

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

Follow Through on the Pledge: As of July 1, 2016

COUNCIL OF THE GREAT CITY SCHOOLS



A Pledge by America's Great City Schools

- Whereas, some 32 percent of the nation's African American males and some 39 percent of the nation's Hispanic males attend school each day in one of the Great City School systems; and
- Whereas, the academic achievement of Males of Color in the nation's urban school systems and nationally is well below what it needs to be for these young people to be successful in college and careers; and
- Whereas, disproportionate numbers of Males of Color drop out of urban schools and often have low attendance rates; and
- Whereas, Males of Color disproportionately attend under-resourced schools and are taught by the least-effective teachers; and
- Whereas, the nation's Great City Schools have an obligation to teach all students under their aegis to the highest academic standards and prepare them for successful participation in our nation:
- Be It Therefore Resolved that, the Great City Schools pledge to ensure that its pre-school efforts better serve Males of Color and their academic and social development, and (1)
- That the Great City Schools will adopt and implement elementary and middle school efforts to increase the pipeline of Males of Color who are succeeding academically and socially in our urban schools and who are on track to succeed in high school, and (2)
- That the Great City Schools will keep data and establish protocols that will allow it to monitor the progress of Males of Color and other students in our schools and appropriately intervene at the earliest warning signs; and (3)
- That the Great City Schools will adopt and implement promising and proven approaches to reducing absenteeism, especially chronic absenteeism, among Males of Color, and (4)
- That the Great City Schools will develop initiatives and regularly report on progress in retaining Males of Color in school and reducing disproportionate suspension and expulsion rates, and (5)
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of our Males of Color and other students participating in advanced placement and honors courses and gifted and talented programs, and (6)

- That the Great City Schools will strongly encourage colleges of education to adopt curriculum that addresses the academic, cultural, and social needs of Males of Color, and that the district will maintain data on how these teachers do with our Males of Color, and (7)
- That the Great City Schools will develop initiatives and regularly report on progress in increasing the numbers of Males of Color and other students who complete the FAFSA, and (8)
- That the Great City Schools will work to reduce as appropriate the disproportionate numbers of Males of Color in special education courses, and (9)
- That the Great City Schools will work to transform high schools with persistently low graduation rates among Males of Color and others and to provide literacy and engagement initiatives with parents. (10)
- That the Great City Schools will engage in a broader discussion and examination of how issues of race, language, and culture affect the work of our district. (11)

Council of the Great City Schools

Albuquerque Public Schools	Anchorage School District
Atlanta Public Schools	Austin Public Schools
Baltimore City Public Schools	Birmingham Public Schools
Boston Public Schools	Bridgeport Public Schools
Broward County Public Schools	Buffalo Public Schools
Charlotte-Mecklenburg Public Schools	Chicago Public Schools
Cincinnati Public Schools	Clark County (Las Vegas) Public Schools
Cleveland Metropolitan School District	Columbus City School District
Dallas Independent School District	Dayton Public Schools
Denver Public Schools	Des Moines Public Schools
Detroit Public Schools	District of Columbia Public Schools

Duval County (Jacksonville) Public Schools	East Baton Rouge Parish School System
El Paso Independent School District	Fort Worth Independent School District
Fresno Unified School District	Guilford County (Greensboro) Public Schools
Hillsborough County (Tampa) Public Schools	Houston Independent School District
Indianapolis Public Schools	Jackson Public Schools
Jefferson County (Louisville) Public Schools	Kansas City (MO) Public Schools
Long Beach Unified School District	Los Angeles Unified School District
Miami-Dade County Public Schools	Milwaukee Public Schools
Minneapolis Public Schools	Nashville Public Schools
Newark Public Schools	New York City Department of Education
Norfolk Public Schools	Oakland Unified School District
Oklahoma City Public Schools	Omaha Public Schools
Orange County (Orlando) Public Schools	Palm Beach School District
Philadelphia School District	Pittsburgh Public Schools
Portland Public Schools	Providence Public Schools
Richmond Public Schools	Rochester City School District
Sacramento City Unified School District	Saint Paul Public Schools
San Diego Unified School District	San Francisco Public Schools

Seattle Public Schools	Shelby County (Memphis) Public Schools
Toledo Public Schools	

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By the
Council of the Great City Schools

City School System	Developed Strategic Plan and/or Hired Staff	Held Citywide Summit and/or Coordinating with City Hall or other partners	Launched or Expanded Pre-k (1)	Bolster Elementary and Middle School Pipeline of Academically Successful Students (2)	Developed Data Systems for Tracking (3)
Albuquerque		Convened "My Brother's Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals.			
Anchorage	Named Mike Graham as the lead. Graham_Michael@asdk12.org (907) 742-4412 Developed "Actions and Measures" around each aspect of the Council's pledge.	Held a community dialogue on issues with the NAACP on February 18, 2015.	Actions on preschool will target students with highest needs, smaller class size, gender balance in programming, collaboration with Kids Corps/Head Start, and collaborating on kindergarten readiness with ARISE	Middle school actions will include providing access to school counselors and extra school staff and before and after school interventions, provide special classes for students of color through Cook Inlet Tribal Council, gender balance in programming, after school programs with 21 st century learning centers, and focusing on	Specific and detailed data from the 2014-15 school year on each pledge element will serve as the baseline for district efforts and progress. The district's academic services department will provide quarterly updates on progress.

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			community coalitions.	SEL skills and responsive teaching at two middle schools. High school actions include core team planning to support individual students, partnering with ANSEP on science and engineering academies, pre-AP training for teachers at ASD summer academy, CITC classes and interventions, professional development in math, after school and SEL programming.	Continue data collection through RTI and SEL programming.
Atlanta			Use state early learning standards to address social and emotional needs of pre-k students—and plan lessons around them.	Develop and implement a district SEL initiative with common standards, culture, assessments, interventions, and curriculum. Enhance the district’s multi-tiered systems of supports (RTI),	Ensure dashboards include data on attendance, test scores, behavior, grades, and course completion—and disaggregate by race and gender.

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				<p>including RTI specialists, interventions, training, and supports.</p> <p>Review the district's wrap-around services and enhance where needed.</p>	
Austin	<p>Created the districtwide "No Place for Hate" initiative.</p> <p>Established principals' council subcommittee on race and equity.</p> <p>Named Raul Alvarez as lead. (512) 414-8729 Raul.alvarez@austinisd.org</p>	<p>Communicated to all media and meeting opportunities about issues related to Males of Color.</p> <p>Partnering with Greater Calvary Rites of Passage, Inc. to prevent destructive behaviors; the African American Youth Harvest Foundation on culturally relevant family services; University of Texas at Austin on Project Males</p>	Expanding birth to 3 partnership with AVANCE, Head Start.	<p>Established the Gus Garcia Young Men's Leadership Academy, an all-male public school.</p> <p>Increased the number of culturally-sensitive mentors.</p> <p>Share promising practices for working with males of color at expanded monthly cabinet meetings.</p> <p>Develop curricular resources that address needs of Males of Color.</p> <p>Student motivational and inspirational</p>	

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		<p>(Mentoring to Achieve Latino Educational Success; Communities in Schools on leadership development and support; Austin Voices for Education and Youth on youth empowerment; the Austin Urban League on the Young Men’s Leadership Academy; the University of Texas on equity symposia; Prairie View A&M University and justice system on changing counterproductive behaviors.</p>		<p>assemblies with Manny Scott, and character-centered leadership workshops, and student roundtables.</p> <p>Establish Males of Color Council.</p>	
Baltimore	Initiated the City Schools MBK Model around readiness to learn, reading on grade level, graduating			Expose Males of Color to professional men of color, build relations,	

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	<p>college and career ready, completing postsecondary education, entering the workforce, and reducing violence.</p> <p>Has hired a project manager to support the integration of various strategies, plan activities, conduct a community resource audit, and engage philanthropic groups.</p>			<p>and receive guidance. (Reading buddies, career day, lunch mentors)</p> <p>Allow Males of Color to spend time in various setting with professional men of color. (Career day, company visits, job shadowing, professional men of color clubs, hero networks, sports figures.)</p>	
Boston	<p>Developed “Opportunity. Access. Equity: My Brother’s Keeper Boston—Recommendations for Action” with the Office of the Mayor as part of MBK Community Challenge</p>	<p>Mayor established MBK Boston Advisory Committee in September 2014.</p> <p>Set three MBK Milestones: (1) Graduating from high school ready for college and career, (2) Successfully entering the workforce, (3) Reducing youth</p>	<p>Set goal of expanding access to high-quality pre-k for all 6,300 four year olds by 2020.</p>	<p>Set goal of lengthening the school day in 60 schools in BPS over the next three years.</p> <p>Set goal of increasing access to rigorous and culturally relevant curriculum and instruction.</p> <p>Set goal of making BPS a premier Digital District by 2020 and investing in a major capital plan to improve</p>	

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		<p>violence, and providing a second chance.</p> <p>Partnered with city agencies, including the Boston Public Schools, and the Black and Latino Collaborative</p> <p>Expanding partnership registry to allow better management and coordination of resources.</p>		<p>all 133 BPS facilities by 2024.</p>	
<p>Bridgeport</p>	<p>The Bridgeport Board of Education established an ad hoc committee to address the objectives in the pledge. The committee is reviewing data along with the board’s curriculum committee, disaggregating data for males of color, and developing recommendations to the full board.</p> <p>Named Gladys Walker Jones gjones@bridgeportedu.net</p>				

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	and Melissa Jenkins mjenkins@bridgeportedu.net as leads				
Broward County	Developed the Mentoring Tomorrow's Leaders (MTL) program for minority males attending Deerfield Beach High School and Nova High School. Developed a video message from the superintendent to schools outlining mission to change disciplinary practices. ¹	Developed work groups with internal and external stakeholders, e.g., the Committee for Eliminating the School-House to Jail-House Pipeline. ¹		Establishing the "Mentoring Tomorrow's Leaders initiative for Males of Color at two high schools.	Developing district oversight mechanisms for data collection and to monitor school practices. ¹
Charlotte-Mecklenburg	Named Earnest Winston as lead. 980-344-0010 (w) 704-634-7196 (c) earnest.winston@cms.k12.nc.us				
Chicago	Named Chanel King as lead. Clking1@cps.edu				
Cincinnati	Created the M.O.R.E. (Men Organized, Respectful, and Educated) program in 2011 to support the district's males of color.			Have placed M.O.R.E. clubs in 15 elementary and 11 middle and high schools. Programs focus on students in grades 4-12 to promote	Data on all M.O.R.E. club participants is entered into data system and tracks progress of

¹ From Rethinking School Discipline, July 22, 2015.

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	District has a M.O.R.E. Program Coordinator.			higher student achievement, grade-level promotion, graduation, conflict resolution, self-esteem, and college readiness. Programs include after-school efforts that focus on leadership, citizenship, financial literacy, health/wellness, college and career awareness, academic support, social skills, and more. Clubs meet twice per week with 20-25 male students.	students on grades, attendance, tardy rate, disciplinary referrals, reading, math, social studies, science, GPA, failing courses, and ACT and SAT scores. Data are reviewed quarterly. Data show that program participants have better outcomes.
Clark County (Las Vegas)	Strategic Plan includes Cultural Competency Training for all school district administrators and school police.	Working cooperatively with City of Las Vegas around “My Brother’s Keeper” Initiative which aims to close achievement gaps and address the disproportionate number of African-American	Pre-K provided to schools with high numbers of students of poverty and English Language Learners. These classes are capped at a ratio of 10 students to 1 adult.	Increased the rigor of the Nevada Academic Content Standards Increase of K-8 dialogue and collaboration through monthly Performance Zone meetings.	Beginning stages of implementing a Data Dashboard to strategically track students of color (Credit sufficiency, counselor contacts, hard and soft expulsions, and other discipline data.

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		and Hispanic men who are unemployed or in the criminal justice system.		Mentoring program for males of color in select schools. Men Mentoring Men	Transparent gap data by school and Performance Zone posted online.
Cleveland	<p>Prepared “Raising Achievement for Males of Color in Cleveland.</p> <p>Identified major risk factors for males of color: failing two or more core classes in 8th grade; being absent more than 20 percent of the school year; receiving five or more days of out-of-school suspension; and being over-age for their grade.</p>		<p>Working to ensure that preschool efforts better serve Males of Color.</p> <p>Increase number of high-quality seats by adding staff and forming partnerships. District now has more than 1,800 pre-k seats.</p> <p>Have formed, funded, and partnered with PRE4CLE, a citywide network to ensure that all city 3- and 4-year olds have access to high-quality preschool.</p>	<p>Established Linkage Coordinators at each school to serve as mentors for males of color; provide life-changing experiences outside the neighborhood; provide social-emotional support; foster relationships between males of color and male administrators and teachers; and provide culturally relevant teaching.</p> <p>Established two all-male K-8 schools.</p> <p>Placing strong emphasis on literacy as part of Ohio’s Third Grade Reading Guarantee.</p>	<p>Tracking academic, attendance, behavior and other data on every student.</p> <p>Monitor progress of Males of Color and appropriately intervene at earliest signs.</p> <p>Use NWEA, RIMPS (grades 1-3), on-track cohorts (grades 9-12), credit recovery, OGT prep, active counseling, blended learning, and intervention courses.</p>

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				<p>Implementing elementary and middle school efforts to increase pipeline of young Males of Color succeeding academically and socially.</p> <p>Expand PATRHS—teaching 5 competencies of SEL, CTAO feeder school work, summer literacy program for intensive intervention.</p>	<p>Have established a School Performance and Planning Framework to track student and school performance.</p>
Columbus	<p>Developed the “Males of Color Pledge Implementation Report”</p> <p>Board of Education passed a resolution approving the Council’s pledge on June 3, 2014.</p>	<p>Partner on early-childhood initiatives with Ohio State University, the city’s Early –Start Columbus initiative, the YMCA Head Start program, and the Franklin County Early Childhood center</p>	<p>District offers 750 four year olds developmentally appropriate early childhood programs in 41 elementary schools aligned with the State Early Learning Content Standards taught by teachers with either pre-k</p>	<p>Participate in the state’s Third-Grade Reading Guarantee that requires districts to assess third grader’s reading proficiency and develop plans for students below grade level that includes summer school and literacy coaching. Students below the state-determined cut score are retained, but beforehand are provided with 120</p>	

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		<p>Partnering with American Electric Power and Columbus State Community College on dual enrollment STEM courses at two schools.</p> <p>Partnering with Diplomas Now, Communities in Schools, City Year, Directions for Youth and Families, I Know I Can, Project Key, Learn 4 Life, and Learning Circle on attendance, discipline, and academic issues.</p> <p>Superintendent was appointed to Greater Columbus Infant Mortality Task Force, and district partners with children's hospital, and</p>	<p>certification or a master's degree in early childhood education. Program also provides family outreach, health and social services, and kindergarten transitions. Literacy data show participants need less intervention in kindergarten than non-participants.</p>	<p>minutes per day in literacy instruction and 60 minutes of intervention. Have 30 teachers trained in Reading Recovery, and 800 volunteer Reading Buddies who read with students twice a week. Data show that more students are being promoted to the fourth grade.</p> <p>Data on OGT show that African American students improving reading, writing, and social studies achievement faster than district rates, narrowing gaps.</p>	

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		others on children’s health issues.			
Dallas					
Dayton	<p>Board approved district participation in Males of Color initiative.</p> <p>Formed an Office for Males of Color with budget of \$200k beginning in 2016-17 school year. Goals for the office include: reducing disparities in suspensions, increasing graduation rates, reducing chronic absenteeism, increasing number of African American males in advanced courses, and reducing expulsions.</p>	<p>Participate in the City of Learners initiative and align activities to district goals, metrics, and reporting.</p> <p>Collaborate with the city on a Males of Color Go Back to School Event.</p> <p>In first 100 days, hold meetings in barbershops and churches, gather community needs and priorities, convene community meetings at schools, meet with Black male students, research best practices, develop mission and vision</p>			

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		statement, develop website, do fund-raising, and set up training.			
Denver			<p>Increase mill levy to expand full day ECE for all 4-year olds, and expand seats for 3-year olds in partnership with community providers targeting underserved areas.</p> <p>Partner with community to increase quality, establish standards and assessments, and increase resources for summer reading-loss programs, particularly for ELLs</p>	<p>Increase rigor of common core implementation. Increase tutoring.</p> <p>Expand partnerships, enrichment, and engagement.</p> <p>Expand social emotional supports, mentoring, pre-collegiate information, CTE offerings, and pilot a personalized learning project.</p>	<p>Conduct opportunity quartile study to identify groups for intervention and targeted investment.</p>

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Des Moines	Developed a District Plan to implement on-going Cultural Proficiency Training to all staff as well as revise and continuously edit district priorities to reflect culturally competent language; Developed District Equity Team to monitor progress towards district actions, policies, practices, etc... reflecting progress on the continuum of becoming a more culturally proficient district; Implemented Equity Team at the building level in all schools to monitor progress towards building actions, policies, practices, etc...	Engaged in Community Conversations on September 13 th , 2015 and September 24 th , 2015 to strengthen community relations and collaborate around opportunities to improve conditions and outcomes for all students, particularly our students of color		Implemented standards-based grading and an Embedded Honors system at the middle school level in place of traditional advanced courses to provide equal opportunity for all students to engage in rigorous curriculum and activities; expanded middle school activities to engage more students in before and after-school programming targeting the need for students to feel connected to school and an increased sense of hope, engagement and well-being; implemented Advanced Placement (AP) 4 All philosophy to increase equity of access into college level coursework at the high schools	Creating data dashboard to monitor progress of Males of Color on the following metrics: graduation, attendance, college and career readiness, suspensions, office referrals, expulsions, special education referrals, Advanced Placement Course Participation, Advanced Placement Test Performance, and enrollment into Gifted and Talented Program
District of Columbia	Developed a five-point plan called "A Capital Commitment"	Announced \$20 million	Established a three-school pilot	Set up "500 for 500: Mentoring through	Developed Equity Scorecard with

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	<p>to increase achievement rates, improve literacy, invest in 40 lowest performing schools, increase attendance and graduation rates, improve student satisfaction, increase AP participation, college admissions, and career preparation, and increase enrollment.</p>	<p>“Empowering Males of Color” initiative with the mayor and partners on January 21, 2015. Built around a three-pronged theory of action: Engage students, family and community; improve and expand implementation of research-based strategies; innovate and challenge approaches to improving achievement.</p> <p>Held fund-raiser lunch for a male academy and follow-up activities.</p>	<p>program with professional development to support school readiness for Males of Color.</p>	<p>Literacy” program to ensure reading on grade level by grade three.</p> <p>Collaborating with external organizations to decrease summer learning loss.</p> <p>Set up Honor Roll Luncheons to recognize students for success and encourage progress.</p> <p>Revised elementary and middle school promotion/retention policies to rely more on data and less on teacher judgment.</p> <p>Provide two-year grants to schools through the DC Education Fund to support efforts to improve social and emotional well-being of Males of Color, community and family engagement, or academic enrichment.</p>	<p>measures that all schools will use to compare student performance. Measures include student proficiency, AP enrollment and performance, graduation rates, suspension rates, attendance, and student satisfaction.</p>

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Duval County	Named Larry Roziers roziersl@duvalschools.org as lead.		<p>Introduced Success by Six at two schools.</p> <p>Expanded access to three-year old programs in low-income areas from 800 to 1,450 students</p> <p>Partnered with Head Start in public schools.</p>	<p>Revised elementary and middle school promotion and retention policies to ensure high expectations based on data-driven measures aside from “teacher judgment.”</p> <p>Redesign summer school offerings and regular school schedules based on early warning system to provide ready access to coursework for students at risk of dropping out.</p> <p>Expanding overage schooling for students in grades 5-10 to individualize course recovery.</p>	<p>Developed modern, integrated early-warning tracking system (Performance Matters) to ensure all students on-track for graduation.</p> <p>Tracks attendance, suspensions, grade, and state test results. Allows teachers to follow students if they change schools.</p>

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El Paso	<p>MBK District Points of Contact:</p> <p>Manuel Castruita, Director, Guidance Services (mcastrui@episd.org)</p> <p>Ray Lozano Executive Director, School Leadership Operations (rslozano@episd.org)</p> <p>Campus Points of Contact (POCs) lead efforts at the campus level. Student mentorship programs established at all comprehensive high schools. Mentorship at all middle schools will begin in Fall 2015. Students mentored by District personnel. Will explore mentorship opportunities by non-District personnel in Fall 2015.</p> <p>In the process of creating a Social-Emotional Learning Department to support implementation of Positive Behavior Interventions and Supports at 43 Demonstration Schools.</p>	<p>One of three districts statewide selected for participation in Project MALES (Mentoring to Achieve Latino Educational Success). Project is led by The University of Texas and Texas A&M.</p> <p>Engaged in partnership with the University of Texas at El Paso to establish a collaborative mentorship program at one high school. The university will select graduates from the selected high school for continued mentorship at the university level.</p>	<p>District will launch Pre-K center in August 2015.</p>	<p>Implementing AVID at selected middle schools to promote college awareness and readiness.</p> <p>Analyzed advanced course enrollment and success rates at all middle and high schools and identified opportunities for increased enrollment.</p> <p>Offering PSAT grades 9th through 11th and SAT to all 11th grade students to bolster advanced course enrollment.</p> <p>Exploring curriculum support options for advanced courses in middle and high schools at selected feeder patterns.</p> <p>Exploring venues to increase college matriculation.</p>	<p>Data tracking system is in development.</p>

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		<p>Attended Texas Consortium for Male Students of Color Summer Leadership Summit in June 2014. Scheduled to attend in August 2015.</p> <p>Met with El Paso Community College Project MALES representatives to discuss opportunities for collaboration on student mentorship.</p> <p>In the process of establishing a partnership with the United Way to support the Campaign for Grade Level Reading</p> <p>Alternative High School contracts</p>			

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		<p>with the El Paso Child Guidance Center to provide trauma counseling to students assigned to the campus.</p> <p>In the process of developing a leadership academy for mentored students.</p>			
Fort Worth	<p>Has formed a My Brother's Keeper Task Force to develop action plan.</p> <p>Using a cross- functional team with the annual planning process to identify equity issues.</p> <p>Using district goals and targets to address equity issues.</p> <p>Named Jerry Moore and Ashley Paz as leads. (817) 814-2703</p>	Held "My Brother's Keeper Summit on February 21, 2015	<p>Began a Universal Pre-K program in 2014 and added 12 additional Pre-K classrooms in 2015.</p> <p>Pre-K enrollment available for all students in Fort Worth ISD.</p>	Hired Gifted and Talented Specialists at all Elementary campuses to support advanced learning opportunities for at least 10% of students in each student group at each campus.	Developed a Principal Daily Dashboard that automates and tracks grades, attendance, discipline, safety measures, and teacher attendance for each campus that can drill down to specific student groups and students.
Hillsborough County	Hillsborough County Public Schools Males of Color Implementation Pan, 2014-2015		District will monitor observation, assessment and	Monitor outcomes of the Extended Reading Time initiative through	Use early warning system to monitor RTI/MTSS

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	<p>Named Lewis Brinson as lead. (813) 272-4368 Lewis.brinson@sdhc.k12.fl.us</p>		<p>evaluation data on pre-k and Head Start teachers to determine areas of strength and need.</p> <p>Correlate VPK assessment results with Kindergarten Readiness Assessment to determine impact of program.</p> <p>Evaluate effect of new pre-k and Head Start expansion into high-poverty schools.</p> <p>Monitor implementation of pre-k professional development during walk-throughs.</p>	<p>observations in project schools.</p>	<p>implementation and effects.</p> <p>Provide additional training on the use of the early warning system.</p> <p>Initiate cross-divisional meetings to better monitor outcomes and needed supports in schools.</p>

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Houston	<p>Named Annvi S. Utter to lead. autter@houstonisd.org 713-556-7104</p> <p>Formed Equity Council to support district's efforts to ensure equitable access to educational opportunities for all students.²</p> <p>Collaborated on "Improving the Quality of Life for Young Men of Color in Houston: Local Action Plan, 2015."</p>	<p>Partnering with the mayor and city department of health to implement MBK. Management team created.</p> <p>Goals include having males of color entering school ready to learn, reading at grade level by third grade, graduating from high school ready for college and career, completing post-secondary education or training, successfully entering the workforce, and reducing crime and violence and providing a second chance.</p>	<p>Will convene key stakeholders to agree on best practices for a continuum of care to facilitate whole child development to ensure school readiness.</p> <p>Develop evidence-based metrics to evaluate school readiness.</p> <p>Implement recognized standards to ensure the quality of childcare providers and teacher.</p> <p>Will expand the number of children participating in high-quality full-day pre-K programs.</p>	<p>Will build and enhance partnerships that support achievement and ensure that concerns and strengths of community groups are addressed.</p> <p>Will work with community organizations to promote in-school efforts.</p> <p>Will strengthen existing community partnerships that include wrap-around services, after-school, summer school, and tutoring programs.</p> <p>Will connect in-school literacy efforts to out-of-school services to advance children's literacy.</p> <p>Will increase access to print and electronic books to K-3 children by connecting families to donations and</p>	<p>Will determine baseline performance criteria and set measurable targets to meet goals.</p> <p>Will establish an early warning and intervention system that will prevent academic and disciplinary challenges from deteriorating into irreversible negative outcomes.</p> <p>Will set up an evaluation framework to assess effectiveness of the initiative.</p>

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		Was involved in MBK summit in Houston on November 134, 2014. Follow up involved 12 focus groups.		reading support services. Determine target-area pilot schools.	
Indianapolis	Have developed “Your Life Matters: Plan of Action.”	Partnering with the mayor, Indiana Black Expo, and the Indiana Civil Rights Commission on the Your Life Matters (YLM) Task Force. The task force includes 115 organization, agencies, and offices—and includes teams on education, employment, health, justice, and mentoring. The Indiana Black Expo (IDE) handles project management, data,		Partner with the Indiana Youth Institute, Big Brothers/Big Sisters, and 100 Black Men to expand mentoring opportunities for African American male youth.	Are developing with the task force measures of high school graduation, out-of-school suspensions, attendance rates, behavioral issues, employment status of African American males ages 16-24, risk of referral to juvenile court, percentage of African American males returning to IDOC within 12 months, and deaths by homicide among African American males ages 15-25

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		management, and communications.			
Jackson	Named William Merritt as lead. wmerritt@jackson.k12.ms.us			Implementing and providing professional development for teachers and parents on the IMMC’s “New Strategies for Teaching African and African American History to African Americans.” Includes teaching African American history, culture, and leadership models to students in after-school and summer school program.	
Kansas City	Males of Color Implementation Plan Named Luis Cordoba and Derald Davis (816) 418-7322 jcordoba@kcpublicschools.org dedavis@kcpublicschools.org as leads.	Held the “Am I My Brother’s Keeper” conference with 150 high school student. Working with Citywide Gateway Crime Task Force		Initiated “Each One, Teach One” mentoring program for males of color involving high school students mentoring elementary students.	Created data dashboard to monitor progress of Males of Color on pledge elements and provide support. Metrics include graduation, attendance, college and career

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		<p>Convened a Student Diversity Leadership Conference: Building An Appetite for Diversity for seniors from four high schools.</p> <p>Held a Multicultural Leadership Symposium with Metropolitan Community College and participated in the Big XII Conference on Black Student Government.</p>			<p>readiness, suspensions, expulsions, special education classifications, AP, and G/T</p>
Long Beach	Developed “My Brother’s Keeper Long Beach: Local Action Plan”	<p>Held “Students of Color Town Hall Meeting” on February 28, 2015</p> <p>Formed the City of Long Beach My Brother’s Keeper Task Force with</p>	Setting up the Long Beach Home Visitation Collaborative with 20 service providers to coordinate services.	Have formed a Long Beach Campaign for Grade-level Reading whose goals are to increase kindergarten readiness, reduce absenteeism, and improve summer learning.	

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		<p>elected officials, city departments, the school systems, colleges, community organizations, and consultants.</p>	<p>Set goal of establishing universal preschool for all children by 2018.</p> <p>Committed to re-establishing a citywide Early Childhood Plan</p>	<p>Expanding “Reach Out and Read” parent-reading program.</p> <p>Expanding the Long Beach Male Academy.</p>	
Los Angeles	<p>Developed “My Brother’s Keeper: Improving the Life Outcomes of Boys and Men of Color. Los Angeles Unified School District Implementation Plan.”</p> <p>Assigned the Student Involvement, Development and Empowerment Unit of the Parent, Community and Student Services Department to oversee the plan.</p> <p>Retained Wes Hall from the Institute for Student Empowerment to oversee the program and design new activities.</p>	<p>Held a Young Men of Color Conference.</p> <p>Formed the Gathering of Great Minds Community Coalition that includes the school system, community organizations, foundations, fraternities, and leaders in government, education, media, public health, banking, law enforcement, and religion.</p>	Expanding full-day pre-kindergarten and kindergarten.	<p>Developed the Academic English Mastery Program to improve access core language and literacy curriculum for standard English learners, particularly African American and under-achieving students.</p> <p>Created the Middle School Collaborative to boost performance of middle school students.</p> <p>Created a four-week Extended Learning Opportunity Summer Program at selected middle schools focusing</p>	

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		The MBK Leadership Team will meet quarterly.		on English language arts and math.	
Louisville			Continue CADRE menu of professional development of professional development geared toward the needs of “at promise” students.	Strengthen after school programs: Men of Quality Street Academy, REACH Program. Continue Louisville Linked program that provides wraparound services to students.	Establish dashboard to monitor the grades, attendance, behavior, and performance of students of color. Design interventions to “catch” students that are falling behind. Present quarterly reports on each element of the pledge on Males of Color
Miami-Dade County	Implementing a Districtwide Equity Parity Plan. ²		Collaborate with community groups to provide curriculum	Implement a mentoring, life skills tutoring, career preparation and academic coaching	Establish a data base to monitor diversity, equity, and access to

² From Rethinking School Discipline, July 22, 2015.

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			<p>support, training, and advice to early childhood providers on how to better serve Males of Color.</p> <p>Leverage the Teenage Parent Program to provide information on pre-school opportunities to better serve Males of Color.</p>	<p>model for Males of Color to provide successful transition to high school.</p> <p>Provide school-site guidance services to help Males of Color transition into high school STEM programs.</p> <p>Provide open houses and vocational fairs to better serve Males of Color.</p> <p>Provide information to stakeholders, businesses, and civic partners to Males of Color receive more mentoring and opportunities.</p> <p>Advertise schools of choice and parental options for Males of Color.</p>	<p>educational practices for Males of Color—“District Data Tracking Dashboard.”</p> <p>Monitor performance of Males of Color to identify student needs in the areas of attendance, suspensions, and mobility—and provide needed interventions.</p>
Milwaukee	Developed a strategic plan called “My Brother’s Keeper: Improving	Working with public health	Providing vision screenings for	Partnering with Milwaukee Succeeds,	

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	<p>the Life Outcomes of Boys and Men of Color—Implementation Plan.”</p> <p>Naming a new Equity Specialist.</p>	<p>partners to ensure that students are immunized and ready for school.</p>	<p>kindergarten students and other elementary students with special health or education needs.</p> <p>Also partnering with Smart Smiles program to provide oral and dental health services to students.</p> <p>Expanding sports physicals, offering more health fairs, expanding wellness activities, and working with parents to coordinate health activities.</p>	<p>Walgreens, and local universities to expand and strengthen out-of-school reading time and programming.</p> <p>Implementing Compass Learning Odyssey in all schools to help students work independently in areas of interest matched with a district screener: STAT.</p> <p>Implementing a Transformative Reading Instruction (TRI) model in five district schools with tutoring, parent workshops, experiential opportunities, and teacher professional development.</p> <p>Implementing a k-5 grade literacy curriculum that emphasized concept-based instruction to build stronger</p>	

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				<p>foundational literacy skills.</p> <p>Partnering with a variety of community groups to strengthen third grade reading skills: Boys and Girls Clubs, Milwaukee Repertory Theater, Reading Corps, and others.</p> <p>Implementing the Tutoring 4 You Program (T4U) in selected elementary schools to provide small-group tutoring for students who are below target in reading.</p>	
Minneapolis	<p>Hired Michael Walker as lead. (612) 668-0189 Michael.Walker@mpls.k12.mn.us</p> <p>Set up Office of Black Male Student Achievement with start-up budget of \$200,000 and five staff members.</p>	<p>Partnered with the University of Minnesota to develop a special curriculum for African American males centered around the Black male experience and history with a</p>		<p>Piloting second year work (2015-16) at 8 elementary schools, 4 middle schools, and 4 high schools.</p> <p>Developing professional development at project sites focused on</p>	

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		<p>focus on character development and leadership.</p> <p>BLACK (Building Lives Acquiring Cultural Knowledge) courses will be taught by local community experts in classes no larger than 20 students.</p>		<p>engaging Black males, linking communities, Black male voices, unconscious bias, and the pedagogy of confidence.</p> <p>Expanding funds for AVID</p>	
Nashville	<p>Named Tony Majors as lead.</p> <p>Tony.Majors@mnps.org</p>				
New York City	<p>Named Ainsley Rudolfo as lead.</p> <p>(917) 940-6496 (c)</p> <p>Arudolfo@schools.nyc.gov</p>				
Oakland	<p>Established an Office of African American Male Achievement with 30 staff members and an annual budget of \$3.5 million.</p>			<p>Initiated the Manhood Development Program (MDP), an academic mentoring model designed and implemented <i>by</i> African American males <i>for</i> African American males.</p> <p>Program has grown</p>	

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				from three to 17 sites. Program is designed to decrease suspensions and increase attendance, decrease incarceration and increase graduation, and decrease the achievement gap and increase literacy.	
Oklahoma City	Named Aurora Lora as lead. aalora@okcps.org (405)587-0448				
Orange County	<p>Has developed a comprehensive plan around each element of the pledge called “Building Ladders of Opportunity for Boys and Young Men of Color.”</p> <p>Created the Minority Achievement Office (MAO) to narrow the achievement gap, improve academic outcomes, reduce discipline referrals, and increase graduation rates.</p> <p>Empowering Environments strategic plan.⁷</p>		<p>Researched best practices in promoting academic success at pre-k level.</p> <p>Gathered best practices from most successful pre-k teachers.</p> <p>Discuss ways to better serve pre-k males of color</p>	<p>Compiled all data from standardized tests and disaggregated it to show performance of males of color in all grades.</p> <p>Convened a committee to develop a protocol for tracking performance of Males of Color.</p> <p>Solicited input on plan from principals, curriculum, Title I, Multi-lingual, and ESE</p>	<p>Collaborated with associate superintendent of accountability, research, and assessment to develop protocol to disseminate data regularly.</p> <p>Gathered team to discuss the data and establish timelines.</p> <p>Meet with principals at all</p>

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	<p>Named James Lawson as lead. (407) 317-3470 James.lawson@ocps.net</p>		<p>Compiled academic and social development strategies and communications plan.</p> <p>Offered enhanced professional development for pre-k teachers.</p> <p>Monitored implementation, and tracked performance of pre-k males of color.</p>	<p>Set up early warning indicators for intervention.</p> <p>Set up procedure where committee is called if data suggest adjusting the protocol</p> <p>Shared protocol with area superintendents and all principals.</p> <p>Expanded MTSS system to 21 elementary and 4 middle schools.</p> <p>Established an accelerated reading program at the third grade in 25 elementary schools</p> <p>Monitoring progress of elementary and middle school students</p> <p>Initiated the summer Scholars of Orange County Calculus</p>	<p>grade levels to establish intervention procedures based on early warning data</p> <p>Implement protocols for monitoring data and intervening with students not on track.</p> <p>Execute appropriate interventions.</p>

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				Project at two middle schools, On the Record Reading at two middle schools, and 5 th grade math at 10 elementary schools.	
Palm Beach County		Convened “My Brother’s Keeper Community Challenge Student Summit in January 2015 to assess needs, set priorities, and define goals. The Summit was led by the Chair of the County Commission in partnership with the School District	Partnership with Head Start to ensure that all students, particularly boys of color, have received quality pre-K preparation by providing professional development for Head Start teachers to ensure that the instruction is aligned with State Standards.	The School District has purchased 8 th and 9 th grade PSAT for all 8 th and 9 th grade students to assess potential for Advanced Placement; AICE, and International Baccalaureate participation. The District has also expanded AVID to start in elementary/middle. Creation of JumpStart to High School Program for twice-retained students. In two years we have been able to successfully promote 237 students, 80% being Black or Latino males, to high school. 68% of them maintained at least a 2.0 GPA or higher.	Created data dashboard to monitor progress of males of color. Metrics include graduation, attendance, college and career readiness, suspensions, and expulsions.

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Philadelphia		Working with the office of the mayor on a citywide strategy		Working with City Year in 11 schools to enhance learning environment and provide tutoring for students with low attendance, multiple suspensions, and low grades.	
Portland	Names Jeanine Fukuda and Bonnie Gray as leads. (503) 916-3769 jfukuda@pps.net bgray1@pps.net	Partnering with Portland Trailblazers of NBA on third-grade reading. Partnering with Mayor's Black Male Achievement Initiative, AT&T, Aspire, Cisco, JP Morgan Chase, College Board, and Youth Gang Task Force. Vetting entire plan with office of the mayor, school board, executive leadership team,	Are creating early learning hubs in four targeted communities with partner agencies (including key culturally specific partners—Albina Head Start, Indian Education, Neighborhood House, Teen Parent Program, Oregon Community Foundation, Concordia University, Multnomah Education Service District,	Have set goal to have 100% of students meeting or exceeding reading benchmarks on Smarter Balanced Reading Assessments by the end of third grade. Using culturally aware classroom observation tools and third grade reading campaign, as well as engaging families of color in reading events and home libraries.	Will disaggregate all data on superintendent's priorities by race, gender, and language. Designate staff from the Strategic Planning and Performance department whose primary focus is on data. Implement Early response System to identify students at risk and take appropriate action by NAME.

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		<p>District Equity and Inclusion Council, Superintendent's Student Advisory Council, Portland Association of Teachers, PTA, Pacific Educational Group,, Coalition of Communities of Color, Black Male Advisory Group, Coalition of Black Men, Delta Sigma Theta, Multnomah County Chair, All Hands Raised, Portland Business Alliance, City Club, Portland metro Education Collaborative.</p>	<p>Native American Youth and Family Center, Home Forward, and Oregon Solutions).</p> <p>Expanded the number of children participating in full-day pre-k programs.</p> <p>Offering universal kindergarten for every five-year old at no cost— was grant funded previously.</p> <p>Gathered research on best practices in pre-k.</p> <p>Enhanced professional development for pre-k teachers, kindergarten</p>		<p>(Indicators include attendance, behavior, and achievement.)</p> <p>Conduct case studies of schools with high achievement among African American students.</p> <p>Disaggregate school climate data by race and gender to ascertain student experiences.</p> <p>Track culturally relevant interventions that Black, Latino, Native American, and Pacific Islander students receive from staff and contractors.</p>

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			<p>teachers, and community providers.</p> <p>Expanded early kindergarten transitions.</p>		
Providence	<p>School Board approved a Males of Color Pledge Implementation Plan and will develop a policy on institutionalized racial equity.</p> <p>Will conduct a thorough examination of policies and practices to improve outcomes for Males of Color.</p>		<p>Expand the number of pre-k seats for males of color by moving the early childhood program from Gregorian Elementary School to Asa Messer Elementary School.</p> <p>Work with state and city officials to expand the availability of pre-k opportunities.</p>	<p>Infuse greater cultural relevance into the district's academic curriculum and identify content that better responds to and engages Males of Color.</p> <p>Review policies to increase the access of adult male volunteers of color in the schools.</p> <p>Review policies to ensure that district buildings allow for more after-school community programs for Males of Color.</p> <p>Review human resource policies to increase recruitment, hiring, and</p>	<p>Compile a comprehensive, disaggregated data set on Males of Color to better understand and measure academic status, progress, and social/emotional development.</p> <p>Develop a set of key indicators of student outcomes on academic achievement, graduation rates, dropout rates, AP participation, FAFSA completion, pre-k enrollment, attendance data,</p>

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				<p>retention of more educators of color.</p> <p>Identify and enhance initiatives that spur the academic growth and social development of Males of Color, such as the Gilbert Stuart Gentlemen’s Association.</p>	<p>discipline referrals, special education placements, and other.</p> <p>Will establish goals and targets in each area and monitor progress.</p>
Rochester	“We Will Treat Every Child Like One of Our Own: An Action Plan for the Rochester City School District”		District currently offers universal pre-k for every four year old at no cost to families—was mostly half-day programming in previous years.	<p>Move aggressively to ensure that all students are reading by the third grade.</p> <p>Expand summer school opportunities in order to cut summer learning loss, provide interventions, and offer enrichment.</p> <p>Continue Summer of Reading program that supplies students with backpacks of books and reading lists.</p>	

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				<p>Continue increasing the numbers of dedicated reading teachers. Improve literacy content and instruction in multiple subject areas.</p> <p>Increase learning time by eliminating early dismissal of students every Wednesday and increase expanded-day schedules in elementary and secondary schools.</p>	
Sacramento	<p>Established Restorative Justice Task Force in 2014.</p> <p>Hired Assistant Superintendent of Equity in July 2015.</p> <p>Superintendent Co-Convended My Brother's Keeper (MBK) community meetings in 2015.</p> <p>District continues to co-lead Sacramento's Boys and Men of Color Collaborative and MBK Task Force</p>	<p>Co-Convended first My Brother's Keeper meeting with Systems Leaders in March 2015 along with Mayor.</p> <p>My Brother's Keeper Community Convening. Over 300 boys and girls of color (170+ from SCUSD) participated in</p>	<p>Expanded Transitional K program</p> <p>Implemented the First 5 Play is a FUNDamental play group program for infants and toddlers</p> <p>Opened 5 additional Early Head Start</p>	<p>Continued implementation of Social Emotional Learning (SEL) initiative district wide through 3 year NOVO Foundation grant</p> <p>Hired 3 coaches to support SEL and Positive Behavior Intervention and Support (PBIS)</p>	<p>Developing Data Dashboards to address Chronic Absence, Discipline and Academic Performance.</p>

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	<p>Adopted Resolution to have Ethnic Studies as a graduation requirement by year 2020.</p>	<p>community conversation about three MBK initiatives: education, employment and safety.</p>	<p>Infant/Toddler classrooms</p>	<p>Started cohort of 9 PBIS schools</p> <p>Men’s Leadership Academy (MLA) program continues to provide culturally relevant instruction, social justice education and leadership opportunities to males of color within SCUSD. Developed cross-age mentoring program for MLA into Middle and Elementary Schools. Summer Matters programming targets boys and girls of color in high quality learning opportunities to prevent summer learning loss; incoming 1st – 12th grade.</p> <p>Children’s Defense Fund, Freedom Schools provided culturally relevant literacy program during summer at 3 elementary sites.</p>	

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				<p>City Year continues to provide intervention and support at 5 schools within SCUSD; focusing on attendance behavior and course performance.</p> <p>Youth Development Support Services provides expanded learning opportunities to 14,000 students targeting low-income/students of color. Culturally relevant programming is built around a Social Justice Youth Development framework.</p> <p>Middle schools provided additional funding to support under performance in mathematics through data driven intervention programs.</p>	

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San Francisco	<p>Developed the African American Achievement and Leadership Plan</p> <p>Hired Landon Dickey as Special Assistant to the Superintendent for African American Achievement and Leadership DickeyL@sfusd.edu (415) 515-5247</p> <p>Approved a school board resolution in support of African American achievement.</p> <p>Launched an African American Internal Oversight Committee to monitor district efforts, and an African American Community Council (AAAC) to provide external oversight of district efforts in support of black students. District will provide an “African American Student Report” to share progress.</p> <p>Budgeted \$800,000 to fund an African American Achievement and Leadership Initiative (AAALI) to support parent engagement, a postsecondary pathways program (that will connect all graduating African</p>	<p>Convened My Brother’s Keeper Local Action Summit in January, 2015 with the mayor and local foundations.</p> <p>Partnering with the mayor’s office and the San Francisco Foundation.</p>	<p>Developed plan to enhance Tier 2 and Tier 3 Behavioral RTI supports for PK – 3rd grade students</p>	<p>Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population</p> <p>Identified elementary, middle, and high schools with high African American achievement. Planning to case study schools over 2015 – 2016</p> <p>Transitioned support of the African American Parent Advisory Council (AAPAC) to the Superintendent’s Office and Special Assistant to the Superintendent, to help coordinate accessibility of resources and information for African American parents</p>	<p>Convened staff team to evaluate African American student outcomes districtwide</p> <p>Launched African American Internal Oversight Committee to monitor a cohort of elementary and middle schools with African American students as a focal population</p> <p>Identified academic, behavioral, culture and climate, and demographic measures to monitor acceleration of African American student achievement</p>

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	American 12 th graders through LinkIn, provide alumni tracking, and provide coaching) provide school-site support and summer-school support.			<p>Launched MBK/SF Summer STEAM Program for K – 5th grade students</p> <p>Partnered with community-based organizations to pilot a summer reading program with a cohort of black families</p> <p>Launched Racial Equity Professional Learning Community at elementary school sites</p>	<p>Developed CORF and BASIS data systems for tracking student referrals and behavioral interventions implemented at school sites, to reduce disproportionality of African American suspensions and expulsions</p> <p>Rolled out <i>Illuminate</i> data system districtwide which allows for more flexible analysis of school level and student level data</p>
Toledo			RttT, SIG, Academic Turnaround, EWS, Inclusion, gender-based k-12.	Initiated the Young Men of Excellence mentoring program with 2,000 students	EWS, PBIS, Safe schools ordinance, mental health intervention.

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				Expanding credit recovery.	

DRAFT

Males of Color Initiatives in America's Great City Schools (continued 2)

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
Anchorage	Continue attendance policy implementation; make phone calls to student homes during absences; and continue school business partner recognition of students with good attendance. Track results.	Implement new drug/alcohol policy for reducing suspensions and expulsions through alternative placements; implement RTI social emotional framework; and produce quarterly and annual suspension reports.	Continue focus on recruiting under-represented students for gifted programs; intentional core team planning for under-represented students with potential for AP; provide AP training for 300 secondary teachers; continue NMSI grant at two high schools; promote performance scholarships; continue TRIO in three high schools; and continue college and career guides at	Participate in Education Matters Summit with focus on improving teacher preparation; continue ongoing meetings with University of Alaska and Alaska Pacific University; continue dual credit opportunities; and partner with ANSEP.	Continue ELL workshops for families; conduct Title VII workshops for families; promote FAFSA through TRIO in three high schools; provide support through CTE/counselor coordinators and promote FAFSA completion in three high schools.	Examine disaggregated data to inform instructional decisions and use RTI and intervention data with individual students.

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			three high schools.			
Atlanta		<p>Have set goal with state department of education to eliminate disproportionate suspensions of African American males by the end of the year.</p> <p>Expand PBIS from 123 schools to 24. Newly formed PBIS committee will review discipline and interventions.</p> <p>Provide weekly discipline updates to associate superintendents and principals to review and make adjustments.</p>	PLCs of AP and IB coordinators are focusing on increasing enrollment, retention, and success of African American males in advanced courses.			<p>Provide more inclusive environments for students with disabilities and provide additional training to lead and regular teachers.</p> <p>District is currently not disproportionate in special education.</p> <p>Using RTI to review and train staff around 504 accommodations. Continue monitoring to ensure that students are placed in LRE.</p>
Austin		Worked to reduce numbers of Males of				Hold special education workshops for

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		<p>Color suspensions and expulsions.</p> <p>Establish partnership with Greater Calvary Rites of Passage and other groups to develop alternatives to out-of-school suspensions.</p>				<p>staff and teachers to build strategies for working with Males of Color during the admission and dismissal processes.</p>
Baltimore		<p>Diversion program and community conferencing.³</p> <p>Professional development in de-escalation and portfolio of school-based climate supports.⁴</p> <p>Re-engagement/intervention centers.⁴</p>				
Boston		<p>Mayor's office created the Violence Interrupters Program and expanded its StreetSafe program to provide community support to youth and gang intervention services.</p>		<p>Set goal of increasing the diversity and cultural proficiency of BPS administrative and teaching staff.</p>		

³ From Rethinking School Discipline, July 22, 2015.

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Bridgeport		<p>Goal to reduce out-of-school suspensions by 5% over two years.⁴</p> <p>Develop a systemwide approach to meeting students' behavioral, social, and emotional needs in order to reduce chronic absenteeism.⁵</p> <p>Implement RULER, an emotional intelligence program developed by Yale University.⁵</p> <p>Reduce school-based arrests through partnerships with police department and community agencies.⁵</p>				
Broward County		<p>Ended suspensions for non-violent activities, put interventions in place, and initiated the PROMISE (Preventing Recidivism through Opportunities, Mentoring,</p>				

⁴ From Rethinking School Discipline, July 22, 2015.

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		<p>Interventions, Support and Education) program.</p> <p>Revising Code of Student Conduct policy and discipline matrix that require police involvement and to clarify expectations.⁵</p>				
Buffalo		<p>Implement restorative justice practices.⁶</p> <p>Revising agreements between district and school resource officers to lower the number of non-violent misdemeanor arrests for school-based behavior.⁷</p> <p>Implement Student Support Teams and Social-emotional clinics in all schools.⁷</p> <p>Develop a new code of conduct to emphasize intervention over</p>				

⁵ From Rethinking School Discipline, July 22, 2015.

⁶ From Rethinking School Discipline, July 22, 2015.

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		punishment and exclusion. ⁷				
Chicago		Developed the Suspension and Expulsions Plan to reduce out-of-school suspensions, encourage positive school climate, and peer councils to handle discipline issues.				
Cincinnati	M.O.R.E. clubs incentivize good attendance and GPA with field trips and outings.	Set goal of reducing disciplinary incidents by 560 percent through M.O.R.E clubs.			FAFSA completion is built into M.O.R.E. high school clubs.	
Clark County (Las Vegas)	Working collaboratively with City on Downtown Achieves (DA) Schools to expand a successful attendance incentive pilot across on DA schools. The goal of the City	Monthly data tracking of hard and soft expulsions. District Policy revised to align with State regulations and policies.	AP Goal establishment to target students of color Increase in the number of schools which offer IB programs at elementary,	A working group has been established at the State level on how best to address the concerns laid out by a Multicultural Education Bill that passed this past legislative session. The	Historic Black College and University Tours Affiliations with Fraternal and Sorority programs at schools. Gear Up Partnerships	Implement instructional strategies that are culturally responsible to teaching and assessment practices. Appropriate and tiered interventions at

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	and District is a 50% increase in the number of students who miss less than 10 days in DA elementary schools.		middle, and high schools. Strategic PSAT Indicator Analysis at the 10 th Grade Level to find future AP class enrollees in all subgroups that may not have been previously identified.	working group will present potential regulations before the Commission on Professional Standards. The rationale being that if teachers take a multicultural education course during their, they would likely be more effective in reaching their students who come from different backgrounds to increase their learning.		the elementary level.
Cleveland	Launched the “Get to School: You Can Make It” campaign. Partnering with the Cleveland	Retain Males of Color in school and reduce disproportionate suspension and expulsion rates. Expand use of Planning Centers (an alternative	Increase numbers of Males of Color participating in honors, AP, and G&T classes.	Adopt curriculum addressing academic, social, and cultural needs of Males of Color	Increase number of Males of Color who complete the FAFSA. College Now Greater Cleveland staff	Reduce disproportionate numbers of Males of Color in special education courses.

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	<p>Browns foundation.</p> <p>Established Safe Routes to School initiative to ensure safe corridors for students going to school.</p> <p>Expand use of Planning Centers at each school to reduce suspensions with attendance liaisons.</p>	<p>to suspension) at each school to reduce suspensions with staff trained in de-escalation strategies.</p> <p>Providing extensive social-emotional support to students through CASEL.</p>	<p>Expanded AP to 18 schools in 18 subjects with total enrollment of 1,200</p> <p>Have 10 high schools participate in the National Math and Science Initiative's College Readiness Program.</p>	<p>in colleges of education.</p> <p>Working with Profound Gentleman to increase the number of male teachers of color.</p>	<p>work directly with students to complete FAFSA.</p> <p>Expand College Now program.</p> <p>Implemented Naviance, an on-line college and career planning tool for students in grades 6-12.</p>	<p>Reduce number of ED classes in district by 5 percent in one year.</p> <p>Boosting placements in more inclusive classrooms, particularly for students who are emotionally disturbed.</p> <p>Improve cultural proficiency of IEP teams.</p>
Columbus	<p>Has developed an Attendance Tool Kit with attendance-related policies and information. Have reduced tardiness and truancy by 76% and suspensions due to tardiness and truancy by 36%.</p>	<p>District has implemented Positive Behavior Intervention and Supports (PBIS) and the Student Assistance and Intervention for Learning (SAIL) process in an MTSS framework. Use school counselors and social workers at schools to address social,</p>	<p>District is attempting to expand access to gifted and talented programs by tailoring instruction for identified students; provide opportunities for gifted students to</p>			<p>Are working to increase the number of students with disabilities in inclusive settings, expand co-teaching in regular classroom settings, and ensuring access to the least restrictive</p>

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	<p>Provide in-school immunizations, school nurses, health screenings, and chronic disease management for students with chronic conditions.</p> <p>Has a District Wellness Initiative for students.</p>	<p>emotional, and mental health concerns.</p> <p>Has implemented a Truancy Intervention Center and a Positive Alternative Learning for Students (PALS) program along with I-PASS (an alternative to suspension program).</p>	<p>work with each other; and enhancing primary grade programs.</p> <p>District has 29 site coordinators who work with teachers on analyzing data and preparing lessons for gifted students.</p> <p>District is piloting a critical thinking program in k-2, a career awareness program, Career Café, for gifted 8th graders, and works on a number of enrichment activities.</p>			<p>environments for students of color.</p> <p>Offering professional development on inclusion, culturally relevant teaching, universal design for learning, racial identity development, and other factors to reduce mis-identification of males of color as disabled.</p>
Dallas			Increased numbers of			

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			<p>African-American and Hispanic students taking AP exams in math & science and numbers scoring 3 or above. (See graphs)</p> <p>Continue expanding NMSI College Readiness Program.</p>			
Dayton	<p>Set goal of reducing chronic absenteeism by Males of Color by 20 percent</p> <p>Monitor attendance and discipline data monthly.</p>	<p>Set goal of reducing disparities in suspensions by 20 percent and expulsions by 20 percent.</p> <p>Convene stakeholders to review student code of conduct and recommend changes. Have board approve.</p> <p>Research alternative programs to reduce suspensions.</p>	<p>Set goal of increasing advanced coursework by Males of Color by 10 percent.</p> <p>Increase the numbers of students identified as gifted and provide services.</p>		<p>Create baseline for all students completing FAFSA and disaggregate by gender and ethnicity.</p> <p>Participate in country's first "Signing Day" for college acceptance.</p>	

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		<p>Post discipline data on district website and communicate to stakeholders.</p> <p>Restorative justice now implemented in eight schools.</p>				
Denver	<p>Implement early warning system and target resources for immediate intervention. Expand mentoring</p> <p>Increase advisories that match students with caring adults to support social and emotional growth.</p>	<p>Focus on culturally responsive education.</p> <p>Implement restorative justice practices.</p> <p>Goal: Ensure that rates of out-of-school suspensions and expulsions for Black, Latino, and White students are proportionate with population.⁷</p> <p>Goal: All schools will be LTE 3% unduplicated out-of-school suspensions for Black students.⁸</p>	<p>Identify criteria that might qualify students for advanced programs and target recruitment activities in every secondary school.</p> <p>Monitor enrollment by school.</p> <p>Strengthen partnerships with higher education.</p>	<p>Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools.</p> <p>Incorporate culturally responsive practices into LEAP teacher professional development and evaluation program.</p>	<p>Strengthen partnerships with higher education and pre-collegiate mentoring providers. Establish accountability for FAFSA and post-secondary applications.</p> <p>Start identifying middle-school students.</p>	<p>Implement intentional strategies to focus on culturally responsive teaching and assessment practices.</p>

⁷ From Rethinking School Leadership, July 22, 2015.

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			Increase training and recruitment for teachers with advanced certification.			
District of Columbia			Working to ensure that AP courses and SAT prep opportunities are equitable and available throughout the district.	Expanding the teacher residency partnership to attract more Males of Color to teach and lead in the district.		
Duval County	<p>Built the Performance Matters data base with an early warning system that includes attendance needs.</p> <p>Attendance plan and policies will identify students with excessive absences for</p>	<p>Revised student code of conduct to incorporate restorative justice, in-school suspensions, parent conferences, and teacher PD</p> <p>Implementing mental health, positive behavior support, and classroom management training for all teachers and administrators.</p> <p>Early warning system will highlight discipline</p>	<p>Redesigned the eligibility protocol to gifted programs to expand minority participation.</p> <p>Expanded accelerated courses in every district high school—including AP, IB, AICE, dual enrollment, and</p>	<p>Meeting with local colleges of education on academic, cultural, and social needs of Males of Color</p> <p>Beginning to collect data on effectiveness of teacher college graduates with Males of Color.</p>	<p>Will begin collecting quarterly data on numbers of Males of Color who have completed FAFSA form.</p> <p>Set goals to have District School Counseling Office to increase attendance at Financial Aid Nights at each</p>	<p>Implementing the GRASP Academy for dyslexic students</p> <p>Implementing Tier III reading and math intervention programs in all elementary schools.</p> <p>Electronic data system will allow tracking of</p>

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	<p>early intervention.</p> <p>Shifting all truancy officers from the district office to school sites to work directly with students and parents.</p> <p>Provide quarterly reports to the board on attendance and annual reports on achievement gaps.</p>	<p>needs related to suspensions and expulsions, and identify when interventions are needed.</p>	<p>industry certification.</p> <p>Saw participation by Black students in accelerated courses increase 42%.</p>	<p>Expanding “Call Me Mister” program to recruit Black males into teaching.</p> <p>Implementing the Jacksonville Teacher Residency Program to recruit high-performing Males of Color to teach math and science in urban schools.</p>	<p>high school as well as College Goal Sunday held each spring.</p>	<p>academic and behavioral interventions even if they change schools.</p> <p>Will continue gathering data and conducting analysis of data by race on ESE students.</p>

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Fort Worth	<p>FWISD has established a comprehensive truancy program in collaboration with city resources. Stay in School Coordinators are assigned to each high school feeder pattern to provide outreach support for students with excessive absences. These staff members maintain communication between school and parents and council students with school resources to keep students attending school on a regular basis.</p>	<p>The student code of conduct was revised with the following state mandate provision, based on changes from the 84th legislative session; Before ordering an in-school or out-of-school suspension, placement in a DAEP, or expulsion to JJAEP, the principal or designee must consider:</p> <ol style="list-style-type: none"> 1. whether the student acted in self-defense, 2. the intent or lack of intent at the time the student engaged in the conduct, and 3. the student's disciplinary history, regardless of whether the decision of the principal or designee concerns a mandatory or discretionary action. 	<p>AP and Dual Credit is now a District measure. FWISD monitors the number of AP exams scoring 3 or higher, AP exams taken, AP exam takers, and dual credits received. All of this information is monitored at campus and student group levels. Enrollment in all AP classes is monitored and reviewed for equity. We have added additional counselors at the high school level to support students enrolling in AP opportunities.</p>	<p>FWISD has a comprehensive college and career readiness initiative that promotes a college bound and workforce ready culture from elementary to post-secondary opportunities. Primarily at the secondary level, FWISD has GO centers which are college and resource rooms where students can research colleges and careers. FWISD has extensive programming such as College Night which has over 300 college representatives present to talk to students.</p>	<p>FWISD has college days, which helps students and parents with college admittance. There is a monthly scholarship bulletin made available district-wide that outlines criteria for scholarships from elementary to college. FWISD has district-wide college financial aid nights hosted at each traditional high school from January through March. In the college and career classes and programming, financial aid workshops are given for both parents and students in both</p>	<p>The Special Education department has set up a system of monitoring Special Education referral data by ethnicity on a monthly basis.</p> <p>All schools with a large number of Special Education referrals (particularly with students of color) received cultural responsibility pedagogy and professional learning and training.</p>

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					<p>English and Spanish. FWISD has strong educational partnerships with every major college and university in the north Texas area that provides peer-to-peer mentoring for college access. FWISD works with UNCF and MACE to help students receive scholarships. UNCF provided over 50% of the scholarships to young men of color.</p>	
Fresno		<p>Implemented restorative practices in several schools in 2013 and authorized \$500,000 for districtwide strategy.⁸</p>				

⁸ From Resource Guide for Superintendent Action, July 2015.

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		Saw students implement an advocacy group— Students United to Create a Climate of Engagement, Support, and Safety (SUCCESS). ⁹				
Hillsborough County	Continue implementing and monitoring the Student Success Program in all targeted middle and high schools with focus on reducing achievement gap, lowering suspensions, increasing attendance, and reducing dropouts.	Initiate and implement Project Prevent grant that will assist 21 high poverty schools break the cycle of violence. Continue and evaluate Project Promise for Title I schools to purchase or support programs to improve discipline and attendance.	Continue successful effort to use PSAT and other data to encourage eligible student of color to participate in AP courses. Expand and monitor the use of AVID with ELLs in grade 6 to prepare them for AP and honors placement. Continue to use MTSS framework to identify gifted and talented	Continue the partnership with the University of South Florida Urban Residency Program to place and support intern teachers, monitor their impact on student outcomes, and compare their results with other new hires. Continue the collaboration with area colleges and universities to provide	Continue the partnership with the Florida HBCU Alliance to increase numbers of students of color who enroll in college. Promote and increase participation in the Black/Brown College Bound program in partnership with Hillsborough Community College. Strengthen marketing to all high schools and CTE schools of	Support MTSS implementation in all schools K-12. Implement and monitor new Project AWARE grant to provide mental health services. Implement new School Climate Transformation grant to improve behavior and climate in 25 Title I schools.

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			students of color.	leadership development and “think tanks” around diversity and cultural awareness.	College Goal Sunday, a student and parent workshop geared to increase FAFSA completion rates.	
Houston		<p>Will develop a school-based early-detection and intervention system that connect students and parents to services.</p> <p>Exploring evidence-based practices in intervening to positively impact student behavior without excluding students from school.⁹</p> <p>Developing a districtwide framework that supports positive school environments by providing teacher and administrators with practical strategies to manage challenging student behavior.¹⁰</p>				

⁹ From Rethinking School Discipline, July 22, 2015.

¹⁰ From Rethinking School Discipline, July 22, 2015.

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		<p>Providing schools with classroom management tools like <i>The Leader in Me</i> and “Safe and Civil Schools’ Classroom Management” Training.¹⁰</p>				
Indianapolis		<p>Surveying other county schools to learn about alternatives to suspensions and best practices.</p> <p>Reviewing suspension codes to see if the grounds for suspensions can be reduced.</p> <p>Implementing a new Student Code of Conduct designed to increase equity in disciplinary practices.¹¹</p> <p>Increasing building and district supports to instructionally respond to inappropriate behavior (e.g.,</p>		<p>Are engaging teacher training at universities in Indiana on culturally responsive instruction and classroom management techniques.</p>		

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		<p>restorative practices, PBIS, MTSS).¹¹</p> <p>Working with Marion County Superior Court on conditions under which the court will accept or reject school referrals and arrests for misdemeanor and status offenses.</p> <p>Beginning to coordinate with other community organizations on alternatives to court referrals and other services.</p>				
Jackson						
Kansas City	<p>Have set up truancy intervention efforts to reduce absenteeism with Males of Color, e.g., SEL support, Knock-N-Talk, Attendance Ambassadors, Truancy Court,</p>	<p>Began “No Out of School Suspension Absences” initiative.</p> <p>Eliminating “willful defiance” and insubordination” as grounds for suspension.</p> <p>PBIS and Behavior Intervention Support Teams</p>				

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	Success Court, letters to parents	<p>Shifting all truant officers into the schools from central office.</p> <p>Regularly report on progress on reducing suspensions and expulsions.</p>				
Long Beach	Continue efforts to encourage and incentive attendance and meeting attendance goals. Currently attendance is 97% districtwide.	<p>Continue and strengthen district efforts to use conflict resolution, early intervention, training in appropriate behaviors, and alternatives to suspensions. Suspensions have dropped over 30%.</p> <p>Promoting greater use of positive alternatives to school discipline, including restorative justice approaches.</p>	<p>District will pay for all but \$5 of AP exam costs in grades 8-12, expand AP test-prep, summer bridge classes, and pre-AP workshops. AP participation increased 20% over last year and 154% over 20 years.</p> <p>Continue Claremont College Long Beach Math Initiative by allowing high school students in a summer</p>			

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			residential math program. Under-represented students are paired with mentors.			
Los Angeles	<p>Charging school-based pupil services and attendance counselors with increasing attendance for young men of color and other students at risk.</p> <p>Initiated the Attendance Improvement Program to focus on improving attendance in transitional kindergarten, kindergarten, and grade 9.</p>	<p>Eliminated “willful defiance” as grounds for suspensions.</p> <p>Approved policy to require the use of alternative disciplinary practices such as restorative justice.</p> <p>Continued implementation of PBIS.</p> <p>Goals: Decrease the number of instructional days lost to suspension, decrease suspension rates, and decrease expulsion rate.¹²</p> <p>Created school pathways for students</p>	<p>Have adopted an Open Access Policy for AP course enrollment.</p> <p>Have also expanded 10th grade PSAT administration; paid or waived AP exam fees; initiated AP readiness classes; provided teacher professional development; and held parent conferences. Result has been a steady</p>			

¹² From Rethinking School Discipline, July 22, 2015.

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	<p>Initiated the Student Attendance Review Board to keep young men of color out of the juvenile justice system by coordinating services for students with low attendance.</p> <p>Formed the FamilySource Partnership Program in collaboration with the housing and community investment unit of the city to promote attendance and achievement.</p>	<p>who have been released from juvenile detention centers.</p> <p>Planning to create a television program to highlight the positive accomplishments of young men of color.</p>	<p>increase in the number of participating African American and Latino students.</p> <p>Expanded the use of AVID and AVID Excel to over 60 secondary schools.</p> <p>Expanded efforts to identify students for gifted programs, professional development, and use of linguistic and culture-free assessments.</p>			
Louisville	Strengthen Equity Institutes to address disengaged	Institute districtwide restorative justice training.	Enhance the Advance Program Institute	CARDS Program.	Design new dashboard that charts participation in	Advance Program Sustaining and

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	students and teachers. These institutes are led by school officials and local and national experts.	Make modifications in the Code of Conduct. Develop equity scorecards Conduct school-level data dives and reports.	designed to address the non-traditional gifted student. Next cohort is set to be all Males of Color from high-poverty schools.	Partner with University of Louisville and Kentucky State University to design curriculum that focuses on diversity, equity, and inclusion.	scholarships and FAFSA	Improving Initiative
Memphis	Launched the “Represent Everyday” campaign with the Memphis Grizzlies to develop a robo-call to students about attending school.					
Miami-Dade County	Provide hourly case workers to follow up on the truancy referral process with the attendance office for Males of Color.	Implementing the Alternative to Suspension program to reduce suspension and expulsion rates for Males of Color. Plan to eliminate out-of-school suspensions in 2015-16 school year and	Provide data and strategies on programs to increase participation of Males of Color in AP, dual enrollment, AICE, gifted and talented,	Partner with local universities to establish curricula, financial aid assistance, and admissions guidance to Males of Color.	Create opportunities for universities and colleges to present information on college readiness, financial aid applications, FAFSA	Implement a tracking system with multiple levels of review to monitor the placement of Males of Color in special education courses.

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		<p>instead will send students to Student Success Centers for counseling and social services.¹³</p> <p>Leveraging community partnerships that focus on providing wrap-around services.¹⁴</p>	<p>CTE, and other programs.</p> <p>Provide information to Males of Color on magnet school opportunities.</p>	<p>Monitor teacher effectiveness with Males of Color using value-added scores.</p>	<p>completion, and admissions requirements to Males of Color.</p> <p>Require 12th grade Males of Color to complete FAFSA forms at school computer labs.</p> <p>Meet monthly with school-level student services staff to monitor FAFSA submissions.</p>	
Milwaukee	<p>Partnering with the Milwaukee Bucks to encourage students to attend school every day. Began a new attendance initiative based on PBIS/RTI</p>	<p>Eliminating exclusionary discipline practices. Redefining the circumstances in which discipline practices are applied to students in k-2 grade. Partnering with a variety of nonprofit organizations to reduce violence through</p>	<p>Implemented an AP Initiative grant from the Department of Education to spur the numbers of under-represented students in AP classes. District</p>	<p>Are working with the Urban Teacher Residency Program to increase the numbers of male teachers of color in the district. Also recruiting at HBCUs and</p>		

¹³ StateImpact, July 29, 2015.

¹⁴ From Rethinking School Discipline, July 22, 2015.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	<p>that trained over 400 staff members. Are using district attendance data to identify and support students with attendance issues.</p>	<p>positive youth development efforts: Milwaukee Christian Center, Running Rebels, and Playworks. Expanding the district's PBIS efforts. Have reduced suspensions from 75,234 in 2008-09 to 16,374 in 2014-15.</p> <p>Are emphasizing social-emotional programming through Project Prevent and expanding restorative justice practices through expanded teacher training.</p>	<p>has doubled the number of students enrolled in AP/IB since 2008. Provided professional development to every AP/IB teacher. Use Springboard for students in grades 6-12.</p>	<p>seeking to reinstate the Metropolitan Multicultural Teacher Education program to recruit male professionals of color into teacher careers.</p> <p>Expanding Culturally Responsive/Relevant Teaching (CRT) practices.</p> <p>Introducing a series of professional development sessions for principals and assistant principals called the Continuum of Cultural Proficiency.</p>		
Minneapolis		<p>Revamping discipline policies based on suspension data with</p>				<p>Conducting a program audit to determine over-</p>

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		new emphasis on interventions, restorative justice, and SEL.				identification in SPED.
New York City		<p>Expand the use of restorative approaches instead of exclusionary discipline.¹⁵</p> <p>Promote a multi-tiered approach to promoting positive behavior.¹⁴</p> <p>Reduce reliance on suspensions and calls to EMS for behavioral incidents.¹⁴</p>				
Oakland		<p>Community schools strategy.¹⁶</p> <p>New district discipline policy to end willful defiance as grounds for suspensions.¹⁵</p> <p>Restorative justice and trauma-informed services.¹⁵</p>				

¹⁵ From Rethinking School Discipline, July 22, 2015.

¹⁶ From Rethinking School Discipline, July 22, 2015.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		<p>Culturally responsive positive behavior interventions and supports.¹⁵</p> <p>Culturally specific approaches for African American males, Latino males, and females of color.¹⁵</p> <p>Social Emotional Learning.¹⁵</p> <p>Student leadership/student voice (all city council, wellness council, AAMA youth council).¹⁵</p>				
Oklahoma City						
Orange County	<p>Convened a committee to study attendance of students who were chronically absent.</p>	<p>Researched the suspension rates of all students and determined schools with most racially disproportionate suspensions and expulsions.</p> <p>Held meetings with administrators from</p>	<p>Prepared a breakdown by race and gender of all honors and AP courses.</p> <p>Convened a high-level staff meeting to</p>	<p>Initiated a relationship among three local colleges of education around the Males of Color initiative.</p>	<p>Work with guidance offices and directors to develop a protocol to report on progress of Males of Color who complete the FAFSA process.</p>	<p>Review data on the percentages of Males of Color and other subgroups identified in ESE programs.</p> <p>Meet with senior leadership team</p>

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	<p>Established monitoring procedures to routinely evaluate student attendance and intervene before students become chronically absent.</p> <p>Create a multi-pronged prevention and intervention system to decrease absenteeism</p> <p>Establish incentives for good or perfect attendance.</p> <p>Meet with teams of social workers to establish individualized intervention</p>	<p>these schools along with area administrators.</p> <p>Meet with selected schools on a monthly basis to review data, refine discipline procedures with students of color, and share effective strategies.</p> <p>Provide training to all administrators on how to analyze disaggregated data, use best practices, and motivate good behavior.</p> <p>Set up a Behavior Leaders Consortia in 11 high schools and 17 middle schools</p> <p>Restorative justice.¹⁷</p> <p>Positive Alternatives to School Suspension (PASS).¹⁶</p>	<p>develop stronger procedures for reporting participation in advanced courses by Males of Color. Involved principals in the discussions.</p> <p>Continue the second-grade universal screening process designed to capture more students of color.</p> <p>Presented plans to area superintendents and principals.</p> <p>Monitoring progress of efforts.</p>	<p>Set up discussions about strengthening pipeline of minority teacher candidates. Exploring the development of a local “Call Me Mister” program.</p> <p>Exploring the development of a curriculum at local colleges of education that addresses the academic, cultural, and social needs of Males of Color.</p> <p>Meet with local colleges of education to develop a data monitoring system on how teachers perform</p>	<p>Meet with parent groups on the importance of the FAFSA forms. Schedule annual meetings for parents of students who are in junior class.</p> <p>Meet with sponsors of the Minority Leadership Scholars to increase the numbers of Males of Color who complete FAFSA.</p> <p>Monitor effects of the effort and make adjustments.</p>	<p>to discuss disproportionality and assign personnel to monitor and coordinate efforts.</p> <p>Review cases of students who may have been improperly identified.</p> <p>Assign staff to monitor efforts to reduce disproportionality .</p> <p>Track progress of efforts.</p>

¹⁷ From Rethinking School Discipline, July 22, 2015.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	<p>systems for students whose attendance does not improve.</p> <p>Monitor and evaluate intervention systems for effectiveness.</p> <p>Monitor students who are chronically absent.</p>	<p>Alternatives to Suspension Centers.¹⁶</p>		<p>with Males of Color.</p> <p>Monitor program progress.</p>		
Palm Beach		<p>Implemented restorative Justice practices in Title schools. Revised Code of Conduct Policy and discipline matrix. Work with School Police to reduce the number of campus arrests. Active youth Court program. Implemented SwPBS in all schools in the District.</p>	<p>Increased Boys of Color participation in AP classes by using the AP Potential.</p> <p>Started a new IB Program in Majority Hispanic School with an aggressive recruitment of Boys of Color.</p>		<p>We have required all high school students to participate in FAFSA workshops facilitated by school guidance counselors. At our Title I schools the graduation coach ensures that all males of color complete the FAFSA form.</p>	<p>Multi-Tiered Support Systems (MTSS) implementation in all school, K-12. Review data on percentage of males of color identified in ESE programs. Assigned staff to monitor efforts to reduce disproportionality.</p>

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
			Creating new Gifted cluster sites at majority minority schools to increase access for Boys of Color.			
Philadelphia	<p>Analyzed data on the link between attendance and dropping out, state test scores, and graduation</p> <p>Created attendance awareness campaign focused on the 50% of students who miss the most days. Target communications to parents and guardians about importance of</p>	<p>Develop a structure to support climate transformation.</p> <p>Promote fair and effective disciplinary practices.</p> <p>Develop multi-tiered behavior framework in 14 existing schools and 28 new schools.</p> <p>Collaborate with state and national partners to promote a system of change and improvement.</p> <p>Eliminating zero tolerance policies.¹⁸</p>				

¹⁸ From Rethinking School Discipline, July 22, 2015.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	school attendance.	School Climate Transformation Grant. ¹⁷ School Diversion Program. ¹⁷ Trauma-informed schools. ¹⁷				
Pittsburgh		Implementing restorative justice practices in 23 schools, designed to enhance relationships between students, staff, and parents to improve student behavior and reduce incidents.				
Portland	Continue participating in Attendance Matters with All Hands Raised partners SUN, Department of Human Services—providing onsite social workers.	Goal to reduce overall exclusionary discipline by 50% and reduce disproportionately in exclusionary discipline by 50% in two years. ¹⁹ Integration of PBIS, restorative practices, and collaborative action research for equity. ¹⁸	Continue Advanced Scholars program at Franklin that targets students of color to take at least 4 AP classes—has increased graduation rate and college-	Continue partnership with Portland Teacher Project, Portland Community College, and Portland State University to recruit and prepare culturally	Have GEAR UP and AVID participants complete FAFSA. Have counselors at schools not participating in GEAR UP or AVID provide needed support to	Will align service delivery model with National Association of School Psychologists' 10 domains of practice, which shifts focus to prevention and culturally response

¹⁹ From Rethinking School Discipline, July 22, 2015.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	<p>Establishing attendance protocols and attendance toolkit with training on their use.</p> <p>Expanding attendance efforts to entire Roosevelt Cluster and beyond. Have hired attendance data analysts.</p> <p>Have created Student Attendance Response Teams to identify and support students who attend school less than 90 percent of the time.</p>	<p>Revising Student Handbook to reflect restorative practices.¹⁸</p> <p>Restructuring expulsion hearing process.¹⁸</p> <p>Targeted school-based culturally specific services.¹⁸</p> <p>CARE teams to improve school climate.</p> <p>Providing culturally specific Student Assistance Coordinators to support males of color in pilot schools.</p> <p>Provide mentorships through Coalition of Black Men, Latino Network, and Indian Education.</p> <p>Establish Parent College to support disciplinary efforts of Latino parents.</p> <p>Partnering with Portland Parent Union and Community Education</p>	<p>going rate. Expand over time.</p> <p>Continue partnership between Portland Community College and Jefferson Middle School on dual high school/college credits.</p> <p>Partner with local universities on scholarships beyond community college.</p> <p>Expanding dual credit opportunities, AP, and IB in all high schools. Asking each high school to set targets for</p>	<p>responsive teachers and to increase diversity of teacher pool.</p> <p>Continue Portland Metro Education Partnership, which includes 10 teacher preparation programs to improve pre-service and in-service teacher training.</p> <p>Use Master Teachers with strong culturally responsive practices to co-teach with student teachers.</p>	<p>Black and Latino males in completing FAFSA.</p> <p>Collecting data monthly on numbers of Males of Color who have completed FAFSA form (through All Hands raised program).</p>	<p>interventions prior to special education placement.</p> <p>Pilot “blind panel” for special education eligibility screening.</p>

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		<p>Partners to identify areas where suspension moratoria are viable (e.g., pk-2, subjective offenses) and establish restorative justice practices.</p> <p>Pilot “blind hearing” concept for disciplinary hearings.</p> <p>Restructuring expulsion hearing process.</p>	<p>recruiting Black and Latino males into programs.</p> <p>Expand AVID to more high schools and their middle schools and partner with University Partners to expand pool of AVID tutors.</p> <p>Collaborate with higher education partners to develop honors courses that focus on African American, Latino and indigenous cultures.</p> <p>For non-AVID students, created college and career</p>			

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
			preparation classes at the 9 th grade.			
Providence	<p>Improve data collection on student attendance.</p> <p>Target attendance strategies first on students in grades k to 3.</p> <p>Enlist community partners like city and county government, the United Way, and others to make home visits to residences of chronically absent students.</p> <p>Focus the work of parent liaisons at each school on attendance.</p>	<p>Conduct a thorough examination of the Student Discipline and Code of Conduct to ensure that policies are fair and equitable.</p> <p>Begin phasing in more restorative justice practices rather than out-of-school suspensions.</p> <p>Work with the Providence Police on the role and authority of School Resource Officers to curtail student involvement with law enforcement.</p> <p>Provide professional development on applying restorative justice and conflict resolution.</p>	<p>Set targets and goals for increased participation of Males of Color in AP courses</p> <p>Expand the number of middle school students the district works with to prepare them for AP in high school.</p>			

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
	Continue community impact campaign linking attendance and poor achievement.					
Rochester		<p>Developed a community task force on student behavior that was convened by the Rochester Area Community Foundation and is focused revamping the district's code of conduct and will track progress.</p> <p>Expanded positive engagement activities (e.g., art, music, sports, extra-curricular activity.)²⁰</p> <p>Expanded learning time in 22 schools.¹⁹</p>				<p>Continue expanding the continuum of services for students with disabilities to reduce over-classifications and improve LRE placements.</p> <p>Expand use of consulting teachers in general education classes.</p> <p>Expand language enrichment and intervention efforts with young students to reduce</p>

²⁰ From Rethinking School Discipline, July 22, 2015.

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
						<p>inappropriate placements in speech and language impairment.</p> <p>Expand use of IDEA funding for reading intervention programs.</p>
Sacramento	<p>Chronic Absenteeism Task Force is working to reduce chronic absenteeism by implementing interventions, providing professional development and build capacity.</p>	<p>Adopted Whole Child Resolution in 2014 that addressed achievement gap and disproportionality in discipline.</p> <p>Revised School Climate Policy and School Discipline to address racial disproportionality and inequitable disciplinary practices.</p> <p>Cohorts of schools received training in Restorative practices and equity frameworks and Positive Behavior Intervention and Supports.</p>	<p>Developed a new GATE identification process including universal screening in grade 1 and 3 and follow up assessments in grades 2 and 4 and expanded parent engagement process</p>	<p>Sacramento Pathways to Success continues to deepen relationship between SCUSD, Sacramento City College and Sacramento State University in order to help students transition to, and succeed in, college.</p> <p>Culturally relevant college tours conducted</p>	<p>Culturally relevant Supplemental providers and Youth Development staff support boys of color, foster youth and Men's Leadership Academy students with FAFSA participation.</p>	<p>Addressed Special education over identification specific to ED through expansion of programs such as Positive Behavioral Interventions and Support (PBIS), Restorative Practices, and Social Emotional Learning (SEL).</p>

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		<p>Identified 3 Restorative Practice demonstration sites</p> <p>Men's Leadership Academy youth continue to participate in statewide Zero Tolerance policy advocacy.</p>		<p>by SCUSD staff and community providers.</p> <p>Expanded Learning programs offer opportunities to cultural brokers/community providers to offer culturally relevant programming, mentoring, and leadership/internship opportunities during after school space.</p>		
San Francisco		<p>Implemented a districtwide professional development program in 2009 on implementing restorative justice practices. Built the approach into the teacher contract. Saw suspensions drop from</p>				

City School System	Addressed chronic absenteeism (4)	Revised Suspension and Discipline Policies (5)	Expanded AP and gifted/talented programs (6)	Spurring Colleges of Education (7)	Expanding FAFSA (8)	Addressed SPED Over-identification (9)
		3,098 in 2009-10 to 1,921 in 2012-13. ²¹				
Toledo	Started the Truancy Prevention Program PBIS Pathways to Success.	Initiating PBIS and SEL programs	Expanding AVID, gifted and talented, & AP courses EHSO		Naviance Graduation coaches	EHS

²¹ From Resource Guide for Superintendent Action, July 2015.

Males of Color Initiatives in the Great City Schools (continued 3)

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Anchorage	Provide college and career guides at three high schools; expand freshman houses, academies, and small learning communities to personalize attention on students at risk; continue SEL programs; and focus professional development on student engagement.	<p>Provide parent engagement training and parent meetings with focus on under-served populations.</p> <p>Conduct regular ELL parent meetings and classes for refugee parents.</p> <p>Continue soliciting concerns from Alaska Native and American Indian community groups.</p>	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.			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Atlanta	<p>Create at-risk indicators for dropping out that would be used to determine student case-loads for graduation coaches.</p> <p>BEST Academy is used for a supportive single-gender environment serving mostly African American males.</p> <p>Currently developing an African American male support initiative for high schools</p> <p>Continue partnerships with Brothers</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Building Up Brothers, Dukes Foundation, and 100 Black Men.					
Austin	<p>Worked to reduce the number of male drop outs.</p> <p>Altered approach to discretionary removals at each campus.</p> <p>Plan Students with a Graduation Goal (SWAGG) Conference—with male component.</p>	<p>Re-established programs that give books to families.</p> <p>Held Vertical Team Parent Focus Groups with African American parents.</p> <p>African American Parent Engagement Conference in April 2015</p>	<p>Providing cultural sensitivity training and training on differing learning styles for all staff.</p> <p>Partner with University of Texas Department of Diversity and Community Engagement.</p> <p>Speaker series for administrators on reaching Males of Color; book studies; on-line professional development with Jawanza Kunjufu and Robin Jackson.</p> <p>Power of One Institutes</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Baltimore	Engage students in activities that will define their future selves while receiving supports. (Mentor match, college visits, college planning, SAT prep.)		Will hold a conversation about race, Black male identity development and support on MLK birthday. Expand into monthly discussions			
Boston	<p>Mayor's Office is partnering with the Mass Mentoring Partnership with the goal of recruiting 1,000 mentors to work with young people.</p> <p>Mayor has opened an office of financial empowerment to increase job opportunities for young people and other goals</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Mayor has expanded the number of summer jobs available to young people—10,187 in 2014—and expanded the MLK Scholars Program.</p> <p>Graduation rate among all African American students in the district has increased from 54.2 percent in 2007 to 64.5 percent in 2014.</p> <p>Graduate rate among ELLs in the district has increased from 51.9 percent in 2013 to 59.3 percent in 2014.</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Broward County	<p>Started the “Mentoring Tomorrow’s Leaders” peer-to-peer program for minority males in two high schools in partnership with Broward College.</p> <p>Provide peer mentoring, leadership support, and dropout prevention efforts to help students transition to college or workforce.</p>					
Cincinnati	<p>M.O.R.E. programs in high schools focus on academic success, career readiness,</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	building a resume, FAFSA, college requirements, college visits, preparing for SAT and ACT, public book studies, speaking, and health and wellness.					
Clark County (Las Vegas)	<p>Lowest performing high schools placed in Turnaround Zone to receive “triage” to increase graduation rates by allowing schools flexibility in scheduling, resources, hiring, and curriculum.</p> <p>Star On Programs.</p>	<p>Parent Engagement Centers located geographically across the District.</p> <p>Newly-Created Family Engagement Department.</p>	<p>Cultural Competency Training for Administrators with ongoing PD</p> <p>Case Study Learning/Bennett Model</p> <p>Look Fors and Instructional Rounds</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Community Resource Advocates</p> <p>New Heights Intervention Program</p> <p>JAG</p> <p>Community Role Models Guest Speaking.</p> <p>On-site mentoring</p> <p>Peer Mediation</p> <p>In-house Academic Center Placements.</p> <p>Graduation Advocates provided by the School Partnership Office</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Cleveland	<p>Transform high schools with low graduation rates. (100 mentors matched with 100 mentees) Established an all-male high school (Ginn Academy) in addition to two all-male K-8 schools. School has a four-year graduation rate of 84.1 percent.</p> <p>Providing one-on-one mentoring as males of color enter and move through high school. The Tru2U program provides 200 mentors for 800 students in 23 low-performing schools. Will</p>	<p>Provide literacy and engagement initiatives with parents.</p> <p>Expand use of parent/teacher conferences, Fathers Walks, Parent University, and Student Advisory Councils.</p> <p>Conduct extensive home visits.</p> <p>Wrap-around services provided in 25 schools.</p>	<p>Engage in broader discussion and examination of how issues of race, language, and culture affect the work of the district.</p> <p>Sponsoring symposiums for Black and Hispanic students to discuss issues of race.</p> <p>Facing History New Tech High focuses on social justice and human rights and holds annual human rights summit.</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>expand to 70 schools serving 2,400 8th graders.</p> <p>District established charter school (Promise Academy) offers a drop-out recovery program.</p> <p>Established a School of One for at-risk high school students that provides advisors who stay with students all four years.</p>					
Columbus	District has rich portfolio of activities to engage middle and high school students in athletics,	Implemented Parent Literacy Academies to help parents work on literacy with				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>performing arts, career and technical education, and academics to spur attendance and engagement despite budget cuts.</p> <p>District is expanding career and technical offerings at Career Centers and neighborhood schools, apprenticeships, and internships</p> <p>District is implementing a number of initiatives focused on character development, e.g., “Boys Won’t Be Boys,” REAL</p>	<p>their children at home.</p> <p>Have parent consultants at 40 schools to improve parent engagement.</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Young Men, ELITE, Young Leaders of Today and Tomorrow, and I-Men.					
Dallas						
Dayton	<p>Set goal of increasing graduation rate over four year period by 20 percent.</p> <p>Monitor grade distribution in grades 7-12.</p> <p>Monitor course enrollment in AP, IB, 8th grade algebra, special education, CTE courses each semester and annually.</p> <p>Monitor graduation rates.</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Denver	<p>Increase multiple pathways to graduation.</p> <p>Promote innovations in competency-based credit and credit-recovery programs.</p> <p>Increase CTE offerings.</p> <p>Monitor students not on track at every grade level from 4th through high school</p> <p>Increase student voice in policy program implementation.</p>	<p>Prepare materials and outreach strategies to help families understand trajectories to college and careers—and what students need to be ready.</p> <p>Conduct outreach to families on common core, and career readiness opportunities.</p> <p>Expand teacher home visits.</p> <p>Connect school performance framework with family practices.</p>	<p>Implement Strategic Plan for Equity and Inclusion Training and Leadership Development in all schools, including student voice.</p> <p>Increase leadership opportunities, particularly for students not typically engaged.</p> <p>Implement Black Male Achievement Initiative (BMAI)</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		<p>Expand birth to three initiative to more school clusters.</p> <p>Partner with community to increase family supports.</p>				
District of Columbia	<p>Establishing an all-male high school in DC to spur academic success of Males of Color.</p> <p>Establishing “Championing Academic Success” modeled after college football signing day to celebrate each graduate’s next steps toward college or career training.</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Duval County	<p>Have launched the “5000 Role Models of Excellence Project” to improve academic achievement among males of color. District is recruiting 500 local businesses and community leaders to serve as role models to 500 African American boys in 10 middle and high schools.</p> <p>Have placed graduation coaches in all Title I schools and now require all counselors in schools without graduation coaches to attend regular meetings on</p>	<p>Are implementing Parent Academy Courses promoting literacy and parent engagement for families of color</p>	<p>Are requiring all district and school-based administrators to participate in cultural sensitivity training.</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	how to ensure that all students graduate.					
Fort Worth	<p>Developed District Focus Goals at all campuses to address matriculation rates but specifically at high schools for 1st year Freshmen.</p> <p>District Level Targets identified and monitored to increase student achievement on state assessments and increase</p>	<p>Family Communicati on Liaisons identify needs on every campus. Parenting classes organized by pyramids. “Strong Fathers Strong Families” model used. Parents as Teachers Liaisons at every elementary campus. “Ready Rosie” early childhood modeling program used. Social</p>	<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>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>graduation rates.</p>	<p>media used to connect with families (Facebook, Twitter, Instagram, Vine, Pinterest, as well as a FWISD App). Parent Link and Parent Portal used to communicate with parents. Morningside Children’s Project and Historic Stop Six Projects. SMART goals written with data and assessments planned as well as connected to other programs.</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Hillsborough County	<p>Launch the Gear-up Grant to increase the performance of secondary and post-secondary students, increase graduation rates, and improve family knowledge of post-secondary opportunities.</p>	<p>Host and monitor Parent University, a districtwide initiative held four times a year to better engage parents, provide health information, and conduct workshops.</p> <p>Expand district parent nights for Hispanic families to inform parents about the educational and post-secondary process. Nine planned this year.</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Houston	<p>Will develop policies and practices around an early warning and response system that include whole-child indicators and interventions, focused on reducing chronic absenteeism and exclusionary discipline.</p> <p>Will develop an evidence-based list of interventions to improve school environments that will better prepare students for college and career.</p> <p>Will partner with community-based</p>	<p>Will facilitate parental participation by providing caregivers tools to support their children’s academic and developmental progress and identify resources to meeting psycho-social and development needs</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>organizations and businesses to increase experiential learning for student academic success.</p> <p>Increase the number of high school students of color who have access to college preparation services, counselors, and financial aid.</p> <p>Will expand and align career and technical education training received by young men of color with local growth industries.</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Will increase the numbers of mentorships, coaching opportunities, and other support services for young men of color.</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>			
Jackson						
Kansas City						

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Long Beach	<p>Continue Long Beach College Promise program that provides a tuition-free year at LBCC, guaranteed admission to CSULB, early outreach and support to students as early as elementary school.</p> <p>Continue high school reforms and improvements that have led to overall graduation rates of 80.6 districtwide, including 79.1% for African American students and 76.6% for</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Hispanic students.</p> <p>Working to replicate the California Academy of Math and Science, a nationally ranked “beating the odds” school.</p> <p>Participating in the College Board All-In Campaign.</p> <p>Expanding the Safe Long Beach Mentoring Program to connect city employees to middle school youth.</p> <p>Expand the district’s high school summer</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>school initiative that included 7,000 students last year. Focuses on math prep, bridge classes, credit recovery, and other efforts.</p>					
Los Angeles	<p>Established a Village Movement Mentoring Program to help young men of color achieve academically so that they graduate from high school with requisite skills and knowledge.</p> <p>Implementing the “You are the Money for Young Men of Color” curriculum that is used monthly</p>	<p>Provide a Grad Van to give information to parents and the community on district programs, school and attendance records, and resources.</p> <p>Established a Parent, Community, and Student Services office to engage</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>as part of the Village Movement initiative.</p> <p>Instituted a summer term for high school students to recover lost credits, and expanded credit recovery initiatives.</p> <p>Expanded after school and in-school options to recover credits.</p> <p>Created middle school college and career coaches to guide students toward high school graduation.</p> <p>Created a Spring Bridge program for students</p>	<p>parents and respond to parent concerns.</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>accepted into CSULA programs; established dual enrollment courses at 12 sites; and set up college readiness advisory courses.</p> <p>Will open new all-girl and all-boy academies in 2016-17 and 2017-18.</p> <p>Instituted a Student Recovery Day to find and recover students who have dropped out.</p> <p>Set up an office of school choice in collaboration with UCLA and the College Board to</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>increase the college competitiveness of African American students.</p> <p>Set up the Diploma Project to identify students at risk of dropping out and to provide extra support.</p> <p>Established community-based re-engagement centers in high-needs areas of the city to target out-of-school youth.</p> <p>Are developing a districtwide plan to eliminate all dropouts.</p> <p>Graduation rates for all high</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	school students districtwide has increased by 10% since 2009-10.					
Louisville	<p>Ensure that Equity Scorecards itemize college and career readiness rates for all groups in every school.</p> <p>ACT boot camps for Males of Color.</p>		<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	Place graduation coaches in high schools with persistently low rates of graduation among Males of Color.		Initiate meetings with community groups, universities and colleges, municipalities, advisory groups, civil service organizations,			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			agencies, and others to examine ways to provide greater equity, access, and diversity in educational opportunities for Males of Color.			
Milwaukee	<p>Initiated the “Gaining Early Awareness Readiness for Undergraduate Program” (GEAR UP) in eight high schools to work with 10th and 11th grade students on academic advising, tutoring, high school transition support, and college tours.</p> <p>GEAR UP program also</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>working with AP to ensure eligible students enroll in AP courses.</p> <p>Continue support for two citywide College Access Centers that serve all high school students.</p> <p>Making available to all 11th grade students testing on the PSAT to provide more access to National Merit Scholarships.</p> <p>Expanding dual enrollment classes in conjunction with Milwaukee Area Technical College (MATC).</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Expanding career and technical education programs (M3 program).</p> <p>Created the MATC Promise program that provides no-cost education to Milwaukee high school graduates.</p> <p>Implemented the Passport to Adulthood program to prepare young people to enter the workforce, earn money, and gain experience.</p> <p>Working with the community to provide job internships and employment opportunities for</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	students: Milwaukee Area Workforce Investment Board, Career Cruising, ccSpark, Inspire Southeast Wisconsin, and GPS Education Partners.					
Minneapolis		Developing a Parent University starting with families of students taking the BLACK course. Focus for parents will be on understanding and navigating the school system, engaging in school culture and teacher	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.			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
		<p>success, collaboration with school, student success at home and school, social and emotional learning, college readiness, and advocacy.</p>				
Oakland	<p>Launched a Student Leadership Council in September 2014 consisting of African American males from middle and high school across the district. Goals included—creating a network of African American male students in</p>	<p>Each project site has a parent leader who facilitates workshops, including: How to Support Your Student at Home, How to Create a College and Career Going Culture at Home, and How to</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>positions of leadership who support each other at their school sites; acting as role models for other African American males in our schools; participating in school site councils to assess and create school site interventions and programming for African American males; and counter offensive negative images of young black and brown men.</p> <p>Created Khepera Pathway to</p>	<p>Finance College.</p>				

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>equip students with critical thinking, idea generation, and problem solving skills needed to start and run a business. Students learn critical leadership roles by solving community problems and operating social enterprises.</p>					
Oklahoma City						
Orange County	<p>Review district data on graduation rates among Males of Color.</p> <p>Devise a plan for addressing findings from data review with area superintendents</p>	<p>Meet with sponsors of Minority Leadership Scholars and discuss roles they can play with parents.</p> <p>Meet with parents in high schools</p>	<p>Research professional development that is effective in raising awareness of issues.</p> <p>Met with consultant to determine appropriate culturally</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>and guidance staff.</p> <p>Meet with staff of schools where Males of Color are not graduating and plan parent meetings.</p> <p>Monitor course passage rates among Males of Color in schools with low graduation rates. Monitor school efforts and actions when informed of data.</p> <p>Established an acceleration initiative in Algebra I in 19 high schools.</p> <p>Setting up the Minority Leadership</p>	<p>where graduation rates are not high to encourage student achievement.</p>	<p>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>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	Scholars program and the Ethnic Minority Enrichment in Research and Graduate Education.					
Palm Beach	Have placed graduation coaches in all Title I high schools. The District also sponsors every student to take the SAT in the 10 th grade at no cost to the student. We have a Superintendent’s Graduation Task Force to increase graduation and decrease suspensions of African American males.	We have created an office of Parent and Community Engagement. We are working on plans to launch a District-wide Parent Academy.	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. Complete the data analysis portion of an equity audit done by leading expert, Pedro Noguera.			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Philadelphia	<p>Work with City Year in high-needs high schools on individualized English and math tutoring, attendance, and behavior.</p> <p>Focusing on students with attendance below 90%, more than one out-of-school suspension, and an F grade in math or English.</p>					
Portland	<p>(See items under advanced placement.)</p> <p>Expanding career and technical offerings at career centers.</p> <p>Expanding academic</p>	<p>Continue offering family learning events through the Office of School and Family Partnerships.</p>	<p>Board passed Racial Educational Equity Policy and developed five-year plan for implementation.</p> <p>Continue partnership with Pacific Educational Group around</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>engagement through athletics.</p>	<p>Partner with Black Parent Initiative and 8 other community partners on third-grade reading initiative.</p> <p>Offer Parent University classes through the Black parent Initiative.</p>	<p>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>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			<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. Using “Equity Lens” tool for school board and central office decision making.</p> <p>School board approved an “Equity in Public Purchasing and</p>			

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
			<p>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	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
Providence	Continue expanding CTE opportunities to district middle and high schools.		<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>			
Rochester	<p>Continue expanding sports programs to better engage Males of Color.</p> <p>Increase the number of offerings in art, music, band, physical education, and other extra-</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>curricular activities.</p> <p>Continue the district’s Latin America Literature elective along with the current African American program.</p> <p>Considering a “Males in Mind” science fiction course in English to engage Males of Color.</p> <p>Expand credit recovery.</p> <p>Expand paying CTE costs for students in cooperative educational service course.</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>Expand the P-TECH Rochester program preparing students for computer technology jobs along with providing mentors, work experience, and college credit.</p> <p>Continue the Leadership Academy for Young Men, a single-gender high school with grades 7-12 that focuses on discipline, respect, and academics.</p> <p>Continue All City High, which provides alternative paths to graduation in</p>					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	a non-traditional setting.					
San Francisco	Have launched the African American Postsecondary Pathway (AAPP) program that connects all graduating African American 12 th graders to a postsecondary support system. Partnering with Beyond 12 to connect all African American seniors, provide coaching and mentors, and provide B12 MyCoach mobile apps to keep students informed about specific					

City School System	Transform Low-performing high schools and spur graduation rates (10a)	Started Parent Training and Engagement (10b)	Discussions about Race (11)			
	<p>postsecondary education deadlines and resources.</p> <p>LinkedIn has provided profiles and workshops on career goals.</p> <p>Partnered with local Chamber of Commerce on summer jobs and career opportunities, and partnered with Salesforce to provide 45 internships that will be expanded to 150.</p>					
Toledo	Turnarounds, RttT, and SIG		<p>Bridges out of Poverty</p> <p>Forums on Racism</p>			