TASK FORCE ON BLACK AND LATINA YOUNG WOMEN AND GIRLS
Task Force on Black and Latina Young Women and Girls, 2020-21
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force Chairs
Sharon Contreras, Guilford County Superintendent
Kelly Gonez, Los Angeles School Board Member
1. To assist urban public-school systems in improving college and career readiness and the life outcomes of Black and Latina young women and girls by supporting the implementation of evidence-based strategies to educate girls from diverse racial, cultural, national, and linguistic backgrounds.

2. Improving the learning environment and climate in urban schools by addressing the racism and bias that contributes to the epidemic of violence, harassment, discrimination and bullying that hinders the progress of Black and Latina young women and girls.

3. Improving access to health information and comprehensive health care, including physical and mental health, to reduce teen pregnancy, premature parenting, and ultimately economic insecurity for Black and Latina young women and girls.

4. Improving the quality of professional learning that fosters a deeper understanding of educators’ role in dismantling systemic and structural barriers and creating support systems needed for Black and Latina young women and girls’ academic and life-long success.

5. Ensuring data collection, as well as the establishment of accountability and protocols, in order to monitor the progress of Black and Latina young women and girls across their diverse student groups in our member districts.
Those who say it can't be done are usually interrupted by others doing it.

(James Baldwin)
Fall 2020

- 150 6th grade girls
- STEAM Academy for all girls (Interdisciplinary teaching and learning)
- Educated through an Afrocentric/gender-specific lens
- SEL curriculum is a priority (Sense of Belonging)
- Saturday enrichment component
- Personalized & student led learning
- Student agency, voice and choice are valued and encouraged

- ALL girls are welcome to apply
- Diverse educators that our open for personal and professional growth
Mission
Our mission is to empower, activate, and illuminate academic excellence in each and every girl through an Afrocentric and gender specific STEAM curriculum.

Vision
Grace James G.E.M.S (girls excelling in Math and Science) will boldly conquer limitless possibilities.

Values
- Collaboration
- Resilience
- Originality
- Willingness
- Narrative
- Sisterhood
What does it take to start an all-girls STEAM with an Afrocentric & gender-specific curriculum?

* Moral imperative
* Courage to challenge the status quo
* Heart
* Urgency of NOW
* Passion to advocate for what is right
* Data elicited from student voice
* Owning the pink elephant in the room
* Supportive Superintendent and School Board
* Stakeholder advocacy
* Collaborative team
* Willingness to understand different perspectives and lived experiences
* Tenacious & fearless
* Keenly aware of your biases and intentionally challenge your deeply ingrained beliefs

Ruby Bridges, November, 1960

Little Rock Nine, Sept. 1957
Sometimes people try to destroy you, precisely because they recognize your power - not because they don't see it, but because they see it and they don't want it to exist.

— Bell Hooks
Common Generational Names in the U.S.

- **late 90s to 2010s**
  - Gen Z, iGen, or Centennials

- **1980 to late 90s**
  - Millennials or Generation Y

- **1965 to 1979**
  - Thirteeners or Generation

- **1900 to 1924**
  - G.I. Generation

- **1925 to 1945**
  - Traditionalists or Silent Generation

- **1946 to 1964**
  - Baby Boomers
Which student would best be prepared to contribute and compete in this global economy?

**STUDENT A**
- Math
- Science
- English
- Social Studies

**STUDENT B**
- Content Mastery
- Communication
- Collaboration
- Other 21st Century Skills
Grace James Academy of Excellence is NOT your generation’s school experience. We provide a school experience for the current generation. Traditional ways of experiencing school will not be projected onto our GEMS.
In 2016, white women earned 6,777 PhDs in STEM fields.

White men earned 8,478 terminal degrees.

Black women dwindles to 684—10 times fewer scientific doctorates than their white counterparts.

With only 3.5% of STEM bachelor degrees, Latina women face an even larger obstacle at breaking into the STEAM field.
The Future of Work: Will Your Daughter Be Prepared????
You Can't Be what You Can't See...
Community Partners & Learning Beyond the Walls of Grace James Academy of Excellence

- Mentorship for our G.E.M.S. (Perspective and Possibility)
- Collaborative Teaching with GJA Teachers
- Friday Beyond the Crown Learning Experiences (Located throughout Louisville)
- Environmental Equity

University of Louisville Speed School of Engineering
Metro Sewer District (MSD)
Louisville Gas & Electric
General Electric
Kentucky State University
Greeley & Hansen Environmental Engineers
Omega Psi Phi Fraternity
Rondo Foundation
The L.E.E. Way Foundation
The FISLL Project
Allen Houston Legacy Foundation
Discovery Ed
Verizon Innovative Learning
University of Louisville School of Medicine
Why Afrocentric/Gender specific?

The paradox of education is precisely this; that as one begins to become conscious one begins to examine the society in which he is being educated.

~James Baldwin
“I am no longer accepting the things I can not change. I am changing the things I can not accept.”

— DR. ANGELA DAVIS
Afrocentric Framework

Special thanks to Dr. LaGarrett King for the guiding principles in which our framework was built.

We can disagree and still love each other...

...unless your disagreement is rooted in my oppression and denial of my humanity and right to exist.

- James Baldwin
Encourage criticality

Allow students to be themselves & unapologetically embrace their culture

Provide spaces for girls to be seen and heard

Support students in co-creating learning experiences

Expects excellence combined with scaffolded emotional and academic support from an asset-based lens vs a deficit lens.
Be Bold Be Driven Be You