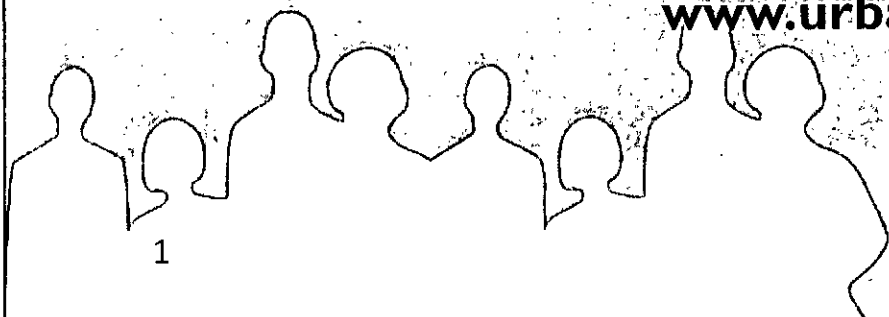


# URBAN STRATEGIES COUNCIL

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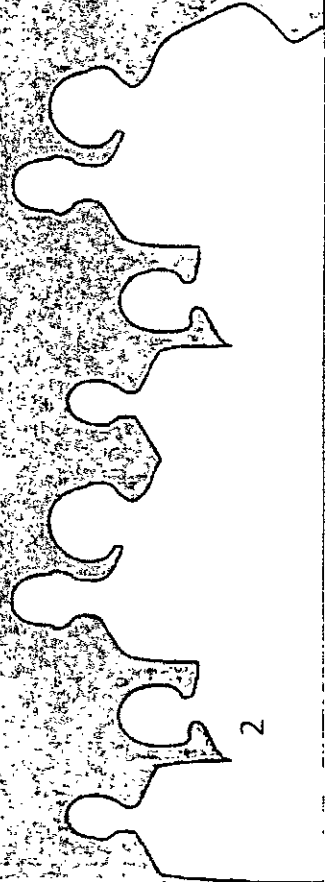
## African American Male Achievement & Boys and Men of Color Initiative

[www.urbanstrategies.org](http://www.urbanstrategies.org)



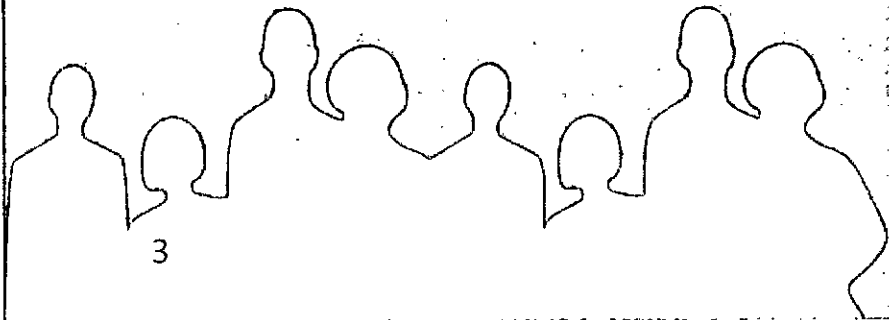
# **Urban Strategies Council Mission**

**Work with partners to eliminate  
persistent poverty by building  
vibrant, healthy communities.**

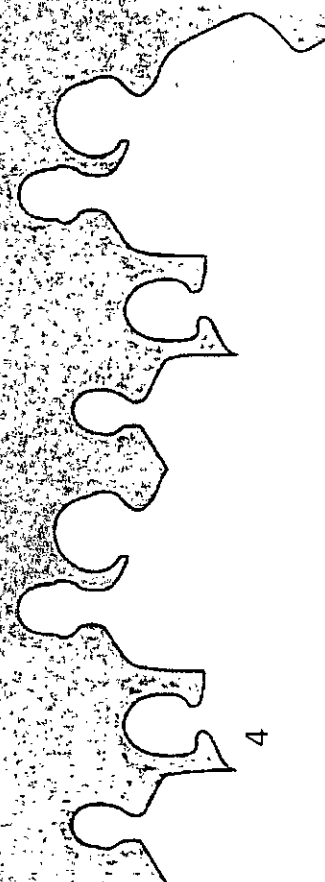


# Urban Strategies Council...

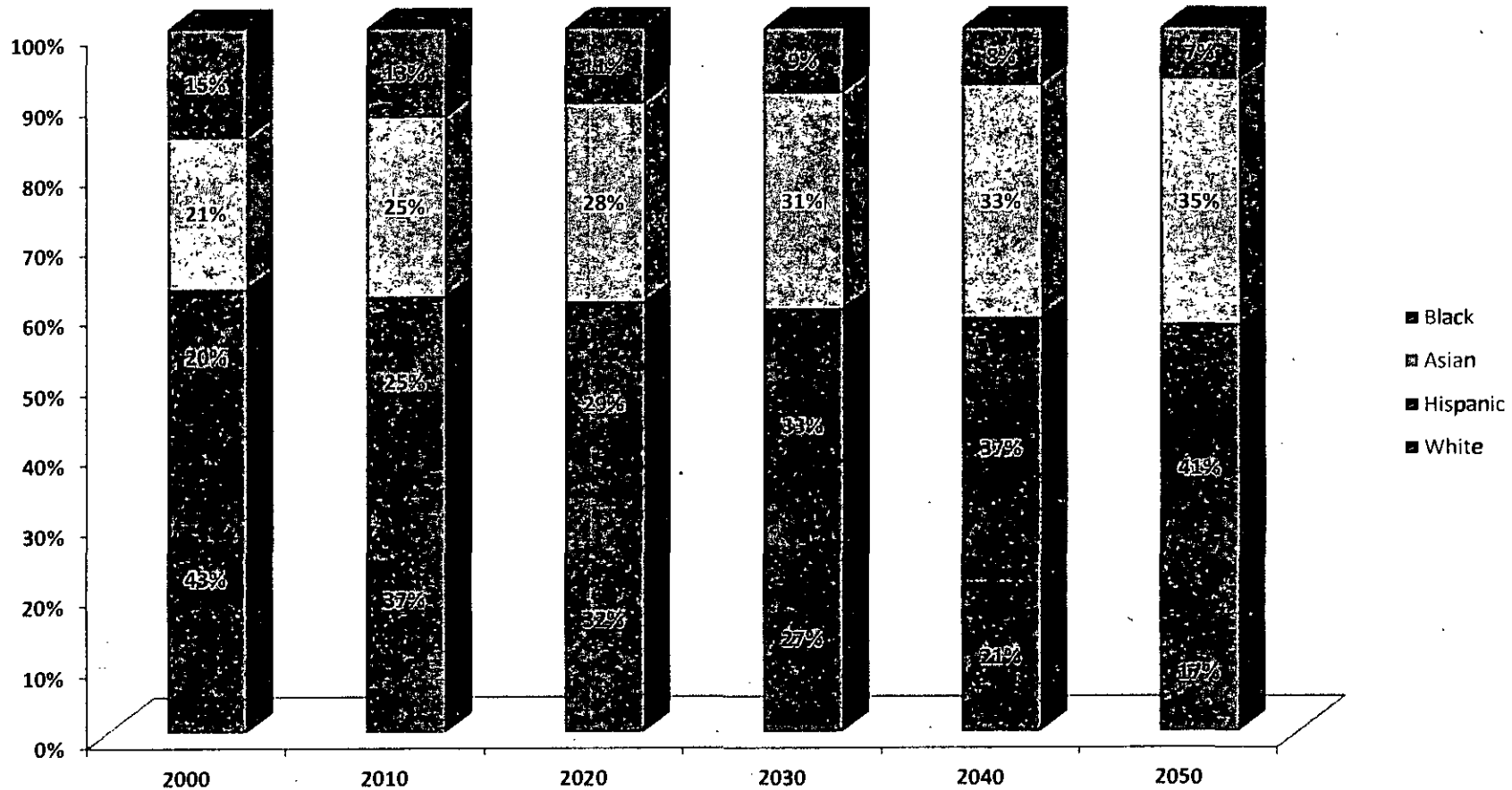
is a social impact organization using tools of research, policy, collaboration, innovation and advocacy to achieve equity and social justice.



# Why Focus on African American Male Achievement & Boys and Men of Color?



# Alameda County Population Projections by Race/Ethnicity: 2000-2050



Source: State of California, Department of Finance, *Race/Ethnic Population with Age and Sex Detail*, 2000-2050.

# All Californians...

...stand to benefit by ensuring that young men of color have the chance to grow up healthy, to get a good education, and to make positive contributions to their communities.

- ▶ If California increased the graduation rate just 10% for African-American and Latino males, the higher graduation rates would result in **\$7.39 billion** in additional income, tax revenue, social service savings and economic productivity — over the course of the students' adult life.<sup>9</sup>
- ▶ A study from Columbia University's Teachers College found that for each youth added to the graduation rolls, taxpayers saved **\$127,000** in the form of additional tax revenues paid by the graduates and in lower public health, welfare, and criminal justice costs.<sup>10</sup>
- ▶ In addition, a 2007 study found that African-American and Latino men graduating high school generate \$681,130 and \$451,360, respectively, in additional dollars for the state of California.<sup>11</sup>

<sup>9</sup> Belfield, Clive and Levin, Henry. "The Economic Losses from High School Dropouts in California." California Dropout Research Project. August 2007.

<sup>10</sup> Levin, Henry, Clive Belfield, Peter Muehlig, and Cecilia Rouse. 2007. "The Costs and Benefits of an Excellent Education for All of America's Children." Teachers College, Columbia University. New York.

<sup>11</sup> Belfield, Clive and Levin, Henry. "The Economic Losses from High School Dropouts in California." California Dropout Research Project. August 2007.



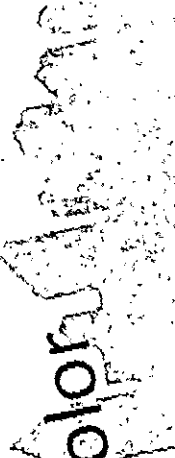
# Oakland stands to benefit, too...

- ▶ If Oakland were to achieve the goal of **100% graduation rate** for all boys of color, taxpayers would realize an additional benefit of **\$117 million** over the lifetimes of a single year's high school graduates.
- ▶ While the lifetime economic benefit of achieving a graduation rate of 100% in a single year would be \$117 million, if OUSD achieved a 100% graduation rate for boys of color over a decade, the lifetime benefit to taxpayers would be approximately **\$1.2 billion**.

**SOURCE:** Fact sheet: Economic Benefits of Investing in the Education of BMoC. Prepared for the Assembly Select Committee on the Status of Boys and Men of Color in California for the Oakland-Bay Area Hearing. Prepared by Urban Strategies Council on January 20, 2012



# National Efforts for Boys and Men of Color



## National Efforts for Boys and Men of Color

### Sustainability Institute

#### Black Male Achievement Leadership & Sustainability Institute

- ▶ **Black Male Achievement Foundation, PolicyLink & Root Cause (LSI) - Open Society Sustainability Institute.com/**

<http://leadershipandsustainabilityinstitute.com/>

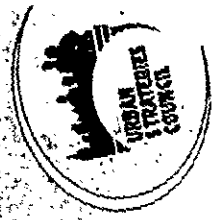
- ▶ **Campaign for Black Male Achievement - Open Society Institute**

<http://www.opensocietyfoundations.org/topics/black-male-achievement>

- ▶ **2025 Campaign for Black Men and Boys - The Ford Foundation, The Twenty First Century Foundation, the National Urban League & others**

<http://www.2025bmb.org/>

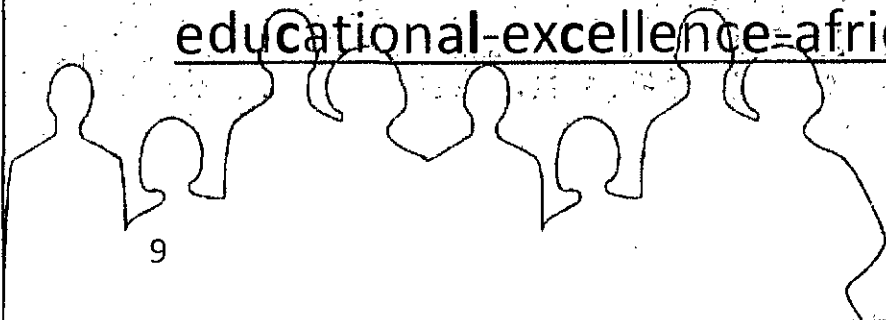
<http://www.2025bmb.org/>

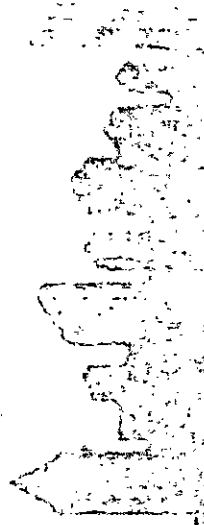




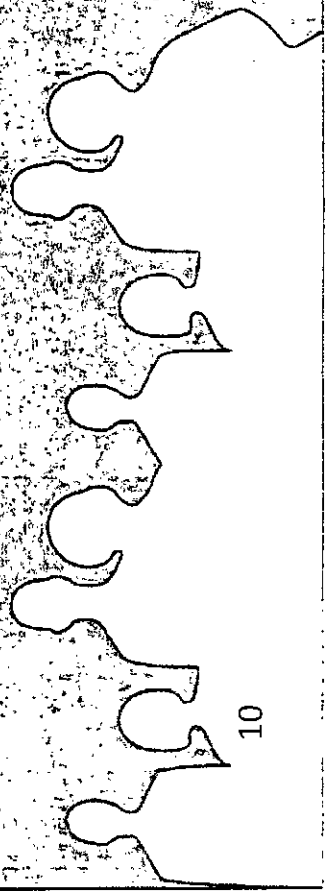
# National Efforts for Boys and Men of Color

- ▶ **City Leadership to Promote Black Male Achievement-**  
National League of Cities <http://www.nlc.org/find-city-solutions/institute-for-youth-education-and-families/at-risk-youth/city-leadership-to-promote-black-male-achievement>
- ▶ **Schott Foundation Black Male initiative-** The Schott Foundation for Public Education  
<http://www.schottfoundation.org/funds/black-male-initiative>
- ▶ **White House Initiative on Educational Excellence for African Americans-** Executive Order from President Obama  
<http://www.whitehouse.gov/the-press-office/2012/07/26/executive-order-white-house-initiative-educational-excellence-african-am>





# Alliance for Boys and Men of Color



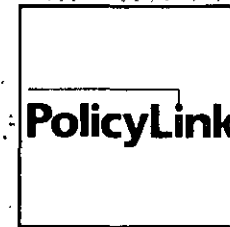
URBAN STRATEGIES COUNCIL

# ALLIANCE FOR **Boys and Men of Color**

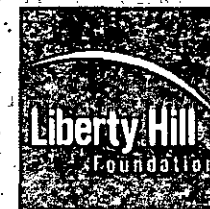
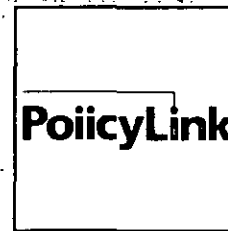
Invest in the Health and Success  
of California's Future

includes change agents from across the state of California who are committed to improving the life chances of California's boys and young men of color. <http://www.allianceforbmoc.org/>

## Statewide Partners



## Regional Conveners



Change. Not Charity.

Oakland

Fresno

LA

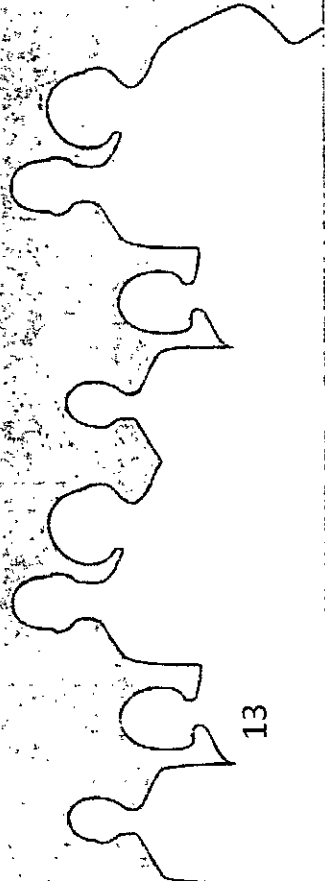


# Assembly Select Committee on the Status of Boys and Men of Color

- ▶ Alliance members partnered with the Committee to organize hearings in Sacramento, Oakland, Fresno, Los Angeles, and Coachella Valley and to solicit recommendations from a diverse cross section of stakeholders.
- ▶ The Committee's draft action plan, which includes 65 practical and scalable recommendations can be found here: <http://www.allianceforbmoc.org/>



# Oakland-Alameda County Alliance for Boys and Men of Color



# Oakland-Alameda County Boys and Men of Color

## Goals: Increase...

- ▶ educational outcomes including academic performance, graduation and readiness for careers and/or post-secondary education;
- ▶ participation in the labor force in “high quality” jobs and careers; and
- ▶ utilization of a fully-integrated “health home” that improves health outcomes.



# Oakland Boys and Men of Color (BMoC) Leadership Table

## Goal: 100% Graduation

### Objectives:

- ▶ 95+% attendance for all students
- ▶ Meaningful internship or paid employment for all high school students
- ▶ 100% access and appropriate use of health care and social services by OUSD students

### The Leadership Table is working on:

- ▶ inter-agency data sharing;
- ▶ A portfolio highlighting evidence-based policies, practices and programs to improve outcomes for BMoC;
- ▶ a system of individualized education and wellness plans for boys of color; and economic and workforce development

15 programs

### Systems Leaders

- ▶ Alameda County Health Care Services Agency
- ▶ Alameda County Probation Department
- ▶ Alameda County Social Services Agency
- ▶ Oakland Unified School District
- ▶ Oakland Human Services Department
- ▶ Oakland Police Department
- ▶ Oakland Office of Economic and Workforce Development



# BMoC Portfolio

Health

Policies  
Practices  
Programs

Juvenile  
Justice

Employment  
& Assets

Education

Youth  
Development





## Oakland Boys and Men of Color (BMoC) Community Partners Table

The table has identified several opportunities for action in Oakland and Alameda County in the areas of:

### Education

1. Implementing Full Service Community Schools
2. Reducing school push-out, drop-out and suspension

### Criminal and Juvenile Justice

1. Advocating for criminal and juvenile justice reform under California's criminal justice realignment (AB109) and juvenile justice realignment

### Workforce Development and Employment

1. Leveraging public employment and procurement policies
2. Creating quality employment for BMoC through creation of alternative business models which build community wealth and ownership
3. Linking economic development projects to requirements for job creation for boys and men of color

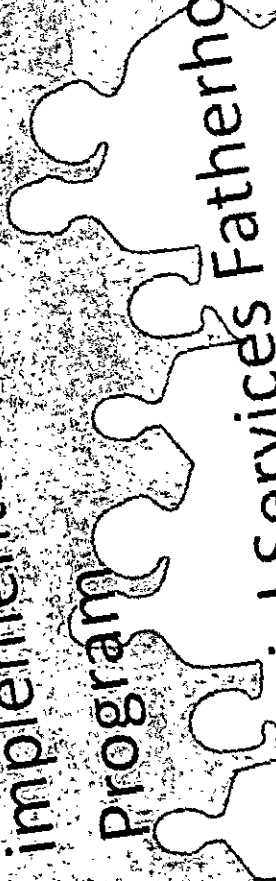
### Oakland Community Partners

- ▶ Allen Temple Baptist Church
- ▶ East Bay Asian Youth Center
- ▶ East Oakland Building Healthy Communities
- ▶ Block Organizing Project
- ▶ Ella Baker Center
- ▶ Intertribal Friendship House
- ▶ Oakland Community Organizations
- ▶ Street Level Health Project
- ▶ The Unity Council
- ▶ The Mentoring Center
- ▶ Youth Uprising
- ▶ Youth Alive



## Examples of Public Systems and Community Partner Work

- ▶ The Unity Council Latino Men and Boys Program
- ▶ EBAYC Boys and Men of Color Mentoring Project
- ▶ The Oakland Unified School District Manhood Development and AAMA
- ▶ Alameda County Health Care Services Agency has implemented an Emergency Medical Technician Program
- ▶ Social Services Fatherhood Initiative



# Joint Systems Leader and Community Partner Work

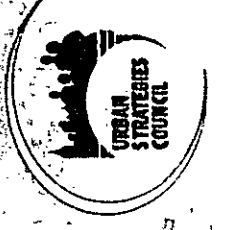
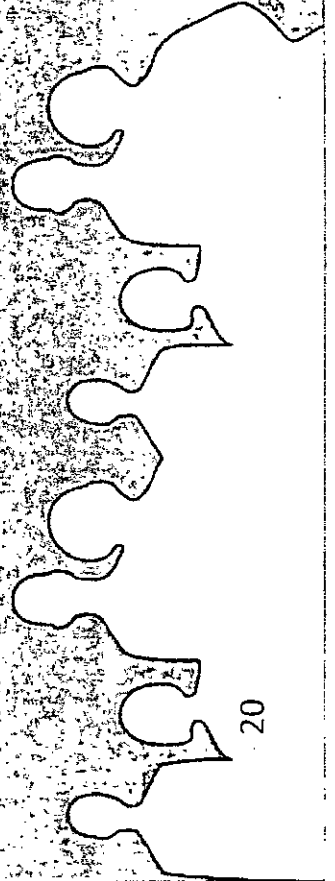
## Community Communication Plan

the Initiative looks forward to its first joint project:

- to effectively communicate within public systems and organizations, across communities of color, and to the public and policy makers the importance of improving the outcomes for BMoC; and
- to actively contribute to changing the narrative around BMoC to an asset frame including stories about their many successes and contributions to family, community and society.



# Oakland Unified School District African American Male Achievement Initiative



# African American Male Achievement Initiative

▶ Began in fall 2010

▶ Partnership:

- Oakland Unified School District
- East Bay Community Foundation
- Urban Strategies Council
- Partners in School Innovation

▶ Focus: Eliminating disparities and improving educational and social outcomes for African American male students in OUSD



# Urban Strategies Council's Role

1. Develop indicators, measures and targets for goal areas and conduct analyses to determine status of African American males in these areas
2. Literature reviews to better understand causes of disparities and strategies for addressing them
3. Special studies on key issues for African American male students (three reports)

4. Policy analysis to inform interventions



# Reports

## ▶ Goal Areas, Indicators and Targets

- Developed indicators and targets
- Conducted longitudinal analysis
- Compared across school levels
- Compared across ethnic groups

## ▶ Graduation Likelihood

## ▶ Attendance

## ▶ Suspensions

# Goal Areas, Indicators and Targets

<http://www.urbanstrategies.org/programs/schools/docs/AMA1%20Goal%20Data%20Packet%2004-11.pdf>



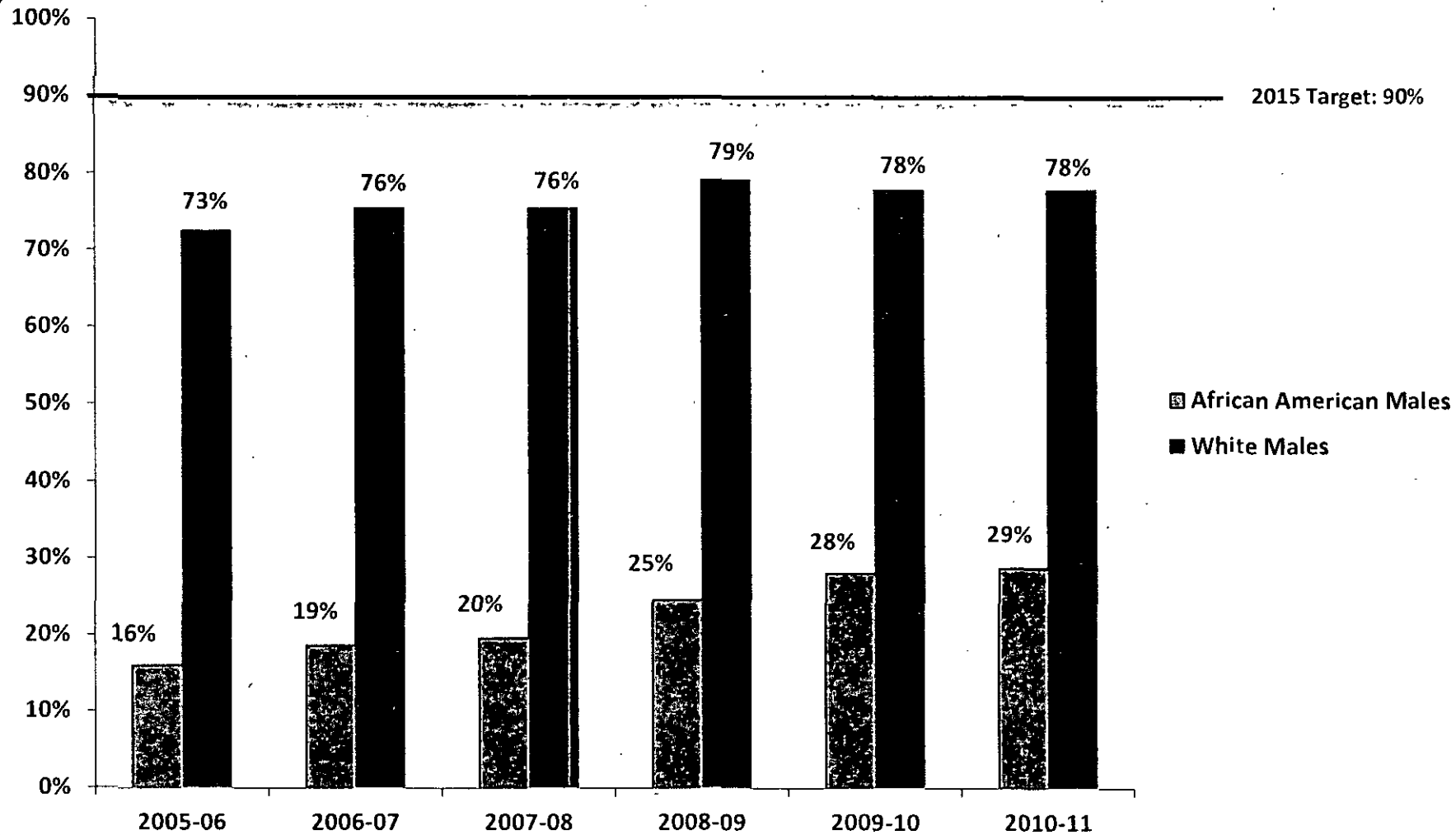


# Initiative Goal Areas

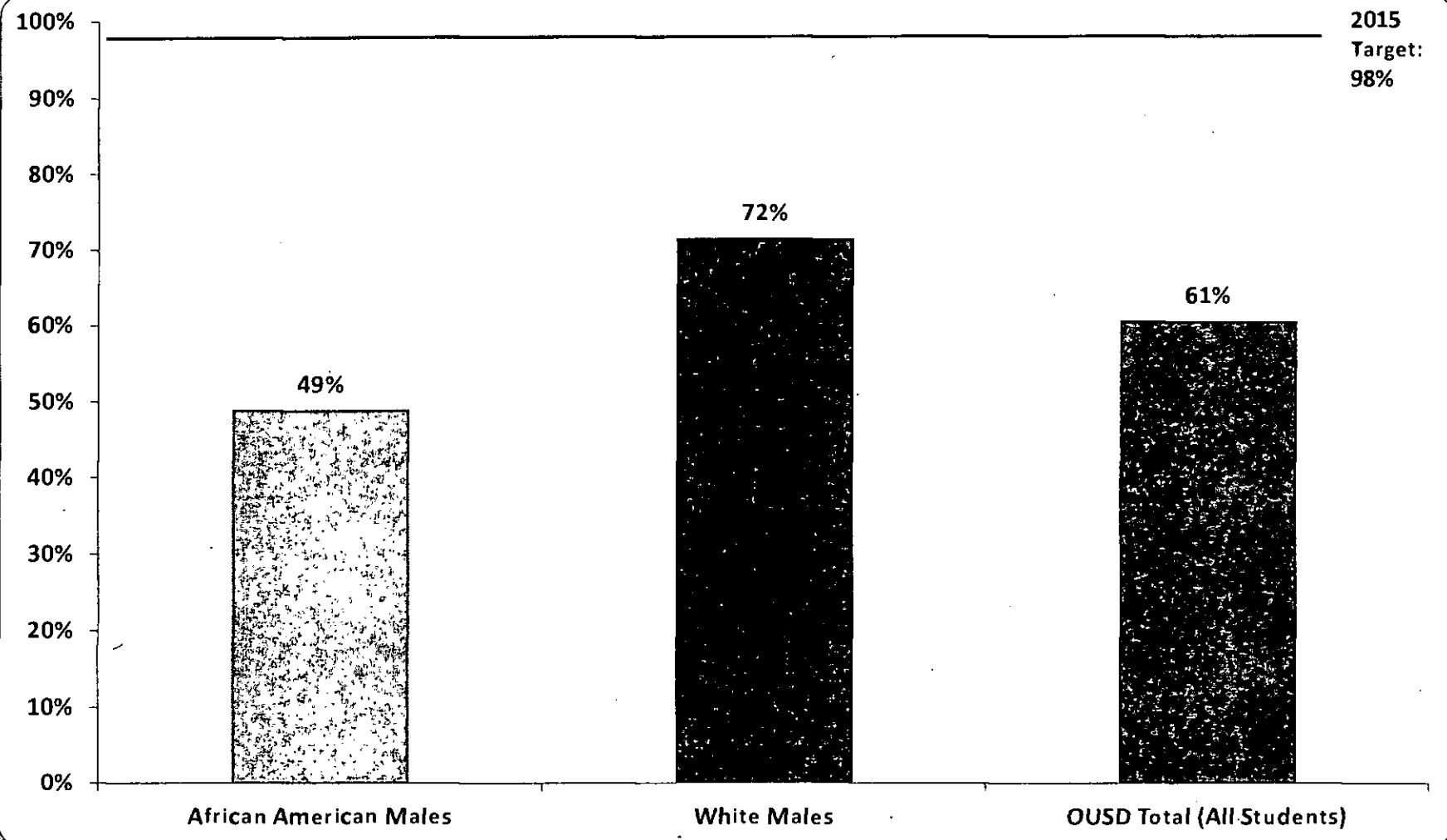
1. Achievement Gap (English Language Arts and Math)
2. High School Graduation
3. Literacy (4<sup>th</sup> Grade)
4. Suspension
5. Attendance
6. Middle School Holding Power
7. Juvenile Detention (Incarceration)



# Students Proficient or Higher in English Language Arts (California Standards Test): Grades 2-11 2005-06 to 2010-11



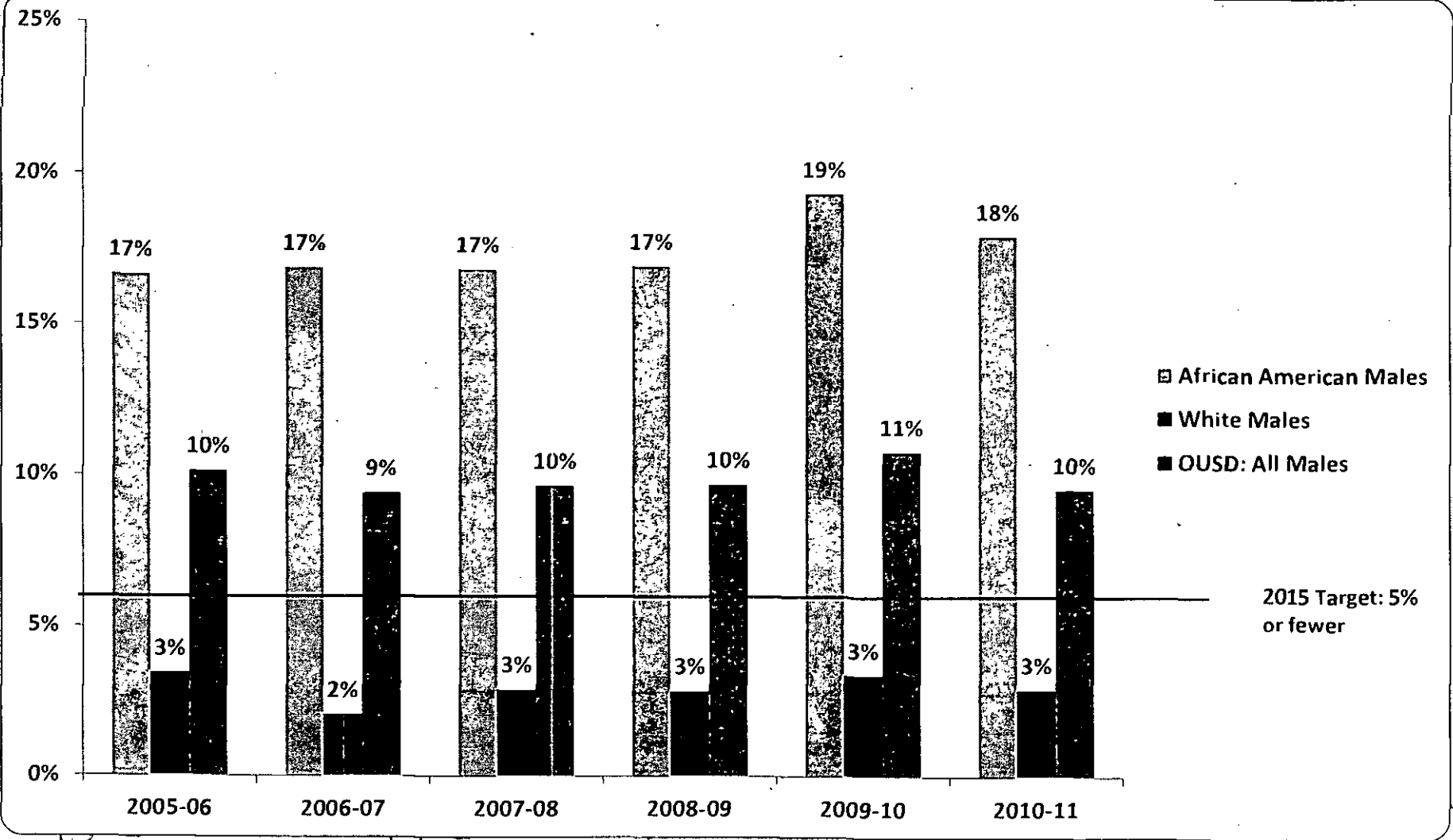
# Graduation Rate: 2008-09



Source: California Department of Education Research Files (OUSD calculations).  
Note: Graduation rate equals the number of graduates divided by graduates plus dropouts in grades 9-12.



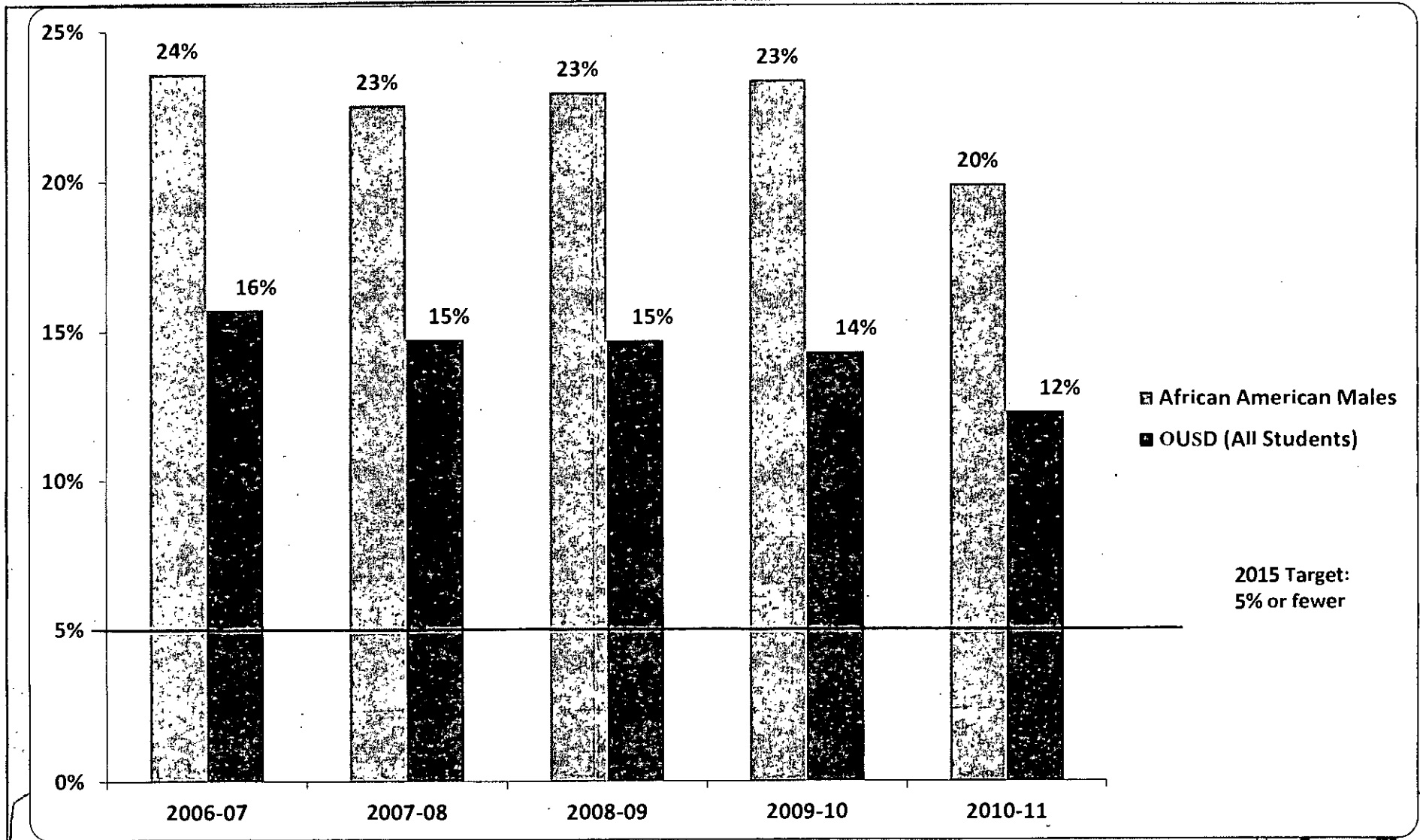
# Percentage of Students in All Grades Suspended Once or More, 2005-06 to 2010-11



Source: Oakland Unified School District (OUSD)  
 Note: District average includes African American males.

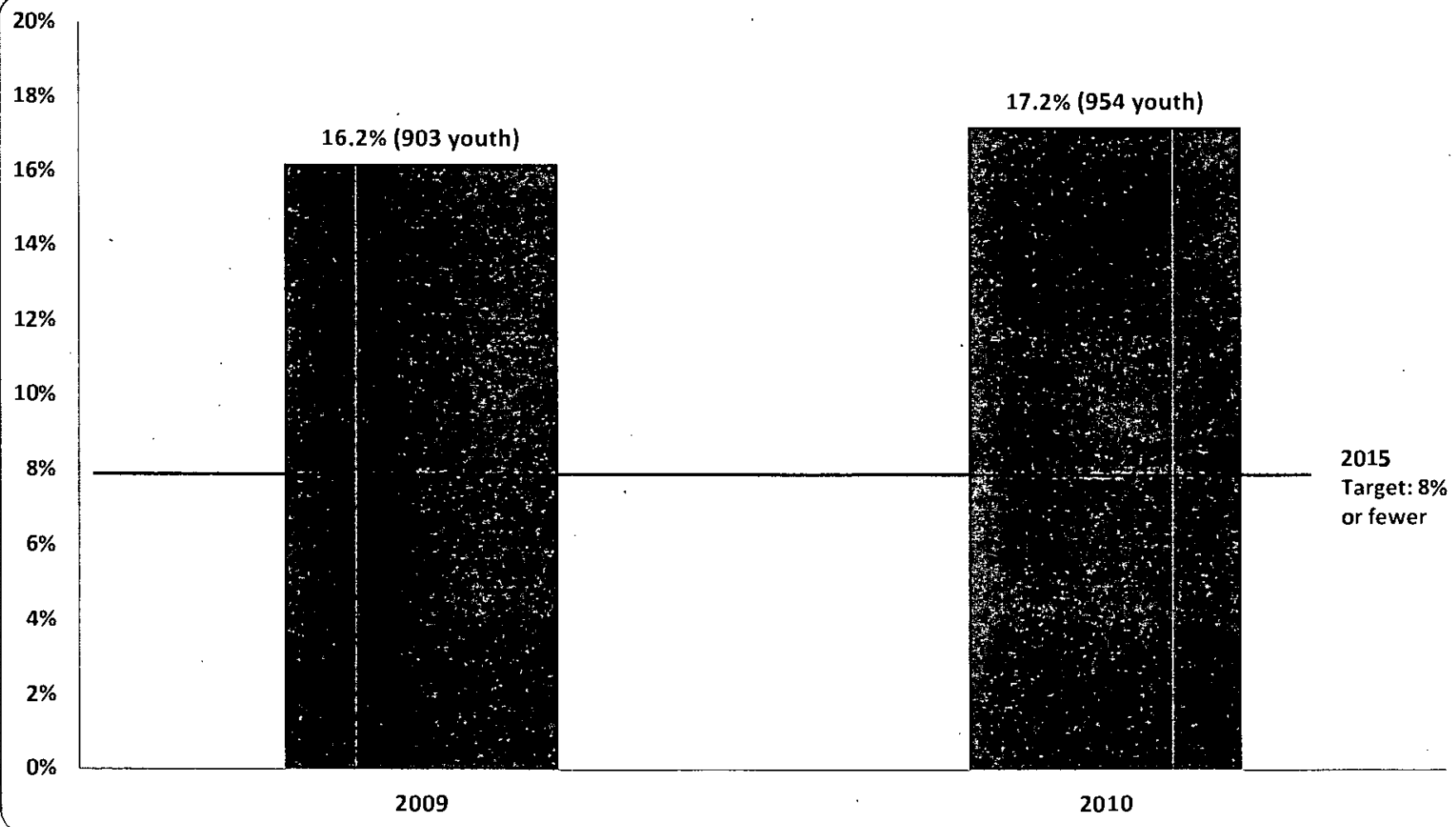


# Percentage of Students in All Grades Chronically Absent (Absent 10% of School Days or More) 2006-07 to 2010-11



Source: Oakland Unified School District (OUSD)  
Note: OUSD figures include African American males.

# Percentage of African American Male Oakland Residents Ages 10-17 Detained by Alameda County Probation Department



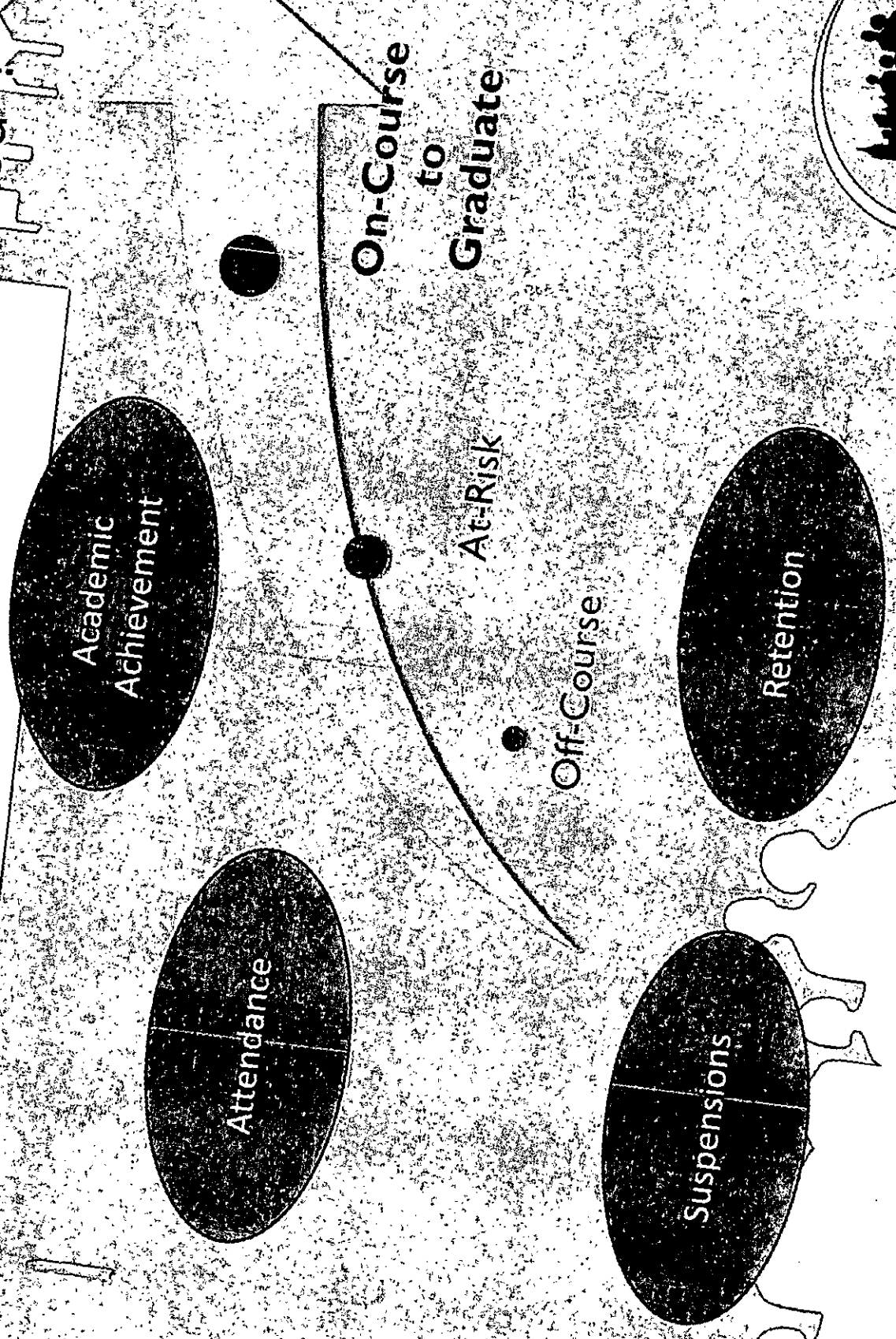
# Examining Graduation Likelihood

[http://urbanstrategies.org/aamai/images/docs/AAMAI\\_OnCourseToGraduate.pdf](http://urbanstrategies.org/aamai/images/docs/AAMAI_OnCourseToGraduate.pdf)

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# How did we measure "Graduation Likelihood"?



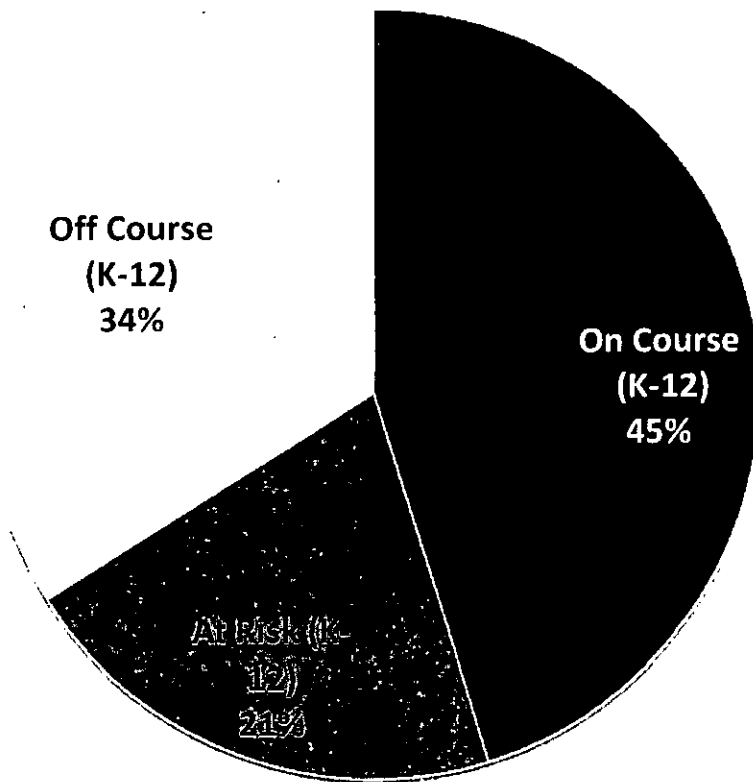
\*Note: indicators varied by grade level.



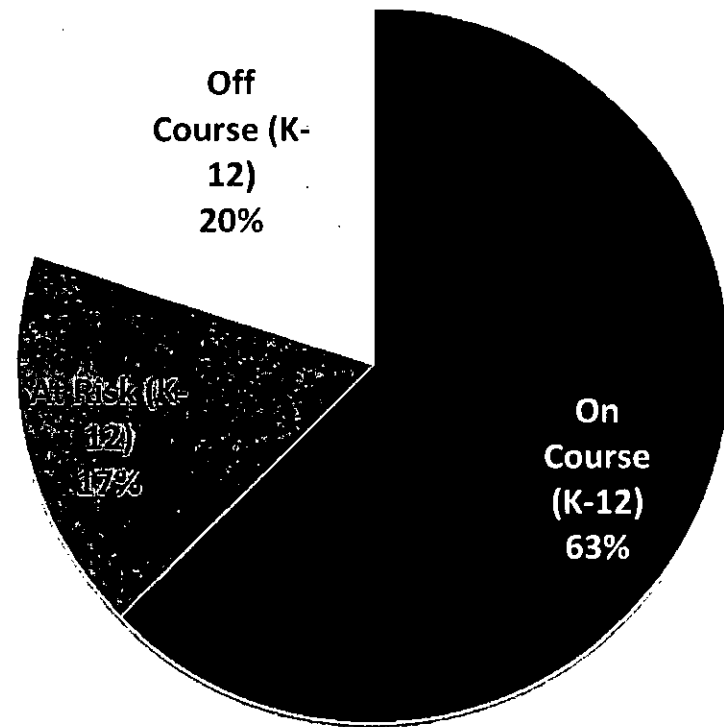


# African American Males and OUSD Students in Grades K-12, by Graduation Likelihood: 2010-11

African American Males



All OUSD Students

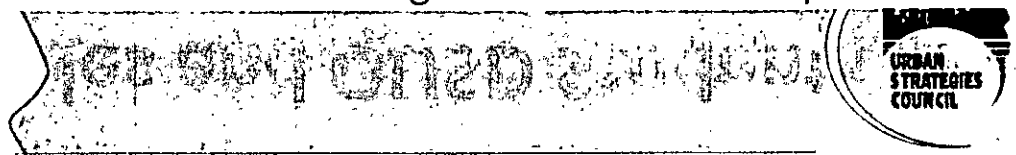


# Off-Course African American Male Students, by Risk Factor & School Level, 2010-11

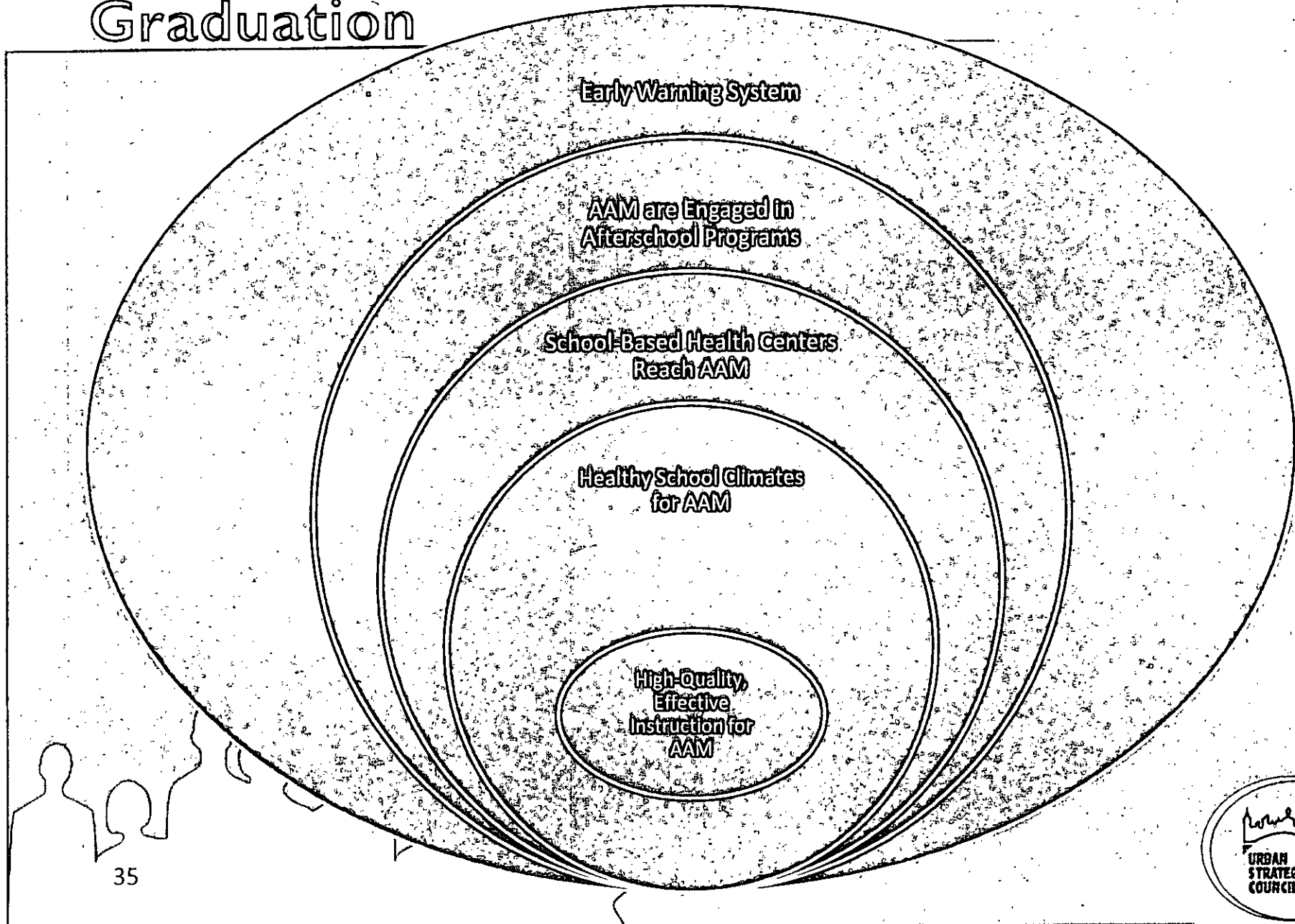
	Elementary (877 students)	Middle School (798 students)	High School (504 students)
Chronically Absent	73%	38%	65%
Suspended Once or More	33%	73%	41%**
Poor Academic Performance	28%	41%	63%
Retained (Left Back)	7%	0%	18%

\*Below Basic ELA for Grades 2-5, F in English or Math for Grades 6-8, GPA below C for Grades 9-12

\*\*In our rubric, off-course for high school was defined as having *more than one* suspension.

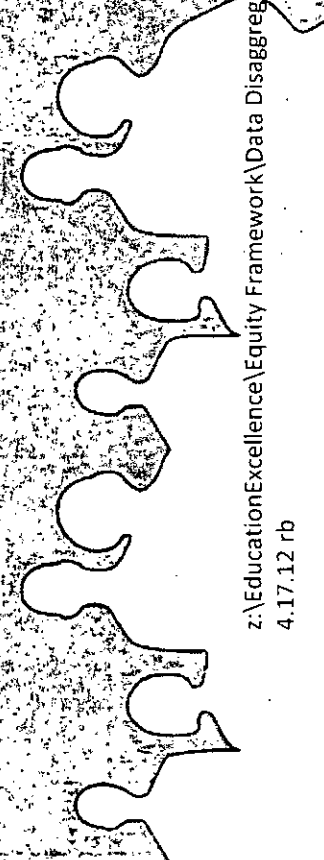


# Recommendations for Supporting HS Graduation

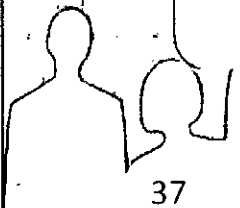
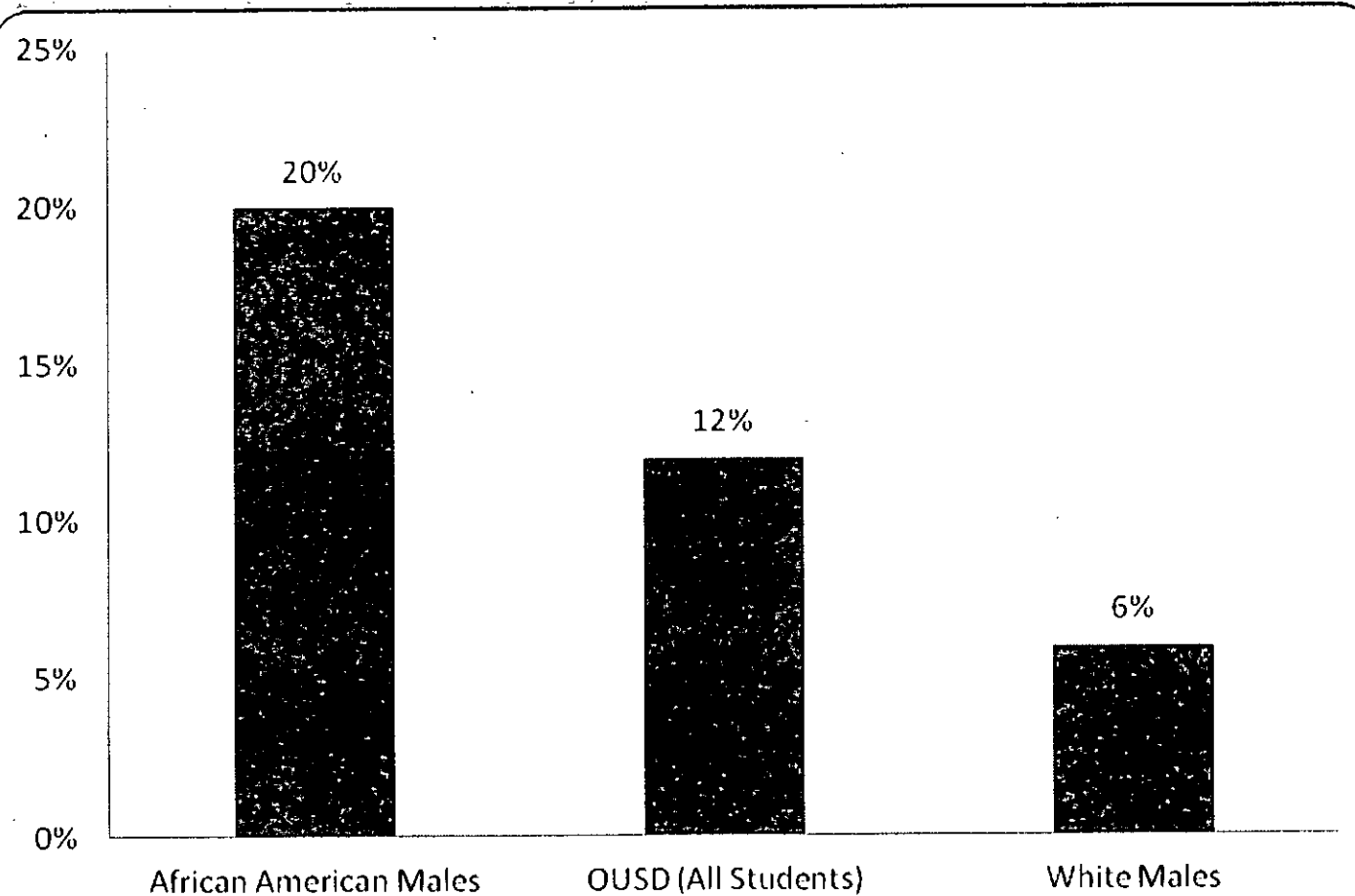


# Examining Chronic Absence

<http://www.urbanstrategies.org/aamai/images/docs/AAMAIAttendanceReport.pdf>

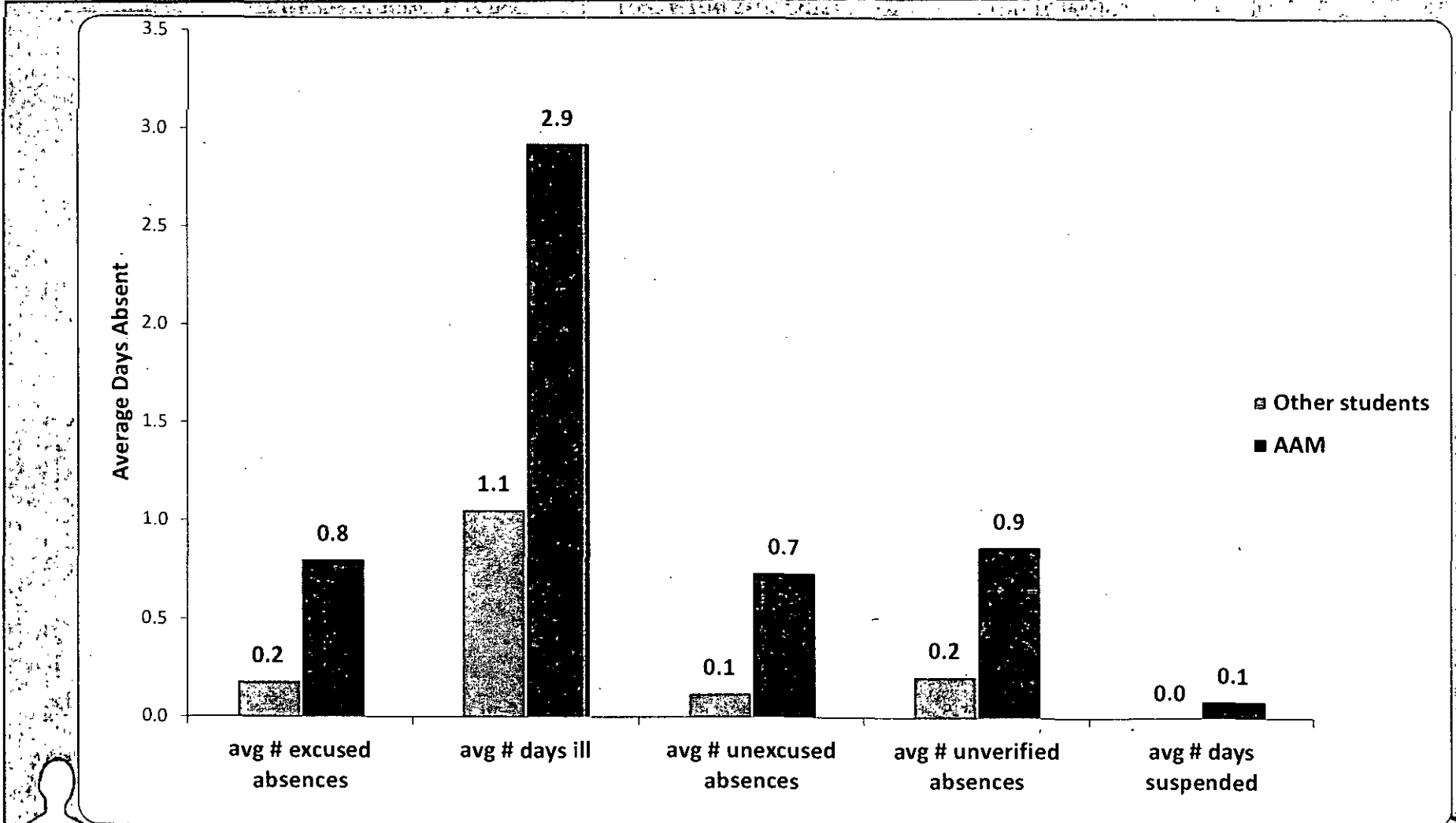


# Percentage of Students in All Grades Chronically Absent: 2010-11



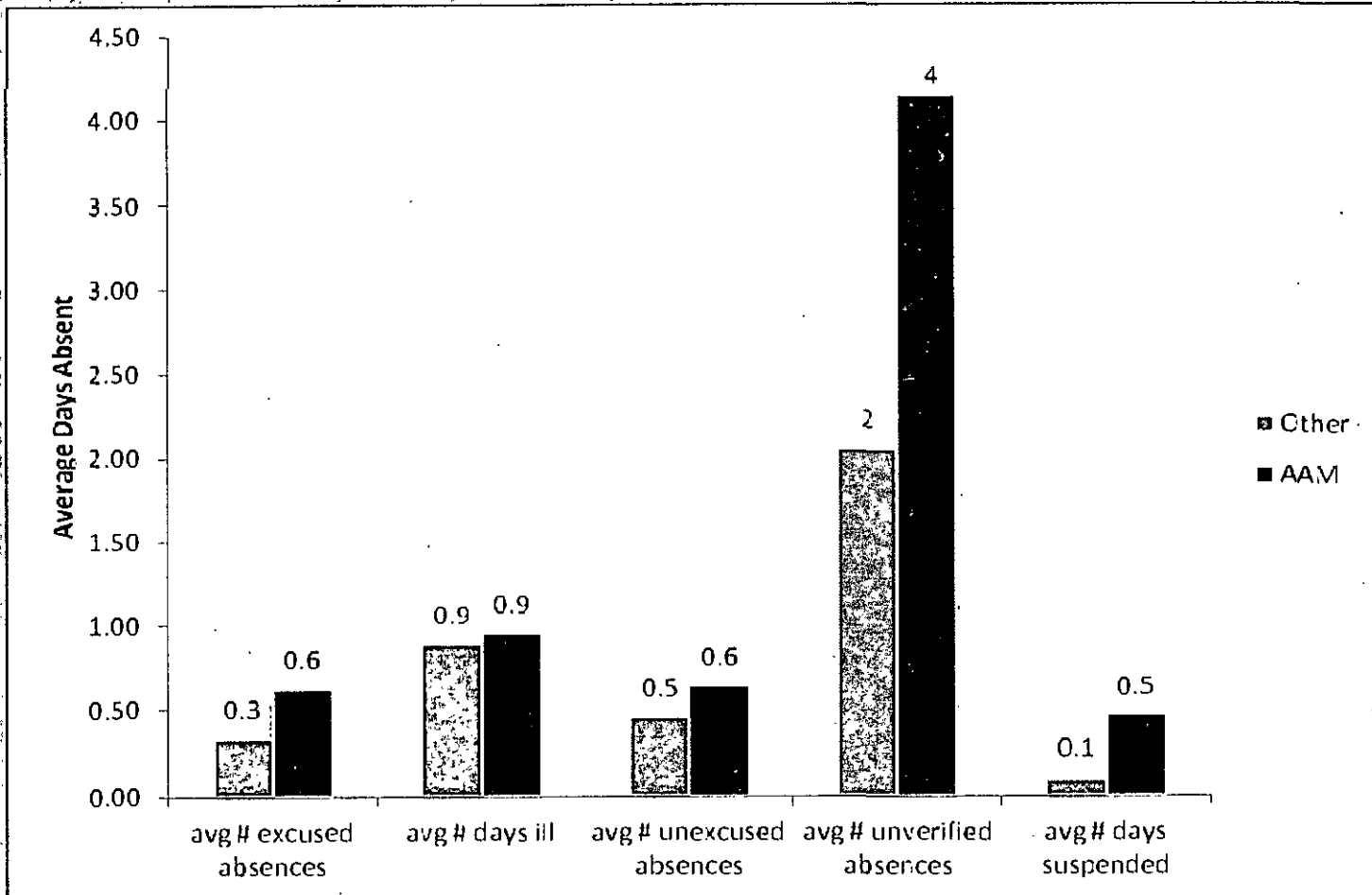
# Types of Absences – Elementary Students

OUSD 2010-11



# Types of Absences – High School Students

OUSD 2010-11



# Selected Recommendation for Reducing Chronic Absence

## Data Collection & Analysis

- Track attendance from start of year to intervene early
- Conduct research on relationship between chronic absence and tardiness & truancy

## Accountability & Standards

- Adopt school and district standards
- Create district and school level plans for attendance improvement

## Policy & Process

- Designate single administrator responsible for attendance efforts
- Identify groups to focus on issues and interventions
- Include families and students in policy review and revision

## Student, Family & Community Engagement

- Communicate connections between attendance, achievement, and graduation
- Problem solve with families and students





# Examining Suspensions

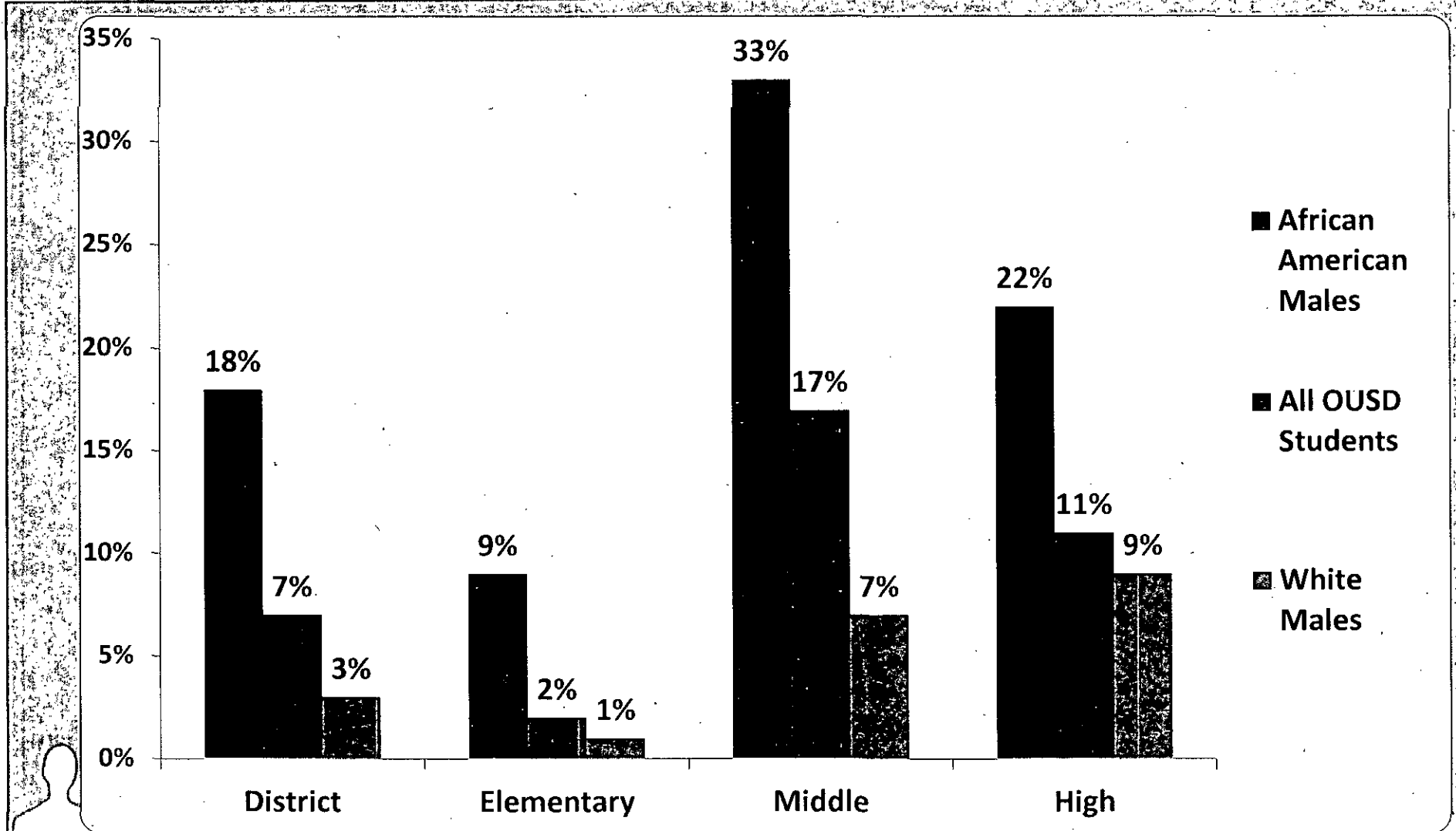
[http://www.urbanstrategies.org/aama/images/docs/AAMA\\_OUSD\\_SuspensionAnalysis.pdf](http://www.urbanstrategies.org/aama/images/docs/AAMA_OUSD_SuspensionAnalysis.pdf)

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4.17.12 rb



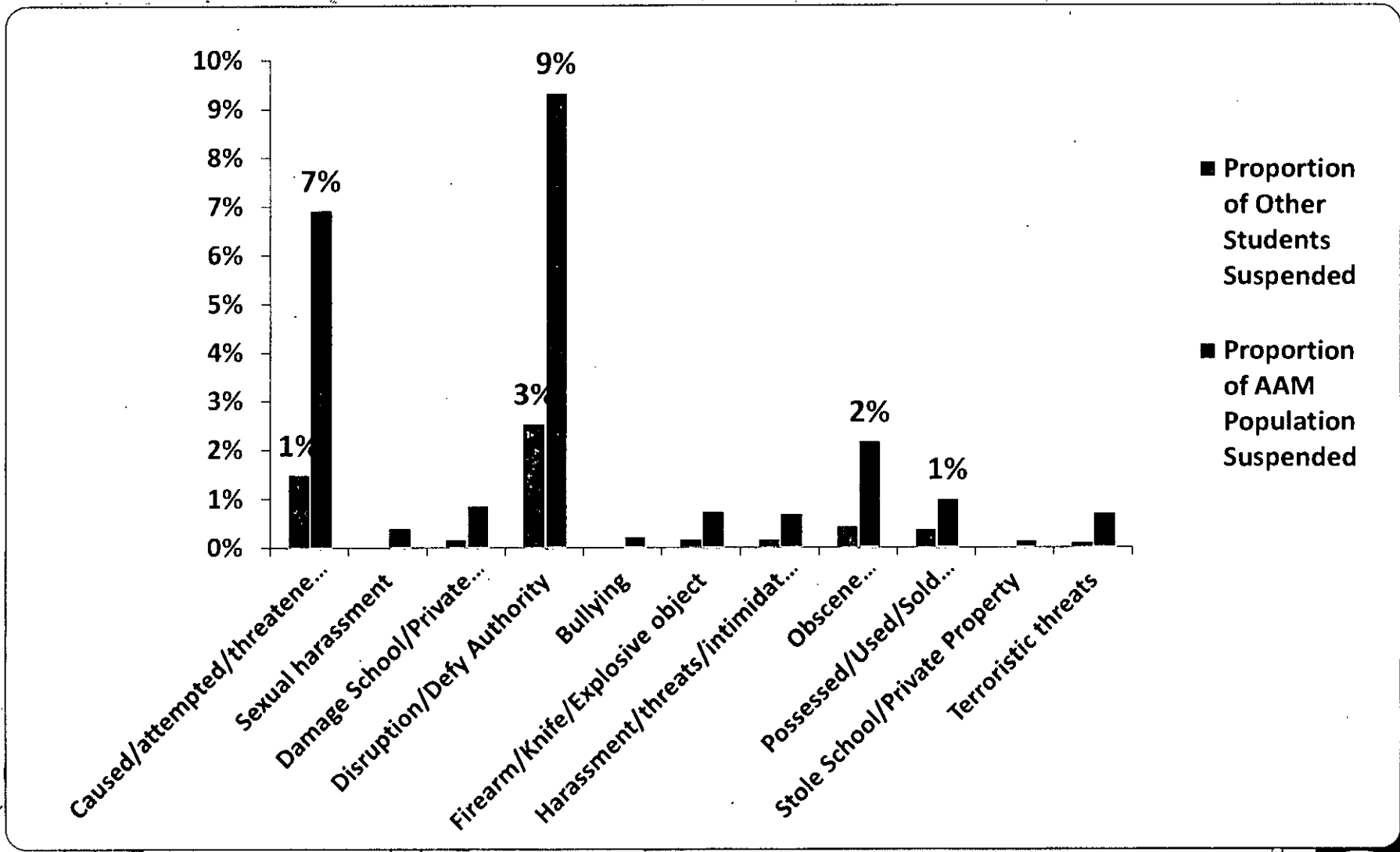
# Percentage Suspended Once or More by School Level

OUSD 2010-11



# Percentage Suspended by Reason (Grade K-12)

OUSD 2010-11

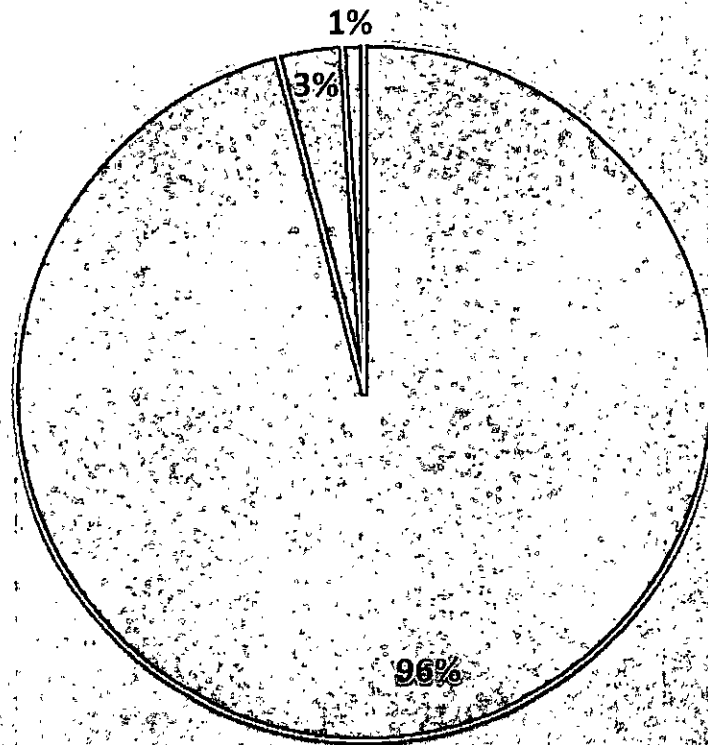


# Top Three Offenses: 75% of suspensions of AAM

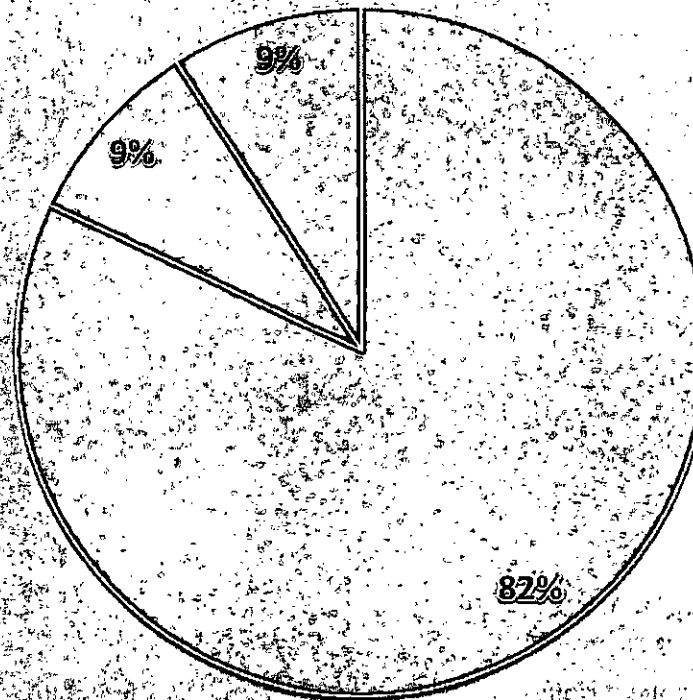
- ▶ **1. Disruption/defy authority (38% of suspensions of AAM);**
- ▶ **2. Caused/attempted/ threatened injury (28% of suspensions of AAM);**
- ▶ **3. Obscene act/ profanity/ vulgarity (9% of suspensions of AAM).**

# Percentage of Students Suspended, by Times Suspended, OUSD 2010-11

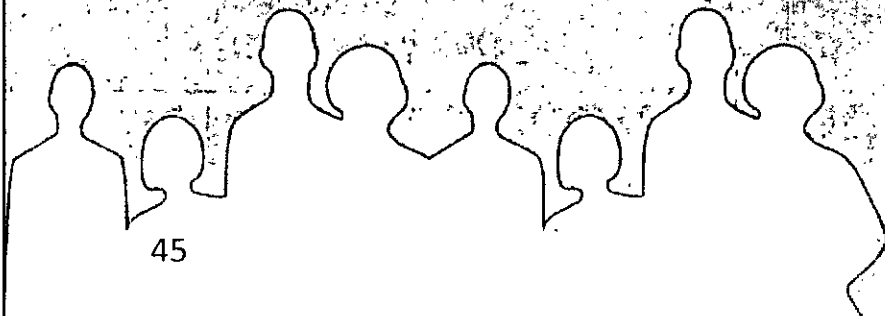
## Non-African American Students

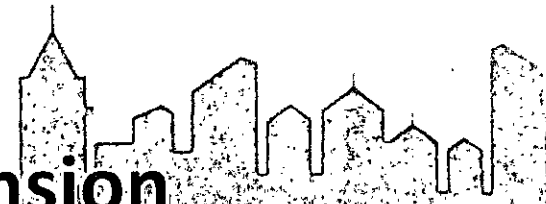


## African American Boys



- Not Suspended
- Suspended Once
- Suspended More than Once

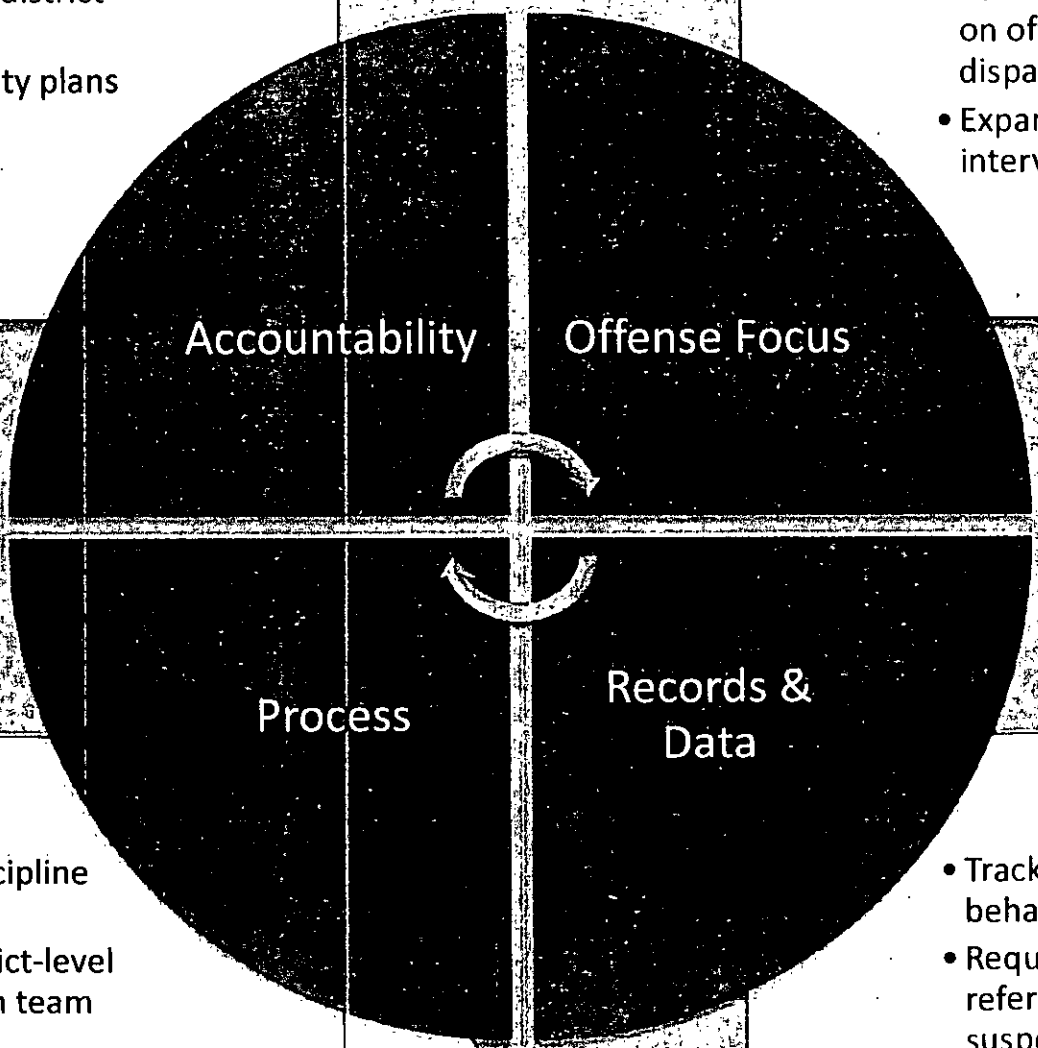




# Selected Recommendations: Suspension

- School- and district-level targets
- Accountability plans

- Focus interventions on offenses driving disparities
- Expand array of interventions



- Use site discipline committees
- Create district-level intervention team

- Track specific behavior
- Require reporting of referrals & classroom suspensions



# RECOMMENDATIONS FOR CITY-OUSD WORK

- ▶ Ensure city agencies collect and analyze data by gender and ethnicity
- ▶ Ensure city programs and services are responsive to needs of BMoC
- ▶ Leverage procurement and employment powers to create jobs, business opportunities for BMoC
- ▶ Support and align resources with the district's full service community school efforts
- ▶ Use City-OUSD Partnership Committee as vehicle for joint work on issues such as attendance, safety to and from school, and other issues impacting achievement and success of BMoC



## FOR MORE INFORMATION

- ▶ Oakland-Alameda County Boys and Men of Color  
<http://www.urbanstrategies.org/bmoc/>
- ▶ African American Male Achievement Initiative  
<http://www.urbanstrategies.org/programs/schools/AAM>
- ▶ African American Male Achievement Initiative  
<http://www.urbanstrategies.org/programs/schools/AAM>
- ▶ Thriving Students  
<http://thrivingstudents.org/33>
- ▶ Al.php; <http://thrivingstudents.org/33>
- ▶ Building an Educational Equity Framework  
<http://www.urbanstrategies.org/programs/schools/docs/Equity%20Framework%20Concept%20Paper%205.9.12final.pdf>

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