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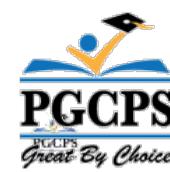
2016  
BACK TO SCHOOL  
SUPPLEMENT



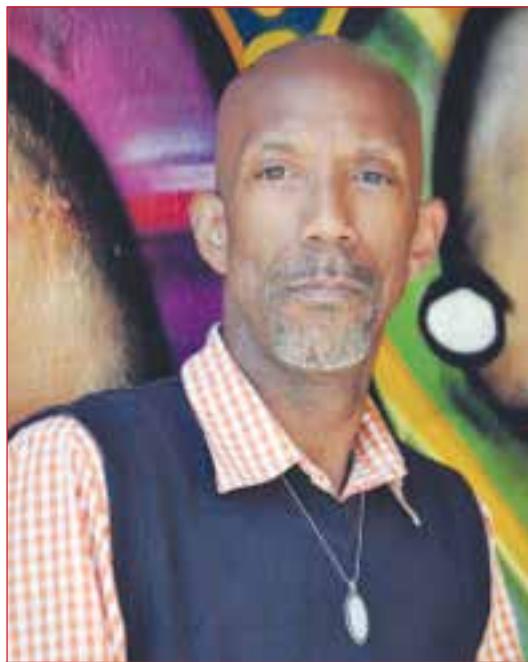
CLOSING  
THE  
ACHIEVEMENT  
GAP



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# The Gap: Ingenuity Needed to Help Struggling Students Succeed



**BY D. KEVIN MCNEIR**  
*Editor*  
*Washington Informer*

In the field of education, particularly as it relates to best practices that impact the growth of children, one of the most-discussed and often controversial topics has long been “methods to reduce the achievement gap.”

We have focused on this as our theme for this Back to School Supplement because we firmly believe that it is this “gap” and where children fall along its continuum that often determine their academic success or failure and future career options.

One of the first educators I remember addressing the achievement gap would become one of my many “heroes” – Dr. Jawanza Kunjufu – whose focus tended to be on young, Black males. He spoke about conspiracy theories, alternative teaching styles and the importance of recognizing cultural traditions and identities when transmitting information to young minds.

His words and theories resonated with me – both 25 years ago and today.

The mere fact that we are still talking about the achievement gap means that we have yet to reduce the chasm between young learners. As one strategy to address and reduce the gap comes and goes, the gap itself continues to widen, generally between whites and Blacks with the widest differences in academic achievement being between Black and white boys.

And while the data I’ve seen says that the gap between Black and white girls is not as large, it’s still significant and similarly troubling. The dilemma remains for children of color in an endless, vicious cycle that often short circuits their dreams to become doctors, lawyers, astronauts or Wall Street financiers even before they’ve gone to their senior prom. Without the proper scores or grades, it’s hard to advance – and almost impossible to soar.

The articles and information that follow are intended to help draw you into this decades-old conversation with the hopes that you can provide your own suggestions and critiques.

One thing to consider. Every student does not know what it takes to become proficient in STEM curriculums. Some students are better with their hands – which might mean vocational education.

Others, like me, are more creative, suggesting their niche should be in the arts. In other words, we need to consider expanding our children’s learning options so that they’re not all forced to be a square peg trying to fit into a round whole.

The fall has returned and with it ample opportunities to mold the minds of eager boys and girls. May we all do our best to move them closer to their goals. **BS**

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THE WASHINGTON INFORMER NEWSPAPER (ISSN#0741-9414) is published weekly on each Thursday. Periodicals postage paid at Washington, D.C. and additional mailing offices. News and advertising deadline is Monday prior to publication. Announcements must be received two weeks prior to event. Copyright 2016 by The Washington Informer. All rights reserved. POSTMASTER: Send change of addresses to The Washington Informer, 3117 Martin Luther King, Jr. Ave., S.E. Washington, D.C. 20032. No part of this publication may be reproduced without written permission from the publisher. The Informer Newspaper cannot guarantee the return of photographs. Subscription rates are \$45 per year, two years \$60. Papers will be received not more than a week after publication. Make checks payable to:

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3117 Martin Luther King, Jr. Ave., S.E.  
Washington, D.C. 20032  
Phone: 202 561-4100  
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Stacy Brown (Senior Writer), Sam P.K. Collins, Eve Ferguson, Will Ford (Prince George’s County Writer), Elton Hayes, D. Kevin McNeir, Dorothy Rowley, Kia Groom, Joya Patel, Rachel Sudduth, Sarafina Wright (General Assignment Writer)

**PHOTOGRAPHERS**  
John E. DeFreitas, Shevry Lassiter,  
Roy Lewis, Patricia Little, Corey Parrish,  
Travis Riddick, Nancy Shia

# Closing the Achievement Gap in D.C.

By Stacy M. Brown  
WI Senior Writer

The D.C. Public School System's national standardized test scores have reportedly been among the fastest-improving in the nation.

But, as school's chancellor Kaya Henderson prepares to exit in October, there remain obvious achievement gaps between white and African-American and wealthy and poor students – facts that haven't gone unnoticed by Henderson who will leave behind a program designed to give low-income children the same advantages as others.

The extended-year calendar program allows for more reading and mathematics studies during summer months, providing a leg up for the fall.

"We know that students from low-income families often lose more than two months of reading achievement during the summer, despite the fact that their middle-class peers are making gains," Henderson told reporters earlier this month.

"Providing students in struggling schools with more instructional opportunities across all subjects from math and English language arts to world language and music leads to better outcomes in the long term," she said.

The year-round program, which includes Southeast Washington Elementary School, Anita J. Turner Elementary School and nine others, seeks to prevent children from falling behind.

"The extra classroom time is critical," Henderson said.

In 2015, the District invested \$20 million to support programs for men of color, including the announcement of an all-boys college preparatory high school slated to open in 2017. African-American and

Latino males make up 43 percent of the students enrolled in D.C.'s public schools and the graduation rates, reading and math scores, and attendance of that segment lags.

"D.C. has made tremendous progress over the past 10 years in improving student achievement. For example, on the National Assessment of Educational Progress, the percent of D.C. 4th graders who are at grade level in math has tripled since 2005," said Scott Sargrad, the managing director of the K-12 Education Policy team at the Center for American Progress in Northwest.

"And, D.C is the only state in the country that made progress on NAEP in both 2013 and 2015 [for the purposes of NAEP, D.C is treated as a state]. However, there's still a lot of work that needs to be done," Sargrad said.

The District still has the largest achievement gap of any state in the country between white and Black students, and even though students in D.C have made significant progress, overall achievement is still very low, he said.

On the other hand, D.C. has continued to make significant investments in attracting and retaining strong teachers, providing universal preschool and focusing on better curriculum – efforts that will continue to pay off and help close the achievement gap, Sargrad said.

The greatest progress made in closing the achievement gap in the District is through the D.C. Opportunity Scholarship Program where students who participated in the program were low-income and almost entirely minority, said Mary Clare Reim of the Heritage Foundation, an education think tank in Northeast.

"Students who received a voucher through this program saw a 21 percentage point increase in graduation rates. Unfortunately, the administration has repeatedly tried to zero out funding for the program and access to the program is very limited," Reim said. "The best thing we can do to help close the achievement gap in Washington, D.C. is to expand opportunities for parents to send their children to schools of choice and escape their underperforming local public schools," she said.

D.C. Charter Schools have fared well in closing the achievement gap. The Education Equality Index, which is developed by Education Cities and Great Schools, became the first national comparative measure of the achievement

gap featuring school, city and state-level data that covered the nation's 100 biggest cities in 35 states.

The index proportionally compares low-income students who scored proficiently on a state assessment to all students across the state who took the same assessment.

According to the index, most U.S. cities have a big or even massive achievement gap. However, for District charter schools, the achievement gap proved much smaller than about 90 percent of the nation's biggest cities.

"This is an important tool to show how students from Washington, D.C are doing compared to their counterparts in other major cities." D.C Public Charter School Board Chair Darren Woodruff said in a statement.

"While we are pleased with the progress we have made, we know that there is much work to be done which is why we have strengthened our oversight and are holding public charter schools accountable for providing a quality education," he said.

Still, the D.C. Public Schools remain on the right track, Sargrad said.

"D.C. has made modernizing and elevating the teaching profession a key strategy, and completely redesigned its compensation system to pay teachers like professionals, so the best teachers can earn over \$125,000 after less than 10 years in the classroom," he said. "Hopefully, [Henderson's] successor will carry through on these efforts and continue her vision."

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# New Chancellor Will Shape How Our Schools are Run and Our Children Are Educated

In the upcoming weeks and months, teachers, parents, students and other education stakeholders here in D.C. will have an opportunity to participate in a process that will result in the selection of a new Chancellor for the District of Columbia Public Schools.

The decision as to who will lead our school system, and shape how our schools are run and our children are educated, is an extremely important one. The new chancellor will be tasked with ensuring that our city has the schools it needs to educate ALL of our children, which means tackling a myriad issues, ranging from the curriculum and support for teachers and other employees to funding for at-risk students and facilities management.

Earlier this month, Mayor Bowser announced the formation of the DCPS Rising Leadership Committee, which is charged with making recommendations to the Mayor regarding the new Chancellor. The District of Columbia Public Education Reform Amendment Act of 2007, which governs the Chancellor Selection Process, says that the Mayor "shall give great weight to any recommendation of the Washington Teachers' Union." WTU President Elizabeth Davis is a member of the committee.

The WTU joins with those individuals and organizations that are calling for a thorough, national search for a new Chancellor with no artificial (or overly ambitious) deadlines for identifying and hiring that person. This process must not be rushed.

The union is ensuring that classroom teachers have a voice in the selection of a new Chancellor. It recently surveyed its members on the skills, background and qualities that they believe the new chancellor should possess. And it's clear from the results of that

survey that DCPS teachers want someone with a strong instructional background, proficiency as a school-level leader, experience with closing an achievement gap, and a commitment to developing collaborative relationships with educators, parents, students and the community.

They also want a Chancellor who has an established record of fair and positive relations with unions in collective bargaining and contract enforcement. It is also essential that the new Chancellor understand the need to overhaul our teacher evaluation system.

The WTU recently formed

an internal Chancellor Selection Task Force, which it will use throughout the selection process to solicit the input and involvement of its members. We are also urging parents, students and others to make their views known by participating in the Community Forums (see schedule below).

All education stakeholders MUST be given an opportunity to fully participate in the selection of our new Chancellor.

The WTU invites parents and the community to take its Chancellor Selection Survey. You'll find the survey on our website at [www.wtulocal6.org](http://www.wtulocal6.org) **BS**



**Elizabeth Davis**  
President  
Washington Teachers' Union

The 2016 academic year has already begun for hundreds of teachers and their students in the 11 DC schools designated for year-round instruction. Who can argue with the need to improve the educational outcomes for the children in the most need? The school chancellor's approach to extended learning is well-intentioned but short-sighted. Just doing more of the same is not going to work. It's like baking a bigger but not better cake.

First, the research on extended learning is pretty thin and very mixed. Studies that support extended learning show it as a part of an entire restructuring effort. Studies that are less supportive show that the costs clearly outweigh the benefit.

Moreover, successful extended learning programs partner with community services to assure students with the most

## A New Direction for School Reform in the District of Columbia

needs receive the support they require to succeed. This has been a desperate need for D.C. schools for years. The most successful systems also forge a genuine partnership between the schools and the communities they serve.

Unfortunately, DC's year-round school project was hatched and imposed without teacher input, or community input or input from other key stakeholders. Like other "reforms" implemented in the Rhee/Henderson era, this is just

another top-down mandate, another hasty attempt to show "progress" to cheerleaders for random change.

And now Chancellor Henderson has called it quits, leaving behind tattered school buildings with lead-contaminated water, a shocking achievement gap, and an arrogant, bloated bureaucracy with a disdain for collaborative dialogue and partnerships.

It's time to hit the reset button on education reform in the District of Columbia. The Washington Teachers' Union believes

DC residents are ready for a new direction. We can't settle for "my way or the highway" reforms that fail our kids and feed the school-to-prison pipeline. Together, we can do much better.

The Washington Teachers' Union welcomes parent and community partnerships in its campaign to reclaim the promise of public education reform in the District, not as it is, but as it should be. Contact us at [dialogue@wtulocal6.net](mailto:dialogue@wtulocal6.net) and visit our website at [www.wtulocal6.org](http://www.wtulocal6.org). **BS**

**Community Forums on Chancellor Selection**

**Forum #1**  
**Tuesday, August 30**  
6:30 pm - 8 pm  
Roosevelt High School - 4301 13th St., NW  
(nearest metro station: Georgia Ave-Petworth)

**Forum #2**  
**Wednesday, September 7**  
6:30 pm - 8 pm  
Eastern High School - 1700 East Capitol St., NE  
(nearest metro station: Stadium Armory)

**Forum #3**  
**Wednesday, September 14**  
6:30 pm - 8 pm  
Savoy Elementary School - 2400 Shannon Pl., SE  
(nearest metro station: Anacostia)

**THIS INFORMATION IS PROVIDED BY THE WASHINGTON TEACHERS' UNION**



# DCPS Teachers Want a Contract NOW!

As thousands of DC Public School teachers return to their classrooms, there is a troubling cloud hovering over the new academic year:

1. The DCPS negotiating team led by Chancellor Kaya Henderson unilaterally walked away from the bargaining table in April, with only two issues left to resolve with WTU negotiators.
2. In a May 12, 2016 letter to the Washington Teachers' Union, Chancellor Henderson stated: "We can take a short cooling off period and resume negotiations in early summer. This will give both sides time to reflect on their priorities and approach. Hopefully, this will also get us past end-of-year activities and the WTU election, both of which can serve as distractions to our work."
3. In spite of repeated requests from WTU's president to resume negotiations at the bargaining table with a mediator, the chancellor has chosen to ignore these requests and defy her duty to bargain in good faith with WTU until August 12, 2016 at 5:23 pm.
4. The chancellor has not offered a credible explanation for holding teachers hostage with her disappearing act. Why?
5. Meanwhile, District teachers, once again, will dig into their own pockets to pay for classroom necessities; even though they have not had a pay raise since 2012.

The Washington Teachers' Union will not allow this deliberate foot-dragging to linger. We will amplify our demand that DCPS return to the bargaining table and negotiate, in good faith, to resolve the last two issues and reach a complete, full and fair collective bargaining agreement for WTU members – **NOW!**

Join the WTU Contract Action Team by contacting [dialogue@wtulocal6.net](mailto:dialogue@wtulocal6.net).

# Simple Ideas to Inspire Your Tween Reader

(BPT) - Reading is a gateway to other places, time periods, or even worlds. It's also the springboard to success in school and beyond. Parents can inspire a lifelong love of reading by encouraging and guiding their children, especially as they get older.

"The tween years are particularly important for developing a joy for reading," says Jeff Kinney, author of "Diary of a Wimpy Kid" and creative lead at StoryArc Media. "Some children will naturally gravitate toward books and others tend to be reluctant readers. Parents are the key to providing ample opportunity and modeling the importance of reading. Experts agree that reading is a skill that will pay off throughout life."

When they are toddlers, it's easy to sit down and read a pic-

ture book. When they are tweens, they are more independent, plus there are plenty of distractions. Kinney offers three ideas for inspiring your tween reader to pick up a book.

## EXPLORE AN INTEREST

Does she adore baseball? Is he all about the outdoors? Does she love animals? Reading for fun can be powerful when you consider your child's interests. Whether fiction or non-fiction, the tween genre has countless books that touch on virtually every subject imaginable.

Chat with your tween about what he or she thinks would be fun subjects to explore. Then visit your local library. Librarians are great resources for knowing what would appeal to your

child's interests, plus what's hot with different age groups. And, don't forget the power of online booksellers too - searching and reading reviews can be part of the adventure.

## GRAPHIC NOVELS

Tween readers aren't limited to traditional chapter books. Variety is key for tweens, who vacillate from comic books to magazines to traditional chapter books to anything on a screen. One segment that has exploded in popularity with the tween crowd is graphic novels. These books incorporate comic-style art along with conventional storytelling to draw the reader in. Here are three summer-time "must reads" that are guaranteed to excite your tween:



## The New Washington Teachers' Union Welcomes our Students and their Families to a New School Year



President Elizabeth Davis and the WTU Leadership Team

The Washington Teachers' Union, which represents more than 5,500 active and retired teachers in the District of Columbia, is dedicated to improving the quality of support, resources, compensation and working conditions for the dedicated teachers who educate our children.

The WTU's core mission is to raise the standards of the teaching profession by advocating for conditions essential to effectively serving all students; by strengthening school programs and services; and by ensuring that teachers and other school employees have a voice in school-level decision-making.

## PROUD TO SERVE OUR CHILDREN AND OUR MEMBERS



**Washington Teachers' Union**  
Local 6, American Federation of Teachers, AFL-CIO  
Elizabeth A. Davis, *President*

### "Galactic Hot Dogs: The Wiener Strikes Back"

Since the initial launch of Galactic Hot Dogs on Funbrain.com, millions of kids have delighted in the exploits of Cosmo, Humphree, Princess Dagger and the rest of the gang featured in weekly webisodes. The first book in the series, "Cosmo's Wiener Getaway," was published in May 2015 and now, Cosmo and his space-adventuring partners return, ready to save the galaxy (and of course sell more hot dogs) in this zany adventure. Besides, what could possibly go wrong when you combine hot dogs and a flying space circus?

### "The Popularity Papers"

Think graphic novels only appeal to boys? Think again. Most are gender-neutral and some are created with girls in mind. One example is the Popularity Papers book series, where best friends Lydia and Julie relentlessly pursue one goal: cracking the code of popularity. The books are fashioned as a notebook detailing their observations of cool kids, incorporating humor and messages on the importance of friendship.

### "Poptropica: Mystery of the Map"

Poptropica.com began as a vir-

tual world in which kids explore a chain of story-based islands, travel back in time, battle monsters, solve mysteries and complete quests in a kidSAFE-certified environment. Now a New York Times best-seller, Mystery of the Map is the first book to tell the origins story of the Poptropica game - extending the fun from screen to page. The next book in the Mystery of the Map series is due out in August 2016.

## SHARED READING

Shared reading can be a great way to bond with your tween or encourage a reluctant reader. You could read the book together each night, taking turns reading pages or chapters out loud. Alternatively, you could both read independently and then talk about the chapters together.

Feeling especially motivated this summer? Start a kids' book club with other parents. Select a book to read each month and then have kids meet for snacks and a discussion. Too busy to meet regularly? Start an online group or discuss the book via text. The more kids talk about reading, the more excited they'll get about reading. After all, the more kids read for fun, the better they do in school and eventually, in life. **BS**



# Helping Black, Latino Students in STEM Era

By Stacy M. Brown  
WI Senior Writer

Eleven District schools are participating in an extended-year calendar program that allows students more reading and mathematics studies during summer months.

Also, a \$20 million initiative to help Black and Latino students succeed in the District's public schools has been unveiled and it includes a plan for an all-male college preparatory high school.

Each of the initiatives are part of the District's attempt to prepare students – with an emphasis on Black and Latinos – for a solid and successful future.

The programs are also an attempt to help close the education achievement gap and provide better opportunities for students of color to gain vital instructions in the crucial fields of Science, Technology, Engineering and Mathematics – commonly known as STEM.

It's an undisputed fact that a significant disparity persists in the STEM participation rates among African Americans and it's no secret that Black students continue to be marginalized in their preparation to compete with mainstream America for technical science and engineering jobs, according to the National Society of Black Engineers [NSBE].

While the U.S. continues its historic and unique role as a leader among nations, the low number of students pursuing STEM degrees and the relative absence of underrepresented students in the STEM pipeline is becoming ever more critical, and the continuation of this trend could threaten our preeminent status, NSBE officials said.

As scientific and technological

requirements grow and as demographic trends indicate increasing national diversity, the U.S. needs to prepare students so that they can contribute their talents and expertise as they initiate and support cutting-edge research.

A technology education program at the University of the District of Columbia seeks to fill that need. Its goal is to help 100 minority middle school boys learn 3-D modeling and app development and will expose them to future career opportunities in the tech sector.

The Verizon Minority Male Makers STEM Program, a free, four-week summer boot camp, aims to give rising sixth- through eighth-graders in the District's schools a chance to get a boost in areas in which they are widely underrepresented.

And because technology jobs are increasingly abundant — and the skilled workforce in the United States isn't keeping pace — it could encourage students into a field in which they have an increased chance to excel.

The program is open to students in the D.C. Public Schools as well as charters and private schools and will mirror similar programs in other parts of the country, having launched in 2015 at four historically-Black colleges and universities throughout the nation. It has now expanded to 12 cities.

"We know that our males of color face significant hurdles," said outgoing D.C. School's Chancellor Kaya Henderson, who told reporters that she's alerted principals to recruit students, specifically targeting schools that focus on science and technology.

"Our goal is to give children in D.C. opportunities that inspire greatness," Henderson said. **BS**

**"We know that our males of color face significant hurdles. Our goal is to give children in D.C. opportunities that inspire greatness."**

*Kaya Henderson  
outgoing D.C. School's Chancellor*

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# Back-to-School Health: Finding Your Child a Medical Home

By Dr. Megan Hollis

This August, families are preparing for a new school year. For many parents, that means going to the doctor to get our kids their required check-ups. A yearly well-child visit is a great first step in keeping our children healthy, but is it enough?

Children deserve the best health-care they can get. This begins with having a “medical home,” a place where your doctor knows your whole health story. I have been a primary care doctor in DC since 2012, now working at Community of Hope’s Conway Health and Resource Center. Every day I see why every family should have a medical home.

When you have a medical home, you have a relationship with a trusted doctor who knows you. They know your history and keep track of your conditions and medications. People of all ages can benefit

from having a medical home, especially children.

In a medical home, your doctor can get to know the big picture of your family’s health. For example, if I am helping a mom manage her diabetes, I know to look for signs of it in her kids. If one child has asthma, I will watch the brothers and sisters for symptoms as well.

Medical homes also help guide you through the complex healthcare system. Does your family have many doctors who provide dialysis, physical therapy or other specialty care? It can be a lot to manage. A medical home can help you keep track of it all.

A medical home also encourages you to keep coming back to the same doctor over time. Here at Community of Hope, we have some adult patients who have been seeing us since they were children. Some are now bringing their kids to see us, too. In fact, we now have a baby whose mother and grandmother have been

our patients too. Those long-term relationships make it easier to give and receive great care.

Sadly, less than half of DC children have a medical home, according to the Child and Adolescent Health Measurement Initiative. Of children whose family income is below the federal poverty line, only 38% are getting the complete care they deserve.

What’s the alternative? For families who don’t have a regular doctor, parents may take their children to the emergency room when a problem comes up. In the case of asthma, a good doctor might have spotted symptoms and offered care before it became an emergency.

So as you schedule those back-to-school check-ups, maybe now is the time to find your kids a medical home. As a doctor, I urge you to find a provider who will take the time to get to know your family. Community health centers like



DR. MEGAN HOLLIS

Community of Hope are a great place to start. We can get you scheduled within just a few days. While you’re here, check out our dentistry

and other services. We are accepting new patients of all ages, and hope you will come visit us.

**BS**

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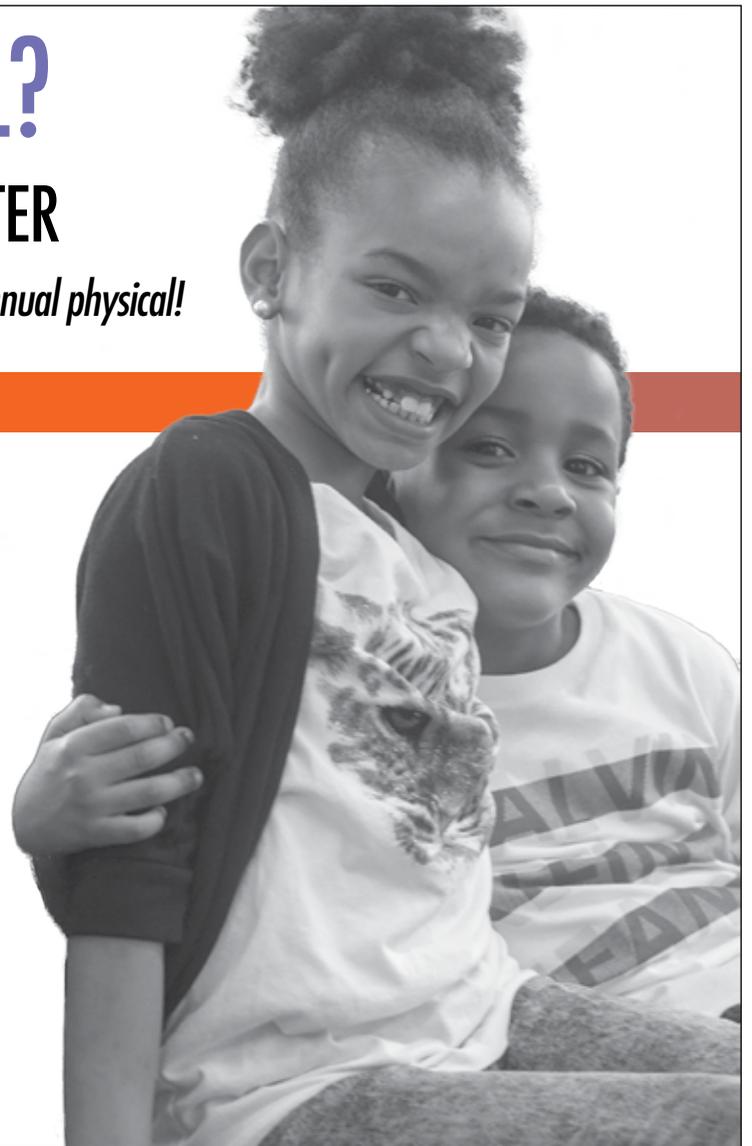


This program is funded in part by the District of Columbia Department of Health.



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DIRECTOR: DR. SEAN YISRAEL

## PROGRAM

The Maya Angelou Young Adult Learning Center (YALC) provides academic and workforce development to older youth/young adults, ages 17-24, who do not have a high school credential, and particularly those transitioning from incarceration.

The YALC offers:

- Academic programs for students to make progress towards their GED.
- OSHA 10 Certification and career internships that provide employment and skills training through Home Builders Institute.
- Seeds For Success work-learn program through a partnership with the Department of Public Works and Department of Employment Services, offering paid internships with potential full-time employment
- Cabling Communications course, offering a C-tech certification, one of the top credentials in the cabling field.
- Counseling and youth development support services that

young people need to get back on the right track.

## HISTORY

When the See Forever Foundation assumed management of the educational program at New Beginnings Youth Development Center (formerly Oak Hill Detention Center) in 2007, we also opened an extended day educational program, The Maya Angelou Young Adult Learning Center (formerly the Maya Angelou Transition Center), to support the young men from New Beginnings to transition back into the community – one of the most vital steps in juvenile rehabilitation and in reducing recidivism.

Upon opening the Maya Angelou Young Adult Learning Center (YALC), we quickly realized that existing services and programs for juvenile ex-offenders, court-involved youth, and disconnected and/or disengaged youth throughout the city were fragmented, and in many cases, inadequate. This is of particular note with respect to

the needs of older, under-credited youth, most of whom face significant academic and socio-emotional deficiencies. While this problem directly affects the youth we work with, it is a systemic problem in Washington, D.C., and nationally for young people who have disconnected from school and work.

Through our work at the YALC, we are directly tackling a cycle where poverty, poor education, and bad decision making leads to juvenile delinquency and incarceration as a youth, and then an adult life of intermittent work and incarceration. Our goal is that the Maya Angelou Young Adult Learning Center serves as a gateway to life success for disengaged, disconnected and disenfranchised students throughout the District of Columbia.

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# Backpack Season: 7 Tips Toward A Comfortable Pack

(BPT) - Racks of colorful backpacks are hitting the shelves at retailers nationwide, reminding us it's time for students of all ages to start picking out their school supply packs for the coming year.

It's tempting to simply let your child pick out the model emblazoned with his favorite superhero, but ergonomics experts say parents should think twice about how that selection is likely to affect his musculoskeletal health. The wrong choice could mean an aching back for your child over the course of the school year; in fact, some 14,000 children are treated for backpack-related injuries each year according to the U.S. Consumer Product Safety Commission.

Fortunately, such issues can be easily prevented by strategizing backpack selection instead of just grabbing one from the store display. The following shopping tips are offered by the American Occupational Therapy Association and Karen Jacobs of Boston University's Department of Occupational Therapy.

**1.** Instead of succumbing to an impulse buy, seek out a specialty vendor like eBags.com that offers a better selection of brands, styles, fabrics, features, colors and price points. Buying from such an expert allows you to conveniently compare features among hundreds of different models, and eBags is just as convenient as in-store shopping because of its 110-percent price match guarantee - and in many cases, even free shipping.

**2.** Choose a correctly sized pack, adjusting for a child's year-to-year growth. The height should extend from about two inches below the shoulder blades to waist level or slightly above.

**3.** For maximum protection, look for padded shoulder straps, a padded back, chest and hip straps and a reflector.

**4.** Backpacks offering a hip belt can improve balance and take strain off sensitive neck and shoulder muscles.

**5.** Once packed, a backpack should weigh no more than 10 percent of a student's body weight. If the student needs to carry more weight, a wheeled bag should be strongly considered.

**6.** The choice of fabric can greatly impact a pack's durability, strength and washability. Nylon and polyester fabrics usually offer all of the above without adding additional weight.

**7.** Finally, it's important to find a backpack your child will be glad to bring to school. Fitting in can be crucial to children, and you're doing him a favor if you can find a model that fits both your criteria and his - whether those standards involve a superhero or not.

eBags.com offers a handy shopping filter tool to help you search for the best backpacks based on criteria you select, such as durability, organization, style, or most recommended. It also contains listings of top-rated models based on customer reviews, ranking and recommendations. These top customer picks can help you determine the backpack that's right for your child. **BS**



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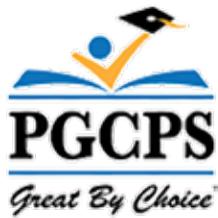
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# PGCPS Makes Family Engagement Top Priority

*Family Institute to launch Sept. 10 with conference featuring Marian Wright Edelman and Hill Harper*



Prince George's County Public Schools (PGCPS) is focusing on family in a big way this year.

The new PGCPS Family Institute aims to enhance the role of parents and families in the educational process, starting with a free conference Sept. 10 featuring Children's Defense Fund founder/president Marian Wright Edelman and actor/best-selling author Hill Harper.

The inaugural conference is one of many system-wide events and activities this year that will focus on the importance of families in strengthening school communities.

With more than 200 schools and nearly 128,000 students, Prince George's County Public Schools has many moving parts. Busy parents may not have time for traditional school volunteer activities or they may not know how to build on classroom lessons at home. Family Institute is designed to make that job easier with free workshops and sessions, monthly parent tips, translation and interpretation services among other programs.

"This is our way of telling parents that we need and want them to support their child's education and showing them how we can all work together," said Dr. Kevin Maxwell, PGCPS Chief Executive Officer. "What we as educators and parents do today matters for a child's future."

Research shows that school systems with successful parental engagement have higher student achievement levels, lower dropout rates and better behavior and social indicators. Students whose parents are involved in their education tend to have a more positive outlook on learning and their own abilities.

"Our goal is to equip our parents and community with the tools needed to be children's first teachers," said Dr. Segun Eubanks, Prince George's County Board of Education. "Family Institute is long overdue."

Past efforts to create structured supports for family and community engagement often fell short. Two years ago, in collaboration with the Prince George's County Board of Education, Dr. Maxwell

well created the Department of Family and Community Engagement (DFCE) to improve that work. DFCE is charged with developing and implementing innovative strategies to increase stakeholder capacity in children's best interests.

Similar to parent academies in other school districts, Family Institute will serve as a guide to resources for student learning under the theme "Growing Together," anchored by an annual conference.

Sessions will be categorized as follows:

- **Family Empowerment** – Supports participants' personal and professional goals, focusing on child development, effective parenting practices, parent leadership and advocacy.

- **21st Century Learning** – Fosters in-depth understanding of curriculum, assessments, academic supports, policies and procedures.

- **Health and Wellness** – Develops health habits that promote success, emphasizing physical, social and emotional well-being.

- **PGCPS Connects** – Aims to equip PGCPS staff with best practices in family and community engagement.

Upcoming plans include a community book read and "read aloud" mentoring program to support the school system's focus on literacy.

Space is filling up fast for the first conference, which is expected to draw several hundred people to Charles H. Flowers High School in Springdale. Conference topics will include parent advocacy, college and career preparation, social media, healthy living and finding the right school and specialty programs, support services and resources. Edelman and Harper will deliver remarks separately.

PGCPS officials hope the conference sets the tone for the year.

"We want to improve collaboration between families, schools and the larger community," Maxwell said. "There's a shared responsibility for student success and everyone plays a role."

For more information, visit [pgcpsfamily.org](http://pgcpsfamily.org) or call 301-618-7356 or [family.institute@pgcps.org](mailto:family.institute@pgcps.org).

**BS**



Oxon Hill High School counselor Twana Warrick Bell reviews materials with attendees at the 3rd annual College and Career Readiness Summit, hosted last year by Prince George's County Public Schools and the Prince George's County Board of Education.



#### About the FAMILY INSTITUTE:

- Designed to enhance family and community engagement throughout Prince George's County Public Schools.
- Committed to increasing participation and collaboration between families, schools and the broader PGCPS community.
- Supports parents, families and guardians in working towards student success.



#### The FAMILY INSTITUTE approach and activities include:

- Free workshops and sessions
- Translation and interpretation services
- Community Book Read
- Annual Family Institute Conference/Summit
- Monthly parent tips
- PTA/PTO Meetings, Back to School Fair, PARCC Nights
- Internal staff professional development



#### Strand I FAMILY EMPOWERMENT

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**Foster** in-depth understanding of curriculum, assessments, academic supports and policies.

#### Strand III HEALTH & WELLNESS

**Offer** participants the opportunity to develop healthy habits that promote success.

#### Strand IV PGCPS CONNECTS

**Equip** school and office staff with best practices in family and community engagement.



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# Families are Tapping More Scholarships and Grants to Pay for College



(StatePoint) Families spent less out-of-pocket for college in academic year 2015-16 compared to last year, as they took advantage of more scholarships and grants to foot the bill, according to “How America Pays for College 2016,” the national study from Sallie Mae, the country’s largest private student lender, and Ipsos, a global independent market research company.

Scholarships and grants covered 34 percent of college costs, according to the report, the largest percentage of any resource over the last five years. Approximately, half of families used a scholarship or grant to help pay for college.

“Families wrote smaller checks for college this year as they looked less to their wallets and more toward free money to make college happen,” says Raymond Quinlan, chairman and chief executive officer, Sallie Mae, a company focused on helping families save, plan and pay for college. “Scholarships and grants have become an increasingly important part of the pay-for-college mix, and it’s encouraging to see organizations, schools, and the government stepping up to provide them.”

■ **Bachelor’s: the new norm:** Families are firmly in agreement on the value of college: 98 percent believe it’s an investment in their student’s future and 90 percent expect their student to earn a bachelor’s degree. What’s more, 54 percent of families expect their student to earn a graduate degree.

Families are putting their money where their mouth is -- the vast majority are willing to stretch financially to make college happen.

■ **Making college more affordable:** Nearly all families took at least one cost-saving measure, while most took five or more. These measures include cutting personal spending, working while in school, living at home, and taking accelerated coursework to graduate faster.

Additionally, four in five

students attended college in their home state, and one in three started at community college. Eighty-five percent of families completed the Free Application for Federal Student Aid (FAFSA).

■ **Borrowing not a forgone conclusion:** Fewer than half of families borrowed last year. In fact, the proportions of funding from family savings and income and scholarships and grants were twice as high as the proportion of funds borrowed. Student borrowing paid 13 percent of all college costs, down from 16 percent last year.

■ **Cost important, but not top factor:** Sixty-seven percent of families narrow college choices based on cost, but when it comes to making the final decision, this takes a back seat. Primary reasons in choosing a college are split evenly between academic program and personal choice, which includes campus culture, extracurricular activities and student population. Cost ranked third at 27 percent.

■ **Planning still pays off:** Only 40 percent of families have a plan to pay for college — but in families with plans, students are more likely to pursue bachelor’s degrees, there is more willingness and ability to spend on college, and students borrow 40 percent less than those from families without plans.

For the complete report, visit [SallieMae.com/HowAmericaPaysForCollege](http://SallieMae.com/HowAmericaPaysForCollege). Join the conversation using #HowAmericaPays. To learn more about planning for college, visit [Salliemae.com/PlanforCollege](http://Salliemae.com/PlanforCollege).

“The results of this important annual study shed light on critical financial decisions families are making for and with their college-bound students,” said Julia Clark, senior vice president at Ipsos Public Affairs. “The changing roles that college cost, borrowing, and savings play in this process are essential to understand as key factors in the broader higher education landscape.” **BS**



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— AUG 2016 —

# CHANGING THE NARRATIVE

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THE #OURLIVESMATTER SUMMER JOURNAL

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## CONTACT INFO

Boys & Girls Clubs of Greater  
Washington  
FBR Branch at THEARC  
1901 Mississippi Avenue, SE  
Washington, DC 20020  
(202) 610-9707  
Myra Allen, Branch Director

For more information on the  
#OurLivesMatter Teen Campaign,  
please contact:  
LeVar A. Jones, Teen Program Director  
LJones@bgcgw.org

Stay connected with the FBR Teens on  
social media @FBRExTeens

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## ADVISOR'S LETTER

From the Blessed Adult...

Each and every day, I get to “work” in a field I consider my calling. For the past 16 years, I have held this privilege near and dear my heart. However, the last four years that I have served at the FBR Branch Boys & Girls Club, have been a special type of extraordinary. More specifically the last two years. As the nation grapples with the realities of her choices over the centuries and the very present consequences of those choices, it has forced youth development professionals to dig deeper. Our work, now more than ever, is critical to the survival of our communities, particularly among Black and Brown youth. We NEED their voices and their energy to swell up and get in front in issues like police aggression and brutality, educational equality, economic empowerment and much more. While the #OurLivesMatter Teen Campaign initially responded to the murder of Michael Brown in Ferguson, MO, it has expanded to answer the questions our teens are raising. We are leading this conversation in our community, in the Boys & Girls Clubs Movement and around the country. Coupled with this awakening, is a desire for our teens to be seen and heard for who they are. These works represent our contribution to dismantling the ignorance and stereotypes about teens from east of the Anacostia River. These teens lead. They love. They support. They write. They excel. They matter! You should listen...

In the Struggle for our Youth,  
LeVar A. Jones. Teen Program Director  
FBR Branch Boys & Girls Club at THEARC,  
Boys & Girls Clubs of Greater Washington  
Convener, #OurLivesMatter Teen Campaign

---

## PUBLISHER

**Denise Rolark Barnes**

## ADVISORS

**LeVar Jones, teen program  
director, Boys & Girls Club  
of Greater Washington FBR  
Branch**

**Sam P.K. Collins, editor-in-  
chief, WI Bridge**

## EDITORIAL DEPARTMENT

**Jordan Jones, editor-in-chief**  
**Tarrence Cross, photographer**  
**Kelcey Abney, layout**

## CONTRIBUTING WRITERS

**Brandon Brown**  
**Briana S. Davis**  
**Cameron Gray**  
**Erikah Moore**  
**Jazmine Jones**

# #OURLIVESMATTER

Written by **Brandon Brown**  
16, President, #OurLivesMatter  
Teen Campaign++

The #OurLivesMatter Teen Campaign started when a single group of teens came together and basically said “Enough is Enough” after the horrible death of Michael Brown. Devastated, upset, tired, and determined expressed the looks on these teen’s faces and out of a long engaging conversation birthed the #OurLivesMatter Teen Campaign. With support from FBR Boys & Girls Club teen Director LeVar Jones and club volunteer Porsha Cills, a Co-Founder of the non profit, Be Polished, Inc, the teens got to work on the campaign sharing it to everyone they knew, utilizing the power of social media and organized a date for the first event. On MLK Monday in 2015, more than 300 people (2/3 of them teens) gathered in THEARC Theater for a town hall featuring panels of teens and adult community leaders. The event, which unbelievably to the teens, was a huge success. The lingering question was, “What’s next?” With open eyes and hungry hearts, the next two events were planned and held at the FBR Boys & Girls Club. Event two provided breakouts focused on topics the teens determined were most urgent: educational advocacy, community based violence and the continued dialogue between community youth and police. The event attracted nearly the same size crowd from the initial event, with even more teens. The third event featured a large group teen discussion that was video taped and made available to community youth groups to begin similar discussions in their communities.

The movement that began as a local club project was not taking on steam that none of the originators thought would come. Again, the question was, “What’s next?” The Campaign was such a success, teens from other Boys & Girls Clubs around the country began to respond. Boys & Girls Club of Hudson County in Jersey City, NJ was first. New Jersey invited DC teens to their event in October 2015. In New Jersey, more than 125 teens learned how to approach situations differently, develop and utilize team building skills, and identified problems in their neighborhood and then came up with solutions for them. All the teens were active, engaged, and excited about the solutions that they came up with in order to better their community. As news

spread across the Boys & Girls Club Movement about the #OurLivesMatter campaign, the DC teens were invited to present a workshop on their work at the 2016 National Keystone Conference in Dallas, TX. The workshop, attended by over 80 teens from across the country and military bases around the world was received with enthusiasm. It resulted in a list of more than 40 Clubs that wanted to host similar events in their community, with the support of the DC teens. Back on the home front, teens were also engaging in media based narrative changing. They used the power of their voices and eyes to create their first Photo Exhibit. As a nod to their passion, the exhibit will be on display at the Smithsonian Anacostia Community Museum later this Winter. They also created several short film projects with students from Georgetown University, discussing everything from purpose to student athletes to artistic expression. These projects are strengthened by utilizing resources in the Best Buy Teen Tech Center, an innovative space that merges teens and technology and closes the technology access gap, which is housed in the FBR Club. The idea behind these projects is to change the narrative about who they are and how they are viewed in their own community.

During the 1 year anniversary of the Campaign, during the FBR Club’s MLK Teen Takeover Weekend, a service project designed to engage in the spirit of King, teens highlighted the successes and their desires for what was next. Having impacted over 1000 teens in the last year and a half and begun conversations in more than a dozen communities, again the question is, “What’s next?” This question is what guides the energy of this teen led, adult supported movement. What’s next? Baltimore, MD in August and Lawrence, NJ in September. More to come from these teens who are declaring to the world, “our lives matter!”

++with support from LeVar A. Jones, Teen Director, Convener, #OurLivesMatter Teen Campaign



/ Photos by Tarrence Cross and Darren Gibson

# STEREOTYPES

Written by Briana Davis  
18, Young Alum,  
FBR Boys & Girls Club



/ Photo by Tarrence Cross

As I turned my head to see if the security guard was still following me I thought to myself, "I'm not a thief, why is he watching my every move?" Oh wait, I get it, because I'm a black teenager I must be up to no good right? Wrong! Stereotypes. To believe unfairly that all people or things with a particular characteristic are the same. In other words when someone categorizes an entire group of people with similar characteristics based on one or two experiences that they've had. Sometimes a person does not need to have had any personal experience to shape their perception of a person because they have the media to do it for them. The media is guilty of being biased and only showcasing people and events that fall into societal stereotypes. Stereotypes exist because society has already written the life story of every human being based on their race, gender, economic status, and family history. Another reason stereotyping exist is because there are people in this world that have made bad decisions that has reflected poorly on an entire group of people who share similar lives. The truth is that everyone is guilty of stereotyping someone at least once in their lifetime, and it's not necessarily our own faults it's just how society has groomed us all to be. If she is a blond with a rich father she must be spoiled and stupid. If he is from the Middle East he must be watched extremely well when he enters the air port to prevent the next 9/11. If she black and going to an Ivy League it must be because of Affirmative action. And if anyone dares to be different or think otherwise they shall be deemed weird or foolish. Some may say that there are benefits to stereotyping, because it enables us

to respond rapidly to situations that we may have had a similar experience with before. This could be the case for some people, but this also serves as a horrible justification for discriminating against someone that you've never even met. By stereotyping someone you become close-minded and miss out on social interaction that could have turned out to be positive and pleasant. Often people don't realize what they do can have serious negative affects on another person. If society is constantly putting someone down based on preconceived perceptions it will not encourage that person to succeed, and could result in someone slowly slipping into those stereotypes. In reality everywhere I turn I see broken people. All of us are broken in some way, but broken crayons still color, and we can either choose to accept what society force feeds us, or we can break the social norms and become what no one thinks we can be. We can all become someone that people question and fear because we are so different from what everyone expects. That is my goal. One of the many milestones that I will tackle in order to achieve my goal and defy stereotypes is attend college in the fall. So look out for Briana Davis because she will become an exceptional women.

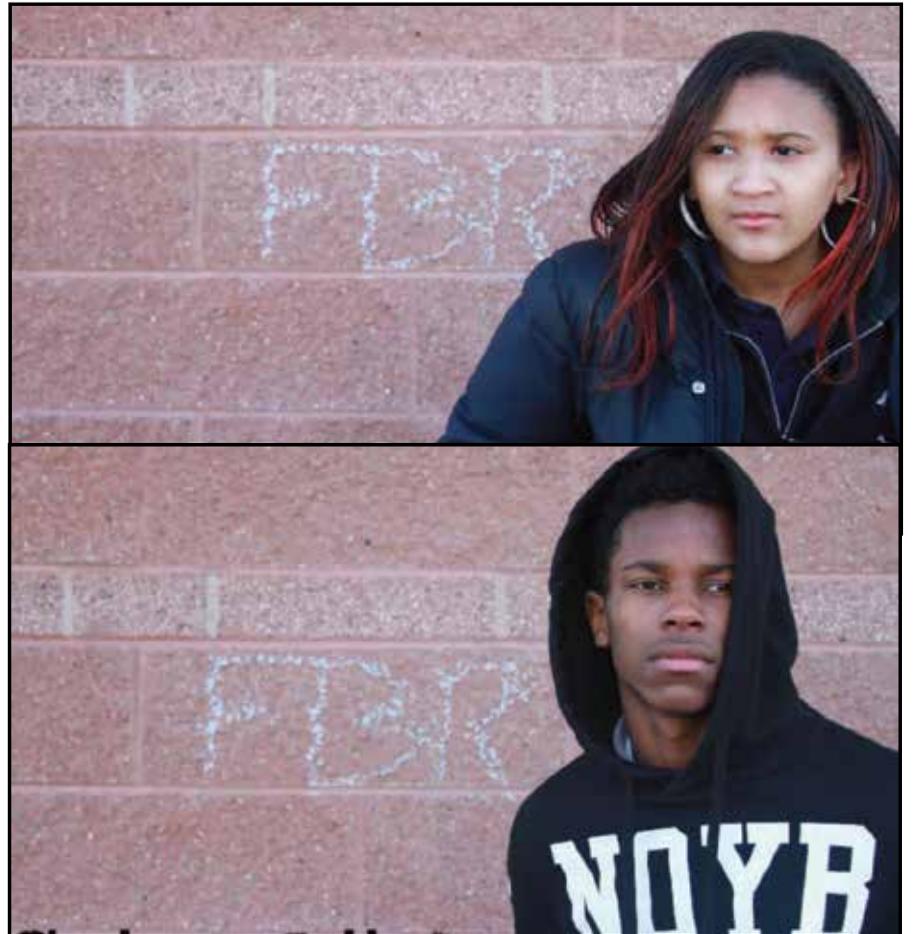
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# SMARTGIRLS

Written by Jazmine Jones  
16, Member, FBR Boys & Girls Club



/ Photos by Tarrence Cross

There are many different programs at the FBR Branch Boys & Girls Club, but the ones that are contributing most to the development of teens are SMART Girls and GoodMen. SMART Girls which is led by the Branch Director of FBR, Myra Allen is a focus group that concentrates on how young black females should act & conduct themselves. SMART Girls is also a place for girls to talk about any topic they feel needs to be addressed. If at any time they can't be too specific as to what they want to talk about, they choose a topic at random from the "What's Poppin" Jar. In the jar the topics vary from boys all the way to hygiene. The ladies having been together so long, have formed a sisterhood, and feel very comfortable with sharing personal things about their lives to each other. FBR just finished hosting its first annual "Queens Under Construction" Conference which was held at the Washington Nationals Youth Baseball Academy. All of the SMART Girls came out to support along with some very influential female authors, entrepreneurs, actresses, radio personalities and artists. Some of the SMART Girl's got to introduce the Guest MCs & speakers we had at the event. Queens Under Construction was essentially based on the power of a Queen and how her power can move

mountains. In the end, the event was a huge success and there is absolutely another plan in the works for another Queens Under Construction Conference next year. Good Men on the other hand, which is facilitated by the teen director at FBR, LeVar Jones is more focused on how to change the narrative for black men. They also talk about the injustices amongst black men and how to handle themselves properly when in the presence of law enforcement due the jurassic increase in police brutality everywhere. The sole purpose of Good Men is to shape the boys into good role models & transform them into good samaritans for society. These groups have become so popular that the teens have decided to start Junior SMART Girls & Good Men with the younger kids in the summer camp. In Junior SMART Girls & Good Men, the goal and concept remain the same but the topics are less intense and are adjusted to the necessary age group. In Junior SMART Girls, they focus on how to carry themselves as young ladies and the female teens try and help the girls find themselves and figure out who they are. While in Good Men, the boys speak on what success means to them and what steps they need to take to achieve success.

# EDUCATION

Written by Cameron J. Gray  
16, MBSYEP Summer Youth Worker,  
FBR Boys & Girls Club



At the conclusion of the 20142015 school year, approximately 21 percent of all District of Columbia public school students were disengaged educationally. Only 63.9% of African American seniors were awarded a diploma. We may ask ourselves how this is even possible; with all of the outreach programs and community investments, the graduation rate should be much higher. But what we lack to understand is that education is a journey. Living situations, the caliber of friends, and skin color all can be obstacles. It matters not that the auditoriums are sound-proofed, or that awardwinning chefs plan the daily menu. Pure education is chosen; only the ones who chose to be shaped, will be affected. In order to understand the graduation rate in the black community, it is essential to understand what education means, if it is truly necessary, and what is expected to come of it. When asked about the value of education, continuing Paul Dunbar High School student, Steven Lewis, responded, "Education means going to school. It is insurance. If my career plans don't work out, I will have this to fall back on." For many, education is a way of knowing that there is a possibility of success in the future. When asked the same question, upcoming George Washington University student, Tiona Herring explained, "Education equates opportunity. In order to get a job, or even apply for one, it is required that you have a certain amount of education. It is symbolic of doors being opened. You should be shaping your education,



/ Photos by Tarrence Cross

not the other way around." Both agree that education should be the path to success, but that individual education should be crafted. True success means different things to different people. For some it means being able to effectively function in Corporate America and for others it means creating their best selves, no matter the cost. But perhaps the most intriguing definition of success is acquiring the capability to give unto your posterity what you could never receive in your lifetime. The latter definition is most common definition of success in the American working class community. One does not simply achieve success. There are always obstacles, and always choices to make. Colby Gray, an upcoming freshman at McKinley Technology High School, said, "It is necessary for me to have a good future, and that means that I should

constantly be learning. The purpose of education is to be prepared for the real world and to gain new experiences. I want my experiences to shape me." If education is truly learning, outside of the classroom is almost as important inside of the classroom. Our experiences with teachers, other students, and our parents mold who we are. If a student is discouraged, or encouraged, based solely on the color of their skin, it can rattle their entire world. We are products of our environments. What we learn, where we learn, and how we learn can inspire or dishearten is to continue in education. Herring stated, "Teachers feel that they need to pay special attention to minorities, enabling them, singling them out. If there is always a white teacher trying to correct a black male, that will change how they feel towards white people and learning. But

say that they had another black male teacher, they would be inspired to keep going." External forces like blatant racism, the words in Rihanna's new music video, and the new buddy cop film send messages that black people have the rigid role of the gangster or the low life. There should be no goals of formal education for black kids, because it is implausible, not "right for them." As Gray looks to start her high school career, she plans to buckle down as a way of ensuring that she has the best opportunities college and careerwise. For her success is becoming the best civil engineer and maybe even a Supreme Court Justice. She along with Lewis and Herring, have great dreams for the future. It is important that the family is behind the student. The connection between home and school is essential for success in the classroom. How can a teacher appropriately prepare her class for the end of the year examination, when the parents do not encourage the children to work at home? What we truly need are honest, responsible people who are willing to step up and challenge our youth to be their best in every aspect of their lives. Whether a high school senior chooses to continue their education, or not, it is necessary that they continue a lifelong journey of learning. Education is what will strengthen them, but it will only refine what is already present.

# EXPERIENCES IN THE MOVEMENT

Compiled by Erikah Moore  
17, Member, FBR Boys & Girls Club

1

**Ayanna Holmes, 18**  
**Member/Recent Alum, FBR Boys & Girls Club**

“If there was one word to explain my experience with Our Lives Matter, it’s power. At the first Town Hall, I performed my poem “Brother”, that illustrated the truth of the world in an African American boy’s mind. The #OurLivesMatter Teen Campaign movement has given me a new space to connect and grow. I appreciate how excited others are to become part of our growing family.”

2

**Devonte Gooding, 19**  
**Member/Recent Alum, FBR Boys & Girls Club**

“During every #OurLivesMatter event, I take so much away. The events are full of positive energy and many growing professionals. However, what I take away most is that events such as these, where the youth are connecting, learning, speaking, and reflecting, need to happen more every coming together as a blessing and I look forward to every Our Lives Matter event.”

3

**Brandon Brown, 16**  
**President, #OurLivesMatter Teen Campaign**  
**Member, FBR Boys & Girls Club**

“Exhilarating, connected and dedicated are the words I would use to describe my experience at every #OurLivesMatter event and moment. Being able to witness this movement first hand was incredible. So many teens come out and are engaged in creating solutions to the problems in our communities. We are actually talking and it’s great! I was selected as President of our Campaign and I am going to work very hard to continue and expand the progress of our revolutionary group of teens. We are from different parts of our community, but we are joining together in order to better it and then the world!”

4

**Porsha Cills, Co-Founder BePolished**  
**Co-Convener, #OurLivesMatter Teen Campaign**

It started out as a vision to create an open youth forum to educate, discuss, and release emotions on the tragic events affecting our communities around the country. However, OLM turned into a youth-led movement that created a space in our community for their voice to be heard. The youth have used poetry, photography, art, discussions, and service to USE their VOICE! A voice that KNOWS THEIR LIVES MATTER and a voice willing to be the CHANGE to ensure the world KNOWS THEIR LIVES MATTER. The impact to the community from this movement is not easily classified in a few short words. But, know this movement has birthed a generation of leaders that will surpass all expectations and defy all statistics until the world truly understands OUR LIVES MATTER.

5

**Samantha P. Davis**  
**Founder & Director**  
**The Black Swan Academy**  
**Original Partner, #OurLivesMatter Youth Town Hall #1**

The Black Swan Academy is dedicated to creating a pipeline of black youth civic leaders committed to improving themselves, as well as, the communities in which they live. The Boys & Girls Club, FBR- Branch has been a vital partner in this work. It has been an honor to provide opportunities for youth to engage with decision makers (such as the Ward 8 Youth Candidates Forum); to serve their community and to create platforms for youth to lead and create innovative solutions to social issues such as the Ourlivesmatter townhalls). Together, we are developing leaders who have the power to create the change they seek.

6

**LeVar Jones**  
**Founder, Father, Teen Program Director**  
**Boys & Girls Clubs of Greater Washington, FBR Branch**  
**at THEARC**

It has been an incredible experience awakening teens to their innate abilities to lead and change the world! It sounds like such a lofty goal, but it is one I honestly believe we can and are achieving through the #OurLivesMatter Teen Campaign. My young people are causing people to think differently about teens from OUR community. They are becoming change agents right before us and I’m honored to serve them!

# DC'S CHARTER SCHOOLS: LEADING EDUCATION REFORM IN THE NATION'S CAPITAL!

## WARD 1

Apple Tree Early Learning PCS - Columbia Heights • Briya PCS (2 campuses) • Carlos Rosario International PCS • César Chávez PCS for Public Policy – Chávez Prep  
Creative Minds International PCS • DC International PCS • E.L. Haynes PCS - Georgia Avenue • Howard University Middle School of Mathematics and Science PCS  
LAYC Career Academy PCS • Meridian PCS • The Next Step / El Proximo Paso PCS • YouthBuild PCS

## WARD 2

BASIS DC PCS • Goodwill Excel Academy PCS

## WARD 4

Breakthrough Montessori PCS • Bridges PCS (2 campuses) • Briya PCS • Capital City PCS - Lower School • Capital City PCS - Middle School • Capital City PCS - High School  
Center City PCS - Brightwood Center City PCS - Petworth • DC Bilingual PCS • E.L. Haynes PCS - Kansas Avenue - Elementary School • E.L. Haynes PCS - Kansas Avenue - High  
School • Friendship's PCS Online - K-12 Online Learning • Hope Community PCS - Lamond • Ideal Academy PCS • Latin American Montessori Bilingual PCS (LAMB) • Paul PCS -  
Middle School • Paul PCS - International High School • Roots PCS • Sela PCS • Washington Latin PCS - Middle School • Washington Latin PCS - High School

## WARD 5

Academy of Hope PCS • Carlos Rosario International PCS • Center City PCS - Trinidad • The Children's Guild DC PCS • DC Prep PCS - Edgewood Elementary • DC Prep  
PCS - Edgewood Middle • Elsie Whitlow Stokes Community Freedom PCS • Friendship PCS - Armstrong Elementary Academy Friendship PCS - Woodridge Elementary  
• Friendship PCS - Woodridge Middle • Harmony DC PCS - School of Excellence • Hope Community PCS - Tolson Inspired Teaching Demonstration PCS • KIPP DC -  
College Preparatory PCS • KIPP DC - Connect Academy PCS • KIPP DC - Northeast Academy PCS • KIPP DC - Spring Academy PCS • Lee Montessori PCS • Mary McLeod  
Bethune Day Academy PCS • Mundo Verde PCS • Perry Street Preparatory PCS • Shining Stars Montessori PCS • Two Rivers PCS at Young - Elementary • Washington  
Mathematics Science Technology PCS • Washington Leadership Academy PCS • Washington Yu Ying PCS • William E. Doar, Jr. PCS for the Performing Arts

## WARD 6

Apple Tree Early Learning PCS - Southwest • Apple Tree Early Learning PCS - Lincoln Park • Center City PCS - Capitol Hill • Center City PCS - Shaw  
Cesar Chavez PCS for Public Policy - Capitol Hill • Eagle Academy PCS - Capitol Riverfront • Friendship PCS - Chamberlain Elementary • Friendship PCS - Chamberlain Middle  
• KIPP DC - Grow Academy PCS • Kingsman Academy PCS • KIPP DC - Lead Academy PCS • KIPP DC - WILL Academy PCS • Monument Academy PCS • Richard Wright PCS  
for Journalism and Media Arts • Two Rivers PCS - 4th Street • Washington Global PCS

## WARD 7

AppleTree Early Learning PCS - Oklahoma Avenue • Cesar Chavez PCS for Public Policy - Parkside Middle School • Cesar Chavez PCS for Public Policy - Parkside High School  
DC Prep PCS - Benning Elementary • DC Prep PCS - Benning Middle • DC Scholars PCS • Friendship PCS - Blow-Pierce Elementary  
Friendship PCS - Blow-Pierce Middle • Friendship PCS - Collegiate Academy • IDEA PCS • KIPP DC - Arts & Technology Academy PCS • KIPP DC - KEY Academy PCS  
KIPP DC - LEAP Academy PCS • KIPP DC - Promise Academy PCS • KIPP DC - Valor PCS • KIPP DC - Quest Academy PCS • Maya Angelou PCS - Evans High School  
Maya Angelou PCS - Young Adult Learning Center • SEED Public Charter School of Washington, DC • St. Coletta Special Education PCS

## WARD 8

Academy of Hope PCS • Achievement Prep Academy PCS - Elementary • Achievement Prep PCS - Wahler Place • AppleTree Early Learning PCS - Southeast  
Cedar Tree Academy PCS • Center City PCS - Congress Heights • Community College Preparatory Academy PCS • DC Prep PCS Anacostia Elementary  
Democracy Prep Congress Heights PCS • Eagle Academy PCS - Congress Heights • Early Childhood Academy PCS • Excel Academy PCS • Friendship PCS -  
Southeast Elementary Academy • Friendship PCS - Technology Preparatory Academy • Ingenuity Prep PCS • KIPP DC - AIM Academy PCS • KIPP DC - Discover  
Academy PCS • KIPP DC - Heights Academy PCS • National Collegiate Preparatory PCHS • Rocketship PCS • Somerset Preparatory Academy PCS • Thurgood  
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