



**African American
Male Advisory
Committee**

**RECOMMENDATIONS
TO THE SUPERINTENDENT**

Presented September 28, 2017

■ *Positive Learning* ■ *Positive Beliefs* ■ *Positive Relationships* ■ *Positive Partnerships*

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September 28, 2017

Dear Superintendent Nyland,

The African American Male Advisory Committee officially formed in June 2016. The African American Male Advisory Committee's (AAMAC) roots go back to the original African American Male Think Tank, a group that authored six initiatives whose purpose was to improve the quality of life and education for all African American males within Seattle Public Schools. Five of those six initiatives were operationalized and the positive effects, such as providing professional development addressing racism and implicit bias, trauma, social justice, equity, and culturally responsive pedagogy can be seen in our schools today.

Throughout 2016-17, the AAMAC made an in-depth review of the issues surrounding African American male achievement. The mission you gave the AAMAC was to provide guidance on how to best transform our educational system so that we are ensuring educational excellence for all students, particularly our African American males. Community members from a wide range of backgrounds, professionals and SPS employees were selected to serve on this advisory committee in order to put a fresh set of eyes on a decades-long community/district issue. This also helped to ensure that there was authentic community engagement in the project. This project is one of the community, for the community.

PROCESS/COMMUNITY INPUT

The African American Male Advisory Committee held monthly meetings. Concurrently, sub-committees met to go deeper and to address areas that were identified as critical. Committee members were encouraged to provide honest insight to the issues that both prevent and enable the personal and educational development of African American males within Seattle Public Schools. By design, members were encouraged to bring their unique story to each meeting and by doing so, foster a space for reform, justice and solutions. In order to gain authentic insight, panel presentations were made to the AAMAC by:

- Parents (October 2016)
- Students (December 2016)
- Teachers/Educators (March 2017)
- Community members (Public community forum, June 2017)

At the conclusion of presentations and listening sessions, individual committees continued to meet to narrow the focus of the findings and finalize them for recommendations. The individual sub committees *Attendance, College and Career Readiness, Community Partnerships, Family Engagement and Policy and Practice*.

Written recommendations and ideas have been generated and vetted by community members and committee members. Accordingly, the AAMAC has included long-term policy recommendations coupled with short-term tools that can be employed immediately to empower the community to leverage the good work that is already taking place. It is these recommendations that are being presented to you.

It is important to note the overarching theme through all the meetings is that African American male achievement is systemic problem that will require long-term community solutions.

NEXT STEPS AND TIMELINE

1. Superintendent previews recommendations and provides input: August 21-23
2. AAMAC reviews the initial preview: August 24
3. AAMAC presents finalized recommendations to the Superintendent: September 28
4. Superintendent formally reviews recommendations: September 29 – October 10
5. Introduce recommendations at EOG Institute: October 13

It is my distinct honor to present the work of the committees to you. The committees have worked long, hard and thoughtfully on the enclosed recommendations. You will find every element of the 4P's – positive beliefs, positive relationships, positive learning, and positive partnerships embedded in the recommendations. We look forward to working with you on implementation.

Regards,

Brent Jones

Dr. Brent Jones

Chief, Strategy and Partnerships Officer

Attendance Sub-Committee Recommendations



Attendance Sub-Committee Members

George Breland

Dwane Chappelle

Brad Fulkerson

Eric McCurdy

Darryl Russell

Kathi Petrotta

Pat Sander

Nitica Simons

Mission:

To maximize instructional time, Seattle Public Schools will have in place school cultures and climates sustained by structures and supports that encourage school attendance of African American males and ensures each is known, cared for and educated.

Vision:

We envision Seattle Public Schools' African American males attending classes, engaged and productive, confident and prepared for their next steps.

**AFRICAN AMERICAN MALE ADVISORY COMMITTEE
RECOMMENDATIONS OVERVIEW
SEPTEMBER 28, 2017**

	ATTENDANCE	COLLEGE AND CAREER READINESS	COMMUNITY PARTNERSHIPS	FAMILY ENGAGEMENT	POLICY AND PRACTICE
1	Identify programs and partnerships to address chronic absenteeism for African American males	Increase access for African American male students to rigorous, hands-on, project based learning pedagogy and STEM curriculum	Ensure that all partnership programs support African American male students	Every African American male student and/or family is warmly welcomed to school every day	Develop tactics to operationalize and implement School Board Policy 0030, 'Ensuring Educational and Racial Equity'
2	Develop partnerships with families and communities to ensure consistent attendance for African American males	Ensure that all African American males are aware of and planning for post-secondary options beginning in middle school	Inspire African American male students' communities, families, and schools to action	Parents and teachers in every school are actively learning to partner together to support student success	Provide trainings to all SPS leaders and staff on how to implement and execute School Board Policy 0030
3	Ensure that every African American male student is connected to a caring adult who knows his personal story strength, and need	Create networks of partnerships that provide college tours, career connected learning, and work based experiences for African American students	Encourage and develop systems to attract and retain African American male teachers	All families have access to a helpful and easy-to-use "Guide for Students and Families of Seattle Public Schools"	Develop a communication plan to enlist community-wide awareness and support for School Board Policy 0030

Goal 2: African American Families and community are partners in ensuring consistent attendance

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<ul style="list-style-type: none"> • Design systems and practices in response to Purpose #1 • Explore funding opportunities for case management/wrap around services for African American male students exhibiting chronic absenteeism • Study the outcomes of the expansion of My Brother's Keeper and other mentoring programs • Expand Family and Community support and engagement work currently being done through Johns Hopkins and SPS 	Annually	<ul style="list-style-type: none"> • Learn what schools and community partners are doing to support programs (e.g. mentoring, Project Mister, Success Mentors, My Brother's Keeper) • Provide a usable list of programs and promising practices 	Schools have been identified that have programs that effectively support African American students	<p>Education Directors</p> <p>Family & Community Partnerships</p>

Goal 3: Every African American male student is connected to an adult; every African American male student is known by story, strength and need (a positive relationship)

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<ul style="list-style-type: none"> • Schools analyze student connectedness (including both student and staff perspectives) • Make available to schools curriculum/programs (ex: check in) and professional development relating to establishing, maintaining, and restoring relationships (including across cultures) • District partners with and holds discussion with Building Leaders and Union(s) with the goal of establishing District-wide time within school day (at least weekly) specifically for building relationships 		<ul style="list-style-type: none"> • Adults have more and effective tools • Establishes time dedicated to building relationships 	TBD	<p>Principals</p> <p>Curriculum & Instruction</p> <p>Seattle Education Association</p> <p>Student Support Services</p>

Goal 4: African American male scholars are engaged and excited about learning

Key Action Steps	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<ul style="list-style-type: none"> Review mandated curriculum and interview staff and African American male students Focus on student backgrounds and cultures (professional development, student voice, community partners) Review (and develop or expand as needed) internal and external programs Create and distribute menu of best practices for teachers Equity Teams in every building Leverage Ethnic Studies taskforce to accomplish overall goals of this recommendation Establish a group to explore structural changes (credits, grading, course offerings, etc...) 	<p>Within one year</p>	<ul style="list-style-type: none"> Improve relevance of lessons/assessments, and highlight best practices for teaching African American males Support African American male students during disciplinary exclusion and breaks Encourage student voice and choice in their learning Create a more meaningful and engaging secondary experience for African American males 	<p>TBD</p>	<p>Curriculum & Instruction</p> <p>Student Support Services</p> <p>HR</p> <p>Strategy & Partnerships</p>

END OF ATTENDANCE RECOMMENDATIONS

College and Career Readiness Sub-Committee Recommendations



College and Career Readiness Sub-Committee Members

Eric Anderson

Lois Brewer

Warren Brown

Eric Coe

Michael Tolley

Sheldon Levias

Rayburn Lewis

Mission:

We exist to develop a multi-pronged approach for creating educational systems that transform the course of the African American male students' lives. We do this by involving parents, teachers, and mentors to uplift and encourage them; by promoting equity conscious school communities that support student self-efficacy and commitment to social justice and citizenship; and by developing networks of partnerships to enhance college and career awareness and preparation.

Vision:

We support empowered African American males who are the “architects of their own dreams.” We help them graduate "Seattle Ready," by improving equitable access to rigorous K-12 education, by early awareness of postsecondary opportunities, by removing institutional barriers along the way, by opening doors to college and career-connected opportunities as they plan for their futures.

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SEPTEMBER 28, 2017**

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2	Develop partnerships with families and communities to ensure consistent attendance for African American males	Ensure that all African American males are aware of and planning for post-secondary options beginning in middle school	Inspire African American male students' communities, families, and schools to action	Parents and teachers in every school are actively learning to partner together to support student success	Provide trainings to all SPS leaders and staff on how to implement and execute School Board Policy 0030
3	Ensure that every African American male student is connected to a caring adult who knows his personal story strength, and need	Create networks of partnerships that provide college tours, career connected learning, and work based experiences for African American students	Encourage and develop systems to attract and retain African American male teachers	All families have access to a helpful and easy-to-use "Guide for Students and Families of Seattle Public Schools"	Develop a communication plan to enlist community-wide awareness and support for School Board Policy 0030

African American Male Advisory Committee
College and Career Readiness Committee Recommendations
FULL TEXT

Goal 1: Promote student self-efficacy and commitment to social justice and citizenship through positive relationships and equity-conscious school communities

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Establish/Continue Growth in positive relationships with African American students and their families	Tie to Welcoming Environment Work in Goals 2 & 4	Positive changes in teacher and community skills, attitudes and dispositions in developing and maintaining positive relationships with students and families	<ul style="list-style-type: none"> • Learning walks on teacher skills, attitudes & dispositions (rubric)? • School Climate Surveys- Students, Staff, & Families. • Increased African American academic achievement • Equity Tool Kit Rubric • C-SIP 	School Leadership Curriculum & Instruction Family Engagement Research & Evaluation
Establish/Nurture equity-conscious school communities <i>More on next page</i>	Tie to Welcoming Environment Work in Goals 2 & 4	Positive changes in teacher and community skills, attitudes and dispositions in: <ul style="list-style-type: none"> • equitable decision making • equitable discipline • equitable opportunity 	<ul style="list-style-type: none"> • Climate Survey • Equity Tool Kit Rubric • Discipline and Restorative Practices • Access to opportunities • C-SIP 	Curriculum & Instruction Research & Evaluation Strategy & Partnerships

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
All schools have social justice and civic citizenship as part of their C-SIP		Increased: <ul style="list-style-type: none"> • community based decision making • participation in active citizenship, community, locally, nationally, and worldwide • problem solving • innovation • linking classroom learning with meeting community needs 	<ul style="list-style-type: none"> • Project Based Learning Pedagogy • Service Learning Pedagogy • Community Partnerships with annual climate survey & capacity review • Equity Tool Kit Rubric • -C-SIP 	Principals Education Directors Teaching & Learning Strategy & Partnerships

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Recruit and engage African American male professionals for real-world learning experiences with African American males at all levels, PK – 12	Pilot in Spring 2018 with 20 – 30 students		Inventory experiences in C-SIP reporting for partnership development and maintenance	

Goal 3: Ensure that all African American males are aware of and planning for, post-secondary options and create networks of partnerships to provide mentorship, college tours, internships, and other workplace-based experiences

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<p>African American males are aware of post-secondary options through a combination of mentors, college/program tours and/or career connected learning</p> <p><i>More on next page</i></p>	<p>Inventory in January 2018</p>		<ul style="list-style-type: none"> • Initiation of partnership with Educurious for system development • Survey of partnerships with College Access Programs • Survey of partnerships college/trades outreach programs 	<p>Community Partnerships</p> <p>Teaching & Learning (CTE & CCR)</p>

Community Partnerships Sub-Committee Recommendations



Community Partnerships Sub-Committee Members

James Bush

Erwin Chappel

Clarence Gunn

Ina Howell

Rodney Jones

Darryl Russell

Erik Weiss

Mission:

Partner with the community to create environments for African American male students to excel academically and thrive socially and emotionally.

Vision:

Our communities actively collaborate around common **goals** to educate, support and uplift African American students.

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**African American Male Advisory Committee
Community Partnerships Committee Recommendations
FULL TEXT**

Goal 1: Ensure that all partner programs support African-American students

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Community partner will access student performance and provide updates to school on student growth	Annually / Semi-annually	Schools and community partners connect students to appropriate programs and services, as well as identify students not receiving recommended services	Multi-Tiered Systems of Support (MTSS) is a potential resource at the school level that can track interventions and supports at the school level	Principals Family & Community Partnerships
Regular meeting with community partners / providers to discuss student supports and growth (either stand-alone or as a member of MTSS, BLT, etc.). Community partners provide program evaluations / reports of program offerings to partner schools	Annually / Semi-annually	Schools and community partners connect students to appropriate programs and services	Schools will have the opportunity to review program evaluation reports to better inform decision making at the school level	Principals Family & Community Partnership
Community Partner Fairs / forums for community based and faith based organizations that support African American male students <i>More on next page</i>	Annually – prior to school level budget decisions	<ul style="list-style-type: none"> • Help schools better understand the resources that are available to support students • Ensure that BLT, principals and Ed Directors are aware of and encourage participation 	<ul style="list-style-type: none"> • Number of participating organizations • Number of participating schools • Participant surveys • Number of organizations that make a new connection with schools 	Family & Community Partnerships

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Inventory: every school has goals related to Eliminating the Achievement Gap and aligned Continuous School Improvement Plan	Annually	<ul style="list-style-type: none"> Learn what schools and community partners are doing to support programs (e.g. mentoring, Project Mister, Success Mentors, My Brother's Keeper) Provide a usable list of programs and promising practices 	Schools have been identified that have programs that effectively support African American students	<p>Education Directors</p> <p>Family & Community Partnerships</p>
Identify opportunities for SPS and community based organizations to partner with other local municipal agencies, Educational Partners, and funders in support of African American students (e.g. Our Best, King County Juvenile Justice & Equity Steering Committee, King County Best Starts for Kids, University of Washington (Communities in Action))	Ongoing	Cultivate potential resources, increase coordination, and support collective impact	As result of increased partnerships, SPS sees an increased investment in student supports for African American males	<p>Strategy & Partnerships</p> <p>Family & Community Partnerships</p>
Explore partnerships with local business industry leaders (e.g. Tech, Arts, Media, Trades) to support efforts of SPS and local community partners	Ongoing	<ul style="list-style-type: none"> Elevate and market SPS's Skill Center and CTE (Career Technical Education) programs to community partners serving AA male students Improve coordination of community and industry leaders to serve AA male students Cultivate apprenticeships, internships, and other opportunities that support student growth 	Survey the number of partnerships that were developed as a result of increased community partnerships	<p>College & Career Readiness</p> <p>Strategic Partnerships</p> <p>Family & Community Partnerships</p>

Goal 2: Inspire African-American students’ communities, families, and schools to action

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Support community partner’s education related forums (e.g. S.A.B.S.E.—Seattle Association of Black Student Educators) through effective use of inventory, marketing, and appropriate staffing support	Annually and as informed	<ul style="list-style-type: none"> Families, community partners, and schools are informed, aware, and participating in community led events Community partners, families, and educators have the tools to effectively serve African American male students 	Surveys and communication protocols (e.g. number of events marketed on behalf of community partners by SPS)	Family & Community Partnerships Strategy & Partnerships
Identify early adopters of schools that have implemented successful programs for African American male students (e.g. My Brother’s Keeper) that are ready for replication	Ongoing	<ul style="list-style-type: none"> ID efforts that have successfully closed gaps for African American male students Increase awareness 	Eliminating the Opportunity Gap	Education Directors Research & Evaluation
Create / identify successful national models to support AA student achievement and mentorship (e.g. Ted Ginn Academy, Oakland Unified – Kingmakers via City Our Best Initiative)	Ongoing	<ul style="list-style-type: none"> ID efforts that have successfully closed gaps for AA male students Increase awareness Identify potential resources for expansion (\$) Increase the number of mentors at SPS 	Landscape Analysis	Strategic Initiatives Research & Evaluation
Build Capacity—Bring together community partner and school leaders to align, leverage and bring together learn best practices for supporting AA males students and to inform about school improvement processes, district wide practices, initiatives, and priorities	Ongoing	<ul style="list-style-type: none"> Incorporate best practices in students from CBOs and District partners Provide training and resources about upcoming district supports, practices, and opportunities for engagement Align community and district practices to support African American students School leaders have Continuous School Improvement Plans that include community partner and parent voice 	Survey participants	Family & Community Partnerships Strategic Partnerships Education Directors

Goal 3: Encourage and develop systems to attract and retain African American teachers

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Develop African American youth led and created professional development for school staff with paid interns that serve similar to artists in residence	Ongoing	<ul style="list-style-type: none"> • Student mentors on site at schools • Identified potential resources (funding) and/or partners to support this work 	TBD	<p>HR</p> <p>Labor relations</p> <p>Strategy and Partnerships</p>

Goal 4: Establish formal relationships and collaborative systems to engage community partners serving African American students

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Meet with regional funders and community partners to establish plans and opportunities to support AA male students	Ongoing	Increased alignment amongst groups, organizations, providers, and other existing advisory bodies (e.g. Our Best Advisory Committee, Juvenile Justice Steering Committee, etc.)	TBD	Family & Community Partnerships
Inform community partners and community members about how to partner with and navigate schools, including clear partnership criteria and expectations for partners and volunteers	TBD	<ul style="list-style-type: none"> • SPS will have clear criteria, expectations, and processes to intake, support and manage partnerships. • Increased alignment to SPS / school goals with partner providers. • Partners will better understand how to engage with school leaders and SPS central staff 	TBD	Family & Community Partnerships
Develop capacity building training to help support the growth of small community partners that have the relationships and skills to support black students and parents	Ongoing	TBD	TBD	Family & Community Partnerships

END OF COMMUNITY PARTNERSHIPS RECOMMENDATIONS

Family Engagement Sub-Committee Recommendations



Family Engagement Sub-Committee Members

Marlon Brown

Marty McLaren

Audrey Querns

Emijah Smith

Mission:

Support African American families, and every teacher at every school to work as reciprocal, equitable, and culturally responsible partners that accelerate academic achievement and social/ emotional development of every child.

Vision:

Every African American family in SPS works in partnership with our teachers, schools and central office to ensure academic excellence for each of our students. In this partnership, students, families and educators feel respected, valued and connected.

**AFRICAN AMERICAN MALE ADVISORY COMMITTEE
RECOMMENDATIONS OVERVIEW
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**African American Male Advisory Committee
Family Engagement Committee Recommendations
FULL TEXT**

Goal 1: Every African American student and their family is warmly welcomed to school every day by ALL staff – instructional and building support staff

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
District Leadership presents this goal to principals, inviting participation, asking for feedback and suggestions on implementation	District leaders determine timing for presentation to principals. Ideally, this initiative is rolled out as part of prep for the coming year. However, because it is simple, it can be folded in ASAP during the year	Successful presentation of plan to principals, feedback, tweaking of initiative accomplished as needed	Superintendent/Board apprised of progress of implementation via Executive Directors, via Principals	TBD by Superintendent
At every school, one staff member agrees to be responsible for leading this initiative <i>More on next page</i>	Staff lead identified within one month of rollout of initiative		Climate Survey	Principals Education Directors Building Staff

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Staff lead checks in with staff, offers support and encouragement, reports on success at staff meetings	Informal feedback, re-evaluation begins within one month of implementation	Feedback and conversations about the initiative ongoing	Informal or formal reports to lead. Parent and student responses on Annual Climate Surveys. Questions needed (already present?) re: students' and families' sense of welcome and belonging	Principals Research & Evaluation

Goal 2: At every school, pre-K through 12th grade, parents and teachers are actively learning to partner together to support student success (also known as Harvard’s Dual-Capacity Framework*.) This is a long-term goal, including a Board Commitment to fund the initiative for a minimum of five years

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Appropriate District Leaders agree on a model/structure for implementing a districtwide teacher/parent partnership initiative. This structure offers a coherent planning tool and a rich array of examples and resources that guide parents and teachers in how to create parent/educator partnerships. Example: Harvard Ed School’s “Dual Capacity Framework”	Two months from Board approval	Leadership will have a basic structural concept on which to base its educator/family partnership initiative	N/A	Superintendent Family & Community Partnerships
SPS Department of Teaching and Learning partner with School-Family Partnerships to plan, organize, and implement the training of school leaders in the selected parent/educator partnership framework	Completed one year from Board Approval, maximum time	All principals and building leaders will be ready to engage with staff planning out a parent/educator partnership initiative	Principals, Leadership will report on progress milestones	Principals Teaching & Learning Community Engagement
Individual school leaders will engage staff (and parents if possible) in visioning and planning the schools’ unique priorities and strategies for creating parent/educator partnerships.**	This process should be complete in four months from initiation at individual schools	Each School will have a unique short- and long-range plan for creating parent/educator partnerships, described in a format similar to this matrix, and included in the Continuous School Improvement Plan	Principals, Leadership will report on progress milestones	Principals Education Directors

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Educators and school leaders throughout SPS will reach out to parents/families/guardians to form school-specific partnerships that will support the academic and emotional success of students	Beginning of school year 2018-19, with possible lead-in during 2017-18 school year	Staff at every school will be committed to and engaged in establishing effective partnerships with parents. These relationships are expected to enhance student well-being and success	Reports from Principals including answers to evaluative surveys prepared by Teaching and Learning Annual Climate Surveys will reflect the success of these initiatives. Questions may need to be revised to identify schools' level of partnership	Principals Teaching & Learning Research & Evaluation

* The Dual Capacity Framework can be found online [here](https://www2.ed.gov/documents/family-community/partners-education.pdf), as a supplemental handout at the presentation or directly: <https://www2.ed.gov/documents/family-community/partners-education.pdf> .

** Schools that already have effective partnership programs in place will be tasked with improving and honing those programs

Goal 3: All families have access to a “Guide for Students and Parents of Seattle Public Schools,” and they find it helpful and easy to use

Key Action Steps	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<p>SPS Departments of Teaching and Learning and Family Engagement partner to create this guide. The guide has two purposes: First, to empower and inform parents to involve themselves and to advocate with the district on behalf of students. Second, to provide parents/families/guardians with a user-friendly source of information to aid them in navigating the complexities of our large urban district</p>	<p>Two years, possibly one year</p>	<p>Guide will be available to families/guardians. Its use will empower parents/families/guardians to support student success</p>	<p>The guide will be evidence of the accomplishment</p>	<p>Teaching & Learning</p> <p>Community Engagement</p>
<p>To support widespread family use of the guide, principals will task staff with giving SPS Parent Guides to parents in person (at parent conferences and other parent/educator gathering opportunities) and demonstrate how to use the guide</p> <p><i>More on next page</i></p>	<p>As soon as guide has been published</p>	<p>Parents/families/guardians will be far more knowledgeable about navigating the various systems and resources of the district than in the past. This will lead to enhanced support for students and enhanced student success</p>	<p>Principals will monitor sharing by teachers and use of the guide by parents and report to Education Directors</p> <p>The Annual Climate Survey would have a question regarding the usefulness of the guide, also regarding teachers giving guides to parents and demonstrating how to use it</p>	<p>Principals</p> <p>Education Directors</p> <p>Teaching & Learning</p> <p>Research & Evaluation</p>

Key Action Steps	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
To maximize the effectiveness of this initiative, we suggest a required, standard, yet customized, “New Family Induction” training, offered at every school, to aid families in supporting their new-to-SPS students, and introduce them to the use of the SPS guide	Timeline to coincide with publication of SPS Parents Guide	Parents/families/guardians will be far more knowledgeable about navigating the various systems and resources of the district than in the past. This will lead to enhanced support for students and enhanced student success	Principals report to Education Directors	Education Directors

END OF FAMILY ENGAGEMENT RECOMMENDATIONS

Policy and Practice Sub-Committee Recommendations



Policy and Practice Sub-Committee Members

Kevin Baker

Sean Connor

Cal Crow

Donald Felder

Tanisha Felder

Chevas Gary

James Johnson

Brent Jones

Sarah Pritchett

Keisha Scarlett

Princess Shareef

Anthony Shoecraft

Our Mission:

Our mission is to review and analyze all **policies** and **practices** at all levels (governance, administrative and instructional) which serve to either **diminish** or have the potential to **deliver** on the promise of “full cognitive engagement and development” of African-American males and make recommendations to dismantle obsolete, realign existing, reconstruct and develop new policies and practices, driven by data, for adoption by members of the Seattle School district school board, district leadership, principals, teachers with the specific intent of holistic school reform; both its technical aspects and its cultural behaviors and practices with the intent to lift African-American male engagement, and self-pride for the purpose of closing the gaps of opportunity and achievement.

Our Vision:

Our vision, as a function of our recommendations, their adoption and effective proactive and measureable implementation by all responsible district staff and stakeholders, is that **policies** and **practices** at all levels will exclusively serve to be synergistic in lifting the cognitive development, psychological strength, self-esteem and academic achievement of our African-American male students. Toward this end we seek that the Seattle School district will strive to become the standard by which all other U.S. public school districts are measured by with regard to closing the opportunity and achievement gaps for our African-American males.

**AFRICAN AMERICAN MALE ADVISORY COMMITTEE
RECOMMENDATIONS OVERVIEW
SEPTEMBER 28, 2017**

	ATTENDANCE	COLLEGE AND CAREER READINESS	COMMUNITY PARTNERSHIPS	FAMILY ENGAGEMENT	POLICY AND PRACTICE
1	Identify programs and partnerships to address chronic absenteeism for African American males	Increase access for African American male students to rigorous, hands-on, project based learning pedagogy and STEM curriculum	Ensure that all partnership programs support African American male students	Every African American male student and/or family is warmly welcomed to school every day	Develop tactics to operationalize and implement School Board Policy 0030, 'Ensuring Educational and Racial Equity'
2	Develop partnerships with families and communities to ensure consistent attendance for African American males	Ensure that all African American males are aware of and planning for post-secondary options beginning in middle school	Inspire African American male students' communities, families, and schools to action	Parents and teachers in every school are actively learning to partner together to support student success	Provide trainings to all SPS leaders and staff on how to implement and execute School Board Policy 0030
3	Ensure that every African American male student is connected to a caring adult who knows his personal story strength, and need	Create networks of partnerships that provide college tours, career connected learning, and work based experiences for African American students	Encourage and develop systems to attract and retain African American male teachers	All families have access to a helpful and easy-to-use "Guide for Students and Families of Seattle Public Schools"	Develop a communication plan to enlist community-wide awareness and support for School Board Policy 0030

**African American Male Advisory Committee
Policy and Practice Committee Recommendations
FULL TEXT**

Goal 1: Develop tactics to operationalize Policy 0030, ‘Ensuring Educational and Racial Equity’; focus on implementation key racial equity elements in the policy

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<p>EQUITABLE ACCESS (A)</p> <ul style="list-style-type: none"> • Provide material for history/social studies and civic teachers (tailored K-12) regarding Ethnic Studies curriculum • Invest in training of teachers that includes developing empathy for African American male students 	<p>Prep for 2018-2019</p>	<ul style="list-style-type: none"> • Students whose history & heritage are taught, understood and celebrated learn better, be more successful and develop positive aspects of identity • Ethnic studies can also help white students better appreciate the “democratic ideal of equity and justice, upon which the country was founded” • Improved performance of African American male students 	<ul style="list-style-type: none"> • AA male student, parent surveys • Track attendance, suspensions, grades year over year and from the first half of the year to the 2nd half of the year 	<p>Curriculum & Instruction</p> <p>HR</p> <p>Research & Evaluation</p>
<p>RACIAL EQUITY ANALYSIS (B)</p> <p>Engage African American stakeholders; students, teachers, parents, community members in development of practices and policies</p> <p style="text-align: center;">More on next page</p>	<p>On-going</p>	<p>People affected by an issue, along with other advocates familiar with the issue, provide insight and perspective about the possible implementation and outcomes of policies, which yield better policies and practices</p>	<p>Survey of African American students, teachers and parents about inclusion in the process (similar to a customer satisfaction survey)</p>	<p>Community Engagement</p> <p>HR</p> <p>Research & Evaluation</p> <p>Strategy & Partnerships</p>

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<p>WORKFORCE EQUITY (C)</p> <p>District investment in Classified to Certificated program, specifically focused on recruiting African-American staff as a pipeline to teacher positions in Seattle Public Schools</p>	ASAP	An increase in the number of minority teachers	<ul style="list-style-type: none"> • Successful integration of the program • Track how many African American participants and participants of color • Track how many of those are recruited, interviewed, and hired into the classroom 	HR
<p>WELCOMING ENVIRONMENT (E)</p> <p>Students have a voice and the opportunity to make contribution to their education</p> <ul style="list-style-type: none"> • Each African American male student participates in a Vision exercise. Once completed it is reviewed by staff • Teachers to provide a vision for each African American male student • African American male students are tasked with writing their educational plan for the year <p><i>More on next page</i></p>	1/01/2018	<ul style="list-style-type: none"> • Staff members are aware of the vision exercise and leverage it to hold students accountable • Teachers work collaboratively with students to achieve their plan • Teachers incorporate the results of vision plans into their curriculum and how they approach teaching • Create ownership, driving empowerment and positively impact African American male student's motivation to learn and engage in school • Improved performance of African American male students 	<ul style="list-style-type: none"> • Each school should track the completion of a vision exercise by each AA male student • Track attendance, suspensions, grades Year over Year and from the first half of the year to the 2nd half of the year 	<p>Principals</p> <p>Building Leadership Teams</p> <p>Community Engagement</p> <p>Teaching & Learning</p> <p>Strategy & Partnerships</p>

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<p>RECOGNIZING DIVERSITY (H)</p> <p>Improve hiring practices:</p> <p>Add cultural competency skill set and demonstrated experience to HR recruitment requirements, for both leaders and teachers</p>	ASAP	<ul style="list-style-type: none"> •Increased number of admin/educators, with a proven track record of working with students & parents of color •Improved school culture and environment, that supports the success and readiness of African American male students 	<ul style="list-style-type: none"> •Identify a list of cultural competency requirements & questions (situation-specific, diversity-related questions) e.g. "What do you think is causing a disproportionate number of African American males to be suspended? If you were hired here (teacher, administrator, para-educator, custodian, clerical staff, etc.). What do you think you could do to help change/improve this?" • Track the number of districtwide new hires that meet these requirements 	HR
<p>Create a process to include African American male students and parents in the interview process of leaders/teachers</p>	4/1/2018	<p>Student and parent engagement will ensure leaders/teachers are hired that will help drive school culture and environment to support the success and readiness of African American male students</p>	<p>Track the number of candidates who are part of this new initiative, and how many get hired on an annual basis</p>	<p>Principals</p> <p>HR</p> <p>Seattle Education Association</p>

Goal 2: Incorporate Policy 0030, ‘Ensuring Educational and Racial Equity’, into existing district-wide training, specifically how to implement and execute

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
<p>Incorporate Policy 0030 into the Building Leadership Team Training (BLT) pilot program</p> <p>The second day of training has a 90-minute segment focused on equity:</p> <ul style="list-style-type: none"> • Reading Mica Pollock’s <i>Talking Precisely About Equal Opportunity</i> • Exploring Policy 0030 • Reviewing the Racial Equity Analysis Tool • Team based learning; working through equity-based decision-making scenarios 	<p>1/01/2018</p>	<p>To test training activities and gather feedback, to drive improvements to the overall training experience</p>	<p>100 schools participate in the pilot program</p>	<p>Principals</p> <p>Building Leadership Teams</p> <p>Teaching & Learning</p>
<p>Develop new hire equity training (mandatory)</p> <p><i>More on next page</i></p>	<p>Rollout in preparation for 2018-2019 school year</p>	<ul style="list-style-type: none"> • Acquire necessary skill set to instruct, relate and respond to African American male students. • Emphasize importance and prioritization of equity and how they show up, in the buildings, engage with African American male students and their families to drive a welcoming environment 	<ul style="list-style-type: none"> • Assigned resources to lead training (leveraging existing content) • Student, parent, staff surveys, including specific questions regarding equity and race 	<p>HR</p> <p>Research & Evaluation</p>

Implementation	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Equity team training (mandatory)	Rollout in preparation for 2018-2019 school year	Enhance Equity team training skill set to instruct, relate and respond to African American male students	Student, parent, staff surveys, including specific questions regarding equity and race	Strategy & Partnerships
Develop ongoing Building Leadership Team equity team training, post pilot program	Rollout in preparation for 2018-2019 school year	<ul style="list-style-type: none"> • Training, materials and tools disseminated through each school building, reaching all staff. • Periodic training to revisit key equity and race initiatives 	Student, parent, staff surveys, including specific questions regarding equity and race	Principals Education Directors Strategy & Partnerships
Identify and prevent micro-aggressions toward African American males <ul style="list-style-type: none"> • Create training content to explain what microaggressions are, how to identify and how to NOT perpetuate them • Include this in all equity and race training 	Annual	<ul style="list-style-type: none"> • Improve the perception, held by some school administration and teachers, of African American male students • Teachers see the potential, talents and promise of African American students; holding these students accountable, as any other student. 	Create a survey for African American male students (similar to a customer satisfaction survey) and administer at the beginning of the school year and another at the end of the year	Research & Evaluation Strategy & Partnerships

Goal 3: Develop a communication plan around Policy 0030, ‘Ensuring Educational and Racial Equity’

Key Action Steps	Timeline	Results	Evaluation Mechanism	Person/Area Responsible
Intentionally include components of policy 0030 into the, ‘SPS Formula For Success’ document	ASAP	Increased awareness, visibility and emphasis on the importance of improving racial equity, districtwide through real strategies. And more importantly increase awareness and improve perception and engagement of community	Track inclusion of 0030 in the document	Superintendent Student Support Services Strategy & Partnerships
Create an innovative marketing campaign around Policy 0030 and our recommended action steps to reach African & African communities and families	before 12/31/2017	<ul style="list-style-type: none"> • Increased prioritization, visibility and emphasis on the importance of improving racial equity in SPS • Reduction in the opportunity gap 	Track development and execution of the campaign; SPS web content, social media (e.g. Twitter, Facebook, TV and radio coverage) and it’s reach to the intended audiences	Community Engagement (Communications)

END OF POLICY AND PRACTICE RECOMMENDATIONS

AAMAC 3.0: The Next Chapter



AAMAC 3.0: The Next Chapter

While the 2.0 version of the African American Male Advisory Committee has achieved its goal of researching, creating, vetting and submitting recommendations to the superintendent and senior leadership, the equity work of our district is far from complete. AAMAC 3.0 is looking forward to continuing to providing valuable community input. Some options currently under consideration are below. The first three are more probable; the fourth is a possibility:

1. Single-Issue Task Force

AAMAC would become a single-entity committee, uniting to comprehensively address one high-impact issue regarding African American males.

2. Multiple-Issue Task Force

AAMAC would become a single-entity committee, uniting to comprehensively address multiple high-impact issues regarding African American males.

3. Advocacy Group

AAMAC would become “evangelists” for African American males, embarking on a campaign of public awareness and leading advocacy liaison sessions with district leadership.

4. Join an Existing Affiliate

AAMAC would align itself with a regional or national organization such as the *Campaign for Black Male Achievement*.

Interested in sharing your thoughts on AAMAC’s future?

Contact us at: equityoutcomes@seattleschools.org



**Every Student.
Every Classroom.
Every Day.**



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