



NETWORK FOR THE DEVELOPMENT OF CHILDREN OF AFRICAN DESCENT Family Education Center

*Building and equipping the village to
raise and educate our children*

Our Mission

We exist to strengthen the cultural connections within communities of African descent that promote, sustain and enhance the healthy development of our children

STRENGTHENING & BUILDING

Identity <·> Family <·> Community <·> Systems

Critical Literacy
Self-Determination
Self-Efficacy



A Holistic & Two-Generation Approach *Working together with children, families and community*

CULTURALLY-BASED PROGRAMS & SERVICES

Family Literacy & Cultural Enrichment

Parent Education and Advocacy
Home Visiting and Community Engagement
Free Children's Books

Academic Support

Evidence-Based Reading Interventions
Home Learning Curricula and Resources

Training & Resources

Resource Libraries
Professional Development Training
Consulting



OUTCOMES & IMPACTS

Education

K-5th Grade African American Students:

- 100% Increased reading skills
- Students increased 2-5 guided reading levels in 9 weeks
- 65% Met or exceeded grade level reading

Family Stabilization

African American TANF Participants

- 64.3% Increased engagement
- 17.9% Increased education
- 44.2% Increased employment hours

TANF participants "are more likely to be engaged in employment, education and be employed than they were prior to their enrollment in NdCAD."

-Ramsey County Evaluator

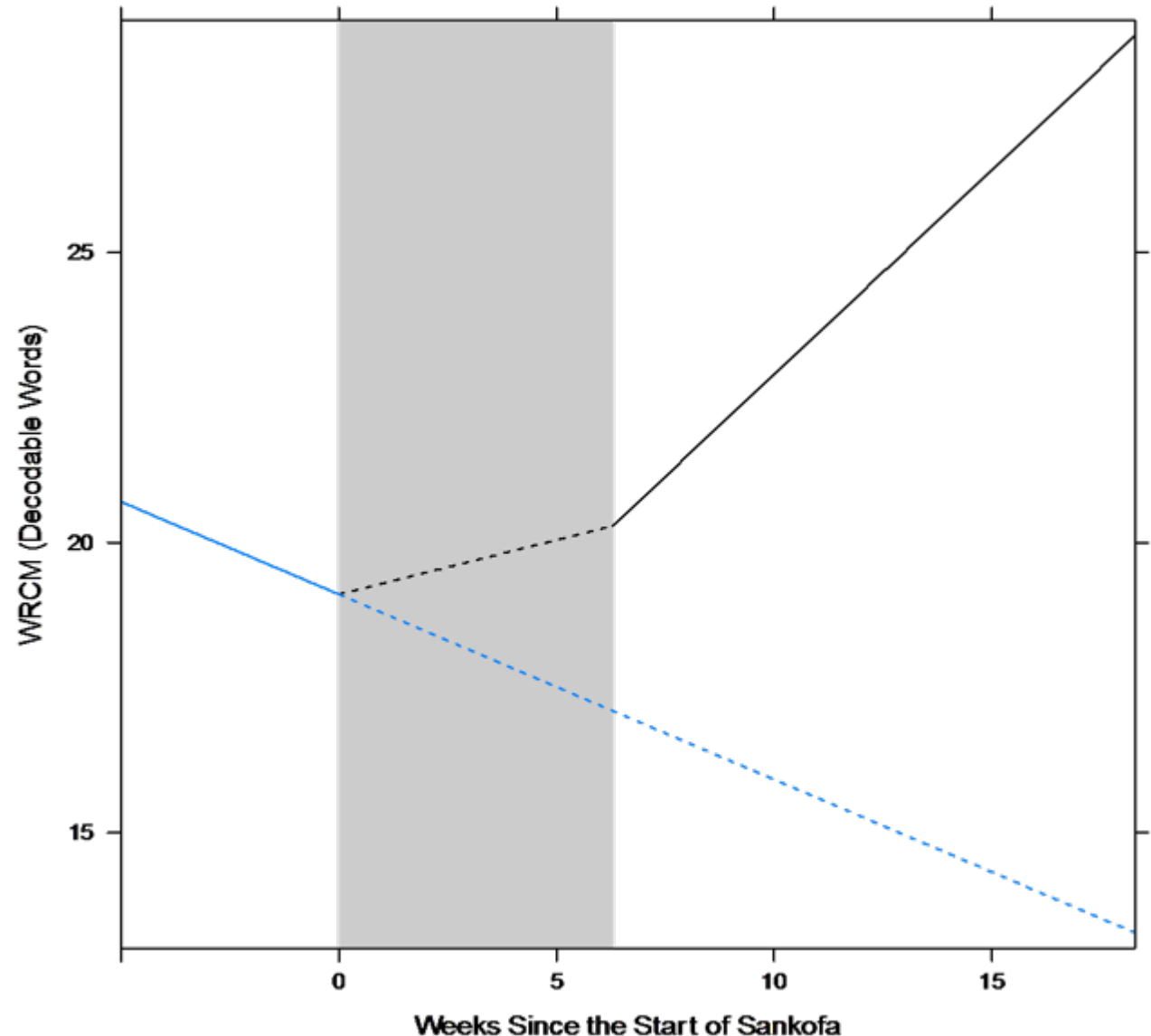
NdCAD Approach & Model Effects Students' Reading Ability

Findings from a 5-year research evaluation project on NdCAD Sankofa Reading Program, conducted by Center for Applied Research and Educational Improvement (CAREI) at the U of M, with support from CNCS Social Innovation Fund (SIF)

Key Finding #1: Prior to Sankofa, students' reading ability (based on words read correctly per minute) was declining. After Sankofa, students' were growing at an additional 0.15 words read correctly per minute (WRCM).

Key Finding #2: Prior to Sankofa, students' school attendance was sporadic. After Sankofa, students' school attendance was increasing.

SOURCE: SIF Summary Report Prepared by Saint Paul Promise Neighborhoods, Joaugag Lee Program Manager and Muneer Karcher-Ramos, Director (March 28, 2018)



OUR LEARNING JOURNEY

Scaling Impact of Lessons Learned

7 Operational & Guiding Principles LESSONS LEARNED

Literacy / Identity Connections

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Root Issues

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Action Research

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Value-Driven Approach

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Parent & Community Engagement

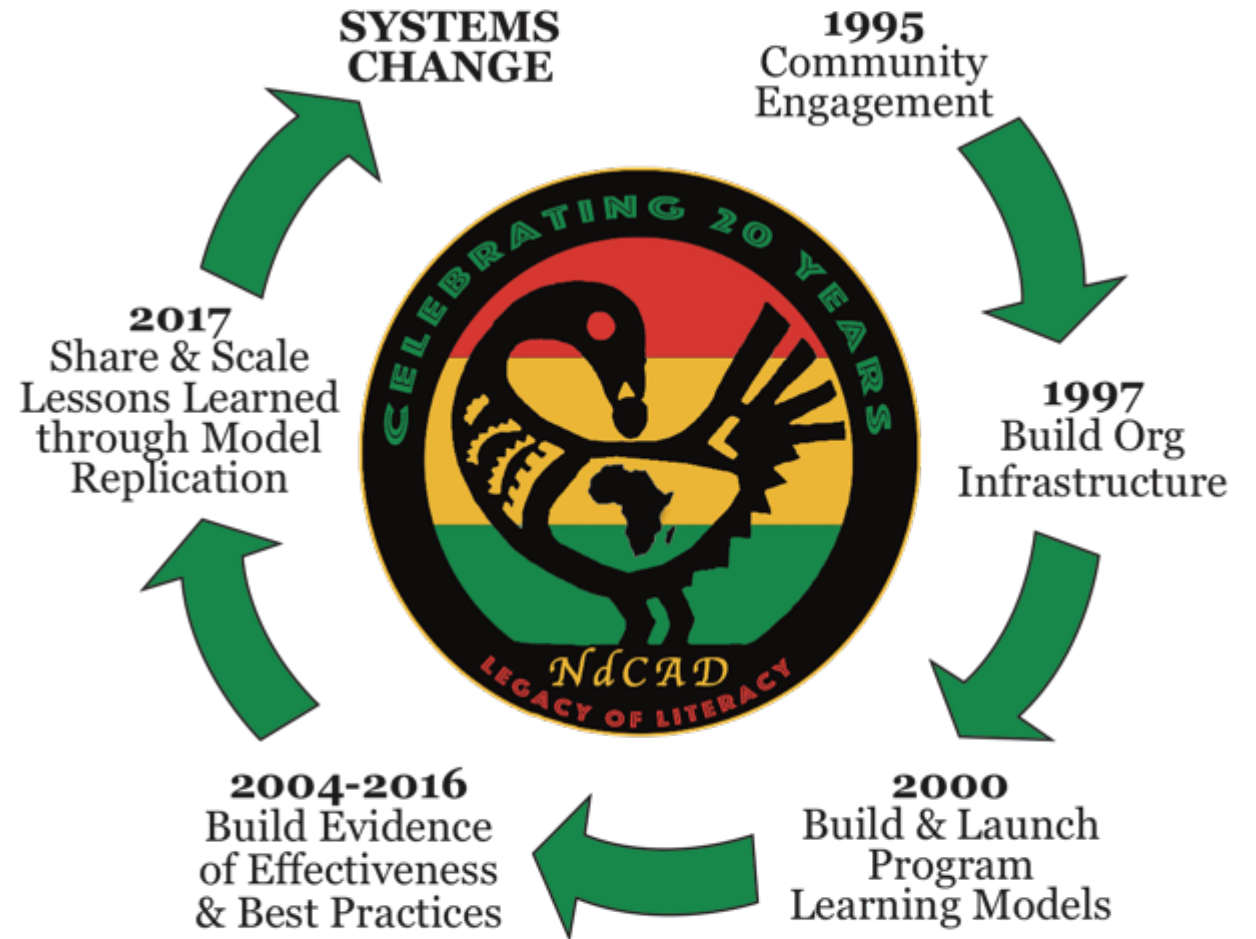
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Cultural Learning Space

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Self-Determination

www.thinkdifferentdodifferent.net



NdCAD Value-Driven Framework
*To respond to conditional factors impacting
student and family success*



**Need-Driven Lens
Vs
Value-Driven Lens**

NEED-DRIVEN

Deficit

Focuses on problem rather than solution:
assumes a backwards-facing stance

Reactive

Assumes a reactive stance rather than a pro-active
or responsive stance

Descriptive / Uncommunicative

Describes problematic conditions but
communicates little about solutions

Adaptive

Requires continual and often cyclical morphing in
reaction to changing needs

Pathologizes

Assumes brokenness in need of 'fixing'

VALUE-DRIVEN

Aspirational

Focuses on goals, aspirations and
possibilities: assumes a forward-facing stance

Responsive

Assumes a stance that is responsive to needs,
rather than reactive

Expressive

Expresses and operationalizes nature and
quality of aspirations

Functional / Generative

Values drive action and generates
continuous learning

Self-Determinizing

Focuses on self and group actualization
through self-mastery, self-governance and
overall self-efficacy and self-regulation

Network for the Development of Children of African Descent

CONTACT US

Gevonee E. Ford

Founder & Executive Director

gevonee@NdCAD.org

3255 Spring Street NE

Minneapolis, MN 55413

651.209.3355 / 612.588.2244

www.NdCAD.org

