brown to create light and dark colors.

Tyshawn Peterson

In art I learned about Amy Sherald the artist that does portraits. Her head is tilted to the side and her hands in her pockets make the folds in her dress look like it is moving. The red strawberry pattern pops out on her yellow dress. The name of this painting is "they call me Redbone but I'd rather be strawberry shortcake." In my portrait painting I added bright color patterns to my background and foreground like Amy Sherald uses patterns in her work.

Nikiara Williams

In art class we learned about Amy Sherald. Amy Sherald is a famous artist that draws and paints portraits. She created a painting of a girl with a bright yellow dress and red strawberries that matches the background of her painting. She also paints the skin in a gray tone.. Amy likes to use bright colors and patterns in her work. She made a portrait of Michelle Obama sitting on a chair wearing a white gown that has patterns of color, red, yellow, pink, black and white. In my portrait of a classmate I created patterns of color and glued on patterned paper in the style of Amy Sherald.

Cory Wright

In art we learned about the artist Amy Sherald. She is an artist known for making portraits. Amy Sherald painted the portrait of the First Lady Michelle Obama. I created a portrait of a classmate and I added color like Amy Sherald does in her artwork.

## **HISTORY OF THE ADELAIDE L. SANFORD**

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.

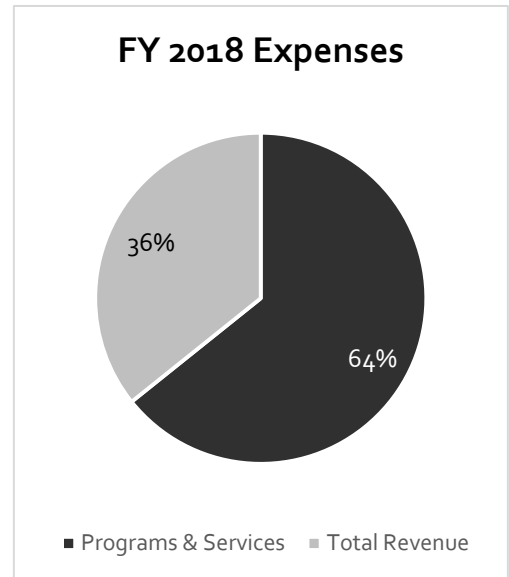
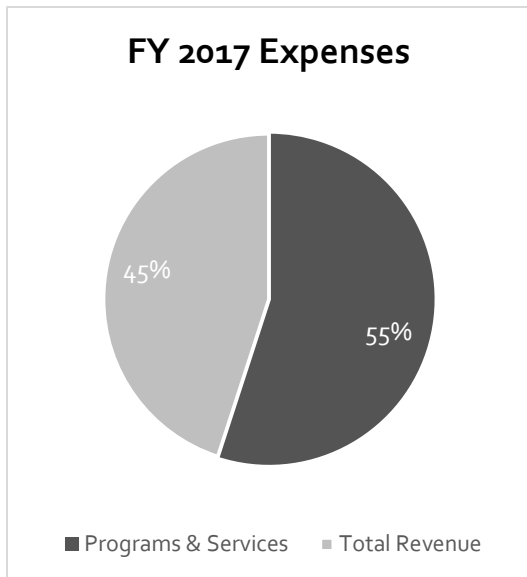
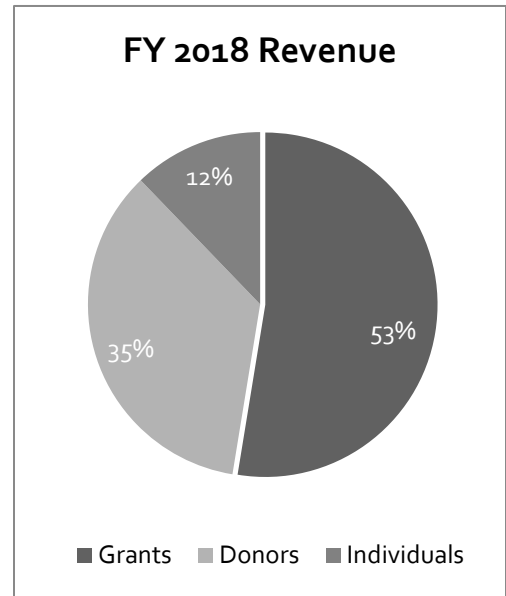
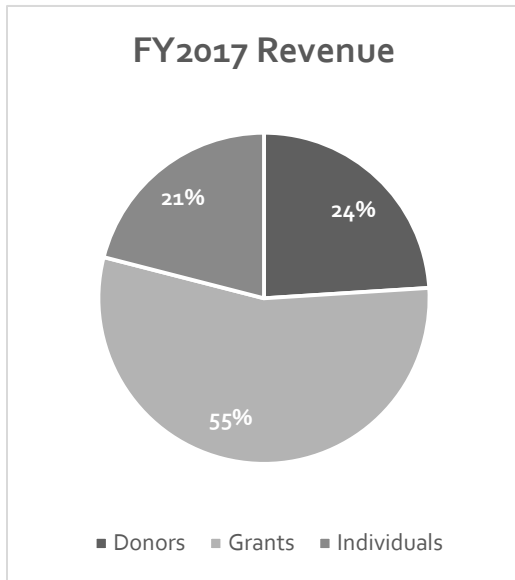
**GOAL TWO:** To develop and support parent advocacy initiatives that will enable parents/families to assist their children in achieving successful school experiences.

**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.

## FINANCIAL REPORT



During FY 2018 ASI revenues decreased 2%; grants accounted for 53% of the total revenue; donor contributions increased by 2%. Also, ASI has continued the pattern of significant spending on program services. During FY 2018 ASI provided professional services to **300 educators** working in Central Brooklyn schools; advocacy support to **500 parents and caregivers**; and direct service support to **200 students**.

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

The trustees and members of the Adelaide L. Sanford Institute are active and retired educators who volunteer their time, energy, and expertise to improve outcomes for students attending Central Brooklyn schools. They exemplify some of the best education talent from across New York City, representing all levels of education. This dedicated team is committed to making a difference in the lives of our students.

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## **ACKNOWLEDGEMENTS**

The Adelaide L. Sanford Institute acknowledges its benefactors and expresses sincere appreciation for their continued assistance in support of our goals.

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