

Males of Color Initiatives in America's Great City Schools: Discussing Race Relations

Follow Through on the Pledge: As of January 15, 2016

COUNCIL OF THE GREAT CITY SCHOOLS

Males of Color Initiatives in America's Great City Schools
By the
Council of the Great City Schools

City School System	Discussions about Race (11)
Anchorage	Collaborate with broad range of community organizations, e.g., MECAC, NAC, Title I family groups, ARISE, United Way, Big Brothers-Big Sisters, CITC, UAA, and others.
Austin	<p style="text-align: center;">Providing cultural sensitivity training and training on differing learning styles for all staff.</p> <p style="text-align: center;">Partner with University of Texas Department of Diversity and Community Engagement.</p> <p style="text-align: center;">Speaker series for administrators on reaching Males of Color; book studies; on-line professional development with Jawanza Kunjufu and Robin Jackson.</p> <p style="text-align: center;">Power of One Institutes</p>
Baltimore	Will hold a conversation about race, Black male identity development and support on MLK birthday. Expand into monthly discussions
Cleveland	Engage in broader discussion and examination of how issues of race, language, and culture affect the work of the district.
Denver	<p style="text-align: center;">Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools, including student voice.</p> <p style="text-align: center;">Increase leadership opportunities, particularly for students not typically engaged.</p> <p style="text-align: center;">Implement Black Male Achievement Initiative (BMAI)</p>
Duval County	Are requiring all district and school-based administrators to participate in cultural sensitivity training.

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Fort Worth	<p>Began training for administrators in “Courageous Conversations about Race” with a follow-up plan to expand into campuses in 2015.</p> <p>Began Racial Equity Conversations in school feeder patterns experiencing most opportunity for growth.</p>
Indianapolis	<p>Working with IBE and Mind Trust on community conversations about how to address the needs of educators as they balance the educational, social, and emotional needs of African American males.</p> <p>Participate in a summer IBE conference on cultural competencies.</p>
Louisville	<p>Student voices and interviews with a cohort of Males of Color.</p> <p>Community conversations using district studios.</p> <p>Districtwide book studies centered on race, culture, bias, and males of Color.</p> <p>Develop Equity Council.</p>
Miami-Dade County	<p>Initiate meetings with community groups, universities and colleges, municipalities, advisory groups, civil service organizations, agencies, and others to examine ways to provide greater equity, access, and diversity in educational opportunities for Males of Color.</p>
Minneapolis	<p>Established a Collaborative Action Research Cohort (CARC) to project sites focusing initially on the book Pedagogy of Confidence that is built into professional development time.</p>
Orange County	<p>Research professional development that is effective in raising awareness of issues.</p> <p>Met with consultant to determine appropriate culturally responsive training for teachers who contribute to high suspension rates.</p> <p>Determined which teachers needed training and began the Behavioral Leaders Consortium.</p> <p>Begin training on Culturally Responsive Instruction for administrators, principals, deans, counselors and selected teachers.</p> <p>Monitor effects and progress.</p>

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Palm Beach	<p>All senior District leadership and a majority of high school principals have gone through the Undoing Racism training levels 1 & 2. We have also begun “Courageous Conversations” meetings with key District staff and stakeholders.</p> <p>Complete the data analysis portion of an equity audit done by leading expert, Pedro Noguera.</p>
Portland	<p>Board passed Racial Educational Equity Policy and developed five-year plan for implementation.</p> <p>Continue partnership with Pacific Educational Group around Courageous Conversations.</p> <p>Continue “Courageous Conversations about Race” diversity training with school board, executive leadership, building leadership, teachers, classified staff, bus drivers, and custodians. Have started with parents as well.</p> <p>Named “Equity Teams” that is responsible for ongoing professional development around equity at every school and central office department.</p> <p>Named CARE teams (Collaborative Action Research for Equity) teams at pilot sites that will be expanded to all schools in order to strengthen culturally responsive teaching practices.</p> <p>Developed and implemented an “Equity Formula” for staffing and differentiated resource allocations by student subgroup.</p> <p>Using “Equity Lens” tool for school board and central office decision making.</p> <p>School board approved an “Equity in Public Purchasing and Contracting” policy that includes a provision for contractors to engage students in internships.</p> <p>School board passed a revised “Affirmative Action” policy with the goal of recruiting and hiring staff that better reflects demographics of student body.</p> <p>Continue hosting monthly films/lectures/panel discussions on race and culture for staff, parents, and community.</p> <p>Partner with City Club to engage broader audience in “Courageous Conversations.”</p>

City School System	Discussions about Race (11)
Providence	<p>Engage a broad community discussion and examination of how issues of race, language, and culture affect the work of the district. Will use town hall forums and public hearings.</p> <p>Name a working group of adult men of color to serve as an advisory group to the district.</p>
Toledo	<p>Bridges out of Poverty</p> <p>Forums on Racism</p>