

The Children's Aid Society
And

The Institute for Urban
and Minority Education,
Teachers College,
Columbia University

*The African American
Male Initiative:
Creating Success*



The Children's Aid Society

www.childrensaidsociety.org



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and
The Institute for Urban and Minority Education,
Teachers College, Columbia University

Are proud to co-convene

The African American Male Initiative: Creating Success

A national group of experts will meet to help find practical, programmatic solutions that can be successfully implemented and sustained by The Children's Aid Society.

Opening Reception
Thursday, October 26, 2006
The Harvard Club of New York City

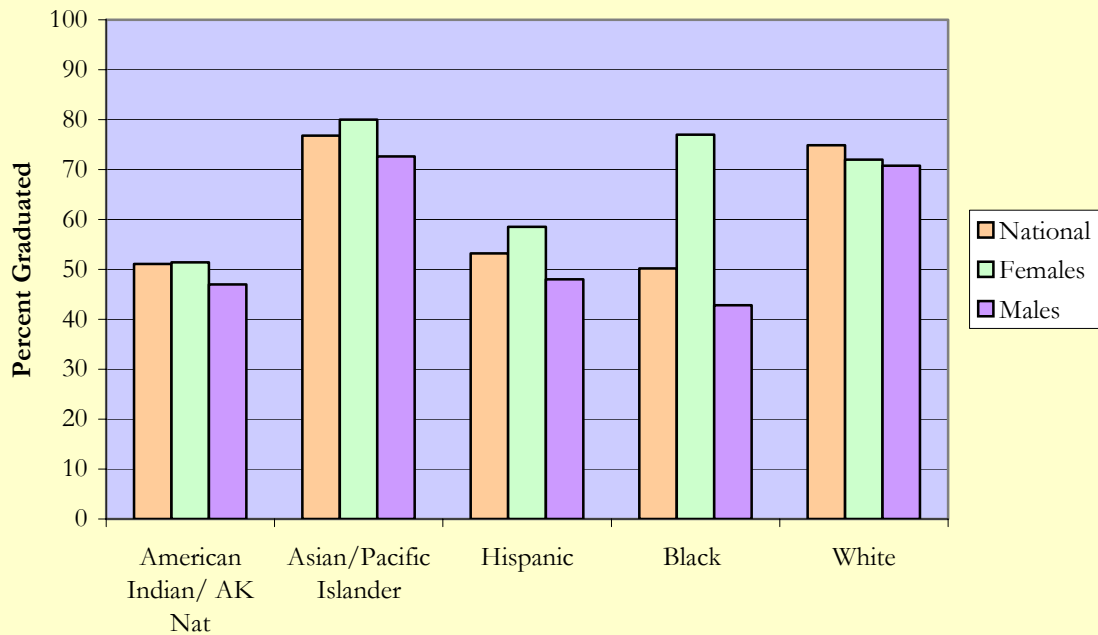
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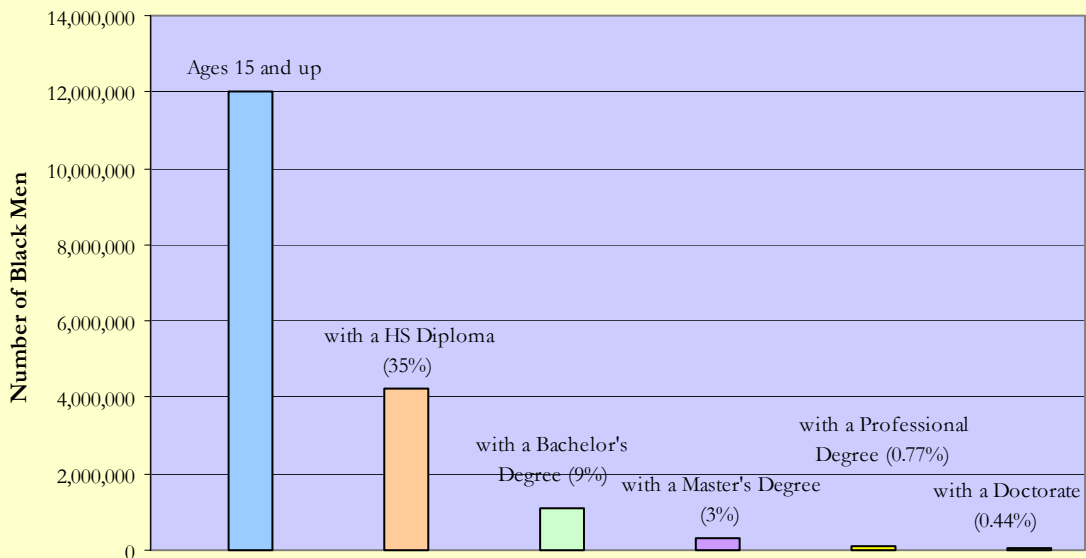
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The Trajectory of the Black Male: Graduation Rates, A National Comparison



National Center for Education Statistics, 2004

The Trajectory of the Black Male: National Education Statistics



According to the U.S. Census Bureau 2004

Welcome

On behalf of The Children's Aid Society, the Columbia University Institute for Urban and Minority Education and the Mulago Foundation, I am pleased to welcome you to the opening reception of *The CAS African American Male Initiative*. Today, we want to honor and thank our group of national experts for graciously and freely agreeing to share their time, wisdom and knowledge with us; an entire day helping us to think of how to create success among African American males.

The African American male is in trouble and we must do something to demonstrate that this assault on the Black male is immoral. As an agency, we are intent on finding ways to better meet the needs of this population. The statistics are staggering. In New York City, only about 30% of Black males will graduate from high school in four years.¹ Across the nation the dropout rates for African American males in metropolitan areas are well over 50% and only 4% of Black males will attend college and 3% will obtain a Bachelor's degree. Black males have higher unemployment rates and lower labor force participation rates than other males of color and Whites.

When statistics are combined, it is clear that too many Black males are being left behind. Nationally, one in four Black men has not worked for at least a year, twice the proportion of male non-Hispanic Whites or Latinos. The suicide rate among Black men has doubled since 1980. By their mid-30's, 6 in 10 Black men who dropped out of school will have spent time in prison;² while national dropout rates for African American males are well over 50%.³ It follows that more African American males will receive their GEDs in prison than graduate from college. In fact, 23% of college-age Black males are either incarcerated or on probation,⁴ while adult Black males as a whole represent 49% (840,000) of the nation's male prison inmates.⁵ Tragically, homicide remains the leading cause of death for Black men ages 14 to 24. A Black male is more than six times as likely as a White male to be slain; nine times as likely as White men to die from AIDS; and the life expectancy for Black men is 69.2 years—more than six years shorter than that of White men.

The Children's Aid Society is greatly disturbed by the disproportionate struggles African American males continue to face in achieving success. As an agency that has faithfully served New York City's most vulnerable young people for over 150 years, Children's Aid feels a deep sense of urgency to do something to alter the trajectory that seems to lead to an inevitable negative outcome for many African American males, and which represents a significant failure for our society. The Children's Aid Society's *African American Male Initiative: Creating Success* seeks to better understand and address this issue as it affects the children and communities we serve.

We look forward to hearing the recommendations and strategies from the study group of experts. We pledge to use the information in order to strengthen and create programs and practices to better serve the needs of this population. Thank you for your attendance, interest and shared concern.

C. Warren Moses
Chief Executive Officer
The Children's Aid Society

¹ Jaschik, Scott. "The Missing Black Men." *Inside Higher Ed*. December 5 2005. Accessed January 9, 2005. <<http://www.insidehighered.com/news/2005/12/05/blackmale>>

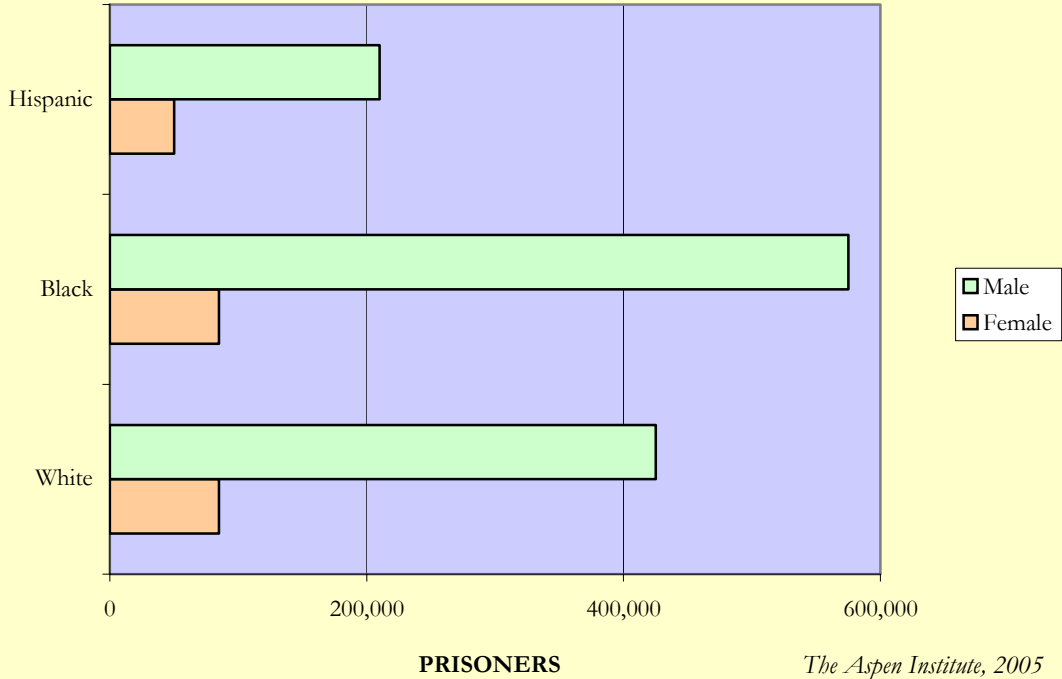
² Herbert, Bob. "A New Civil Rights Movement." *The New York Times*. December 26, 2005: p. A13.

³ Smith, Rosa. "Saving Black Boys." *The American Prospect*. Vol. 15, Issue 2. www.prospect.org/print/V15/2/smith-ro.html.

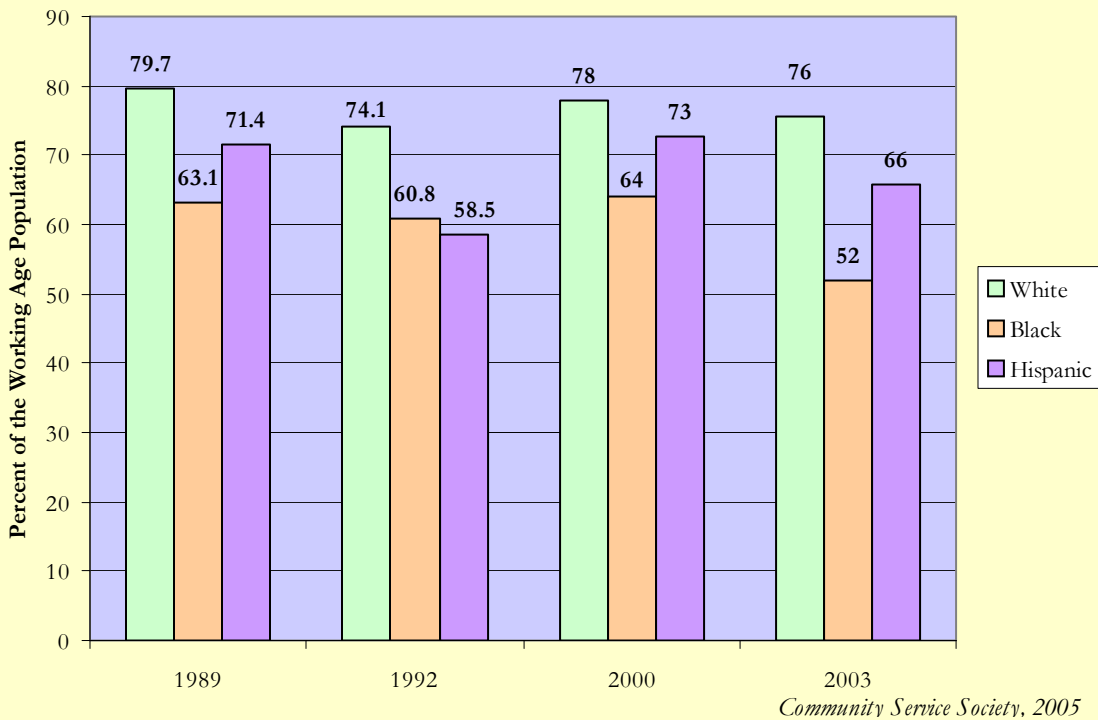
⁴ Mauer, Marc. "The Crisis of the Young African American Male and the Criminal Justice System" *The Sentencing Project*. Accessed February 22, 2006. <<http://www.sentencingproject.org/pdfs/5022.pdf>>

⁵ Mauer, Marc. "The Crisis of the Young African American Male and the Criminal Justice System" *The Sentencing Project*. Accessed February 22, 2006. <<http://www.sentencingproject.org/pdfs/5022.pdf>>

While Making up only 12% of the U.S. Population, blacks represent 46% of the prison population.



Employment- Population Ratios for NYC Males by Race



Biographies

Edmund W. Gordon, Ed.D. *Co-Chair*

Professor Edmund W. Gordon has been cited by *The New York Times* as, “Perhaps, the most distinguished African-American psychologist of his generation.” Some have challenged this ethnic limitation and place him among the most distinguished behavioral and pedagogical scientists in our nation. He is certainly one of the most unique. Gordon is one of the very few people in the world to hold two endowed Ivy League University professorships. Gordon is the Richard March Hoe Professor of Psychology and Education emeritus and Director of the Institute of Urban and Minority Education, (IUME), at Teachers College, Columbia University where he also served as Vice President of Academic Affairs and Interim Dean from July 2000 until August 2001. Professor Gordon is also the John M. Musser Professor of Psychology, Emeritus at Yale University, and he is the Senior Scholar in Residence at the College Board. In 2004, The Educational Testing Service created the Edmund W. Gordon Chair in Evaluation, Research and Policy in his honor. In 2005, Columbia University named its facility in Harlem, the Edmund W. Gordon Campus of Teachers College. Without question, he is one of our nation’s most distinguished scholars.

Professor Gordon’s distinguished career spans professional practice and scholarly life as a minister, clinical and counseling psychologist, research scientist, author, editor and professor. He has held appointments at several of the nations leading universities including Howard, Yeshiva, Harvard, Columbia, Yale, The Educational Testing Service and the City University of New York.

Dr. Gordon’s scholarship is documented in his authorship of more than 200 articles in scholarly journals, 50 book chapters and in more than 18 books and monographs authored or edited by him. He served for five years as Editor of the *American Journal of Orthopsychiatry* and for three years as Editor of the annual *Review of Research in Education*. Professor Gordon is best known for his research on diverse human characteristics and pedagogy, and the education of the low status populations. His book, Compensatory Education: Preschool through College, continues to be regarded as the classic work in its field. His recent book, Education and Social Justice: A View from the Back of the Bus, was published by Teachers College Press in 1999. His text, Supplementary Education: The Hidden Curriculum of High Academic Ability, was published in 2005. His most recent books, The Affirmative Development of Academic Ability and Education, Excellence and Equity are currently in press. Even though Gordon is in his ninth decade, he is finishing his book titled Defiers: Black Male Achievers, and is scheduled to begin writing his “conceptual memoir” in Summer, 2006.

Professor Gordon and his wife, Dr. Susan G. Gordon, have been residents of Rockland County since 1954. They are the proud parents of four children, grandparents of nine children and one great grandchild. Although both the Doctors Gordon are highly accomplished they consider the humanity of their four accomplished children to be their greatest achievement. Together with their four children, the Gordons are the founders of the CEJJES Institute and Conference Center; it is their children’s memorial to their parents work while still alive.

Lorna Palacio Morgan, MSW, LCSW
Co-Chair

Lorna Palacio Morgan has worked in the fields of human services and education for more than 20 years. Recently at The Children's Aid Society, she was appointed to the position of Senior Program Quality Advisor, tapping her significant expertise in strategic planning, program design and development, workforce development as well as her experience in building cost-effective, sustainable models for multi-site service delivery systems. Her portfolio includes work on the African American Male Initiative and staff development.

Ms. Palacio Morgan joined The Children's Aid Society in September of 2001 and since then has held several senior level positions that have included Chief of Operations, Director of City and Country Branches Division, and Consultant to the Division on Community Schools regarding program model development and implementation. During her time at CAS, she was responsible for a budget of close to \$20 million and oversaw a management team and staff of more than 300 full-time professionals. Her work has impacted the agency by establishing effective systems to continuously improve program quality, and create and enhance new program development. One of her most noteworthy accomplishments followed 9/11, when her vision for a new youth development program for adolescents became *The Hope Leadership Academy*, designed to help youth cope with the psychological effects of trauma.

Prior to joining CAS, Ms. Palacio Morgan had previously held positions at several large, well-known education and human services organizations in New York. She worked at The After-School Corporation (TASC) where, as the Director of Training, Technical Assistance and Resource Development, she oversaw activities that impacted thousands of staff, employed by non-profit organizations operating TASC-supported after-school programs. Her training model is now being replicated around New York State by TASC and its partners. As the Director of School Mediation and Violence Prevention Services at Victim Services, she served as Principal Investigator on a national study, funded by the Centers for Disease Control and Prevention, on effective strategies for reducing violence and ameliorating the effects of violence and victimization. She also developed and led an effective community coalition called *East New York United For Safety*, composed of parents, law enforcement, political leaders, school officials, researchers and local community agencies. Her extensive experience paved the way for her participation as a study group member and implementation expert who contributed insights leading to the development of the CDC *Best Practices of Youth Violence Prevention: A Source book for Community Action*. With funding from The Annie Casey Foundation she was a contributor in the development of the Boys and Girls Clubs of America publication *Community Connections: A Collaboration Workbook*.

In the aftermath of the shooting at Columbine high school and church-burning incidents in several Southern states, the Department of Justice's Office for Victims of Crime (OVC) engaged her to work with communities to develop violence reduction strategies, support their implementation of these activities and to help these communities take steps toward the process of healing. One of her models for school-based violence prevention/victim assistance was successfully replicated in several states including California, the US Virgin Islands, and Alaska.

Previously Ms. Palacio Morgan worked as the Assistant Executive Director of Programs and Interim Executive Director at Grand Street Settlement; as the Director of Social Services and Director of Residential Treatment Services at Leake and Watts Children's Home; and as a group worker and casework supervisor at Lutheran Community Services in the early 1970s.

Ms. Palacio Morgan holds a bachelors degree in Sociology from The City University's Medgar Evers College and a Master's of Social Work from Hunter College. Also, she holds a certificate in non-profit management from Columbia University and is certified by the University of Minnesota Medical School in Sexuality and Adolescent Pregnancy Prevention.

Lawrence Aber, Ph.D.
Expert

Lawrence Aber is a Professor of Applied Psychology and Public Policy at the Steinhardt School of Education, New York University, and Academic Director of its new Institute for Human Development and Contextual Change. Dr. Aber earned his Ph.D. from Yale University and an A.B. from Harvard University. He previously taught at Barnard College and the Mailman School of Public Health at Columbia University, where he also directed the National Center for Children in Poverty.

He is an internationally recognized expert in child development and social policy and has co-edited Neighborhood Poverty: Context and Consequences for Children (1997, Russell Sage Foundation), Assessing the Impact of September 11th 2001 on Children Youth and Parents: Lessons for Applied Developmental Science (2004, Erlbaum) and Child Development and Social Policy: Knowledge for Action (in press, APA Publications). His basic research examines the influence of poverty and violence, at the family and community levels, on the social, emotional, behavioral, cognitive and academic development of children and youth. Dr. Aber designs and conducts rigorous evaluations of innovative programs and policies for children, youth and families, such as violence prevention, literacy development, welfare reform and comprehensive services initiatives. He has received a William T. Grant Faculty Scholar award as well as a Visiting Scholar award from the Russell Sage Foundation.

Dr. Aber testifies frequently before Congress, state legislators and other deliberative policy forums. The media, public officials, private foundations and leading non-profit organizations also seek his opinion or advice about pressing matters concerning child and family well-being. Dr. Aber has recently been appointed by the Mayor of New York City to the Commission for Economic Opportunity, a new initiative to help reduce poverty and increase economic opportunity in New York City. He is an Honorary Fellow of the Institute for Families and Society, Birkbeck College, University of London; a Board Director of the Children's Institute, University of Cape Town, South Africa; and Chair of the Board of Advisers to the International Network on Children and Armed Conflict co-sponsored by the Social Science Research Council and the United Nations.

Walter Allen, Ph.D.
Expert

Walter Allen is Allan Murray Cartter Professor in Higher Education, Graduate School of Education and Information Studies at the University of California, Los Angeles. He is also Professor of sociology and co-director of CHOICES, a longitudinal study of college attendance among African Americans and Latinos in California. Dr. Allen was born and raised in Kansas City, Missouri where he graduated from Manual High and Vocational School (1967). His degrees in the field of Sociology are from Beloit College (B.A., 1971) and the University of Chicago (M.A., 1973; Ph.D., 1975). In 1978-79 he completed postdoctoral study in Epidemiology at the School of Public Health, University of North Carolina, Chapel Hill. His honors include the Rockefeller Foundation Postdoctoral Fellowship (1982); Senior Fulbright Lecturer, University of Zimbabwe (1984-86); Distinguished Scholar Award, American Educational Research Association (1987, 1993); United Negro College Fund Distinguished Leadership Award (1988); Allerton Lecturer, University of Illinois, Champaign-Urbana (1988); Faculty Recognition Award, University of Michigan (1988); Distinguished Career Award, Association of Black Sociologists (1995); Distinguished Teaching Award, UCLA (1996); Nominee for President, American Sociological Association (1997) and American Educational Research Association (2003); Distinguished Scholarship Award, Association for the Study of Higher Education (2002); and the DuBois-Johnson-Frazier Award, American Sociological Association (2002). Dr. Allen is cited for distinguished achievement in "100 Years of Change," *Black Issues in Higher Education* (1999); *Who's Who in the World* (1996); *Who's Who in American Education* (1995); *Who's Who in the Midwest* (1988); *Who's Who in America* (1988, 1989, 2005); *Men of Achievement* (1987); *Outstanding Young Men of America* (1982); *Who's Who Among Young Americans* (1976); and *Who's Who Among High School Students* (1967).

Dr. Allen has held teaching appointments at the University of California, Los Angeles (1988-present), the University of Michigan (1979-91), the University of North Carolina, Chapel Hill (1974-79), Howard University (1975, 1997), Duke University (1976), the University of Zimbabwe (1984-86) and Wayne State University (1988). Dr. Allen's research and teaching focus on higher education, inequality, race-ethnicity, African American males and socialization. His research has been awarded over eight million dollars in grants. He has worked as a consultant to courts, communities, foundations, business and government. Dr. Allen's research has been the subject of media coverage in print (*Le Nouvel Observateur-Paris*, *Wall Street Journal*, *New York Times*, *Jet Magazine*, *USA Today*), on radio (National Black Network News, WABC-NYC, WBZ-Boston, KPCC- Pasadena) and on television (ITN-London, CBS News/Rather, CBS Sixty Minutes, NBC Evening News/Brokaw, MacNeil-Lehrer, GLOBO-Brazil, BET/Black Entertainment Television, the British Broadcasting Company and the Oprah Winfrey Show).

Dr. Allen has made presentations during meetings of the American Association for the Advancement of Science, American Sociological Association, Society for Research on Child Development, National Council on Black Studies, Congressional Black Caucus Foundation, American Public Health Association, American Educational Research Association, Population Association of America and International Sociological Association. His more than eighty publications appear in the *Harvard Educational Review*, *Journal of Marriage and Family*, *Phylon*, *Sociological Quarterly*, *Journal of Negro Education*, *Signs*, *Social Science and Medicine*, *Journal of General*

Internal Medicine, and Research in Higher Education. He co-authored *The Color Line and the Quality of Life in America and College in Black and White: African American Students in Predominantly White and Historically Black Public Universities*; co-edited four books *Beginnings: Social and Affective Development of Black Children*, *Black American Families 1965-84*, *African American Education: Race, Community, Inequality and Achievement*, *Higher Education in a Global Society: Achieving Diversity, Equity, and Excellence*. He is also co-edited the special issue “Comparative Perspectives on Black Family Life,” *Journal of Comparative Family Studies*.

Dr. Allen married Wilma J. Sharber in 1970 and has three children, Reena, Binti, and Bryan; five grandsons, James, Zachary, Elijah, Pinutera and Bryce; and two granddaughters, Zoe and Olivia.

David Clifton Banks, J.D.
Expert

David Banks is a graduate of Rutgers University in New Brunswick, New Jersey and received his law degree from St. John's University, School of Law. He earned his Educational Administration and Supervision certification in the Spring of 1995 by attending three colleges; Brooklyn College, City College and Baruch College.

Mr. Banks began his career as a teacher with the New York City Department of Education at Public School 167 in 1986. While teaching, he simultaneously attended St. John's University School of Law. He left the Department of Education in 1992 to pursue his law career. He worked at the New York City Law Department, Office of the Corporation Counsel and the New York State Law Department, Office of the Attorney General. He was appointed Deputy Director of Public Liaison while with the Attorney General's office. His undying passion for children called him back to the Department of Education in 1995 where he served as an Assistant Principal at P.S. 191 in Crown Heights.

Mr. Banks was selected to be the founding Principal of The Bronx School for Law, Government & Justice in 1997. Bronx Law provided a unique opportunity for David to combine his law and education background. The school building is a \$75 million, state of the art facility, which includes a courtroom/video conferencing center, crime lab and forensics science lab. This facility represents an unprecedented partnership between the criminal justice community and an inner city high school.

Moreover, Mr. Banks recently accepted a new principalship to be the founding administrator of The Eagle Academy for Young Men, the first all-boys public high school in New York City in over 30 years. The Eagle Academy for Young Men is a nurturing institution where students, faculty and community work together to develop academic excellence, ethical behavior, and personal responsibility. The Academy was formed in conjunction with the One Hundred Black Men, Inc.

Some of Mr. Banks' other accomplishments include:

- Board of Directors - One Hundred Black Men, Inc. (NYC Chapter)
- Cahn Fellow – Teachers College (Columbia University)
- Chancellor's Advisory Council – Department of Education, NYC
- Board of Directors – Building with Books, Inc.

David Banks and his family were featured on the front cover of Time Magazine on October 30, 1995 as a result of their participation in the "Million Man March".

Mr. Banks and his wife, Marion, have four children; Jamaal, Aaliyah, Ali and Malcolm Rashaad. They reside in Teaneck, N.J.

Joan Becker, Ph.D.
Expert

Joan Becker is the Associate Vice Provost for Academic Support Services at the University of Massachusetts Boston. In this role, Dr. Becker serves as the chief daily operations officer for Academic Support Services which includes Academic Support Programs, the University Advising Center, the Honors Program, and Pre-Collegiate and Educational Support Services. In addition, she has direct responsibility for Pre-Collegiate and Educational Support Services which houses eight pre-collegiate programs focused on providing low-income, first generation students, students with disabilities, and students who are underrepresented in higher education access to post-secondary education as well as three programs which provide support for special populations of UMass Boston undergraduates. Initially hired by the university to develop the Urban Scholars Program, Dr. Becker served as director from 1984-1998.

Dr. Becker received her bachelor's degree from Wellesley College and her Master's and doctorate in Education from the Harvard Graduate School of Education. Her dissertation was entitled Home-School Relationships in an Urban High School, the Roles Teens Play, and the Influences These Relationships Have on Teens' School Experiences. She has written two publications for the Massachusetts Department of Education's Office for Gifted and Talented, Enhancing Our Common Wealth: Developing the Untapped Potential of Urban Youth and Building Parental Involvement in the Education of Minority and Low-Income Youth: An Educational Imperative. In addition, she contributed a chapter, "Urban Scholars: Access to Excellence for Students and Schools," to the National Research Council's publication, Contexts for Promise: Noteworthy Practices in the Identification of Gifted Students. Most recently she published an article "Partnerships with Families Promote TRIO Student Achievement", in the Winter 1999 Opportunity Outlook.

Dr. Becker has been actively involved for over 20 years in state, regional, and national professional associations focused on advancing educational opportunities for low-income and minority youth. She was a member of the Board of Directors of the National Council of Educational Opportunity Associations from 1986-93 and served two terms as treasurer. She is a past president of the New England Educational Opportunity Association and of the Massachusetts Educational Opportunity Association and has served on numerous committees. She was a member of the planning committee of Boston's Community Compact for Student Success sponsored by the American Association of Higher Education. She is currently chair of the Dorchester Education Complex-UMass Boston Partnership Steering Committee. She is also Co-chair of the Development Committee for the New England Educational Opportunity Association and the UMass Boston liaison to the American Council on Education's College is Possible Project.

Cleopatra Howard Caldwell, Ph.D.

Expert

Dr. Caldwell is an Associate Professor of Health Behavior and Health Education at the University of Michigan's School of Public Health, as well as Associate Director of the Program for Research on Black Americans, Institute for Social Research, University of Michigan. She is the Principal Investigator of the CDC-funded Flint Fathers and Sons Evaluation Project, which is a community-based participatory research study designed to improve adolescent health and well-being through strengthening non-resident African American father-son relationships. She is also Co-Principal Investigator of the National Survey of American Life Adolescent Study (James S. Jackson, PI), which examines the mental health status of African American and Caribbean Black adolescents and their parents and Co-Principal Investigator of the Flint Adolescent Study (Marc A. Zimmerman, PI), which is an eight-year longitudinal study of substance use behavior and school drop-out among urban youth. In addition, Dr Caldwell's research includes a focus on the mental health consequences of early childbearing for adolescent mothers, fathers, and their parents. She recently initiated a pilot study, along with colleagues at the University of Michigan Drs. Dawn Misra and Alford Young, on the role of African American fathers in birth outcomes.

Previously Dr. Caldwell was Study Director for an Institute of Medicine/National Academy of Sciences Study on Research on Children and Adolescents with Mental, Behavioral, and Developmental Disorders sponsored by NIMH. She was also Study Director for a national survey of Black Churches as Family Support Systems at the University of Maryland supported by the Ford Foundation and the Lilly Endowment. She has published in a number of areas, including racial discrimination and racial identity as risk or protective factors for youth risk behaviors; racial identity, maternal support and psychological distress among African American adolescents; identity development, discrimination and psychological well-being in African American and Caribbean Black adolescents; supportive/conflictual family relations and depressive symptomatology in families with teenage mothers; culturally competent research methods within African American communities; Black churches as community support systems; and the strengths and challenges of conducting community-based participatory research.

Dr. Caldwell also has experience in the health policy field. She has served as a Congressional Science Scholar and a health policy analyst for U.S. Congressman J. Roy Rowland, and as a policy fellow in the office of U.S. Congressman Sander Levin. Dr. Caldwell earned a B.S. degree in Psychology from North Carolina A & T State University, a Masters degree in Human Development from Wayne State University and the Merrill-Palmer Institute, and both a Masters and a Ph.D. degree in Social Psychology from the University of Michigan.

Anderson J. Franklin, Ph.D.

Expert

Dr. Anderson J. Franklin is Professor of Clinical and Social Personality Psychology at The City College and Graduate School of The City University of New York. In Spring 2007 he assumes the Honorable David S. Nelson Professional Chair at Boston College Lynch School of Education in the Department of Counseling, Developmental and Educational Psychology. He is a psychotherapist in private practice having a specialty with African American males. He is a member of the Committee on Ethnic Minority Affairs of APA and is past President of The Society for the Psychological Study of Ethnic and Minority Issues, a Division of the American Psychological Association (APA). For the last several years he has been Co-PI with Dr. Ann Zauber on a research study investigating barriers and facilitators in colon cancer screening for African Americans as part of the CCNY/Memorial Sloan Kettering Partnership.

Dr. Franklin lectures and consults with a variety of domestic and international organizations on diversity issues. He is co-author with Dr. Nancy Boyd-Franklin of Boys Into Men: Raising our African American Teenage Sons published by Dutton. His latest book is From Brotherhood to Manhood: How Black Men Rescue Their Relationships and Dreams From the Invisibility Syndrome by John Wiley & Sons in 2004, which was placed on Essence magazine best sellers list.

Edmund T. Gordon, Ph.D.

Expert

Edmund T. Gordon is the Director of the Center for African and African American Studies, Associate Professor of Anthropology at the University of Texas at Austin and currently Sterling Brown Visiting Professor of Africana Studies at Williams College.

His research interests include: Culture and power in the African Diaspora, gender studies (particularly Black males), critical race theory, and racial political economy in Central America and the U.S. His research in these areas has resulted in a number of publications including: "Cultural Politics of Black Masculinity" in Transforming Anthropology 1997, "The African Diaspora: Towards and Ethnography of Diasporic Identification" in the Journal of American Folklore 1999, and Disparate Diasporas: Identity and Politics in an African-Nicaraguan Community, 1998 U.T. Press.

Ronald Mincy, Ph.D.
Expert

Dr. Mincy is Maurice V. Russell Professor of Social Policy and Social Work Practice at the School of Social Work, Columbia University, where he teaches graduate courses on social welfare policy, program evaluation and microeconomics. He has published widely on the effects of income security policy on child and family poverty, family formation, and child well-being; responsible fatherhood, the urban under class, and urban poverty. Prior to joining the Columbia faculty, Dr. Mincy was Senior Program Officer in the Ford Foundation's Program in Human Development and Reproductive Health, where he developed the Strengthening Fragile Families Initiative (SFFI). SFFI was a Ford Foundation grantmaking initiative working with federal, state and local human services agencies to reform income security policies to enable low-income mothers and fathers to provide emotional, financial, and developmental support to their children receiving welfare. As a result of SFFI, Dr. Mincy is widely regarded as a critical catalyst for changes currently underway in the treatment of low-income fathers by U.S. welfare, child support, and family support systems. He has been invited to speak and consult with donors, researchers, policymakers, and social workers who are contemplating support for initiatives similar to SFFI in South Africa, the United Kingdom, Jamaica, and throughout the United States.

Dr. Mincy is a co-principal investigator for the Fragile Families and Child Well-being Survey, a birth cohort study of children born to unmarried parents, which is nationally representative of births in large cities. His most recent book, [Black Men Left Behind](#), examines the consequences of the 1990s economic boom for less-educated men.

He is affiliated with Children's Futures, Trenton, NJ; Mac Arthur Network on Family and the Economy, Chicago, IL; National Poverty Center, University of Michigan; National Campaign to Prevent Teen Pregnancy, Washington, DC; Technical Work Group for the Building Strong Families and Community Healthy Marriage Initiatives; and the African American Healthy Marriage Initiative, Washington, DC. Dr. Mincy is also a former member of the Council, National Institute of Child and Human Development Policy Council, Association for Public Policy Analysis and Management.

Dr. Mincy and his wife, Flona, married while both were graduate students. They have two adult sons, Daru and Ron Jr.

Jessica Gordon Nembhard, Ph.D.
Expert

Jessica Gordon Nembhard is Assistant Professor and economist (political economist) in the African American Studies Department, and co-founder of The Democracy Collaborative at the University of Maryland (UMd), College Park. Dr. Gordon Nembhard specializes in economic development policy and Black political economy. Her research focuses on democratic community-based economic development, cooperative economics and worker ownership, alternative urban economic and educational development strategies, racial wealth inequality and wealth accumulation in communities of color, and popular economic literacy.

Dr. Gordon Nembhard's recent publications include: *A Cooperatives and Wealth Accumulation in the American Economic Review*; *A Non Traditional Analyses of Cooperative Economic Impacts in the Review of International Co-operation*; *A Cooperative Ownership in the Struggle for African American Economic Empowerment in Humanity & Society*; and "On the Road to Democratic Economic Participation: Educating African American Youth in the Post-Industrial Global Economy," in *Black Education: A Transformative Research and Action Agenda for the New Century*, edited by Joyce King. She and Ngina Chiteji are editors of the forthcoming edited volume, *Wealth Accumulation in Communities of Color: Current Issues* (University of Michigan Press).

Dr. Gordon Nembhard is the recipient of a Henry C. Welcome Fellowship Grant from the Maryland Higher Education Commission. She has been a member of the Black Enterprise Board of Economists since October 1999. Dr. Gordon Nembhard was a Visiting Scholar and Senior Urban Fellow at Brown University's Annenberg Institute for School Reform from June 1998-June 2000. She is Treasurer of the National Economic Association (NEA). Jessica Gordon Nembhard earned a Ph.D. and an M.A. in economics from the University of Massachusetts, Amherst (1992 and 1989, respectively). She earned her B.A. degree, magna cum laude, in Literature and African American Studies from Yale University (1978) and an M.A.T. in Elementary Curriculum and Teaching from Howard University (1982). She is the proud mother of two children and one grandson.

David Wall Rice, Ph.D.
Expert

David Wall Rice is Assistant Professor of Psychology at Morehouse College in Atlanta, Georgia. A graduate of Morehouse and Howard University with a Doctorate in Personality Psychology, Dr. Rice is Principal Investigator for the Identity Stasis Research Laboratory at Morehouse, is a research scientist at the Identity and Success Research Laboratory in Washington, DC and he has worked as a research scientist for the Institute for Urban and Minority Education at Teachers College, Columbia University and the College Board, New York City. With a Masters degree in Journalism from Columbia University, Dr. Rice has coupled his research with pop culture criticism contributing to *The Source* and *Vibe* magazines and through freelance work that has included commentary for NPR, NBC, MSNBC and written pieces for *Black Issues in Higher Education*, *The Washington Post* and *The Dallas Morning News*.

Dr. Rice's research in Personality Psychology is sharply focused on identity and the negotiation of achievement among marginalized populations. Dr. Rice consults for a variety of social interest and development organizations, notably among them Gates Millennium Scholars and Pre-College Programs in Undergraduate Studies at The University of Maryland, College Park campus where he served as Assistant Director.

Margaret Beale Spencer, Ph.D.
Expert

Margaret Beale Spencer, a developmental psychologist, is the Board of Overseers Professor of Applied Psychology and Human Development in the Graduate School of Education, and Professor of Psychology (School of Arts and Sciences), at the University of Pennsylvania. She is the program director of the Interdisciplinary Studies in Human Development Program of the Applied Psychology and Human Development Division and directs both the Center for Health Achievement Neighborhood Growth and Ethnic Studies (CHANGES) and the W. E. B. Du Bois Collective Research Institute at Penn. Dr. Spencer's resiliency- and vulnerability-focused work takes a human development perspective and explores the role of gender, race and ethnic patterns for young people growing up under varying conditions of privilege and challenge. The findings have been disseminated nationally and internationally both as edited volumes and individual papers published as over 95 articles and chapters and three edited volumes. Her work has been funded by more than two dozen Foundations, federal agencies and private sector contracts. Dr. Spencer's many activities include membership on review boards including Board of Trustee membership of the Foundation for Child Development and the Research Board of Holy Cross Children's Services. Local activities include Mayor Street's Blue Ribbon Commission on Children's Behavioral Health, and the Disproportionate Minority Contact (DMC) Committee of the Pennsylvania Commission on Crime and Delinquency.

Professor Spencer received a Ph.D. from the University of Chicago in the area of child and developmental psychology. Among many other awards and sources of recognition, she is a 2006 recipient of the Alphonse Fletcher Prize named in honor of work commemorative of 1954 Brown v. Board of Education. She is also the 2005 recipient of the Senior Career Award from the American Psychological Association (APA) for her contributions to Psychology in the Public Interest.

Dr. Spencer and her husband of 39 years, Dr. Charles L. Spencer, are the proud parents of accomplished adult children: two daughters and one son.

Kevin Starr, M.D.
Expert

Kevin Starr manages the Mulago Foundation grant portfolio and is the founder/director of the Rainer Arnhold Fellows Program. The Mulago Foundation funds scalable solutions to the big problems in health, development and conservation in the Third World. The Fellows program is an outgrowth of the Foundation's work, and helps social entrepreneurs working in the Third World to turn their ideas into scalable projects through a systematic design process.

After a stint in Cambodian refugee camps in 1980, Dr. Starr went to medical school at the University of California in San Francisco. In 1988, he established the Cordillera Project, a health education initiative in the Peruvian Andes. Through this work, he became interested in the ways that health, development and conservation fit together, and in the late 90s' he ran a community health initiative for Conservation International.

In 1994, Dr. Starr was asked to help establish the Mulago Foundation. In the next decade, he used the notion of "lasting change that goes to scale" to develop the approach to project design and evaluation that defines the Foundation portfolio and underlies the Fellows Program. He is currently involved in the design and implementation of more than 30 projects worldwide, from health and conservation in Tibet to farmers' livelihoods in Kenya.

Dr. Starr's primary focus is on the development of objective, usable criteria to predict whether a project is likely to go to scale, and the use of those criteria in project design and evaluation. The result has been the ongoing evolution of a set of tools intended to offer a sophisticated analysis of scalability while remaining simple and practical to use.

Kevin Starr lives in San Francisco, where he continues to practice medicine part-time and teaches a course on international health at the UCSF School of Medicine. Further information about the Rainer Arnhold Fellows Program can be found at www.rainerfellows.org.

William D. Weisberg, Ph.D.
Expert

Dr. William Weisberg has worked in the fields of youth services and conflict resolution for 20 years. Dr. Weisberg was recently appointed Associate Executive Director of The Children's Aid Society (CAS) in New York City.

Since joining The Children's Aid Society in 1982, he has held the positions of Associate Division Director, City & Country Branches; Administrative Supervisor; Career Readiness Program Director; and Mediation Program Director. In these last two positions, he helped to develop an award-winning teen entrepreneurs program and a model program to divert status offenders, which resulted in statewide juvenile justice reform. As a manager, he was responsible for a division budget, government contracts and a management team that oversees 63 CAS programs in 13 locations.

In the field of ethnic and international conflict resolution, he was a founding member of the Program on International Conflict Analysis and Resolution at the Harvard University Center For International Affairs, and is currently Senior Associate at the Center for International Conflict Resolution at the Columbia University School of International and Public Affairs. Dr. Weisberg has been a facilitator of multi-party discussions for conflicts in the Middle East, Sri Lanka, the Haitian Diaspora, the Mohawk Nation, and U.S. inter-religious and race relations. He has provided training in conflict analysis to the Government negotiating team in Sri Lanka, and has lectured on the topic of international conflict resolution at Universities in Germany, Greece and Sri Lanka, as well as at Harvard Law School and the Harvard School of Arts and Sciences. His manuscripts on ethnic relations appear in three books.

Dr. Weisberg holds a Ph.D. and MA in Social Psychology from Harvard University and a BA in Psychology from the State University of New York at Binghamton. While at Harvard, he was honored to receive four awards for outstanding undergraduate course instruction, a National Science Foundation Graduate Fellowship Award and an International Dissertation Award for his research on child custody negotiations.

Co-Conveners

The Children's Aid Society

To ensure the physical and emotional well being of children and families, and to provide each child with the support and opportunities needed to become a happy, healthy and productive adult.

The Children's Aid Society is a lifeline and a safe haven to New York City's children and families most in need of assistance. We carry out our mission through a broad range of essential health, education and social services.

The Children's Aid Society, founded in 1853, serves more than 150,000 children and their families each year, often helping them overcome tremendous odds. Our network of more than 100 cutting-edge programs and services provided at over 40 sites in and around New York City supplies a full spectrum of support. Our nationally recognized programs are models of social service practice and have impacted national child welfare policy.

The Institute for Urban and Minority Education, Teachers College, Columbia University

The Institute conducts research and evaluations, provides information services, and assists schools, community-based organizations, and parent school leaders in program development and evaluation, professional development, and parent education.

Since its beginning at Teachers College in 1973, the Institute for Urban and Minority Education (IUME) has been committed to better understanding the educational, psychological, and social development of urban and minority group students, and the experiences in the home, neighborhoods, communities, and larger society that influence their opportunity for development and social mobility.