TASK FORCE ON BLACK AND LATINO YOUNG MEN AND BOYS
COUNCIL OF THE GREAT CITY SCHOOLS

Task Force on Black and Latino Young Men and Boys

2024-2025

Task Force Goal

To assist urban public-school systems in improving academic outcomes of Black and Latino young men and boys by supporting the implementation of evidence-based strategies to educate students from different racial, cultural, national, and linguistic backgrounds.

To improve the learning environment and school climate in urban schools by addressing the implicit and explicit bias that hinders the progress of Black and Latino young men and boys.

To improve the social, emotional, and cultural competency of educators through professional learning opportunities that foster a deeper understanding of the support systems needed to ensure academic and life-long success for Black and Latino young men and boys.

To keep data and establish protocols to monitor the progress of Black and Latino young men and boys in our member districts.

Task Force Chair

Alex Marrero, Denver Superintendent

Task Force Members

Kyla Johnson-Trammel, Oakland Superintendent
Rodney Jordan, Norfolk School Board
Darryl Willie, Duval County School Board
Margo Bellamy, Anchorage School Board
TASK FORCE MEETING
Meeting Agenda

I. Introduction of Task Force Chair and Members
   • Joe Gothard, Superintendent, St. Paul Public Schools, Taskforce Chair
   • Marcia Andrews, Board Member, The School District of Palm Beach County
   • Alex Marrero, Superintendent, Denver Public Schools
   • Christina Martinez, Board Member, San Antonio Independent School District

II. Opening Remarks
   • Ray Hart, Executive Director, Council of the Great City Schools

III. DCPS’ Empowering Males of Color and the Male Educators of Color Collaborative

   During this session, participants will explore the District of Columbia Public Schools’ historical and current commitment to racial equity. There will be a specific focus on two initiatives the district has launched to advancement achievement and opportunity and reduce racial disparities for boys and men of color: the Empowering Males of Color initiative and the Male Educators of Color Collaborative.

   • Paige Hoffman, Chief, School Improvement and Supports
     District of Columbia Public Schools

III. Question and Answers

CGCS Staff:
Tonya Harris, Director of Communications
Council of the Great City Schools
Task Force Meeting: Black and Latino Young Men and Boys

March 16, 2024
Agenda

• Opener
• Where We’ve Been
  • DCPS Historical Racial Equity Timeline/Journey
• Where We Are Now
  • Student Data
  • EMOC Programming
  • MEOCC Programming
  • ARE-U Programming
• Questions and Discussion
Opener

Please share with your neighbor one transformative experience or individual in your educational journey that led to your success today.
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June 1954

May 1964
**2015: Launch of Empowering Males of Color at DCPS**
Mayor Bowser and DCPS launched this initiative to advance achievement and opportunity and reduce racial disparities for boys and men of color across the city. It invested $20M over three years to target the most urgent and persistent challenges.

**2016: Opening of Ron Brown College Preparatory High School**
In response to historically low graduation rates for male students of color, DCPS opened Ron Brown College Preparatory High School, in tandem with President Obama’s ‘My Brother’s Keeper’ initiative. It was the only single-sex public high school in D.C. championing restorative justice practices at the time.

**2016: Launch of Male Educators of Color Collaborative**
DCPS launched MEOCC as a sustainable cohort of educators in DCPS who create a sense of fellowship and belonging amongst male educators of color within the district, while simultaneously providing them a voice to ensure their needs are heard and met by senior leadership through coordinated advocacy efforts.

**2016: DCPS Embraces the PACE Act**
To equitably plan for and modernize school facilities, DCPS began using a data-driven methodology based on clear selection criteria for inclusion and prioritization of facilities.

**2017: Formation of DCPS Office of Equity**
In response to the needs articulated in the 2017-2022 Capital Commitment, DCPS formed the Office of Equity to develop an equity vision and strategic plan.

**2017: Launch of We The Girls**
Mayor Bowser and DCPS launched Reign: Empowering Young Women as Leaders, a multi-pronged initiative to support young women of color. This initiative has been launched in middle and high schools.

**2018: Equity-Focused Summer Leadership Institute**
DCPS created and implemented a 3-day Equity-focused Summer Leadership Institute for all school leaders and assistant principals.
2019: Creation and Release of the Equity Framework
DCPS created and released the Equity Framework – a resource for internal and external stakeholders to understand DCPS’ Equity Definition, Equity Lens and Shared Equity Commitments.

2020: Launch of Protocol to Respond to Incidents of Hate and Bias
Cross-agency work group created a protocol, grounded in school feedback, to align on the agency response when incidents of hate and bias occur.

2020: Launch of Courageous Conversations Protocol & Training
DCPS embraced the Courageous Conversations protocol as a starting place to engage in conversations about race. To date, more than 4,000 DCPS staff have been trained in Courageous Conversation methods.

2021: DCPS Becoming
DCPS launches DCPS Becoming to align and implement actions to become a whole-child centered, anti-racist school district.

2021: IMPACT Equity Report
DCPS shared an Equity Report detailing disparate outcomes by multiple factors, including race, as part of the multi-year IMPACT Review to improve teacher evaluation policies and experiences. All evaluators engaged in a three-part anti-bias series utilizing a data reflection tool to reflect on their assessment results.

2021: Launch of Anti-Racist Educator University
ARE-U is a strategic lever for equity that provides DCPS staff with shared learning rooted in anti-racism, including cluster-based PLCs.

2021: Launch of BAM and Rites of Passage Programming
DCPS launched Rites of Passage programming in middle schools to provide spaces for young male-identifying students of color to engage in intentional programming and experiential learning opportunities, so they develop a positive sense of self and deepen their sense of community. 'Becoming A Man' programming consisting of group and individual counseling, mentoring, and post-secondary readiness for DCPS high school males of color.
2021: Launch of Management Academy
DCPS began offering four equity-centered professional development sessions throughout the year for 200+ people managers.

2021: Launch of Policy Committee & GARE Framework
DCPS launched the Policy Committee, a high-level group of leaders from throughout the agency tasked with setting policy priorities for DCPS and reviewing ongoing policy development. The committee aims to use the Government Alliance on Race & Equity (GARE) Racial Equity Toolkit to integrate explicit consideration of racial equity when creating and reviewing policy.

2021: Launch of Equity Centered Pipeline Initiative Grant
DCPS received a Wallace Foundation grant to create a comprehensive, aligned, and sustainable principal pipeline for equity centered leaders in partnership with local universities, OSSE, and community-based organizations.

2022: Launch of Updated School Budget Model
DCPS utilized an updated budget model focused on equity, transparency, and sustainability to allocate resources to schools. Among the features of the updated model are targeted support funds for each student with disabilities and each English Language Learner, as well as additional funds for schools serving the highest percentages of at-risk students.

2022: DCPS Joins Mayor’s Office of Racial Equity Action Cohort
DCPS received a Wallace Foundation grant to create a comprehensive, aligned, and sustainable principal pipeline for equity centered leaders in partnership with local universities, OSSE, and community-based organizations.
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Fast Facts

**STUDENT DATA**

- 55% Black
- 22% Hispanic/Latino
- 17% White
- 2% Asian
- 3% Multi-racial
- < 1% American Indian, Alaska Native

**16% English Learners**

- 60% of students feel loved
- 65% of students feel challenged
- 84% of students feel prepared

**16% Students Receiving Special Education Services**

**45% At-Risk**

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**ENROLLMENT**

- 2019: 49,056
- 2020: 51,036
- 2021: 49,890
- 2022: 49,035
- 2023: 50,131
- 2024: 51,294

*This figure represents preliminary data. Final audited enrollment figures will be released by the Office of the State Superintendent of Education.*
Loved, Challenged, Prepared

**Loved, Challenged, and Prepared Index**

Based on 25,345 responses

For an overview of the Loved, Challenged, and Prepared Index and how it was calculated, please see [here](#).

How have results changed over time?

<table>
<thead>
<tr>
<th>Percent Favorable</th>
<th>60%</th>
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Asian Female: 51%
Asian Male: 53%
Black Female: 40%
Black Male: 46%
Black Non-Binary: 60%
Hispanic Female: 41%
Hispanic Male: 41%
Multiracial Female: 63%
Multiracial Male: 49%
Native American Female: 64%
Native American Male: 41%
Pacific Islander Male: 94%
White Female: 51%
White Male: 52%
White Non-Binary: 14%
Confidentiality protected: 51%
Sense of Belonging

What does this data make you **THINK**?

What does this data make you **FEEL**?

What does this data make you **WONDER**?
Student Programming Goals

The Equity Strategy and Programming's student programs promote equity and centering the whole child at DCPS by implementing innovative, student-centered learning experiences designed to position students furthest away from opportunity with the skills and platform to amplify their voices and actively challenge the status quo.

The objectives of these programs are to:

- Sharpen their leadership skills
- Amplify their voice
- Deepen their understanding of self
- Create safe space for students to explore activities that address their social/emotional/mental well-being

This work is implemented through workshops, mentoring, speakers, conferences/engagement opportunities for students, experiential learning and academic enrichment. The program activities help contribute to DCPS goal to ensure 100% of students feel loved, challenged and prepared.
EMOC’s Objectives

Leadership
EMOC engagements provide opportunities for students to engage with peers, staff, and community leaders to learn more about positive social change leadership and what it means to utilize their voice as students and members of the community.

Identity
EMOC provides students with the opportunity to develop positive views of their own identities, to live authentically and engage in empathy for other individuals and their lived experiences.

Wellness
Through EMOC, students explore various topics of personal mental, physical, and social-emotional health. Our programs also explore positive relationship building, conflict resolution, and self-care.

Community
We aim to build and enrich member’s view of community; not just in their schools but of the District. ROP Chapters emphasize the importance of civic engagement, advocacy, and fellowship to strengthen members’ sense of belonging and build future leaders.
While in this club, I hope to learn more about the world and how I fit in the world as a man of color.

I’d like to get out of my comfort zone and basically distract my mind with something productive, instead of being on a device.
Data | Student Identity Perceptions

- I feel **comfortable** with who I am
- I understand what "self identity" is
- I feel **confident** in who I am as a person
- I have a **positive feelings** about myself
- I have a **positive sense** of self

![Chart showing student identity perceptions](chart.png)
Data | Student Wellness Perceptions

1. I feel like I **belong** in my school
2. I know how to share my **thoughts and feelings** in a positive way
3. I have **healthy and positive relationships** with my friends
4. I have **tools/methods** that support my **mental wellness** (ex. journaling, meditating, talking to a trust...)
5. I know the **importance** of **mental wellness**
Data | Student Leadership Perceptions

- I consider myself a leader
- I know how to get involved in making my community better
- All leaders have the same qualities
- I have positive role models in my life who show me how to be a leader
- I know how to get involved with community projects
## EMOC’s Curriculum

<table>
<thead>
<tr>
<th>Bonding and Community Building</th>
<th>Critical Thinking Knowledge of Self and Global Awareness</th>
<th>Oath of Dedication</th>
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<tbody>
<tr>
<td>Who Are We Gonna Be?</td>
<td>World History 101</td>
<td>Toxic Masculinity</td>
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<td>Conflict Resolution 101</td>
<td>What is Consent? 101</td>
<td>Sexual Education 102</td>
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<tr>
<td>Auto Biographies: Build Your Book</td>
<td>Life Aboard a Slave Ship</td>
<td>Tear It All Down: Intro to Sexism and Misogyny</td>
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<td>What Does “Defund the Police” Mean?</td>
<td>Mass Incarceration and Inner City Violence</td>
<td>Echoing Baldwin</td>
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<td>Know Your Rights</td>
<td>The War on Drugs</td>
<td>Member Self-Assessment</td>
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<td>Activism in Sports: Colin Kaepernick</td>
<td>BHM: What I wasn’t taught in school</td>
<td>Agency/Mock Interview</td>
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<td>Drugs and their Effects</td>
<td>What are Your Priorities? Intro to Time Management</td>
<td>Apathy vs. Activism</td>
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<tr>
<td>My Brother Is?</td>
<td>Life Maps</td>
<td>The 5-Year Plan</td>
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<tr>
<td>Creating a Mission Statement</td>
<td></td>
<td>The History of Looting in America</td>
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<tr>
<td>What is a Brother Leader?</td>
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<td>Oath of Dedication Ceremony</td>
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</table>
Educator Demographics

**TEACHER DEMOGRAPHICS**
DCPS has 4733 teachers across the district.

- 29% White
- 50% Black
- 11% Hispanic/Latino
- 6% Not reported
- 4% Asian
- < 1% American Indian, Alaska Native
- 74% Female
- 26% Male

**SCHOOL LEADER DEMOGRAPHICS**
DCPS has 323 principals, assistant principals, and resident principals across the district.

- 74% Black
- 15% White
- 5% Hispanic/Latino
- 5% Not reported
- 1% Asian
- 70% Female
- 30% Male
MEOCC | Male Educators of Color Collaborative

The Male Educators of Color Collaborative aims to be a sustainable cohort of DCPS educators that create spaces for **fellowship, development, and growth** for Black and Brown male educators in DCPS.

Through MEOCC, members will have the opportunity to connect with fellow DCPS Black and Brown male educators to **build** and **empower** our brotherhood.

- **Mentoring:** Our priority is to intentionally support connections between educators at different stages of their career
- **Relevant Professional Development:** We provide opportunities for male educators to learn about topics they are interested in (e.g., Practicing Gratitude in Times of Uncertainty, and Navigating with Emotional Intelligence: Building Your Village).
Antiracist Educator University (ARE-U) is a professional learning experience designed to build a community of antiracist champions across District of Columbia Public Schools (DCPS). ARE-U provides educators with opportunities to engage in shared learning, build their capacity for antiracist leadership, and support school and district efforts to improve the educational experiences of all students of color.

**Our Vision**

An empowered community of ARE-U champions who, through their continuous learning and commitment, create an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success, particularly for students of color.

**Our Mission**

ARE-U creates an influential community of antiracist champions across DCPS through an engaging curriculum where participants learn about antiracist and intersectional concepts and aligned educational practices, apply learning with the support of Professional Learning Communities, and showcase knowledge and skills by earning micro-credentials.
From the News: Math Proficiency Rates Plummeted, Achievement Gap Widened in D.C. Schools During Pandemic

“...Across all grades, math proficiency rates plummeted. 60 percent of students scored level one or two on the PARCC assessment – a sizeable decrease from 2019...

...The results show that learning loss was most acute among the city’s low-income and non-white students ... an outcome that mirrors most reverberations of the pandemic, where individuals already marginalized or at-risk bore the brunt of its impacts...

...In math, proficiency rates dropped by 12% for Black students and 13% for Hispanic Latino students, compared to 8.7% for white students...”
ARE-U 120: Antiracist & Culturally Affirming Math Education

• **Delivery Format:** Virtual (Live) Facilitation

• **Course Description:** This course is designed to support participants in reflecting and interrogating their own mindset, biases, and practices related to math education. They will analyze and interpret racialized trends in student math opportunities and performance. Participants will also be introduced to antiracist and culturally-affirming practices to mitigate the impact of bias and stereotype threat on student math outcomes.
ARE-U 120: Antiracist & Culturally Affirming Math Education

Session 1: Understanding Math Inequities Using Data

- Participants will explore district-level data related to student math course enrollment and performance, focusing on trends in racialized student experiences. They will learn a protocol for Using Data to Guide Difficult Questions around Structural Racism using examples from frequently used sources (e.g., MTSS, PARCC) to leverage during weekly data meetings and BOY, EOY, MOY data step-backs.

Session 2: Educator Math Identity & Experiences

- Participants will reflect on the intersection of their racial identity and “math identity,” including their personal experiences with math in and out of school. They will engage in a discussion using the Courageous Conversations Protocol (Conditions 1-3) and become more aware of the diversity of educator perspectives related to math and how personal experiences can influence professional practice.

Session 3: BIPOC Student Math Experiences

- Participants will deepen their Courageous Conversation by continuing with Conditions 4-6. Specifically, they will connect their personal reflections and student math data findings to broader historic and current educational contexts and inequities impacting DCPS student math performance. Participants will also learn how they can support the DCPS DREAM in eliminating institutional bias and opportunity gaps.

Session 4: Mitigating Bias & Stereotype Threat in Math Education

- Participants will explore how implicit bias and stereotype threat impact the engagement and performance of students in math education. They will learn how to support BIPOC students in developing positive math identity using culturally affirming and asset-based communication.
**Self Reflection Activity:** Linked are self-reflection questions developed using the NCTM’s 8 Effective Teaching Practices. Answer the survey questions based on how well you believe you currently exemplify these antiracist math practices.

<table>
<thead>
<tr>
<th>Question</th>
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<tr>
<td>How consistently do you hold BIPOC students to high expectations?</td>
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<td>How often you create opportunities for BIPOC students to practice “higher-order thinking” skills?</td>
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<td>Do you acknowledge when BIPOC students apply mathematical thinking to contexts that interest them?</td>
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<td>How meaningful and relevant is the math-related discourse in your classroom?</td>
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<td>Have you interrogated the purpose of the questions you ask BIPOC students?</td>
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<td>How often do you use representations that draw on the knowledge, experiences, and culture of BIPOC students?</td>
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<td>How do you encourage and support BIPOC students struggling with math? For how long?</td>
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<td>How do you affirm positive math identities in BIPOC students?</td>
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</table>
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Questions and Discussion

• **Programmatic:**
  - What bright spots or gaps do you see in our current programming?
  - How have you addressed concerns families may have about safety with afterschool programming or experiential learning opportunities for students?
  - Given competing district priorities and concerns about educator burnout, how are you recruiting effective facilitators for student programming?

• **Systemic:**
  - What levers within our system should we pay more attention to if our goal is to advance the achievement of our Black and Latino young men and boys?
  - How have you leveraged a broader citywide ecosystem to support similar initiatives?
The District of Columbia Public Schools (DCPS) acknowledges the existence of numerous, varied inequities in some of the laws and policies of Washington, DC, and their impact on our schools, students, and mission. These inequities are born from the legacies of discrimination, segregation, economic and educational disenfranchisement, redlining, displacement, and the enslavement of Black people. The District’s most historically excluded and economically vulnerable residents, often people of color and those experiencing systemic poverty, too often experience the negative effects of a lack of access to resources. These negative effects prevent communities, particularly those east of the Anacostia River, from having full access to equitable opportunities.

DCPS is committed to becoming a whole child, anti-racist school district. We believe in fostering an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success, particularly for students of color. We provide access, inclusion, and affirmation and offer the most support where the greatest disparities have persisted to promote racial equity. We honor our commitment by affirming our students’ cultures and communities, incorporating social-emotional learning and culturally responsive practices, increasing access to rigorous academic content and financial resources, and changing policies to promote equity and remove barriers.

It is the vision of DCPS that every student feels loved, challenged, and prepared to positively influence society and thrive in life. We recognize there are both individual and collective dimensions to this work, as well as a simultaneous focus on people and systems. We further commit to our vision of advancing racial equity by naming and addressing inequities when we encounter them, creating transparent processes that are accessible to all, elevating the voices of those furthest from opportunity, and holding ourselves accountable for the impact of our work.

Equity is bolstered by our core DCPS values of students first, excellence, teamwork, courage, and joy. DCPS will achieve our commitment when we eliminate racial gaps in achievement, discipline, and the experiences of students, irrespective of identity or location of district residence.