GRANTMAKERS FOR THRIVING YOUTH

WEB SEMINAR

THRIVING YOUTH NEED RACIAL EQUITY

Youth Voice, Policy Levers & the Roles and Responsibilities of Philanthropy

Tuesday, June 23, 2020

1:00-2:15ET, 10-11:15AM PT

GRANTMAKERS
FOR THRIVING YOUTH

SPEAKERS

- Chris Chatmon, Founder & CEO, Kingmakers of Oakland

- Nancy Duchesneau, Spencer Fellow for Social, Emotional, and Academic Development, Ed Trust)

- Maurice Swinney, Chief Equity Officer, Chicago Public Schools

- Moderated by Gisele Shorter, Program Officer, Education, Raikes Foundation

SPEAKER

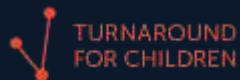- Gisele Shorter, Program Officer, Education, Raikes Foundation

Youth Voice, Policy Levers & the Roles and Responsibilities of Philanthropy
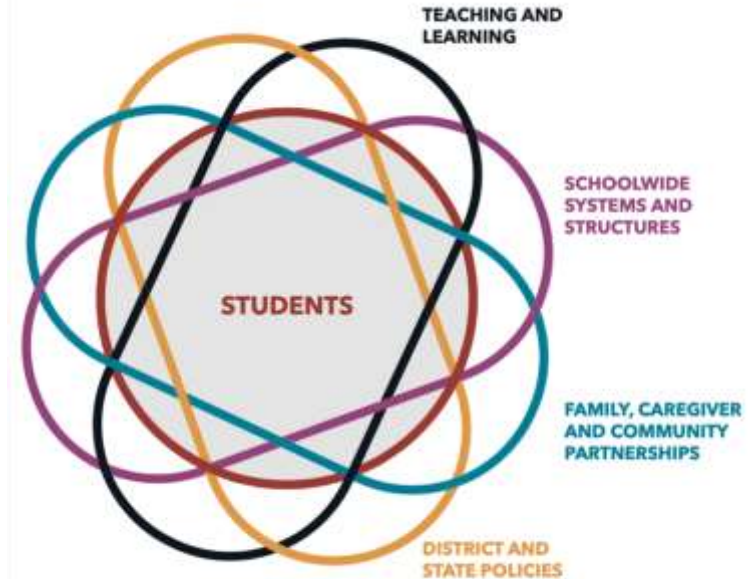
BELE NETWORK

THE BELE NETWORK FRAMEWORK

What: The BELE Framework is a guide for transforming student experiences and learning outcomes

Why: We can only be healthy and strong as a nation when every educational institution is a place where all children can learn, develop and thrive

How: Equitable learning environments should be designed so that every student:

- Experiences intellectual engagement
- Feels respected and cared for
- Can set goals and recover from failure
- Is physically, emotionally and psychologically safe

TEACHING AND LEARNING

SCHOOLWIDE SYSTEMS AND STRUCTURES

STUDENTS

FAMILY, CAREGIVER AND COMMUNITY PARTNERSHIPS

DISTRICT AND STATE POLICIES

Youth Voice and Engagement

ALIGNED BELE FRAMEWORK COMMITMENTS & CORE PRACTICES

- School structures and practices promote student leadership and agency--nurtures student agency, self-directed learning, and critical consciousness

- Teaching and learning represents, affirms and supports students to explore their personal, cultural, racial and academic identities and proactively dispel stereotypes
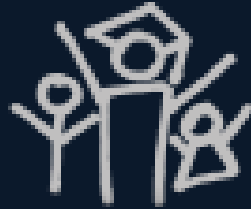
The Education Trust

Study Findings and Policy Recommendations

ALIGNED BELE FRAMEWORK COMMITMENTS & CORE PRACTICES

- Policies and resources support the hiring and development of staff who have the mindsets and skills to build equitable and effective learning environments

- Structures are in place to ensure authentic engagement of students, families, and communities in directing state and district policy and practice

Advancing Equity in our Systems

ALIGNED BELE FRAMEWORK COMMITMENTS & CORE PRACTICES

- State and district data and accountability systems support school-level equity focused improvement processes

- Resources (e.g. funding, teachers, courses, early childhood education, etc.) are adequate and equitably distributed

- School leaders are held accountable for advancing these commitments while being given autonomy and ownership to find the most locally-appropriate path to fulfill those commitments

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SPEAKER

- Chris Chatmon, Founder & CEO, Kingmakers of Oakland

Grantmakers for Thriving Youth

Thriving Youth Need Racial Equity

Youth Voice, Policy Levers & Roles and Responsibilities of Philanthropy

We fundamentally believe that all Black boys are brilliant, beautiful, and possess innate greatness.

Why "Kingmakers"?

We provide the opportunity for Black boys to view themselves as "Kings" to remind them of their strong legacy and history.

*"When somebody calls me a "King," **I feel respected, I feel like royalty, I feel like I am somebody**. For me to be a young Black male today, it's good to hear my teachers refer to me as a "King." My involvement has been amazing. Stuff I never knew I would do or learn about has changed my life. I'd love to be a part of this for the rest of my life."*

Romero Wesson, AAMA Alumni 2019 and Kingmakers Board Member

Kingmakers' Strategy is Guided By Five Core Values

LOVE

Our approach is first and foremost rooted in love. Love of self, community, culture and much more.

AFRICAN-CENTERED

Understanding and being connected to our history, community, humanity, and soul is key in shaping a positive Black identity especially within an academic context.

KING-CENTERED

Black boys will always be co-creators of this work; their voices are valued as much as the adults.

COLLECTIVE WILL

The cavalry isn't coming to save Black boys. As members and allies of the Black community, we have a responsibility to co-create change.

PARTNERSHIP

This work doesn't scale or grow without partners and we are committed to equipping them for their journey.

system must make fundamental shifts across several key drivers

Driver	Status quo	Why this must shift
Culturally relevant curriculum & pedagogy	Most curriculum is racially biased and teachers are not equipped to create a culturally relevant learning environment	Classes are not designed to engage Black male students, impeding their learning and conveying the message schools do not care about their success
Black male teachers	Only 2% of U.S. educators are Black males	Students achieve better outcomes when they see themselves reflected in their instructors and educational staff
Youth voice & leadership	**Students are not seen as experts of their own experience, and therefore are not given agency over their educational experience or engaged as leaders**	**Districts are not learning from Black male students' perspectives, feedbacks, or fostering their leadership potential**
Community & family engagement	There are limited avenues for families and the broader community to engage as partners in their children's education	Community engagement and strong family-school relationships ensure that Black male students have strong networks of support and succeed
Narrative	Common narratives in education frame Black male students as failing (rather than the system failing them), and negative media portrayal reinforces discrimination and criminalization of Black males	Negative narratives influence how adults perceive and treat Black male students (e.g., disproportionate suspension) and how they view themselves
Policy	Current policies were not designed to support Black male students and frequently have disproportionate impact on them (e.g., school discipline policies)	If district practices improve, but improvements are not embedded into policies, progress is unlikely to be sustained as leadership turns over

Note: Kingmakers may continue to identify more drivers over time

cross-functional, intergenerational coalition committed to Kings

Student	Family	Teacher	School leader	District leader	City official	Community member
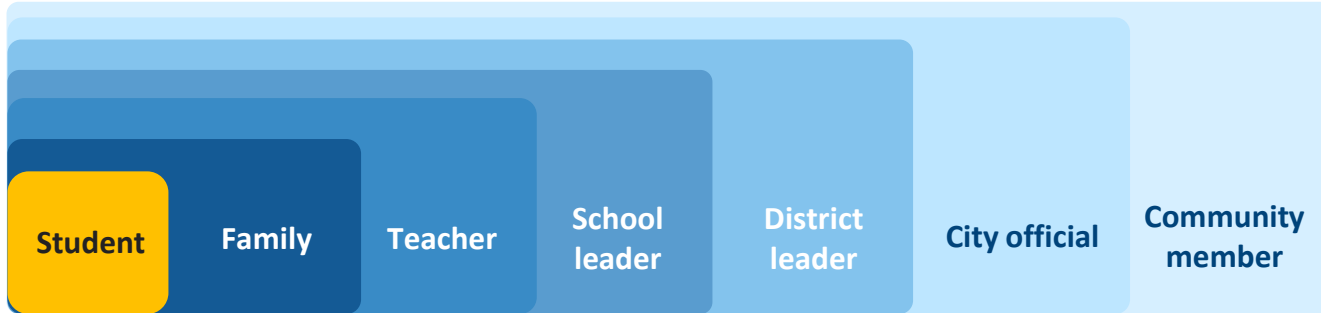
The seven stakeholders that make up this cross-function, intergenerational coalition collectively have a powerful influence on students' lives – including students themselves.
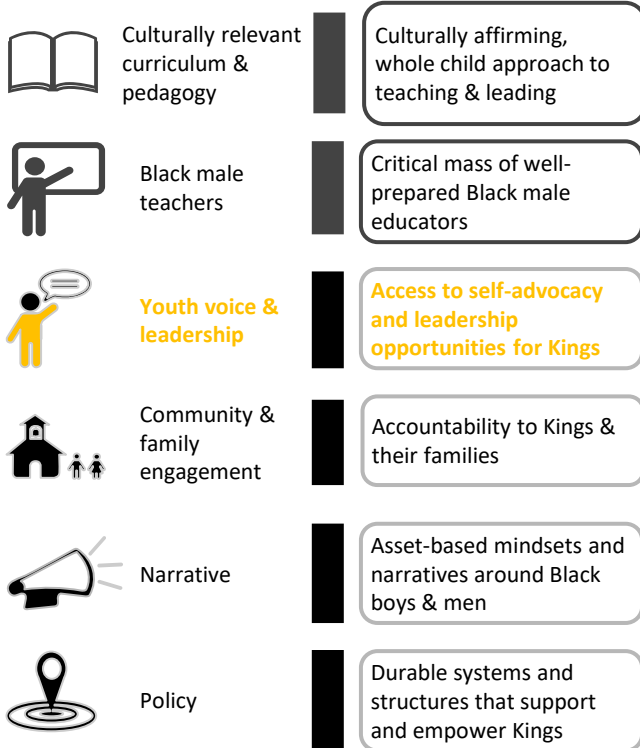
In each community that Kingmakers works, we seek to identify and support a team that consists of representatives across these stakeholder groups (referred to as the "district team").

Kingmakers' Key Drivers Toward Systemic Change for Black Boys

Intermediate outcomes on key drivers:
Transform the education system & culture…

Key driver	
Culturally relevant curriculum & pedagogy	Culturally affirming, whole child approach to teaching & leading
Black male teachers	Critical mass of well-prepared Black male educators
Youth voice & leadership	**Access to self-advocacy and leadership opportunities for Kings**
Community & family engagement	Accountability to Kings & their families
Narrative	Asset-based mindsets and narratives around Black boys & men
Policy	Durable systems and structures that support and empower Kings

Long-term outcomes:
to empower Kings to attain:

- Academic achievement
- Sense of belonging
- Increased self-efficacy
- Positive cultural identity
- Collective responsibility

Ultimate impact

Primary:

Kings internalize and lead from their sense of brilliance and beauty, and express their innate greatness

Additional:

All students benefit from having an improved education system and culture

supports districts and education nonprofits, and shifts the national narrative

PROVIDE SYSTEMIC SUPPORTS FOR SCHOOL DISTRICTS

- **Consulting to support community and system leaders** in transforming the education system, structures, culture, and conditions across key drivers
- **Cross-district learning collaborative** to foster best practice sharing and relationship building
- **Support on targeted strategies for key drivers** (E.g., culturally relevant curriculum adoption & implementation)

REWRITE THE NATIONAL NARRATIVE

- **Biannual convenings** to immerse leaders in Kingmakers' approach and build collective energy for the work
- **Strategic communications** to lift up trends and best practices to the field
- **Platform for Kings' art & entrepreneurship** to support youth leadership and contribute to narrative change

INFLUENCE EDUCATION NONPROFITS

- **Partnership / technical assistance** with other district-serving nonprofits to support them in improving their effectiveness with Kings, and understanding the key drivers

All areas of Kingmakers' work are interconnected (e.g., convenings elevate insights from districts)

We Clean Up The Pond
By Transforming Adults

AAMA

- POLICY ADVOCACY
- HIRE & TRAIN TEACHERS
- PARENT ENGAGEMENT
- NARRATIVE CHANGE

And We Inoculate the Fish
By Engaging, Encouraging, and
Empowering African American Males

THE POLLUTED POND

School Culture & Conditions
Prevent AA Males from Achieving

Harsh Discipline
& Policy/Practices

Unequipped Teachers

Biased Curriculum with
Negative Framing of AAs

Discrimination & Criminalization
From Negative Media Portrayal

THE HEALTHY POND

School Culture & Conditions
Empower AA Males to Achieve

Fair and
Restorative
Justice

Engaged Instruction

Culturally Relevant
Curriculum

Positive Narrative

CLASSROOM EXPERIENCES · SELF ESTEEM THROUGH CULTURAL IDENTITY · MENTORING · OPPORTUNITIES TO LEAD & ADVOCATE · OUT OF

Fish Suffering
African American Males Cannot
Thrive in Toxic Environments

- HIGH DROPOUT RATES
- LOW READING PROFICIENCY
- SCHOOL TO PRISON PIPELINE

Fish Thriving
African American
Males Achieve

- INCREASED SELF-ESTEEM
- IMPROVED LITERACY
- INCREASED GRADUATION RATES

Our young men are the CURATORS of CHANGE!

The sickness and solutions
are one and the same:

EDUCATION

"If the youth are not initiated into the village, they will burn it down to feel its warmth." -- African Proverb

Strategies for Youth Voice and Leadership

Student Leadership Council

- Develop public speaking skills
- Cascade Mentorship
- Kings address PTA, SSC, School Board and City Council Meetings
- Creates a network of AAM students in positions of leadership who support each other at their school, school district and in National Learning Collaborative
- Present at local and national conferences

Social Media

- IG
- Twitter
- Facebook
- Soundcloud

- Build networks with other Kings within their city, county, state and nation

- Strengthen connection and communication between Parents, Family, Teachers and Kings
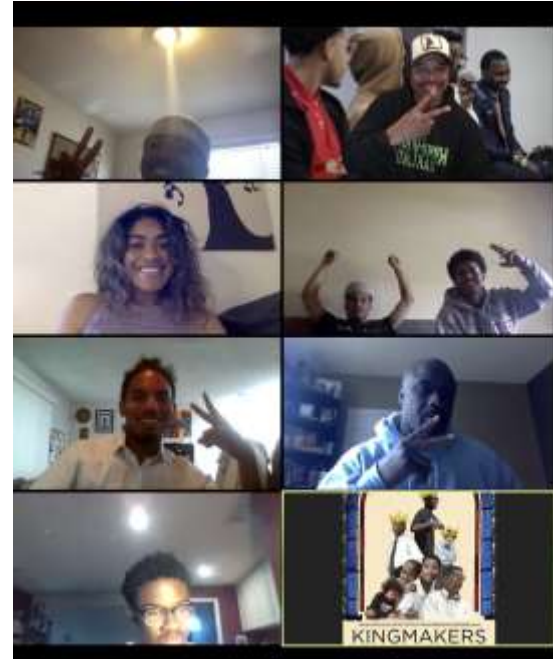
Kingmakers Update

Episode 2: "A King's Journey" King Tre

Narrative Change

5 Strategies & Tactics

"Whoever controls the narrative has the power"

"School Districts default is crisis communication and reactionary response to communication"

Amin

Barbara

Jonathan

Kahlil's Poem

Reframe the Issue and Clarify the Approach to Drive Narrative Change

By clearly and concisely framing why Black male achievement matters and having simple, approachable language to explain Kingmakers' comprehensive approach and "solutions", we can inform and influence a narrative that can be adopted across the space, amongst the media, and with education influencers (and districts) across the country.

Organize Pathways for Key Audiences Through Leveraging the Website as a Common Entry Point

The website will be the **first place** people turn to learn more about Kingmakers and it is essential to organize the website in a way that creates clear pathways for different types of users to follow. We can organize the site in a way that clearly guides District staff on a path to learn more about Kingmakers and how it can be implemented in their school district, as well as parents, students, and community members who want to support the organization and get involved.

Put Kings Front and Center

By showcasing the voices and experiences of Black male students, Kingmakers can bring new perspectives to a space typically dominated by adult leaders and academic voices.

Highlighting the voices of Kings (current and alumni) will set Kingmakers apart from the crowd and also inspire others to get involved and bring this work to their communities.

Make it More than a 'Local' Education Issue

Connect Black male achievement to broader national conversations around workforce diversity, gentrification, Black male teacher recruitment and retention, and equity broadly, forcing the issue outside of wonky education outlets and limited local spaces and into broader conversations.

Turn Advocates into Champions

Leverage the national conversation happening around equity to create partnerships with national organizations and high-profile individuals who can use their influence to bring Kingmakers into the national spotlight.

State Superintendent Tony Thurmond Hosts Virtual [Student Support Circle on Institutional Racism and Implicit Bias](#) with California Surgeon General on June 19, 2020.

*"If there is any time for us to be listening to our youth, it is now. I truly believe they are going to be the way forward in improving our communities and our world," Thurmond said. "**In order for us to tackle issues of institutional racism and implicit bias in schools, we must listen to the voices of students who are impacted and whose experiences inform our work ahead.**"*

-- Tony Thurmond, CA State Superintendent of Public Instruction

Jonathan A. Pipper II
Kingmakers of
Oakland

Opening Questions for Student Circle

1. *How are you making sense of this moment we are in right now?*
2. *What helps you process the harm, bias and racism that you are seeing, hearing and feeling?*
3. *What might you need or want from the adults around you when you return to school?*
4. *What advice or thoughts would you offer the adults in your school and community whose job it is to create environments to you to thrive, learn and succeed?*

-- Jonathan A. Piper II

SPEAKER

- Nancy Duchesneau, Spencer Fellow for Social, Emotional, and Academic Development, Ed Trust)

1/29/20

Voices of Youth and Families: Equity Considerations in SEAD (Draft)

Our roadmap for today

1. Common Definitions of SEAD
2. About Our Research Project
3. Findings
4. Policy Implications
5. Policy Recommendations

Science of Learning and Development

- Reciprocal relationship between biology and environment

- Development progresses over time

- Relationships are foundational to development

- Multiple levels of context influence development – positively and negatively
  - Children need buffers to stress

- Students are active agents in their own learning

Context is the defining influence on development.

Osher, Cantor, Berg, Steyer, & Rose (2019)

Common Definitions of Social-Emotional Learning (SEL)?

"Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

~Collaborative for Academic, Social, and Emotional Learning (CASEL)

"These so-called noncognitive qualities are diverse and collectively facilitate goal-directed effort (e.g., grit, self-control, growth mindset), healthy social relationships (e.g., gratitude, emotional intelligence, social belonging), and sound judgment and decision making (e.g., curiosity, open-mindedness)."

~Angela Duckworth & David Scott Yeager

Risks of SEAD work

Approaches that

- lack an explicit equity lens,

- fail to acknowledge the role of students' racial and cultural experiences in social-emotional development,

- that treat social-emotional and academic learning as separate,

- fail to address the processes and structures in schools that systemically disadvantage students of color, low-income students, and immigrant youths

May do more harm than good.

Current Focus

- Currently, SEAD frameworks focus attention on the specific social emotional competencies students should learn, such as self-management and social awareness

- This has led to efforts on explicitly teaching students these competencies with less attention to the systems in place that influence social emotional development

Why it needs to shift

- Societal realities (e.g. racism, sexism, etc.)
- Individual realities (e.g. responsibilities outside of school)
- Cultural background

Our Research Study

- We spoke with students and families of color in 8 locations across 5 states.

- Our sample consisted of

  - 70 students of color ages 12-18 (self-identifying as Black, Latinx, Mixed, or Other)

  - 76 Black and Latinx family members

Our Research Questions

- We sought to understand:

    - How students and families of color perceive SEAD

    - What SEAD factors they believe to be important for students of color

    - How schools can support SEAD for students of color
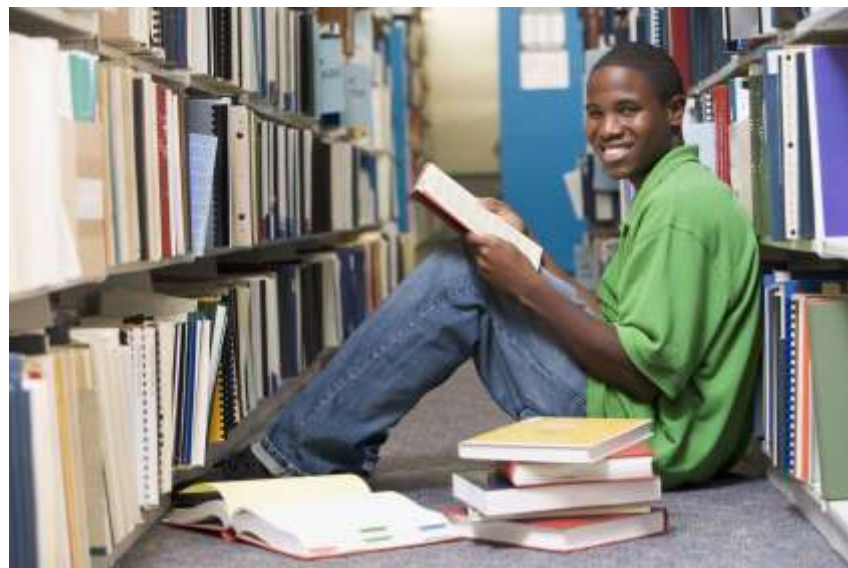
How do students and families of color perceive SEAD?

- SEAD is a part of success.

  "I think [social and emotional skills] play the biggest role, especially understanding your wellbeing and all of that."

  ~ Latina student

  "[I hope my grandchildren become] good people, generous, with good hearts."

  ~ Latina grandmother

- It starts in the home, but schools play a role.

  "It's your family [who is responsible] … But at the same time, it's school, because you spend eight hours, you know, five times a week at that place. So, it's almost like, everybody should be on the same page."

  ~ Latina student

  "It takes a village to get it done … To make sure that we opening doors for them to walk into and so they'll learn how to open their own doors to pursue they own paths."

  ~ Black mother

What SEAD factors are important for success?

● Identity is the core of SEAD.

○ Know your culture

"Knowledge of self – Who they are, their culture. They need to learn how to love within."

~ Black mother

○ Codeswitch

"I think it's like, learning to adapt to your surroundings, one and two, just knowing that there's other cultures, you know, out there, and respecting those cultures the same way that you would want them to respect, you know, your culture."

~ Latina student

SEL 102

- Black and Latinx students are often already learning (and are expected by society to learn) social-emotional competence at a different level (SEL102) because of the context of race

- Black and Latinx students are not being recognized for their social and emotional competence

  - This is due in large part to a disconnect between educators and their students. When adults do not understand the backgrounds and lives of their students, or when bias influences what behavior is deemed acceptable by what students, adults do not recognize when students are socially and emotionally competent.

What should schools do to support SEAD?

- Participants do not trust schools to teach SEAD to students of color. They worried about the decontextualization of SEL and the lack of focus on identity

"We all have a story … We have schools that would rather just kind of put kids on a mute button to get through – go through the motions of every day."

~ Black mother

"The way schools are structured now, and the way education is structured, it's not set up for students to succeed in those environments. And not to say students don't succeed, but not all students do. Some students make it out, but aren't ready for the world after high school, or even after middle school. So it's like you're not always set up to succeed based on how schools are structured."

~Black & Latino Student

What should schools do to support SEAD? (Cont'd)

- Create learning environments where students see themselves and truly belong
  - Allow students to be their authentic selves.

    "School should be a safe zone for a kid to be able to come and really be their self."

    ~ Black grandmother

  - Teach our history

    "I think that we should talk about other people, other than just Rosa Parks and Martin Luther King … I've been learning about that since I was like in first grade … I had to read myself about people like Malcolm X and things like that … Why can't we talk about other people?"

    ~ Black student

  - Diversify the teaching workforce

    "Hire more Black teachers."

    ~ Black father

What should schools do to support SEAD? (Cont'd)

- Challenge students to thrive and truly believe they can.
  - Provide challenging coursework and equitable opportunities for advanced course pathways.

    "It's been like a cultural shock when I go into programs and I see that like, 99% of the population there is either Caucasian or Asian of some type."

    ~ Latina student

    "I think being a Black girl had a little bit to do with [not feeling like I belong], especially because … I took two AP classes my senior year, and in both of those classes, I was the only Black person. And I think that that's happened throughout my entire high school career."

    ~Black student

  - Address adult bias.

    "At least have [teachers] in the place culturally competent so that they understand, and they don't just make assumptions."

    ~ Black mother

What should schools do to support SEAD? (Cont'd)

- Provide the academic and non-academic supports they need to thrive.
    - Partner with students, parents, and communities.
        "Parents have a lot to do with culture, and know their culture better than the schools that deal with everyone."

        ~ Latina mother

    - Provide non-academic supports.
        "At our school, lots of people were depressed. Lots of people had anxiety. Things like that were everywhere, and it kind of become normalized, and it shouldn't have been, right? We should have had [supports] and people should have been seeking help."

        ~ Black student

        "We have a counselor that goes above and beyond the call of duty, and what she does is open doors and give opportunities or – ultimately, you know, we're the ones who step up and do it, but somebody who , somebody in power like, who opens doors, gives us opportunities."

        ~Latina student
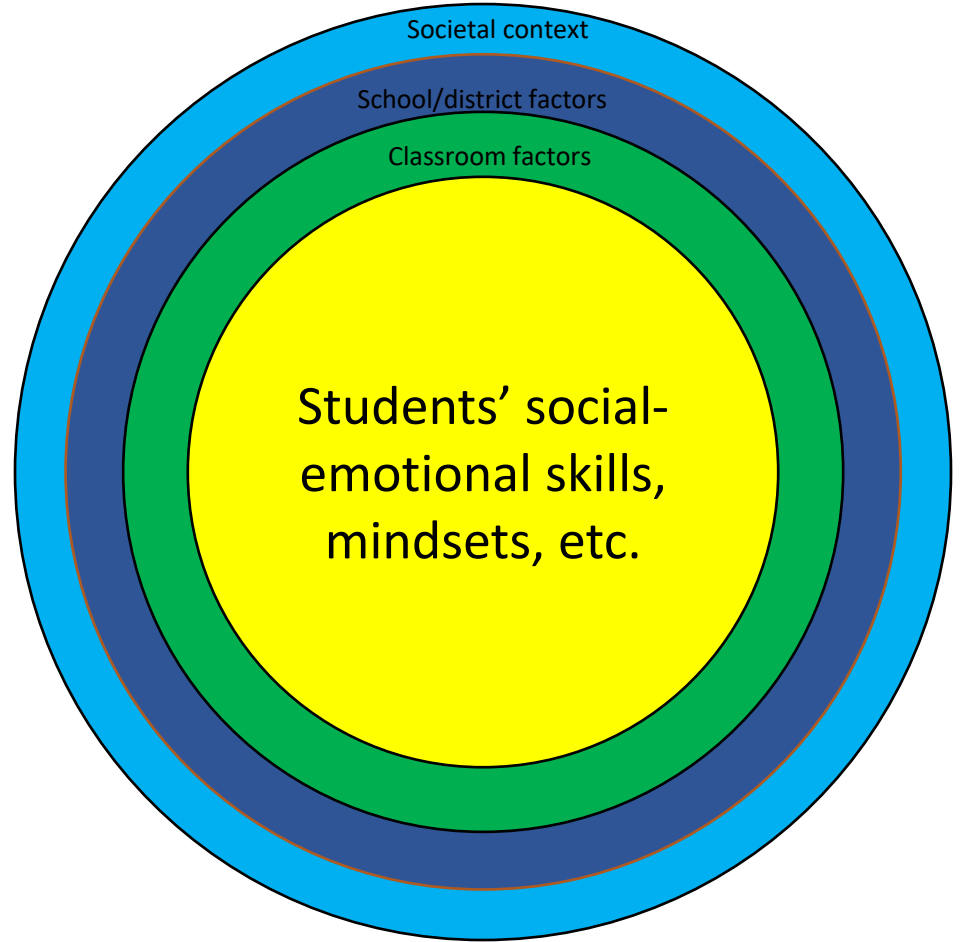
POLICY IMPLICATIONS

Shifting the Focus

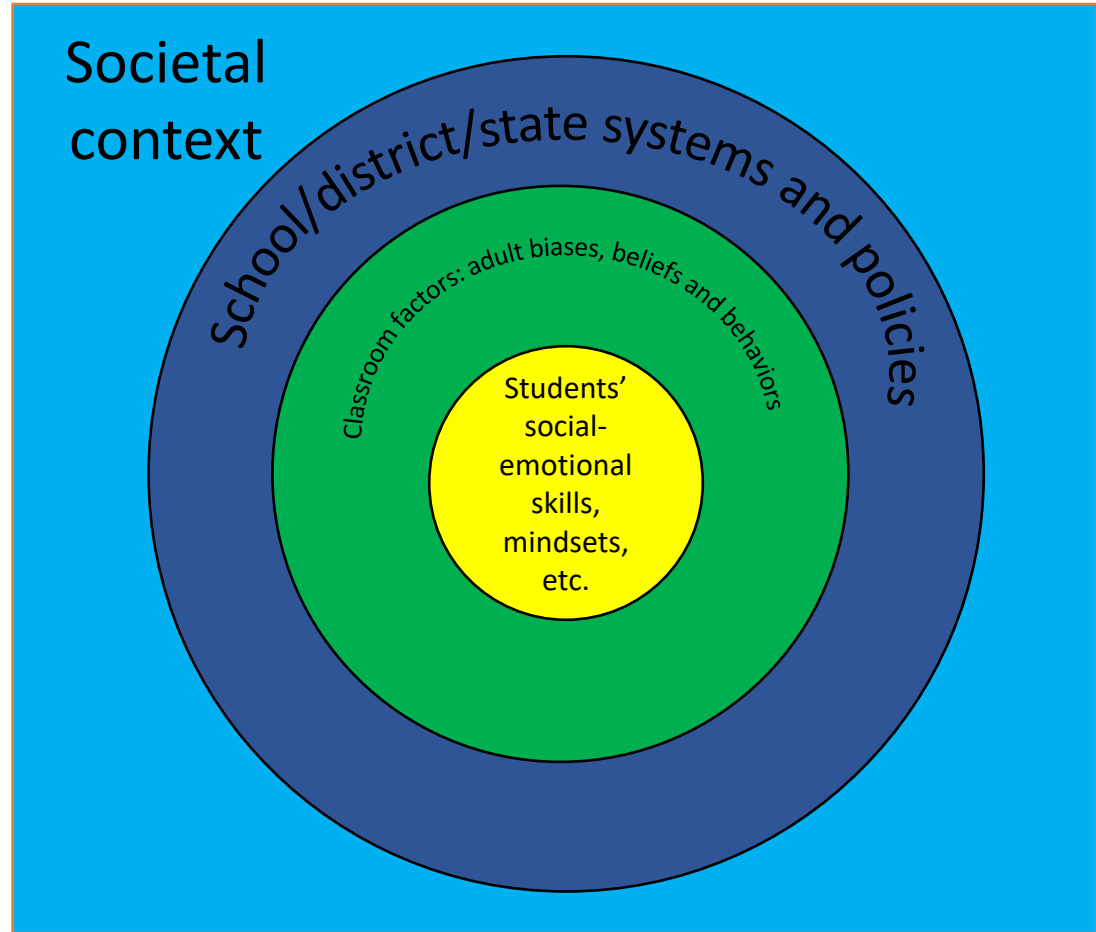FROM a focus on teaching specific student competencies and "fixing kids"

TO an asset-based approach that includes a focus on adult beliefs and mindsets and the systems and policies necessary to create equitable learning environments

Shifting our focus from this….

Societal context

School/district factors

Classroom factors

Students' social-emotional skills, mindsets, etc.

To this…

Societal context

School/district/state systems and policies

Classroom factors: adult biases, beliefs and behaviors

Students' social-emotional skills, mindsets, etc.

Changing Adult Beliefs and Mindsets

Shift from a deficit-based mindset to a strength-based mindset

- Educators must recognize the assets students bring to the classroom and have high expectations for students of color and low-income students.
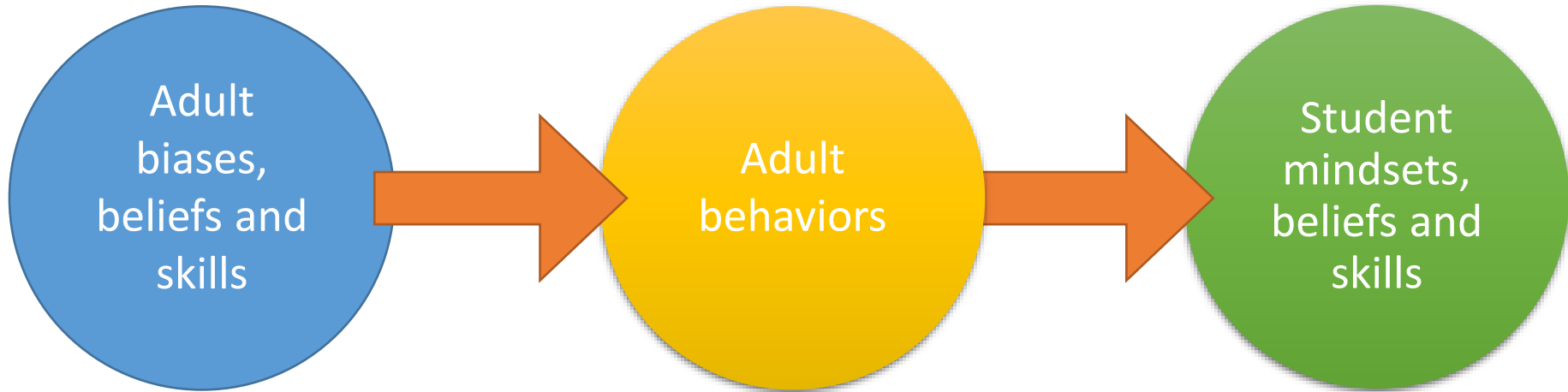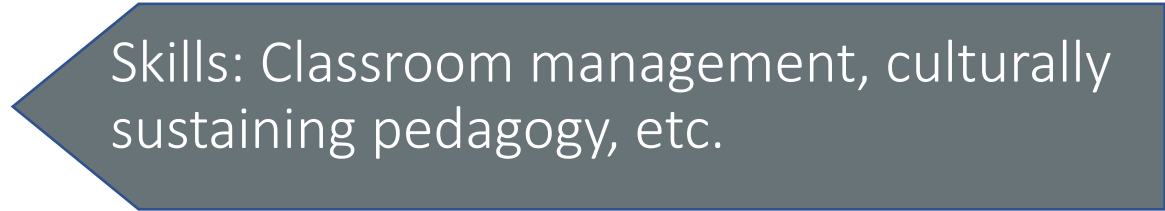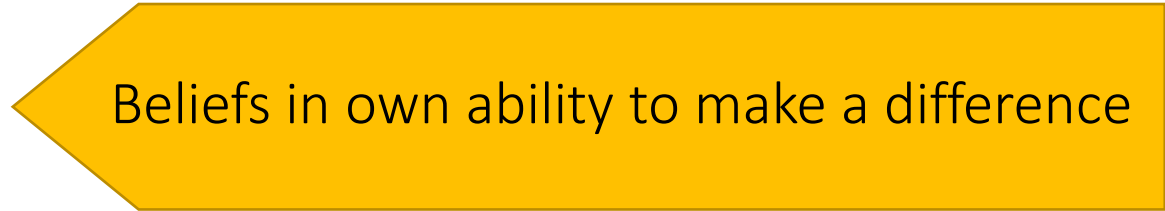
Address bias in adult perceptions

- Educators who interact with students must address the explicit and implicit biases. Not only must these biases be addressed, but educators must shift their mindsets to an active orientation towards dismantling oppression

Move from one-size-fits-all to recognizing cultural and contextual influences

- Educators must recognize and value differences in students and accept that what works for one student may not work for all students

Adult (Educator) Beliefs and Behaviors

Adult biases, beliefs and skills

Implicit biases and beliefs about students

Beliefs in own ability to make a difference

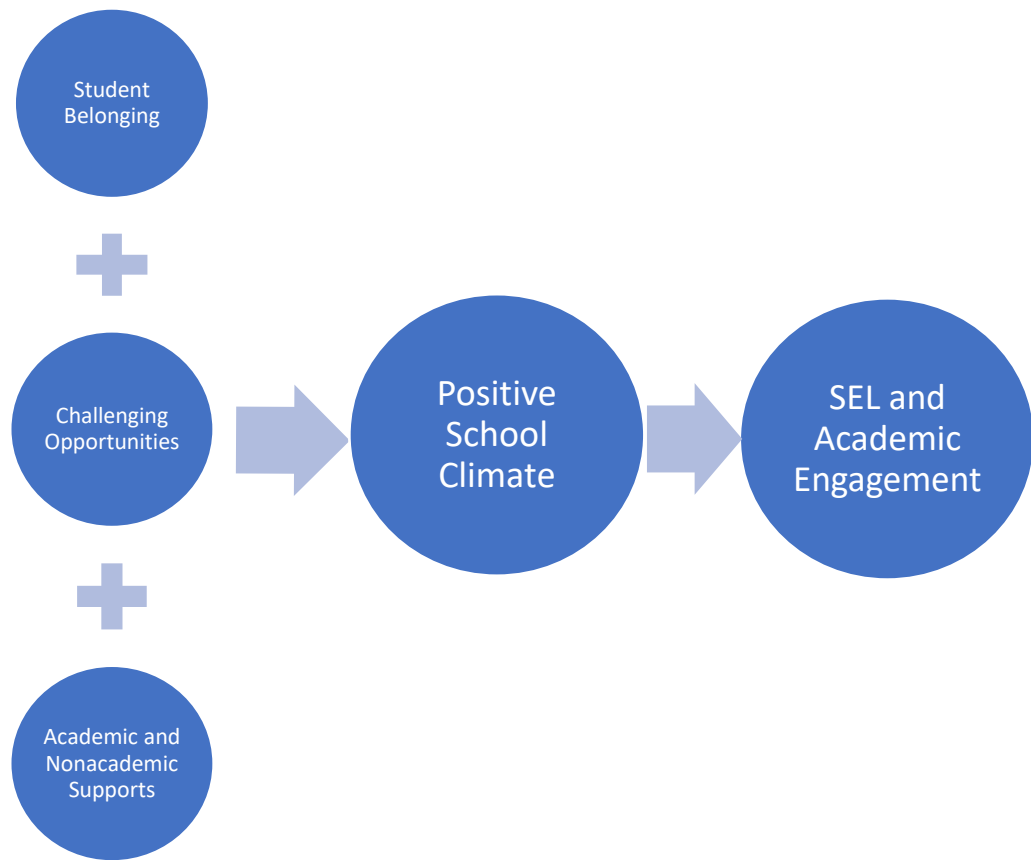Skills: Classroom management, culturally sustaining pedagogy, etc.

Changing Systems and Structures

- Change policies and practices to support what evidence shows is important for students to develop social and emotional competence
- This means all policies should aim to meet these goals:

Foster student **belonging**

Challenge all students to thrive

P...academic and non-academic

supports
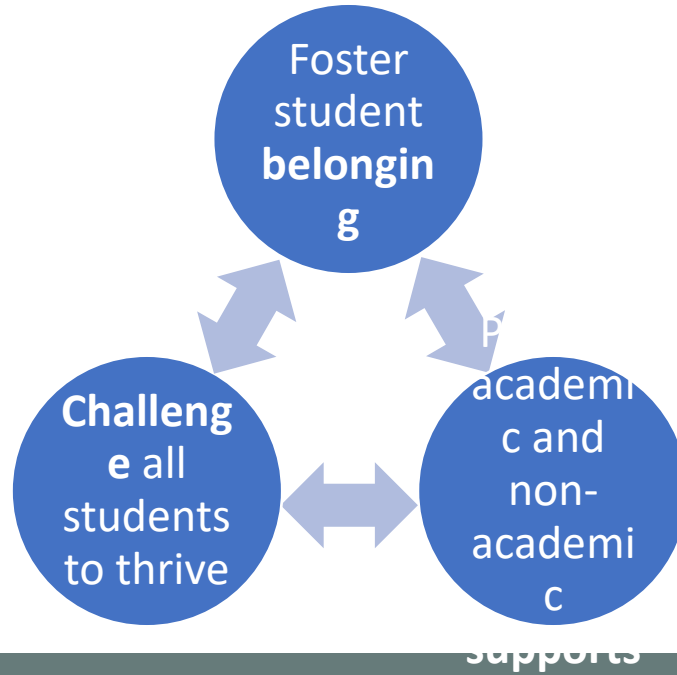
Changing Systems and Structures

- We know that these factors are critical for positive school climate, and lead to increased academic engagement
- But these goals are less often the focus of SEAD for students of color and low-income students
- An equity lens for SEAD means recognizing this gap in how schools treat students of color and making these structural changes

Policy Recommendations

- Ongoing professional development and coaching on changing mindsets and building skills such as:

    - Reducing bias

    - Culturally sustaining pedagogy

    - Restorative justice practices

    - Positive classroom management

    - Student and community strengths

    - Providing feedback that conveys high standards

Policy Recommendations

- Diversify the educator workforce by:

  - Creating proactive hiring strategies that increase hiring of educators of color

  - Improving working environments and conditions to retain educators of color

- Co-create inclusive discipline and dress code policies by:

  - Ensuring they do not discriminate based on race or gender

  - Adopting discipline policies focused on maintaining and repairing relationships, rather than retributive or exclusionary consequences

Policy Recommendations

- Ensure equitable access to rigorous and culturally sustaining curriculum

    - Adopting rigorous curriculum that positively represents ethnically, culturally, and racially diverse students

    - Integrating SEL into rigorous academic instruction

    - Ensuring inclusive opportunities for historically marginalized students to access advanced course pathways

Policy Recommendations

- Ensure wraparound services and supports are available by

  - Developing early warning systems to identify who needs supports and adopt multi-tiered systems of support to meet student needs

  - Hiring sufficient school support staff including school counselors and school psychologists

  - Partnering with community-based organizations and other government institutions to provide services schools are unable to provide

  - Adopting a community schools model

Policy Recommendations

- Meaningfully engage parents and youth as full partners in schooling by:

  - Using climate and voice surveys to determine needed areas of school improvement

  - Including family and student voice in policy decisions

  - Creating student-teacher advisory groups that meet regularly outside of classes

  - Adopting a home visit program

  - Including more time for parent-teacher conference

  - Hiring translators for communication with parents who are uncomfortable with English

Questions?

Contact:
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NDuchesneau@edtrust.org

Heather Rieman
HRieman@edtrust.org

To sign up to receive the report when it's released, go to www.EdTrust.org/SEAD

SPEAKER

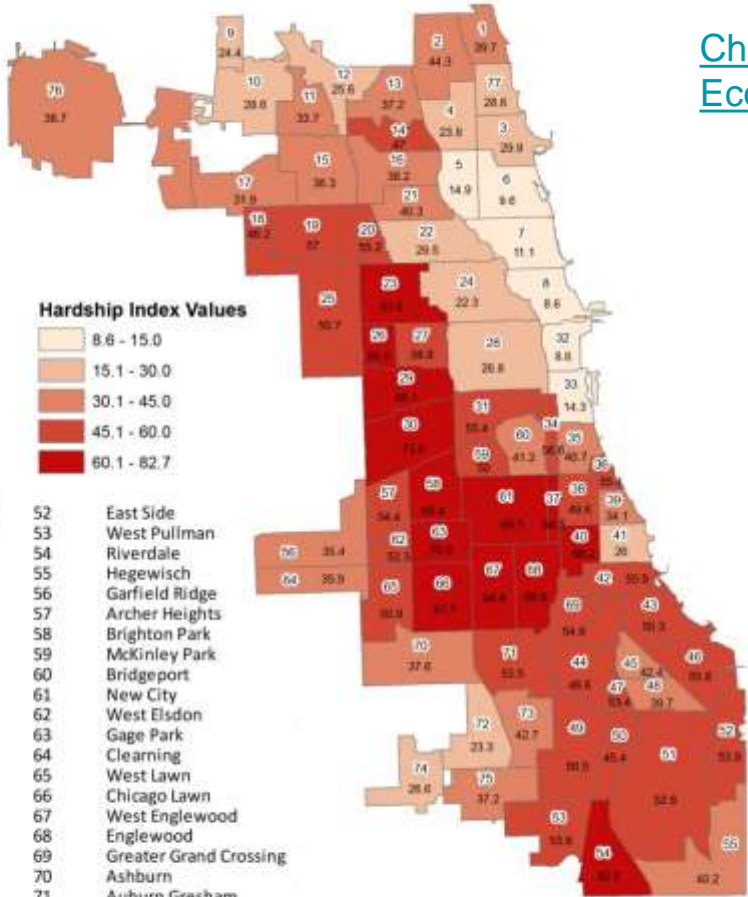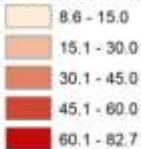- Maurice Swinney, Chief Equity Officer, Chicago Public Schools

Equality

Equity

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Number	Community
1	Rogers Park
2	West Ridge
3	Uptown
4	Lincoln Square
5	North Center
6	Lakeview
7	Lincoln Park
8	Near North Side
9	Edison Park
10	Norwood Park
11	Jefferson Park
12	Forest Glen
13	North Park
14	Albany Park
15	Portage Park
16	Irving Park
17	Dunning
18	Montclare
19	Belmont Cragin
20	Hermosa
21	Avondale
22	Logan Square
23	Humboldt Park
24	West Town
25	Austin
26	West Garfield Park
27	East Garfield Park
28	Near West Side
29	North Lawndale
30	South Lawndale
31	Lower West Side
32	Loop
33	Near South Side
34	Armour Square
35	Douglas
36	Oakland
37	Fuller Park
38	Grand Boulevard
39	Kenwood
40	Washington Park
41	Hyde Park
42	Woodlawn
43	South Shore
44	Chatham
45	Avalon Park
46	South Chicago
47	Burnside
48	Calumet Heights
49	Roseland
50	Pullman
51	South Deering
52	East Side
53	West Pullman
54	Riverdale
55	Hegewisch
56	Garfield Ridge
57	Archer Heights
58	Brighton Park
59	McKinley Park
60	Bridgeport
61	New City
62	West Elsdon
63	Gage Park
64	Clearning
65	West Lawn
66	Chicago Lawn
67	West Englewood
68	Englewood
69	Greater Grand Crossing
70	Ashburn
71	Auburn Gresham
72	Beverly
73	Washington Heights
74	Mount Greenwood
75	Morgan Park
76	O'Hare
77	Edgewater

Chicago Community Area Economic Hardship Index

Hardship Index Values

- 8.6 – 15.0
- 15.1 – 30.0
- 30.1 – 45.0
- 45.1 – 60.0
- 60.1 – 82.7
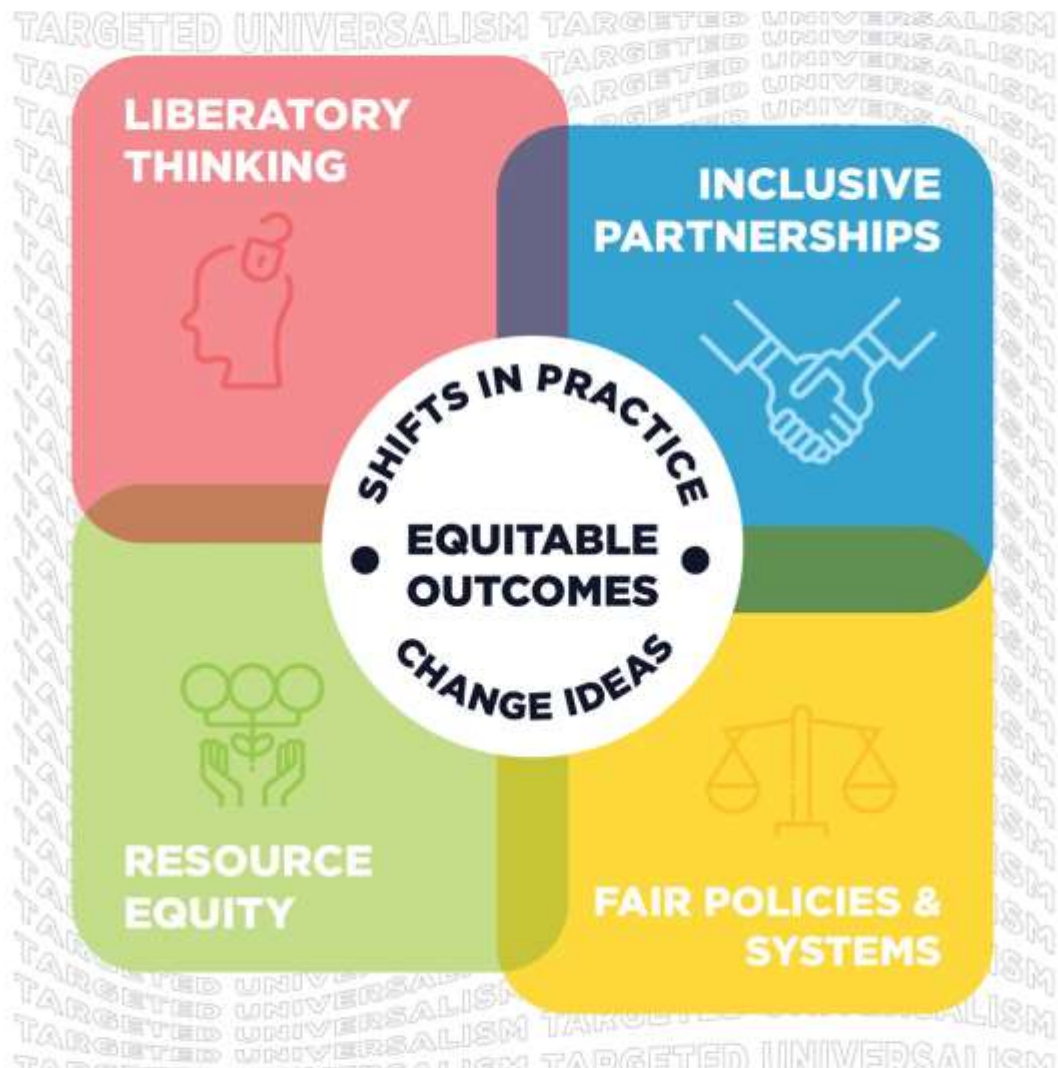
"We can think of these dimensions as similar to what happens when an artist mixes colors on a palate to create just the right shade.

Individually, the colors are simple and straightforward, but when they are mixed together, the resulting shade has depth and nuance that the individual colors do not possess on their own."

Influencing and Impacting Work in CPS

Current Impact:

- CPS 5-Year Vision
- CPS Equity Framework
- Curriculum Equity Values & Rubrics
- Capital Investments
- Pre-K Expansion
- Great Expectations Mentoring Program
- *Convergence (SVAF, DPQ)*

Current Influence:

- CIWP
- Curriculum Equity
- School Board Revisions
- Stakeholder Engagement
- Data Reporting
- Academic RFP
- CTE Application
- Tasks Force (Budget, SQRP, etc.)

| LISTEN | INFORM | CONSULT | INVOLVE | COLLABORATE | EMPOWER |