

What Works:

Transforming Conditions and Health Outcomes for Boys and Men of Color

California's Best Practices and Lessons Learned



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MOVEMENT
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What Works:

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Introduction

Welcome to *What Works*, a guide to best practices and lessons learned from the recent surge of efforts to improve life conditions and health outcomes for California's boys and men of color. These efforts include the work of local initiatives as well as the efforts of the statewide California Alliance for Boys and Men of Color.

What Works includes:

- An overview of the dynamic local and statewide efforts around boys and men of color in California.
- A framework for understanding these efforts in a broader movement-building context.
- In-depth case studies of best practices and lessons learned from seven local Boys and Men of Color initiatives.
- A summary of best practices and lessons learned.
- An appendix of contact information and resources from local initiatives, as well as a "Boys and Men of Color 101" Framework Workshop curriculum.

Movement Strategy Center has prepared this report to celebrate bold and courageous work already taking place, to provide reflection space for those engaged in boys and men of color efforts, and to foster greater synergy and alignment among such efforts. The report also lifts up effective on-the-ground efforts in several communities across California to place the practices in a broader movement-building context in a way that can be applicable not only to work in California, but across the nation. Given the expanding surge of efforts across the state and parallel legislative efforts, represented by the California Assembly's Select Committee on the Status of Boys and Men of Color, the timing of this report coincides with a shifting political and policy landscape and opening window of opportunity to initiate deep changes in the way California and the nation treat boys and men of color.

I. The Stirrings of a Social Movement: Boys and Men of Color

“There is a movement happening in California with boys and men of color.”

–California Alliance for Boys and Men of Color

“Like any movement it takes time, it takes patience, and it takes a lot of work.”

–V. Manuel Perez, California State Assembly Member (Coachella)

A new surge of efforts to improve the health outcomes for boys and men of color has emerged in California, challenging discriminatory policies and oppressive practices and boldly asserting that boys and men of color can be leaders in bringing about healthy transformation for themselves, their communities, and the world. This surge is happening at a time when boys and men of color rank as one of the most stigmatized, oppressed, and marginalized sectors of US society. In California, like the rest of the nation, boys and men of color face inequitable outcomes compared to their white counterparts across a wide range of indicators including socioeconomic status, health, safety, justice, and educational attainment. The statistics are as familiar as they are grim: in California, African American and Latino boys are more than three times as likely to live in poverty than their white peers. Nationally, African American men are 5.5 times more likely than white men to go to prison in their lifetime, and the odds for Latino men for this outcome are 2.9 times higher than for white men.¹ High school dropout rates for Pacific Islander, Latino, Native American, and African American boys in California range from eight to fifteen percentage points higher than for white boys.² Policies, such as a punitive “zero tolerance” approach to school discipline and employment barriers facing formerly incarcerated individuals, perpetuate these inequitable outcomes and have made boys and men of color the implicit and even explicit target for harsh control and brutal containment.

¹ Lois M. Davis, M. Rebecca Kilburn, Dana J. Schultz, *Reparable Harm: Assessing and Addressing Disparities Faced by Boys and Men of Color in California*, RAND Corporation, 2009. (Available at: <http://www.boysandmenofcolor.org/>)

² California Department of Education, *Cohort Outcome Data for the Class of 2011-12* (Available at: <http://dq.cde.ca.gov/dataquest/>)

For boys and men of color, race and gender intersect with what are known as “social determinants” to create particularly dismal outcomes. This social determinants framework helps us understand how social, cultural, political, environmental, and economic institutions and policies have interacted with existing inequities in wealth, employment, and educational opportunity to reproduce unjust conditions and outcomes for boys and men of color across generations. At the same time, this framework points to key institutional and policy “pressure points” for social transformation and systemic change.

Taken collectively, the efforts to improve the health outcomes for boys and men of color represent the stirrings of social movement building with the capacity to transform not only boys and men of color, but to bring about larger transformations in the broader movements for racial and gender justice.

The local and state boys and men of color initiatives are working to make immediate changes in the lives of boys and young men of color and to change the conditions that shape their lives. These initiatives are ultimately seeking a shift in how our society views and treats boys and men of color, and how boys and men of color view and treat themselves. The magnitude of this shift would be profound and would reverberate in every US community and structure. Making this shift, truly and irreversibly, requires nothing short of a social movement.

The California Endowment

In 2010, The California Endowment embarked on a new, ten-year strategic direction: Building Healthy Communities (BHC). The BHC initiative is investing hundreds of millions of dollars to radically improve health in 14 California communities where the need is great—and the potential for transformation is even greater. The Building Healthy Communities initiative includes a strategic focus on systems and policy change aimed at addressing the “social determinants” of health—poverty, racism and hopelessness—in and with the communities most impacted by them. Building Healthy Communities is committed to health improvement for boys and men of color and works in coordination with a broad statewide collaboration of organizations across the state called the “Alliance for Boys and Men of Color.”

II. Boys and Men of Color: Local and Statewide Efforts

The growing movement to improve health outcomes for California’s boys and men of color includes the work of local initiatives as well as statewide efforts such as the California Alliance for Boys and Men of Color.

Local Initiatives

In 2011, the California Endowment and the California Alliance for Boys and Men of Color partnered with local organizations in three “pilot” regions of the Building Healthy Communities initiative to advance strategies focused on transforming policies and conditions for boys and men of color—Oakland, Fresno, and Los Angeles. (The Los Angeles site includes the communities of South Los Angeles, Boyle Heights, and Long Beach.) In addition to these pilot initiatives, innovative efforts engaging boys and men of color developed in the communities of South Sacramento, Santa Ana, and City Heights (San Diego). While the case studies in this report focus on effective practices and lessons learned from these particular communities, there are examples of powerful efforts emerging in many other places across California.

California Alliance for Boys and Men of Color

The California Alliance for Boys and Men of Color is a statewide effort to improve the conditions, lives, and health outcomes of boys and men of color by changing the conversation, creating local impact, and advancing effective policies and practices. The Alliance for Boys and Men of Color has targeted policy and system changes in key arenas that strike at the core of the social determinants: education, health, public safety/justice, and employment.

The statewide Alliance for Boys and Men of Color maintains four key principles:

- Boys need positive connections to adults generally, and men specifically.
- Boys and young men of color must be seen and engaged as important consumers, advocates, and leaders.
- Policy and systems change efforts must benefit boys and young men of color.
- Boys and young men of color are important assets to California’s families and neighborhoods.

The Alliance employs a number of strategic approaches to change the conditions, lives, and health outcomes of boys and men of color in California:

- **Changing the Conversation:** Raise public awareness about issues, promote healthy and positive images, share information and resources, support knowledge creation and dissemination, and provide a forum for boys and men of color to speak for themselves.
- **Creating Local Impact:** Develop relationships between local collaborative efforts and place-based coalitions focused on boys and men of color; work in partnership with other philanthropic efforts; intentionally build leadership capacity of young men and boys.
- **Advancing Effective Policies and Practices:** Craft and promote an actionable policy agenda that connects goals of local coalitions to state-level advocacy; build the capacity in local sites by sharing what works and creating peer-to-peer learning opportunities; and rally support for policy change opportunities.

III. Making Sense of It All: A Movement Framework for Understanding Boys and Men of Color Initiatives

Understanding the growing boys and men of color movement requires us to recognize crucial dynamics and developments that may be overlooked in a traditional policy or public health perspective. First and foremost, we need to understand what a social movement is, to know one when we see it. Movement Strategy Center offers this definition of a social movement:

A social movement is collective action in which a critical mass of people aligns around shared vision, values, and goals for transforming society's social relationships, culture, and institutions.

In fact, what boys and men of color and their allies are asserting and building toward in California represents the early phases of social movement. Moreover, this collective and locally generated work can and should be understood as movement building.

Movement Building is the coordinated effort of individuals, groups and institutions to intentionally spark or build readiness for a social movement through creating collective processes and infrastructure for alignment of vision, strategy, and action.

The rapid growth of these dynamic efforts to build leadership and transform conditions for boys and men of color, coupled with a shifting policy landscape at the local and statewide level, represent a vital opportunity for connecting policy change work in the near term to movement building efforts in the longer term.

Assessing the work of the boys and men of color initiatives changes when they are understood as social change movement building. Understanding social change movement building leads us to see, measure, and build certain elements, elements that may not be seen, measured, or developed unless a movement framework is present. One way to see, measure, and nurture movement building is to define the “before and after,” to recognize where the work is and where it needs to be, given the scale of what it is trying to achieve.

Movement Strategy Center offers one framework for this “before and after” called the Five Pivots. These pivots provide a useful approach for connecting the effective practices and lessons learned from boys and men of color efforts in California to a longer term shift toward movement building and social transformation. The pivots are summarized and then described below as the key challenges and more effective movement building elements to move towards.

Movement Building Framework: Shifts for Long Term Impact	
<p>Isolation</p> <p>Narrow focus; issue fragmentation and geographic isolation.</p>	<p>Interdependence</p> <p>Acting as one organism; unified, whole.</p>
<p>Defensive Stance</p> <p>Reactive and fighting for reform around the edges.</p>	<p>Proactive Stance</p> <p>Shifting the parameters of debate, opening new possibilities, radically transforming ourselves and society.</p>
<p>Marginalization</p> <p>Those most impacted by systems of oppression are marginalized in the movement.</p>	<p>Stepping into Power</p> <p>Create a new center where we are, grounded in our strengths and most impacted communities.</p>
<p>Competition</p> <p>Lack of alignment; scarcity mentality; false dichotomies.</p>	<p>Strategic Direction</p> <p>Moving with diverse strategies and functions — all in one direction; irresistible, powerful, bigger than the sum of its parts.</p>
<p>Control</p> <p>Pressure to “know” and “succeed” constrain us from thinking creatively and taking risks.</p>	<p>Creativity</p> <p>Unexpected solutions that work for the highest good of all; tapping into the great unknowable creative impulse for freshness, beauty, resonance.</p>

These pivots raise many questions and opportunities for the boys and men of color work, and for any social change work. Below is a summary of the key analyses and implications of the pivots:

From Isolation to Interdependence

The opportunity and challenge to help build a more effective movement is to pivot from isolation towards interdependence. Not only does this mean collaborating with people with similar values and goals working on different issues and building power with sister organizations in other locations. We must also see our interdependence with groups that are taking on other strategies or have differing values and goals. In this context, relationships are key. Movements are about moving people—individuals, groups, communities, and societies—to action.

From Defensive to Proactive Stance

The challenge is to respond to immediate, short-term needs, while being able to envision and work towards transformational alternatives to what exists. Rather than only reacting to an opposing agenda, the opportunity is to pivot towards a proactive stance, to offer a bold and compelling vision and purpose that gives people a horizon to aim for and the energy to come together and act over the long haul. Movement builders need to reach beyond what we think is politically feasible or culturally possible at the moment and take a bold, fierce stand for alternatives that address root causes of inequity, marginalization, and systemic oppression.

From Marginalization to Stepping into Power

The opportunity for movement building is to pivot from the marginalization of the most impacted communities towards stepping into power for communities on the frontlines of social change, in this case boys and men of color. Frontline communities lift up the root causes of problems, the true consequences of society's policies, as well as the solutions that will benefit us all. Without the leadership and perspective of frontline communities, we are deeply limited in our ability to make change, particularly transformative change. The key is to hold the leadership of frontline communities without being dogmatic, and without excluding the whole.

From Competition to Strategic Direction

We have an opportunity to pivot from competition towards alignment around a strategic direction. The essence of movement strategy is to build power and achieve social change wins by aligning around shared purpose and moving together. Movement building is not about

adopting a singular “right” social change method; it is about aligning various methods and politics towards common goals. Strategic alliances, networks, and initiatives are key vehicles to support movement building. Alignment and moving together require individual organizations to operate in a “We” frame of mind—to resist, unlearn, and chart a course other than competition. We need a strong division of labor, to play to our strengths, and to find our right roles in the broader strategy.

From Control to Creativity

Often the external forces that reinforce competition over resources and a reactive stance also produce a pressure to know the “right” solution and “succeed” in a short-term period that constrain us from creativity and risk-taking. The opportunity is to pivot from control to creativity and be open to innovation and experimentation that can lead to unexpected solutions that are both targeted and work for the highest good of all. This pivot point can tap into the universal creative impulse in all of us that seeks freshness, beauty, and resonance and is especially vital when working with young people on the frontlines of change.

IV. Best Practices in Movement Pivots from the Field: Boys and Men of Color Initiatives in California

The diverse and collective efforts to transform the conditions, lives, and leadership of boys and men of color in California hold great transformative promise. Through on-the-ground efforts in places across California, young activists, adult allies, systems leaders, and nonprofit organizations are creating “best practices” that exemplify pathways to pivot toward more effective movement building. In this report we describe some of the most successful practices employed in various places across the state that lift up opportunities to build a more effective social change movement. Following a summary of effective practices from each place are detailed case studies of Boys and Men of Color efforts and Building Healthy Communities initiatives in Fresno, Oakland, Long Beach, Los Angeles, Sacramento, Santa Ana, and City Heights–San Diego.

FRESNO

Fresno Key Best Practices

1. Provide opportunities for youth leaders and adult allies to build meaningful, trusting relationships across organizations and age.
2. Establish relationships with school district officials to maintain open lines of communication and advance a proactive agenda for school discipline reform.
3. Analyze and understand data that connects school district priorities around student achievement with an over-reliance on suspension and “zero tolerance.”
4. Support organizations to employ a boys and men of color “lens” in their work.
5. Provide analytical, skill-building, and personal transformation workshops for young people to build their leadership and take advantage of opportunities to push systemic reform.

Building Interdependent Relationships among Adult and Youth Leaders

The work of the Fresno SUCCESS (Students United to Create a Climate of Engagement Support and Safety) Team grew from the initial planning and youth engagement process of the Building Healthy Communities initiative in Fresno. The SUCCESS Team brought together youth-serving grantee organizations and youth leaders to develop an action and policy agenda regarding alternatives to zero tolerance and exclusionary discipline practices in the Fresno Unified School District. Key coalition partners included the Youth Leadership Institute, Californians for Justice, The Center for Multicultural Cooperation, The kNOw Youth Media, Boys and Girls Clubs of Fresno County, and Fresno Pacific University.

From the beginning stages, the Fresno SUCCESS Team emphasized moving youth and adult leaders from isolation within their own organizations toward building interdependent relationships across organizations and generations. According to MaryJane Skjellerup, SUCCESS team member and Senior Director of Program for the Youth Leadership Institute in the Central Valley, there is a focus on giving “youth opportunities to build relationships and trust across organizations and with adults.” The SUCCESS Team encouraged leaders to incorporate relationship building into work plans and expectations, so that the work would have a movement-building component as well as a campaign structure.

Having anchor organizations with clear roles in the SUCCESS Team helped to free up time and space to focus on relationship building. One organization took the lead on behind-the-scenes coordination for the coalition, while the organizations responsible for directly engaging youth were able to focus energy on building relationships among youth and with adults. “It’s not just about the work, but also the people in the work and making sure that they love and care about each other. We’re building a movement that has to last longer than just individual campaigns,” said Skjellerup.

A Proactive Stance for Alternatives to Zero Tolerance

The SUCCESS Team has been able to advance a proactive policy agenda around alternatives to zero tolerance and exclusionary discipline practices. A few best practices have helped the SUCCESS Team develop this proactive stance with the Fresno Unified School District (FUSD) around school climate and discipline issues. Early on, SUCCESS team youth leaders established working relationships with key FUSD administrators, including Superintendent Michael Hanson. According to MaryJane Skjellerup, SUCCESS team member and Senior Director of Program for the Youth Leadership Institute in the Central Valley, through on-going conversations with the FUSD Superintendent, the SUCCESS team held ongoing convenings to maintain open lines of communication.

Fresno youth leaders were able to avoid falling into a reactive, defensive position with the FUSD by “taking time to understand and analyze data and use the District’s own measures to show how they were falling behind on key outcomes,” said Skjellerup. Rather than simply opposing “zero tolerance” practices and the over-reliance on suspension, the SUCCESS team put forth an alternative vision for the District to prioritize restorative justice practices in its approach to discipline. When the District convened a Graduation Task Force in 2012, FUSD invited Miriam Hernandez, a SUCCESS Team youth leader, along with a couple of adult SUCCESS team members, including MaryJane Skjellerup, to participate.

The SUCCESS team leaders were able to ensure that the final Graduation Task Force recommendations, approved by the Fresno Unified Board of Trustees in June 2012, included a commitment to restorative justice and alternatives to punitive discipline. In May 2013, the SUCCESS Team won a major victory when the Board of Trustees unanimously voted to adopt a resolution “to create and implement a school discipline framework of restorative practices designed to restore healthy interactions among students, parents, teachers, administrators and the community that enable participants to learn from their mistakes and be accountable and that connect students and adults with the supports they need to reduce behaviors that lead to suspensions and expulsions and keep students in school on target to graduate.” (See appendix for full text of the resolution.)



Miriam Hernandez, Fresno SUCCESS Team student leader, addresses an April 2013 rally for restorative justice. Photo by Fresno Building Healthy Communities.

Strategic Direction: Aligning Building Healthy Communities and Boys and Men of Color Efforts

Since the fall of 2012, Gregorio Montes de Oca, National Urban Fellow at the California Endowment and Lead Organizer of the Boys and Men of Color (BMoC) Fresno “Youth Table,” has worked with young men of color and Building Healthy Communities (BHC) grantee organizations to create greater alignment between BHC and BMoC efforts. Key effective practices included taking time to build relationships with young men of color and staff from BHC partner organizations and fostering reciprocity between BMoC and BHC efforts. “I’ve been able to work with BHC youth grantees to explain what BMoC work is about [and] to meet with staff of organizations to share the short-term and long-term goals of BMoC work,” explained Montes de Oca. In turn, Montes de Oca provided opportunities for BHC grantees to share their goals with young men engaged in the BMoC Youth Table.



Leaders from the Fresno Boys and Men of Color Youth Table at the BMoC Camp. Photo by Kevin Shelton.

A specific example of this collaboration grew out of work to organize a BMoC camp with BHC grantees and young men of color. The camp “provided the opportunity to talk about issues affecting boys and men of color, build relationships with each other, and most importantly provided opportunities for BHC grantees to present their campaigns and encourage young men to engage in those campaigns,” recalled Montes de Oca. Fresno SUCCESS team leaders presented their work on restorative justice and provided opportunities for BMoC youth leaders to get involved. As a result, Fresno saw good turnout of young men of color at an April 2013 restorative justice rally planned by the SUCCESS team.

Supporting grantee organizations to find space to employ a “Boys and Men of Color lens” in their work has been another effective practice to foster integration of BMoC and BHC efforts. Montes de Oca sought out projects where BHC and BMoC efforts can connect. “For example,” he explained, “BHC mini-grants in Fresno are up for grabs for anyone to use arts and culture to address [key systems change goals] of the BHC, including violence prevention and school discipline.” Faith In Community, a BHC grantee organization, has worked with young men from the BMoC Youth Table to apply for a mini-grant to create a short video

where young men can share their experiences around violence in the community, connected to the organization's violence prevention efforts. "It's also about providing space for young men of color to share the youth experiences and their voice," continued Montes de Oca.

Stepping into Power: Youth Leadership at the Core Spells "SUCCESS"

From the beginning, the centrality of youth leadership, especially of young people of color—the students most directly impacted by harsh school discipline practices—was a core of the Fresno SUCCESS Team's strategy and a best practice. According to Rhea Martin, SUCCESS Team member and Lead Organizer with Californians for Justice in Fresno, "From day one we did a really great job of engaging students from different organizations to own the work. All the youth-storming [focus groups] and other opportunities [for youth engagement] have allowed it to be a youth/adult partnership. We work hard to ensure that youth are very well informed about the issue and have focused meetings to hone in on the issue."

One effective practice that helped build the power and leadership of young people on the frontlines of discipline change was to provide analytical and skill-building workshops on harsh discipline practices and restorative justice as an alternative. "Having a workshop that informs young folks [about Restorative Justice] has been very helpful in delivering a concise message on what Restorative Justice is and how it's really revolutionary," reflected Rhea Martin. Training sessions lifted up "how young people want restorative justice and should be in the forefront of any changes." They also incorporated an analysis of current inequities by "pointing out who's affected by harsh discipline and how restorative justice will solve that."

The focus on preparing a core of strong youth leaders poised the SUCCESS Team to take advantage of the opportunities presented by FUSD's official Graduation Task Force. Facilitating a process where youth were supported to step into their power, build confidence as leaders, and speak from their own experiences, supported SUCCESS members to work successfully with the Graduation Task Force. Youth leaders grounded their push for discipline reform in their own stories and experiences. By speaking their own truth, said Skjellerup, "Adults in the system can't really speak against the experiences of youth" and must come to terms with their agenda for change.

The Fresno BMoC Youth Table has taken a holistic approach to supporting young men of color to step into power. Gregorio Montes de Oca explained the critical practice of connecting the needs and life experiences of young men of color to efforts for collective change. "The majority of [young men] that I've been working with have not been those youth who have already been stepping up as part of BHC efforts in Fresno over the past couple of years," explained Montes de Oca. "It's a delicate process of developing these young men.

They're frankly more at-risk than a lot of the youth involved in BHC efforts," continued Montes de Oca.

The strategy focused on helping young men "to see how engagement in BMoC can help them to achieve their personal goals. If they don't see some of their immediate needs or don't see getting any skills out of their efforts, it's hard to get any retention," said Montes de Oca. "The restorative justice work, because a lot of them have experiences with suspension, is something that spoke to them" and enabled them to connect their lives with advocacy work, concluded Montes de Oca.

OAKLAND-ALAMEDA COUNTY

Oakland-Alameda County Key Best Practices

1. Align a wide range of systems leaders and community partners around a social determinants framework and a strategic direction through Public Systems Leadership and Community Partners Tables.
2. Convene systems and community leaders around a “collective impact framework” focused on boys and men of color, and develop a set of shared principles across sectors and organizations.
3. Define a strategic focus for young men of color (regarding workforce development and employment) to allow systems leaders and community partners to move with diverse strategies and functions in the same direction.
4. Promote gender-specific healing circles to foster wellness and personal transformation among young men of color.
5. Lift-up an appreciation of “street intellectualism” that builds upon the skills and lived experiences of young men of color.

Multi-Sector Interdependence: Developing a Public Systems Leadership Table

In its early stages, the Oakland-Alameda County Alliance for Boys and Men of Color seized upon a unique opportunity to bring together new leaders from various public systems in Oakland-Alameda County. The Oakland Alliance convened public systems and non-profit community leaders in a “table” to address conditions facing boys and men of color. The initial convening formed separate Public Systems Leadership and Community Partners Tables. The Systems Table convenes leaders from the 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, and Oakland Office of Economic and Workforce Development. (See the appendix for an overview of the Systems Leadership and Community Partners tables.) The Systems Table operates with the recognition that various agencies working collectively to understand and improve conditions affecting boys and men of color can actually help achieve their respective agency’s goals and missions.



Participants at the Oakland Hearing of the Assembly Select Committee on the Status of Boys and Men of Color. Photo by Urban Strategies Council.

According to Junious Williams, Chief Executive Officer of the Urban Strategies Council, the anchor organization for the Oakland Alliance, rather than working in isolation, public leaders in the Systems Table “worked on a set of shared principles and values early on that has been refined over time.” By working interdependently, the Systems Table has been able to launch a number of outcomes-focused projects, including an initiative focused on supporting 100% graduation for all young men of color in Oakland.

With the Systems Table, the Oakland Alliance is developing a “BMoC Portfolio”-- an online directory of resources, policies, programs, and practices that have positive impact on outcomes for boys and men of color. The focus on interdependence among various public systems and agencies has led the Oakland Alliance to challenge Systems Leaders to more effectively share data about boys and men of color across systems, “including data on what’s happening to individuals who are engaged in multiple systems and what’s happening across systems at a population level,” said Williams.

Stepping Into Power: Fostering “Street Intellectualism”

Gender specific healing circles are one of the best practices to come out of the East Oakland Building Healthy Communities initiative and hold great promise in supporting young men of color to step into power. The gender-specific healing circles emerged out of the necessity, not as a funded program, of the organizations that make up the core of the Youth Development and Organizing Group (YDOG) of the East Oakland BHC to support young people’s wellness. “[Our organizations] were struggling with how to engage urban youth of color, especially young men of color, in wellness work, because there is so much stigmatization of healing work, especially with notions of masculinity for young black and brown men,” explained Nicole Lee, Executive Director of Urban Peace Movement and Chair of YDOG.

After realizing that many of the YDOG organizations were engaging in healing circles independently, several of the organizations came together to share a mini-grant and pilot more focused gender circle work across the organizations. “We want to lift up gender-specific circles as a best practice in healing work with young people of color,” continued Lee. “It complements many restorative justice models, but [rather than being] triggered when a young person does harm, [gender circles are] done more on the preventative side. It’s a strategy to engage young people in healing work without the stigma of more traditional mental health [services].”

Lee’s organization, Urban Peace Movement, partnered with United Roots, and Oakland-based Media Arts Center, to pilot a gender circle program with young African American men called “DetermiNation” that took the healing concept even further. DetermiNation built upon the cultural strengths and lived experiences of young men to help them step into power. The first DetermiNation circle worked with young African American men between the ages of 17 and 25 who had been close to the streets, influenced by gangs, or involved in the criminal injustice system. The circle employed a popular education framework to help the young men understand personal power, experience a cycle of healing, and work on their personal purpose.

One of the core concepts developed for the DetermiNation circle was “street intellectualism.” “The streets are not just a location, but an institution that you have to learn to navigate,” explained Nicole Lee. “There are skills you have to hone just to survive the streets. People talk about ‘transferable skills,’” Lee continued, “but we want to take it a step further by saying that there are skills and sensibilities that [African American young men in East Oakland] have that other young people who grew up in more middle class institutions, for example universities, don’t necessarily have. There are certain situations where [these young men] have an advantage.” The program looked at examples from both business and movement history of African American men successfully harnessing this advantage, such as Jay-Z as a business

leader and Alprentice “Bunchy” Carter as political leader of the Black Panther Party. The program has helped “young men who’ve been in the streets understand the assets they have,” argued Lee. These promising gender-specific circle practices caught the attention of the East Oakland BHC “Peace Promotion” workgroup. Lee expects that it will become more of a focus for the local BHC initiative in the coming months.



Members of the first Oakland DetermiNation circle cohort. Photo by Nicole Lee, Urban Peace Movement.

Strategic Direction: A Focus on Workforce Development and Employment

One of the key best practices to emerge from the Oakland Alliance for BMoC has been a focus on aligning a wide range of systems leaders and community partners around a strategic direction. Best practices and conditions helped facilitate this strategic alignment. Early on, the Systems Table developed a “collective impact framework” for their work together. In part, this shared framework was possible because of the leadership of several systems leaders who recognized the changing demographics where people of color are the majority in Alameda

County. In addition, key reforms within the Oakland Unified School District provided an opportunity to address education outcomes for boys and young men of color across systems.

In April 2012, the Oakland Alliance convened its partners in “a retreat to identify general strategic priorities for all partners. Workforce and economic development and employment came out as the key concerns for both systems and community partners.” The focus in Oakland on workforce development and employment for young men of color has allowed systems leaders and community partners to move with diverse strategies and functions in the same direction. For example, according to Junious Williams, “If Social Services is doing something around the issue [of workforce development], they can align [their efforts] with BMoC concerns. Oakland Unified School District has been doing a lot of work around Linked Learning and college and career readiness, which connects with work around employment and BMoC.”

According to Alicia Olivarez, Program Associate at Urban Strategies Council, “putting a lot of effort upfront to frame and prioritize issues was very helpful” in facilitating collaboration and alignment among the Oakland partners. The connections among Systems Leaders and Community Partners around specific initiatives, such as a Fifth Grade Success Project, has helped to define multiple ways for partners to work strategically. We realized that a key “was to look at what are all partners working on together, what are folks working on bilaterally, and what are they working on individually,” said Olivarez.

LONG BEACH

Long Beach Key Best Practices

1. Build relationships and leadership among young people of color and adult allies to create a strong foundation of youth leadership before launching advocacy campaigns.
2. Engage youth leaders in an array of training and leadership development opportunities to understand and have ownership of systems change efforts.
3. Utilize subcommittees to provide rich opportunities for youth leaders to engage in hands-on campaign work, develop shared strategies, and build hard skills and issue analysis.
4. Ensure that all policy campaign and strategic decisions are vetted through youth/adult partnerships.
5. Provide framework trainings around a youth engagement continuum and a youth organizing approach to foster alignment and support for youth advocacy and organizing among a wide array of youth-serving organizations.

Stepping into Power: Building a Core of Young Leaders of Color

The efforts of the Building Healthy Communities Youth Committee and Youth Organizations Workgroup in Long Beach present a strong case study in developing a core of young leaders of color, including many young men. During the initial planning process of the BHC initiative, staff leaders from Khmer Girls in Action (KGA) brought together youth service, development, and organizing groups into a Youth Organizations Workgroup. KGA, along with Californians for Justice (CFJ), the two youth organizing groups in Long Beach, serve as “anchors” for the Workgroup and Committee, which includes the California Conference for Equality and Justice (CCEJ), Centro CHA, Men Making a Change (MMAC), and Educating Men with Meaningful Messages (EM3) as partners. In the summer of 2011, the Youth Workgroup agencies collaboratively launched the BHC Youth Committee, a body that has become a leadership “powerhouse” for young people ages 14 through 24 from the Central Long Beach BHC site and across the city. In the fall of 2011, KGA and CFJ were also funded by the Endowment to anchor Boys and Men of Color efforts in Long Beach.

The Youth Committee has provided opportunities for young people of color, especially young men, to build relationships and leadership at the frontlines of the movement to build a

healthier community in Long Beach. The intentional emphasis on building relationships between young people and supporting adults from different BHC youth organizations, ensured that a strong foundation of youth leadership was in place before the Youth Committee launched the “Every Student Matters” campaign, focused on school discipline reform.



A packed house at the Long Beach “Every Student Matters” campaign launch in March 2013. Photo by Jeremy Lahoud.

Several best practices have elevated the leadership skills and analysis of young people, including providing regular workshops throughout the year and an annual Youth Committee retreat, which has been an effective way to engage young people in organizing efforts, including BMoC work. Youth leaders self-selected to serve on subcommittees, including campaign strategy, action research, allies, and media/communications, allowing them to be much more engaged in guiding the campaign work. Long Beach youth collectively designed a survey on school climate and discipline issues, collected more than 1,700 surveys, and have been active in researching and analyzing data from the Long Beach Unified School District (LBUSD). (See appendix for a copy of the survey instrument.) At the annual retreat in February 2013, young people partnered with adult staff to develop the strategy for the Every Student

Matters campaign and planned a successful public campaign launch event with nearly 300 people in March 2013.

Strategic Direction: Aligning Building Healthy Communities and Boys and Men of Color Efforts

The work of the Long Beach BHC Youth Committee and Youth Organizations Workgroup demonstrate how to align the work of two of the key California Endowment-funded initiatives in Long Beach: the Building Healthy Communities and Boys and Men of Color initiatives. The Youth Workgroup serves as a coalition of youth service, development, and organizing groups. An intentional focus on relationship-building and a series of framework trainings around adulthood, the Youth Engagement Continuum, and the youth organizing approach fostered a baseline of alignment and support for youth advocacy and organizing among BHC youth grantee organizations.

In January 2012, BHC Youth Committee leaders completed an issue identification process and selected alternatives to exclusionary school discipline as their key campaign issue. Meanwhile, KGA and CFJ were brought on board to anchor the Boys and Men of Color initiative efforts in Long Beach. “For the sake of sanity, we thought of how best to streamline BHC and BMoC efforts,” said Lian Cheun, KGA’s Executive Director. “Having two small Youth Organizing groups in Long Beach, we didn’t have capacity to lead separate BHC and BMoC youth campaigns. We also didn’t want youth leaders to be confused between different campaigns” continued Cheun, because many of the BHC youth leaders were also engaged in the emerging Brothers, Sons, Selves (BSS) coalition across Los Angeles County. With this thinking in mind and the fact that Long Beach youth leaders had converged on school discipline reform as their key systems change goal, the BHC Youth Committee was able to kick-off the Long Beach arm of the “Every Student Matters” campaign in late 2012, as part of the countywide efforts of the BSS.

According to Cesar Castrejon, a CFJ Youth Organizer in Long Beach, “Getting service organizations to buy-in to the youth organizing model and process, holding focus groups and interviews with Executive Directors, and creating clear structures for decision-making” were some of the best practices that helped foster alignment and complementary roles among BHC and BMoC partner agencies. Rather than operating from a perspective of competition, youth-serving organizations in Long Beach have approached the BHC and BMoC efforts in a spirit of strategic alignment.



BHC Long Beach Youth Committee Retreat, January 2013. Photo by Jeremy Lahoud.

Although KGA and CFJ were the initial BMoC grantee organizations in Long Beach, early on in the process the effort engaged staff and youth leaders from other BHC Youth Workgroup organizations, including Centro CHA, EM3, and CCEJ. The Youth Committee and Workgroup serve as the “hub” for BHC and BMoC youth organizing efforts. This alignment was evident at the Community Forum that publicly launched the Every Student Matters campaign. Nearly 300 students, parents, and community supporters convened to hear the perspectives of student and parent leaders from KGA, CFJ, CCEJ, Centro CHA, and the African American Convening Committee and began to build bridges with the Teachers Association of Long Beach to bring a Restorative Justice agenda to LBUSD.

LOS ANGELES COUNTY

Los Angeles Key Best Practices

1. Build a multiracial coalition of young men of color leaders and organizations and develop a shared analysis of the key conditions and barriers facing boys and men of color across the region.
2. Lift up storytelling as a central practice in the coalition and relationship-building process.
3. Utilize subcommittees to provide rich opportunities for youth leaders to engage in hands-on campaign work, develop shared strategies, and build hard skills and issue analysis.
4. Ensure that all policy campaign and strategic decisions are vetted through youth/adult partnerships.
5. Engage strategic partners to contribute their knowledge, expertise, and experience around systems change and policy reform efforts.

Moving from Isolation to Multiracial, Countywide Unity

The Brothers, Sons, Selves (BSS) coalition has emerged as the key formation for Boys and Men of Color efforts in Los Angeles County, under the guidance of the Liberty Hill Foundation and the leadership of grassroots organizations in South Los Angeles, Boyle Heights, and Long Beach. Despite the geographic distances and inadequate public transportation system in Los Angeles County, the BSS coalition has been successful in bringing together African American, Latino, and Southeast Asian youth leaders and adult allies from the three Building Healthy Communities sites in the county.

In addition to a focus on interdependence and mutual support among a multiracial cohort of young men of color leaders, BSS has united youth organizing and youth development organizations, including Community Coalition, InnerCity Struggle, Labor Community Strategy Center, Centro CHA, Brotherhood Crusade, Weingart YMCA - East Los Angeles, Gay Straight Alliance Network (GSAN), Khmer Girls in Action (KGA), and Californians for Justice. According to Tonna Onyendu, the Brothers, Son, Selves Campaign Manager at Liberty Hill Foundation, "There was intentionality around bringing in KGA [which runs a Young Men's Empowerment Program with young Cambodian men] and GSAN [which helps create safe environments in

schools for students to address homophobia, transphobia, and other oppressions] to ensure representation of the full spectrum of boys and men of color within the BSS coalition.”

A key best practice that facilitated the development of this countywide unity was taking time early on to build a shared perspective and analysis of the key conditions and barriers facing boys and men of color in Greater Los Angeles, especially around school discipline. “The process of developing a shared analysis around school discipline,” reflected Tonna Onyendu, “especially around more controversial issues like the role of school police, helped us to create a level of objectivity when making decisions about the key components” of the coalition’s “Every Students Matters” campaign and a School Climate Student Bill of Rights developed in late 2012.



Brothers, Sons, Selves coalition leaders exchange stories during a coalition retreat, March 2013. Photo by Jeremy Lahoud.

Similar to Long Beach efforts, another best practice for building interdependent relationships has been the use of retreats with the youth and adult leaders of the entire coalition. “Any time you can bring folks together from different organizations into a retreat that provides

space to build strong relationships is helpful,” said Onyendu. Monthly coalition gatherings have also provided the opportunity for young people to build relationships with their peers and adult allies and explore their complex, multi-faceted identities. The BSS coalition has worked to provide a safe space around sexual orientation, gender identity, and immigration status, and to recognize the experiences and challenges faced by gay, trans, and undocumented young men of color in schools and communities.

Storytelling has been a central practice in the relationship-building process for Brothers, Sons, Selves. In January 2012, young leaders and adult allies held a three-day retreat on Lake Arrowhead, where they shared stories of the struggles they overcame as young people of color. These stories laid a foundation to establish interdependence across different identities, races, and locations. A Cambodian high school student from Long Beach who struggled with school discipline could see his experience reflected in the story of a young Latino man from South Los Angeles overcoming criminalization and incarceration. As an outgrowth of these common experiences, the BSS coalition developed a common, countywide policy agenda through the Every Student Matters campaign that seeks to advance key elements of the School Climate Student Bill of Rights in the Los Angeles and Long Beach Unified School Districts.

Proactive Stance: Advancing a “School Climate Student Bill of Rights”

In the spring of 2013, the Brothers, Sons, Selves coalition and its local member organizations in South Los Angeles, Boyle Heights, and Long Beach publicly launched the countywide “Every Student Matters” campaign, which aims to transform school climate and discipline practices, specifically in the Los Angeles and Long Beach Unified School District. In the Los Angeles Unified School District (LAUSD), in particular, the BSS coalition has been able to join with other strategic partners, including Community Asset Development Redefining Education (CADRE) and Public Counsel, to advance a proactive “School Climate Student Bill of Rights” agenda.

Developed by youth leaders and adult allies in the coalition, the School Discipline Policy and School Climate Bill of Rights was introduced as a resolution by LAUSD School Board President Monica Garcia in April 2013. (See appendix for the full text of the resolution.) Making history as the first district nationwide to eliminate the use of suspension as punishment for “willful defiance,” the LAUSD Board of Education passed the resolution with a 5-2 vote in May 2013. The resolution included the following elements:

- No student shall be suspended until a school demonstrates that it has exhausted all alternatives to suspension.

- Beginning Fall 2013, no student shall be suspended or expelled for a “willful defiance” offense.
- By 2020, all schools shall develop and implement restorative justice as an alternative to traditional school discipline.
- Every student and parent shall have a right to obtain the data on discipline in the District on a monthly basis.
- All students shall have the right to School-Wide Positive Behavior Interventions and Supports (SWPBIS).
- Students have the right to safe school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible.
- All students have the right to holistic, healthy school environments that support students in all aspects of their health and well-being.

Several factors enabled the BSS coalition to make the pivot towards advancing a proactive, comprehensive school climate and discipline reform agenda, represented by the passage of the School Climate Bill of Rights resolution. One key factor was the track record of organizing and policy victories of the youth and community organizing partners in Los Angeles. InnerCity Struggle and Community Coalition were at the forefront of a coalition campaign that won the 2005 passage of a district wide resolution making the “A-G” college entrance courses part of the high school graduation requirements in LAUSD. Parent leaders with CADRE led a campaign that secured LAUSD’s adoption of a new Discipline Foundation Policy in 2007, one of most progressive and comprehensive district-wide school discipline policies in the nation, based on positive behavior support. The Labor Community Strategy Center’s Community Rights Campaign, after years of grassroots organizing, anchored a coalition effort that won passage of a Los Angeles City Council amendment to the Municipal Code in 2012 to reduce the fines students and parents could face for truancy from a previous high of \$250 down to \$20. In addition, Los Angeles groups have built strong relationships with progressive School Board members, including Board President Monica Garcia and Board Member Nury Martinez, who have championed alternatives to punitive discipline.

Two additional best practices contributed to the proactive stance of the BSS coalition. According to Tonna Onyendu, “Restructuring the coalition to create new subcommittees around base-building and leadership development [have helped] to build broader support” for the Student Bill of Rights and raise the profile of the campaign with decision-makers. Another best practice was “bringing in strategic partners like Public Council, CADRE, and the Children’s Defense Fund to [contribute] their knowledge, expertise, and experience around school discipline in Los Angeles,” said Onyendu, which allowed the BSS coalition to leverage from past campaign victories and hold a pivot towards a proactive stance.



Student leaders with the Every Student Matters campaign rally at LAUSD for the passage of the School Climate Student Bill of Rights, May 2013. Photo by Jeremy Lahoud.

Stepping Into Power: Deepening Youth Leadership and Decision-Making

Building the leadership and power of young men of color is a central practice of the countywide BSS coalition. BSS has developed several structures that help ensure the leadership of young people from frontline communities. Monthly countywide coalition meetings bring together more than 30 youth leaders and adult allies for training, planning, and, perhaps most importantly, decision-making about campaign strategy. Young people and adults sharing decision-making is a key component of “stepping into power.” Every major decision, from the tactics used in the public campaign launch to the proposed language for the Student Bill of Rights, is vetted through the youth/adult leadership partnership of each BSS organization. Although youth engagement was a hallmark of the coalition from its inception, “When we moved into campaign strategy development and developing the [School

Board] resolution, there was a shift in the depth of youth engagement,” reflected Onyendu. “BSS organizations really worked with their youth leaders to engage in the process.”

In addition, subcommittees provide rich opportunities for youth leaders to engage in hands-on campaign work and build hard skills and analysis. Because young people make up the majority of the membership of the subcommittees, they provide the space for youth to generate creative ideas and have ownership over final decisions on campaign plans and goals, with a few adult allies providing guidance and support. The “Base Kings” subcommittee, which focuses on base-building and recruitment for the coalition, developed a plan that mobilized more than 350 youth and community members for the Every Student Matters campaign launch in Los Angeles in April 2013 and created a grassroots petition drive to build broad-based support for the School Board resolution. The “Nation Builders” subcommittee, which focuses on leadership development, popular education, and campaign messaging, developed creative activities and a social media action plan for the campaign launch, including an Instagram “photobooth” where participants at the launch posted photos and thoughts about the campaign issue using the #EveryStudentMatters hashtag created for the campaign.



Live graffiti art at the April 2013 Los Angeles “Every Student Matters” campaign launch. Photo by Jeremy Lahoud.

SOUTH SACRAMENTO

South Sacramento Key Best Practices

1. Unify ethnic-specific anchor organizations in a coalition focused on school push-out issues with balanced representation from the African American, Latino, and Southeast Asian communities.
2. Respect the unique experiences and needs of different ethnic groups to foster mutual respect and interdependence across ethnic lines.
3. Prepare youth and community leaders to leverage school discipline reform opportunities in the local school district.
4. Provide opportunities for local youth leaders to engage in exchanges and joint learning with youth leaders focused on school discipline from other regions across California.
5. Ensure that all strategic decisions are vetted through youth/adult partnerships.

Interdependent Ethnic-Specific Anchors Unify Around School Push-Out

Like other sites, in South Sacramento, Boys and Men of Color efforts have focused on issues of school discipline and push-out. Carl Pinkston, of the Black Parallel School Board, a leader in BMoC policy change work in Sacramento, saw the need to create a space to pull folks together to work on school push-out. "I wanted to address the fact that the folks coming to meetings tend to reflect the color of skin of the organizer, but we wanted to have wide and deep efforts to address the issue," reflected Pinkston. Pinkston helped to create a BMoC School Push-out Advisory Committee that ensured balanced representation from the African American, Latino, and Southeast Asian communities and worked alongside the BMoC Steering Committee in the South Sacramento Building Healthy Communities site. "Then we created smaller subcommittees focused on each ethnic community," said Pinkston. "This process happened alongside a countywide multiracial youth group working on school push-out."

A key best practice from this approach was ensuring that each ethnic subcommittee was anchored by a nonprofit organization that provided dedicated staff to work on the push-out committee. This allowed for a higher level of consistency than purely relying upon volunteer efforts. Another best practice--respecting the unique push-out experiences and needs of each ethnic group--has allowed for mutual respect and interdependence to develop across ethnic lines. "Our philosophy is that you can't use a cookie cutter approach. For example, restorative

justice is a good approach, but it can't be applied the same across all ethnic groups," said Pinkston.

"Each ethnic group is developing a youth-led action research project on why students are being pushed out. For example," Pinkston added, "youth from the Hmong community are looking at potential reasons that Hmong students are being pushed out. Is it language, culture, immigration?" The groups are also exploring the parallel experiences with disproportionate push-out in the Latino and African American communities. Recognizing the need for ethnic-specific organizing approaches, addressing the specific needs and barriers faced by African American, Latino, and Hmong communities, and then bringing the different communities together in the broader, representative School Push-out Advisory Committee have helped to create a more unified front to address school push-out.

Proactive Stance: Crafting New Discipline Policies for the Sacramento City Unified School District

Like their counterparts in Fresno and Los Angeles, the work of the BMoC School Push-out Advisory Committee has allowed Sacramento leaders to advance a proactive agenda around school discipline reform. While the Push-out Committee was developing grassroots support among the African American, Latino, and Hmong communities, the South Sacramento BMoC Steering Committee focused on planning a Boys and Men of Color Summit in July 2012. As the Summit approached, the Push-out Committee became more closely engaged with the Summit planning process. This ensured that the concerns and opportunities to transform the school push-out issue were prioritized in the Summit workshops. According to Carl Pinkston, the Summit mobilized "over 100 young people. The school push-out youth group facilitated a session on zero tolerance for the entire audience and also a smaller workshop." By taking this approach, said Pinkston, "We were able to get service providers more focused on school push-out" as an issue.

The successful groundwork established by the Push-out Committee also positioned BMoC committee leaders to leverage a crucial opportunity when the Sacramento City Unified School District chose to address school discipline and suspension policies. The Black Parallel School Board and the Push-out Committee "have been at the forefront of school discipline work," said Pinkston. "The School Push-out Committee is crafting language for what a school policy around suspensions and expulsion should look like. We're not getting as much resistance as we expected. Being out front on school discipline issues may have helped raise the profile of the issue in Sac City Unified," Pinkston added.

Stepping Into Power: Connecting Youth to Peers Across the State

As in other places, the BMoC initiative in Sacramento has emphasized the engagement of youth leaders in powerful roles. But putting a premium on youth engagement and leadership, especially when working with adult allies on “issues that are outside their political consciousness can also be challenging,” reflected Carl Pinkston. This challenge illustrates how structures of oppression and marginalization play out within movements. “For example, the issue of masculinity came up in last year’s summit,” continued Pinkston. “Many people saw this from a [traditional] religious perspective, which didn’t include a feminist perspective on masculinity. That limited the young men’s worldview.” A crucial point in building power with boys and young men of color is to ensure that young women of color, trans and gay young men of color are not further marginalized in the process. “We can’t work with young men on their masculinity if we’re just reproducing the perspective of the system,” argued Pinkston.

In addition, while there are barriers for young people of color, especially boys and young men, to step into power in locally-focused initiatives, the challenges in building youth power at a statewide level can be even more daunting. Engaging youth leaders from Sacramento along with their peers from other sites in state-level advocacy around discipline reform led Pinkston and MaryJane Skjellerup from Fresno to help convene a statewide school discipline Youth Action Team. The impetus for this collaboration was the often limited roles provided for young people in the legislative process. “Lots of time we bring youth to legislative hearings, because we want them to share their stories, but that’s it,” said Pinkston. “The other trend is that we tend to ask youth to participate at the last minute.” In order to counter these trends, “We [formed] a statewide Youth Action team to focus on engaging young people in the legislative process early on and in helping to shape legislation,” continued Pinkston.

“We also wanted to create opportunities for youth from across the state to exchange and build relationships with each other. Many times young people come from the Bay Area or Los Angeles to Sacramento and they don’t meet and engage with young people from Sacramento,” explained Pinkston. In March 2013, Pinkston, Skjellerup, and other leaders helped to disrupt the fragmentation and marginalization that young people across the state experience by organizing an exchange and training gathering, bringing together more than twenty youth leaders from BHC sites in Fresno, Sacramento, Oakland, South Kern, Merced, and Coachella to learn from one another. Part of the strategy was to have young people learn about proposed discipline-related legislation before they come to Sacramento and use their stories to educate legislators about how the bills relate to their experiences. The youth leaders also developed a youth petition campaign around discipline reform to augment the policy advocacy work of adult allies. Providing these opportunities for exchange and joint action has created “more of a live connection among youth,” said Pinkston.

SANTA ANA

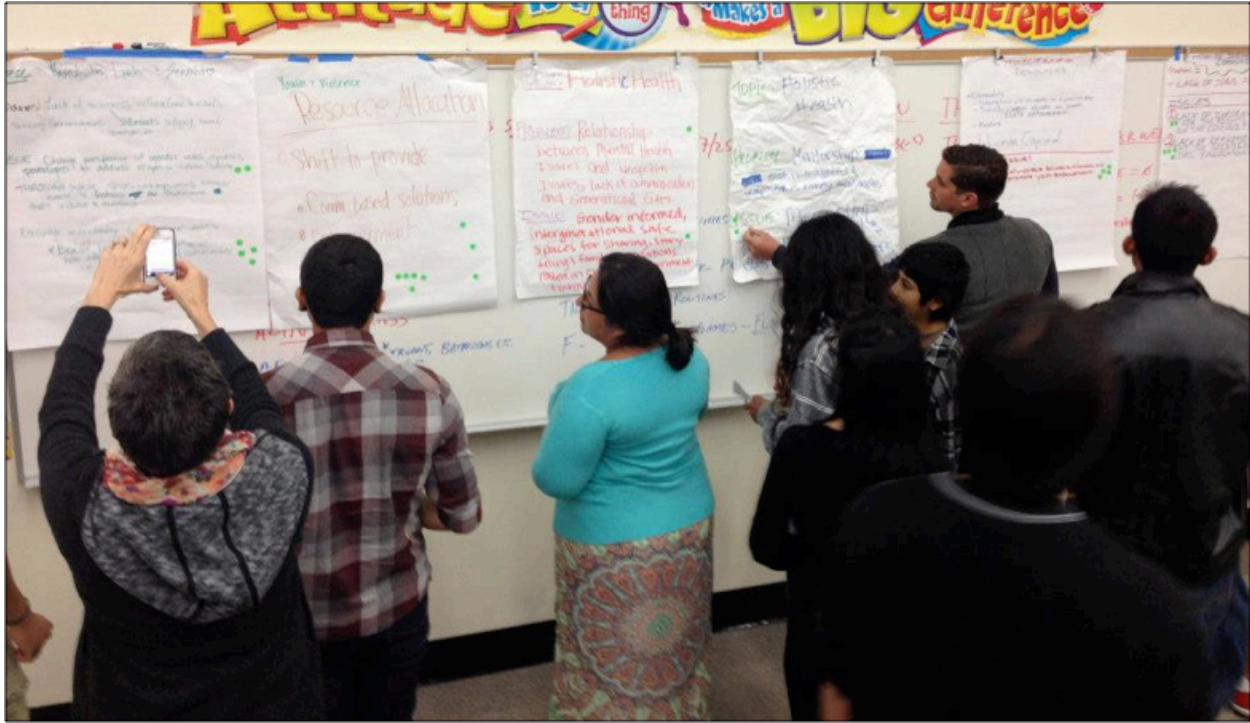
Santa Ana Key Best Practices

1. Foster openness to diverse organizational approaches and align organizations around a shared passion for youth and social justice.
2. Use culture and creativity to address the life and developmental needs of young men of color, as well as developing their leadership to advocate for systems change.
3. Engage youth leaders and adult allies in an open and shared process to develop innovative activities and unexpected solutions.
4. Support a willingness to learn from mistakes and openness to experimentation.

Strategic Direction and Alignment: A Shared Passion for Youth and Social Justice

Boys and Men of Color efforts emerged in Santa Ana when members of the Youth Engagement Grantees and Organization (YEGO) network of the Building Healthy Communities (BHC) initiative were provided with the opportunity to bring a cohort of young men of color to participate in a 2012 BMoC Summer Enrichment Camp. While they came from different organizations with a range of approaches to working with youth, the staff members from YEGO partner organizations shared strategic alignment around Boys and Men of Color work. According to Pablo Avila, Community Organizer at KidWorks, the anchor organization for BHC youth engagement efforts in Santa Ana, “The staff who sit together in the YEGO network come with a shared passion for youth and social justice.” The shared passion and openness to one another’s organizational approaches have helped the network youth workers pivot away from competition toward a shared direction in their collective efforts.

Each YEGO partner organization has a youth group that they work with every week. Staff members who work with youth have solid background in youth work and understand how and when to relinquish power and how to develop programs hand-in-hand with youth. There is a shared focus on supporting young people to become future organizers and community leaders. Furthermore, alignment with the Santa Ana BHC Program Manager and Hub Manager facilitate the collective work of the partner organizations. The Program and Hub Managers trust the work of adult staff working with youth and are available as allies to support on-the-ground efforts.



Participants practice “dot democracy” at a Boys and Men of Color Summit in Santa Ana in April 2013. Photo by Santa Ana Building Healthy Communities.

From Control to Creativity: Unleashing Innovation and Unexpected Connections

In Santa Ana, where BMoC efforts emerged before the site received any specific funding for the work, remarkable innovation and experimentation has generated unexpected solutions and initiatives. When staff from the YEGO partner organizations in Santa Ana wanted to identify and prepare a strong group of young leaders to participate in the BMoC Summer Enrichment Camp, they developed a “syllabus” of activities and resources for the young men. Rather than developing a process that was tightly controlled by the adults, staff from the partner organizations worked with young men to develop creative and innovative activities that prepared the young leaders to maximize their participation in the Summer Enrichment Camp. (See appendix for the Santa Ana Summer 2012 BMoC Syllabus.)

The syllabus of leadership development opportunities in Santa Ana fostered positive dialogue between the young men and adult allies and helped the youth see the Enrichment Camp as a leadership development and learning opportunity, not a field trip. For example, the YEGO groups organized a “storytelling” day that brought together ten community elders and eight young men for dialogue about growing up in Santa Ana. The event was organized as a men’s talking circle, which allowed all the participants to feel comfortable with opening up and being

vulnerable. Another event took a creative approach to different learning styles and addressing key issues facing Boys and Men of Color in Santa Ana. Instead of organizing a typical workshop session, the group organized one-on-one conversations between five adult mentors and five youth leaders during a hike. The activity paired up adults and youth, which allowed the youth to bring up topics to discuss and the adults to connect more deeply with youth based on their shared experiences.



Discussion around educational issues affecting young men of color in Santa Ana during the April 2013 Boys and Men of Color Summit. Photo by Santa Ana Building Healthy Communities.

The innovative and creative process of preparing Santa Ana young men leaders allowed them to take full advantage of the Summer Enrichment Camp. They returned to Santa Ana motivated and fully engaged as partners with their adult allies. The momentum from the summer helped youth and adult leaders to organize a very successful Boys and Men of Color Summit in Santa Ana in January 2013. As was true with the process leading up to the Summer Enrichment Camp, the preparation for the Summit was a genuine partnership between youth and adults and unleashed the creativity of all engaged.

As a result of the openness to different methods of engagement, systems leaders, including the Orange County Probation Department, have approached the BMoC group and now seek to support better outcomes for young men of color. More than half of the workshop presenters at the Summit were young people themselves and creative expression and culture were interwoven throughout the event. According to Moises Plasencia, a Youth Organizer at KidWorks, Summit participants created an “art installation piece that included a pyramid of oppression and a pyramid of liberation” to reflect local struggles. “We worked with local artists to do wheatpasting, stencils, free art, and graffiti art” sessions, said Plasencia.

One of the best practices around creativity and innovation in Santa Ana, explained Pablo Avila of KidWorks, is “being open to have folks call out mistakes.” “I got so involved in the Boys and Men of Color work that the young women in [KidWorks’] Youth Empowerment Network noticed my absence,” said Avila. When the young women called attention to the gender imbalance in staff priorities, a willingness to learn from mistakes and openness to experimentation led staff members to support the young women leaders in the Youth Empowerment Network in creating their own space for a Girls and Women of Color team, known as “GWOc”. This year the GWOc leaders will participate in their own academy focused on social justice and leadership development. As one of the first BHC sites to provide a leadership space for girls and women of color, Santa Ana provides a model of originality and resourcefulness for the rest of the state.

CITY HEIGHTS–SAN DIEGO

City Heights–San Diego Key Best Practices

1. Listen to and lift-up the stories and experiences of boys and young men of color and their families as a first step in addressing disproportionate contact with the juvenile justice system.
2. Build relationships with juvenile justice systems leaders to advance proactive alternatives to enforcement and incarceration.
3. Prepare systems and community leaders to engage in collective problem-solving in a way that shares power with community members.
4. Identify internal systems champions to help promote collaborative and alternative solutions.

Proactive Stance: Shifting from Over-Enforcement to Restorative Justice

Efforts to address the conditions facing boys and men of color in the City Heights community of San Diego arose when community members brought their concerns to leaders in the City Heights Building Healthy Communities initiative. Concerns with “the level of over-enforcement and police presence that occurs in this community came to us from the community, parents, and family members,” explained Diana Ross, Collaborative Director for Mid-City Community Advocacy Network, who also serves as Hub Manager for the local BHC initiative. “They raised issues of their kids getting caught up in the system and the impact it had on their education,” she recollected.

To build a proactive campaign agenda to promote alternatives to enforcement and incarceration, the Peace Promotion Momentum Team of the City Heights BHC began with the stories of Latino and East African, primarily Somali, families.³ “There was a rumor in City Heights that Latino and Black boys had overwhelmingly disproportionate arrest and incarceration rates,” said Ross. While disproportionate contact with the justice system had been a national trend for youth of color, Momentum Team leaders wanted to back up the City

³ See the appendix for the detailed vision of the City Heights Peace Promotion Momentum Team. Contact Mark Tran at Mid-City CAN for more information on this and other resources: mtran@midcitycan.org, (619) 283-9624 x 249.

Heights anecdotes with data and “started knocking on the doors [of systems leaders]” to collect the data, recalled Ross. Ross said the team approached the police chief and District Attorney before having the data. “It was actually the relationship-building that got us the data,” she said.



Members of the City Heights Peace Promotion Team meet with Sujatha Baliga, Director, Restorative Justice Project, at the National Council on Crime and Delinquency in Northern California. Photo by Raymond Gamez, a Mid-City CAN Youth Council member.

At first, the response of leaders from the justice system was to invalidate the perspective of community residents, but two independent sources—the Annie E. Casey Foundation and the San Diego Association of Governments (Sandag)—corroborated the community’s experience. A 2008 Sandag report highlighted that disproportionate contact with the juvenile justice system was a reality for Latino and Black youth, which found that in the San Diego County juvenile justice system, “Hispanic youth were 2.8 times and Black youth were 1.8 times more likely to be detained in Juvenile Hall . . . compared to White youth.”⁴

The effective practice of relationship building with San Diego systems leaders led to one of the biggest successes from the efforts to influence the lives of boys and men of color in City Heights. “A guiding table has been created that includes all executive level juvenile justice heads and 10 community members who’ve been impacted by juvenile justice,” Ross said. “They meet weekly to develop solutions and alternatives to incarceration.” One of the key proactive alternatives to emerge was “to implement a restorative justice practice known as ‘study circles,’ which identifies crime hotspots and engages community members in actively

⁴ Sandra Keaton, et al. San Diego County’s Juvenile Disproportionate Minority Contact (DMC): Identification and Assessment, Sandag, December 2008. (Available at: http://www.sandag.org/uploads/publicationid/publicationid_1423_9305.pdf)

keeping these neighborhoods safe,” explained Ross. “All of this is happening within 1,000 feet of schools [in what’s] called ‘microspots’. We’re also looking at restorative justice counseling as an alternative to referrals to police departments from the schools.”

One element that fostered the successful formation of the guiding table was the fact that the “Probation Chief, Mack Jenkins, has become a champion for the project and spoke up to support the work when other systems leaders were skeptical,” explained Ross. “Identifying that internal champion, one who has a lot of influence, has been a best practice.”



Youth leaders from City Heights participate in the 2012 BMoC Summer Enrichment Camp. Photo by Mid-City CAN.

Stepping Into Power: Leveling the Field between Systems and Community Leaders

Genuine power sharing between systems leaders and community members in the guiding table’s efforts to promote alternatives to enforcement and incarceration arose as one of the key challenges and lessons learned in City Heights. “A lot of the over-enforcement has to do

with people who dominate decision-making,” Ross said. “Part of making a shift to more restorative practices doesn’t just require buy-in [from systems leaders], but real power-sharing.” One of the lessons learned in leveling the balance of power between systems leaders and community members was “to include the ‘old guard’ power players in the process. We’ve definitely seen the District Attorney move toward a more restorative perspective,” recounted Ross. Part of this process included helping systems leaders shift their orientation toward the community. “There’s an assumption that only community people need capacity-building, but you have to prepare both groups to engage,” explained Ross. “You have to prepare systems stakeholders as well.”

As with BMoC efforts in other places throughout California, “listening to and lifting up stories of community members has been a best practice” in shifting this balance of power, said Ross. The concerted efforts of the Peace Promotion Momentum Team laid the foundation so that “juvenile justice executives wanted to sit down with community members. They don’t want kids to end up in jail and [they know] the data speak to the problem,” explained Ross. “Administrative and elected officials want to hear from their constituencies, not only from advocates. The average person really knows what they are talking about and they are experts in their own lives. On-the-ground grassroots listening campaigns and leadership development go a long way” toward building community power and support for proactive alternatives, Ross concluded.

V. Summary of Best Practices and Lessons Learned

The best practices and lessons gleaned from on-the-ground efforts across California can be summarized both within the framework of the more immediate policy and systems change goals of the statewide Alliance for Boys and Men of Color and the broader framework of movement pivots offered by Movement Strategy Center. The following summary is provided as a “reference guide” for effective practices in realizing near-term systems change goals and laying the groundwork for a long-term social movement.

Changing the Conversation

The case studies in this report exemplify best practices and lessons learned for changing the conversation and reframing the public debate around boys and men of color. By developing relationships and opening dialogue among public systems leaders, community leaders, and young men of color, many of the local initiatives are raising awareness of the issues facing boys and men of color and sharing information and resources. Rooted in the experiences and knowledge of boys and men of color and their families and communities, many of the initiatives are providing critical forums for boys and men of color to speak for themselves, especially with local decision-makers, while at the same time promoting healthy and positive images of boys and men of color as community stakeholders and leaders.

Best Practices for Shifting from Isolation to Interdependence

- Listen to and lift up the stories and experiences of boys and young men of color and their families as a first step in addressing systemic disparities.
- Build relationships between organizers working on issues impacting boys and men of color and staff from local organizations to support greater understanding of the systems change and leadership development goals of the Boys and Men of Color initiative.
- Convene local public systems leaders and nonprofit community partners around a “collective impact framework” focused on boys and men of color.
- Lift up storytelling as a central practice in the relationship-building and policy change process.
- Build relationships with systems leaders to advance proactive alternatives to enforcement and incarceration.

- Build a multiracial coalition of young men of color leaders and organizations from local communities within a wider region and develop a shared analysis of the key conditions and barriers facing boys and men of color across the region.
- Unify ethnic-specific anchor organizations in a committee focused on school push-out issues facing boys and young men of color with balanced representation from ethnic communities.

Creating Local Impact

A focus on building collaborative efforts and coalitions runs across all of the local initiatives described in this report, a focus that becomes especially critical in efforts to change systemic policies and institutional practices impacting the outcomes and life chances of boys and men of color. Of particular interest to efforts to engage and organize young people, most of the local initiatives have given rise to effective practices and models that intentionally build the leadership capacity and social power of boys and young men of color.

Best Practices in Shifting from Reactive to Proactive Stance

- Put forth an alternative vision for school districts and juvenile justice systems to prioritize restorative justice practices in their approach to discipline and enforcement.
- Create youth-led subcommittees to build broader support and raise the profile of the policy advocacy campaign with decision-makers.
- Establish or build upon working relationships and maintaining open lines of communication with elected officials and public administrators to advance an agenda around proactive policy reform and alternatives to punishment, enforcement, and incarceration.
- Identify internal systems champions to help promote collaborative and alternative solutions.

Best Practices in Shifting from Marginalization toward Stepping into Power

- Engage youth leaders in an array of training and leadership development opportunities to understand and have ownership of local policy change efforts.
- Build relationships and leadership among young people of color to create a strong foundation of youth leadership before launching advocacy.
- Ensure that all major campaign decisions are vetted through youth/adult partnerships.

- Utilize subcommittees to provide rich opportunities for youth leaders to engage in hands-on campaign work, develop shared strategies, and build hard skills and issue analysis.
- Prepare systems and community leaders to engage in collective problem-solving in a way that shares power with community members.
- Use culture, creativity, and innovative approaches to address the life and developmental needs of young men of color, as well as to develop their leadership to advocate for systems change.
- Engage young people, especially young men of color, in gender-specific healing circles that take them through a process of healing and understanding their personal power and purpose.

Best Practices in Shifting from Competition toward Alignment and Strategic Direction

- Align a wide range of systems leaders and community partners around a set of shared principles across sectors and organizations.
- Define a strategic focus on policy for young men of color to allow systems leaders and community partners to move with diverse strategies and functions in the same direction.
- Provide framework trainings around the youth engagement continuum and a youth organizing approach to foster alignment and support for youth advocacy and organizing among a wide array of youth-serving organizations.
- Work with youth leaders to identify and prioritize key policy reform issue for a collaborative, youth-led campaign that unites a range of organizations and funding opportunities.
- Foster openness to diverse organizational approaches and align around a shared passion for youth and social justice.

Best Practices in Shifting from Control to Creativity

- Develop an open process for staff from partner organizations to work with young men to offer creative and innovative leadership development activities.
- Create a “syllabus” of leadership development opportunities to foster positive dialogue between the young men and adult allies.
- Interweave creative expression and culture throughout community events engaging boys and men of color.
- Foster a willingness to learn from mistakes and openness to experimentation among staff and youth leaders.

Advancing Effective Policies and Practices

Many of the place-based efforts described in this report are promoting proactive policy agendas to advance a positive impact on the opportunities and conditions for boys and men of color. In particular, successful advocacy and organizing campaigns have achieved recent policy victories that promote positive alternatives to punitive discipline and enforcement-focused practices in the arenas of schools and public safety. From the elimination of suspensions for “willful defiance” in the Los Angeles Unified School District to the establishment of restorative justice practices in Fresno and San Diego, local campaign wins are blazing the trail for parallel policy change efforts at the state level.

VI. Appendices and Resources

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Movement Strategy Center – The Five Movement Pivots

Pretty much everyone agrees: The changes we need are still bigger than the movements we've built. The challenges we face — ecological disaster, economic inequity, structural racism, to name a few — demand a quality and quantity of response that right now we only glimpse signs of, every now and then.

The present moment is — must be — about social justice being bolder, more alive and more impactful. In order to get in and truly change the game, collectively we need to have the courage to embrace a bold, inspiring vision and align that vision with sharp strategy and discipline. We need to take on the bigger fights, reshape the narrative and lift up our values, inspire and assume support from the majority, collaborate with each other with deep commitment, and bring spirit and culture to both lead and sustain.

How do we do this? Using our own experience (both accomplishments and failures), listening to the stories told among our partners and allies, and observing the broader patterns in social movement work today, MSC has sought:

- To name some of the key challenges which exist in US social movement building today,
- To imagine how our work would look and feel if we overcame those challenges, and
- To describe key qualities of movement building that allow us to make the shift from old challenges to new ways of being.

MSC has come to call these five shifts The Movement Pivots. The table on the next page provides a snapshot of the Movement Pivots. We hope that our presentation of these movement pivots contributes to the exciting and soul-searching dialogue happening across so many movements.

Five Movement Pivots

Movement Challenges: Where We're Stuck	Movement Strengths: Where We Can Go	Effective Movement Building: How We Can Get There
Isolation Narrow focus; issue fragmentation and geographic isolation.	Interdependence Acting as one organism; unified, whole.	Hold Broad Awareness Broad awareness of movement ecosystem, relationships, and roles.
Defensive Stance Reactive and fighting for reform around the edges.	Offensive Stance Shifting the parameters of debate, opening new possibilities, radically transforming ourselves and society.	Lead with Bold Vision and Purpose Pro-active; envision beyond what is politically possible; lead with what we want.
Marginalization Those most impacted by systems of oppression are marginalized in the movement.	Stepping into Power Create a new center where we are, grounded in our strengths and most impacted communities.	Ground in People, Community, and History Centralize the leadership and strategies of people of color and other frontline groups; shift power and funding.
Competition Lack of alignment; scarcity mentality; false dichotomies.	Strategic Direction Moving with diverse strategies and functions — all in one direction; irresistible, powerful, bigger than the sum of its parts.	Align and Move Movement level strategy and coordination; acting from a "We"; transcending binaries and finding a third way.
Control Pressure to "know" and "succeed" constrain us from thinking creatively and taking risks.	Creativity Unexpected solutions that work for the highest good of all; tapping into the great unknowable creative impulse for freshness, beauty, resonance.	Trust and Innovate Trying on new ideas and approaches; fiercely respecting and paying attention to each other's humanity with curiosity and trust; taking risks, making and learning from mistakes.

BMoC (Boys and Men of Color) 101: Understanding our Framework Workshop Curriculum

Developed by Jovida Ross, Movement Strategy Center, with input from Ingrid Benedict, Jeremy Lahoud, Luis Sanchez, and Janelle Ishida

Exercises:

1.	Opening	5 minutes
2.	Be a Man – Stereotypes about gender and race	40 minutes
3.	Race, Justice, and Community Systems	40 minutes
4.	Collective Solutions / Intro to BMoC Alliance & Leadership Academy	10 minutes
5.	Tree of Strength – Asset-based understanding of BMoC	25 minutes
	Total Time	2 hours

Exercise 1: Opening

Purpose Orient the participants

Time 5 minutes

Procedure Briefly introduce the topic and define the purpose of this session.

Essential Points ♦ This session explores the analysis that informs the Boys and Men of Color (BMoC) alliance.

Exercise 2: "Be a Man" Adapted from Paul Kivel's "Act Like a Man Box"

Purpose ♦ Identify and discuss stereotypes of what it means to "be a man."
 ♦ Explore how race and gender stereotypes interact.
 ♦ Examine how cultural messages about gender/race can affect human behavior and life experiences in school, work, health, and family.

Time 40 minutes

Materials ♦ Easel pad, butcher paper, dry-erase board or blackboard
 ♦ Markers or chalk

Procedure 1. Ask participants if they have ever been told (or heard someone else told) to "be a man." Ask them to share some stories (one or two from the room). Why did the individual say this? How did it feel to hear this? (3-5 mins)

2. Real Man Brainstorm (8-10 mins)
 Ask: What comes to mind when someone refers to a "real man"?
 We want to identify all types of hidden meanings behind this phrase.

-
- It's OK to name stereotypes!
 - It's also OK if the answers are contradictory; we are trying to flush out all kinds of stereotypes. For example, a "real man" might be a construction worker, or he might be a surgeon. These couldn't be true at the same time, but are both common ideas of a "real man."
-

During this brainstorm, tease out nuances when people volunteer ideas. Ask for a variety of examples. Pay attention to race, and prompt for nuances related to race; ask if there are different answers to the brainstorm questions depending on the color of his skin? Also probe for different circumstances: for example, when is it OK to show excitement?

Pose the questions listed below one at a time; write brief answers in the middle of the flipchart or board, leaving space around the outside for the second part of the exercise. (We are limited by time, so the brainstorm does not need to be exhaustive, just enough to paint a picture.)

- What does the "real man" look like? Physical size? How does he dress?
- What does he do for a living?
- What was he like in school? (Prompt for social & academic behavior.)
- What does he do for fun? What makes him feel good?
- What is he like in relationships? Who does he date? How does he treat that person? What are his friendships like? Does he have a family? What are his family relationships like?
- What emotions does he show? (Prompt people to name specific feelings; does he feel mad? What else?) What does he do when he feels hurt? What does he do when he feels happy? What does he do when he makes a mistake? How does he celebrate success?
- What else can you say about him?

Some examples of responses are listed at the end of this module.

When brainstorming is over, draw one big box around all of the words.

1. Discussion (15 mins)

Explain that this is the "Act Like a Man Box." It represents social expectations of men. Discussion questions might include:

- How do you think this box might influence you or some of the men in your life?
- Are there positive things in the box?
- Is this box limiting for men? How?
- Is it possible to be all of these things? (Point out contradictions, such as the construction worker/surgeon.)
- How do the expectations in the box come up at school?
- How do they come up at work?
- How do they come up in your relationships? (dating, friends, family)

2. Outside the Box Brainstorm (3-5 mins – does not need to be exhaustive)

Ask, "What are men called who do not fit these descriptions?"

Write these words outside of the box. Give participants permission to be crude, but provide context: these are things we've heard, we want to be frank about them here, that doesn't mean we're endorsing these beliefs.

3. Discussion (5-8 mins): Build on the earlier discussion.
- Does race make a difference here? If yes, how so? Possible follow-up question to dig deeper: How does what's "inside the box" look different if we think about the expectations for African American men? Latino men? Pacific Islander men? Southeast Asian men? (and so on)
 - What categories do these words fall in? (usually: feminine, gay, weak, outcast)
 - Are any of these words positive? (Notice that the words outside of the box are all negative. Many of the words inside the box can be both positive and negative.)
 - What are the consequences of acting outside the box? NOTE: acting inside the box can give access to social power.
 - Do you or people you know ever act outside of the box on purpose? What happens?
 - Do people ever feel like or identify with the outside of the box, but act like they're inside the box? How might this affect someone's health?
 - What does this mean for social messages about women? What about gay people?

Points to mention, if they don't come up in the discussion:

- There is a similar box for women.
- These boxes influence how we act, and also how other people act towards us.
- Social messages suggest that people are either all the way in the box or all the way out of the box. But actual people are neither completely one nor the other.
- Based on the constraints of the box, men are often not taught to deal with emotions other than anger, since expressing emotions such as sadness or pain are perceived as weaknesses. Because of this men often have a limited peer group with which to express their feelings, but feelings are a natural part of being human, we all have them. This is a part of health!
- Remember, we already said that no one can live "in the box" 100% of the time. So that means we all get called some of the negative things outside of the box, some of the time. We also might put these pressures on ourselves, internally.
- Some people will pick one of the "real man" characteristics and carry it to extremes so that others do not notice that the person is not all of the other things.
- NOTE: words may have different meanings in different subcultures – what does not seem like a negative word in one culture or setting may be very negative in another. For example: punk as cultural expression, punk as a negative term for the "bottom" in gay sex.

4. Any final thoughts?

Essential Points	<ul style="list-style-type: none"> ♦ Racial stereotypes and gender stereotypes are connected. ♦ Men experience a variety of pressures because of gender. This affects how we act and how other people treat us in school, work, on the street, in our families, and it can also affect our health. ♦ Every person has assumptions and beliefs about masculinity; our goal is to make these beliefs more conscious, so that we can make our own choices about our behavior.
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Exercise 3: Race, Justice, and Community Systems

Purpose	♦ Understand how social systems create barriers based on race and gender for Boys & Men of Color within key arenas of schools, juvenile injustice, health, and employment.
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Time	40 minutes
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- Materials
- ◆ Flipchart pages & tape, set up in four different stations with two sheets of paper. Label each station:
 - a. School
 - b. Legal system
 - c. Health & Wellness
 - d. Career, Employment, Wealth
 - ◆ Markers at each station
 - ◆ Four print-outs of instructions for each small group that list questions (see appendix)
-

Procedure

1. Introduction (5 minutes). The last activity explored cultural values and beliefs that influence individual experience and behavior. We are also interested in what experiences we have in common, and how social structures shape our experiences. This is an alliance specifically focused on Boys & Men of Color, so we are interested specifically in how social structures relate to race and gender.

Inquire: What are social structures? Ask the group to give an example or two, then summarize: social structures are relatively stable arrangements of institutions, values, and behavior patterns among people in a given society.

Possible examples to cite: family structure, education... etc.

2. Tour (15 minutes – 2 minutes discussion per station + time for instructions, rotation). Divide into four groups. Each group will start at a different “station.” They’ll spend 3 minutes at each station, then rotate to the next one. At each stop, they’ll have a different question to consider.

Stop #1: List one to three examples of racial inequity (or injustice based on race) in this area. It is OK to use the first examples that come to mind, they do not have to be the most “important” examples, we are just getting the conversation started.

Stop #2: Read the examples at this station. Can you think of an example of something that’s unjust based on race and gender? Add it to the list, or add to one of the examples already on the page.

Stop #3: Read the examples of injustice in this area. What is one change that could help create more justice around race in this area?

Stop #4: Read the examples of inequities in this area, and the ideas for creating racial justice. Is there a change that would help create more justice around race and gender in this area?

3. Discussion (15 minutes).

- What are some of the social systems involved in these areas of our life? List out:
 - schools
 - legal system (could list specific parts of legal system: police, courts, etc)
 - health care
 - food production & distribution
 - infrastructure like parks, access to safe/healthy outdoor space
 - business, banks, money & systems that govern/distribute money
 - What are some ways that these systems create barriers for boys and men of color?
 - What are some ways that these systems could promote justice instead?
-

- Summarize: As a society, we more or less take for granted a context of white leadership, dominance, and privilege. Explain that we call this structural racism. Structural racism happens when individuals and social systems maintain a racial hierarchy.

- Essential Points
- ♦ Structural racism creates systemic barriers that perpetuate racial injustice.

Exercise 4: Collective Solutions

Purpose	<ul style="list-style-type: none"> ♦ Introduction to the BMoC Alliance ♦ Preview BMoC Leadership Academy Sessions
Time	10 minutes (this could become a longer activity with more discussion about the priorities in each area, and what attracts the participants to a particular priority).
Materials	<ul style="list-style-type: none"> ♦ Handouts: BMoC Alliance Mission & Vision, List of Leadership Academy Sessions ♦ "Gallery walk" butcher pages of Alliance priorities in the four areas of: <ol style="list-style-type: none"> Schools Legal system Health & Wellness Career, Employment, Wealth (see appendix)
Procedure	<ul style="list-style-type: none"> ♦ Explain that the BMoC Alliance was formed to address the barriers that we've been exploring, and to generate collective solutions to these challenges. ♦ Read aloud the four priority areas of the BMoC Alliance. Give participants 1-2 minutes to look at the butcher pages of each priority and decide which is most important to them individually. Have each participant stand next to the priority that is most important to them. ♦ Shout-outs: One person from each station: Why are you standing where you are? ♦ Summarize essential points (listed below)
Essential Points	<ul style="list-style-type: none"> ♦ The BMoC Alliance has formed specifically to address the barriers we've explored today. ♦ We'll create lasting change if we work together collectively to shift the structures that shape our lives. ♦ Other workshops in the BMoC leadership academy explore these topics and strategies further.

Exercise 5: Tree of Strengths Adapted from the Tree of Knowledge by Larry Olds

Purpose	♦ Identify individual and collective assets that can be applied to creating healthy lives for BMoC
Time	25 minutes
Materials	<ul style="list-style-type: none"> ♦ Construction paper –pre-cut into shapes to represent the six categories: Roots, Trunk/Bark, Branches, Leaves, Flowers, Fruit. ♦ Prompts for each small group, describing what their category represents. ♦ Markers ♦ Painter's tape ♦ A blank wall/space to post
Procedure	<ol style="list-style-type: none"> 1. We've been exploring some of the challenges that boys & men of color face. But our stories are

not all about challenges. We also have tremendous strengths that help us navigate these challenges. We have individual strengths, such as talents, and we have strengths that we draw on in our families, cultural traditions, and communities. We want to close today by remembering some of our individual and collective strengths. (5 mins)

2. Tree of Strengths (15 minutes)

Break into six small groups. Each group is assigned a category: Roots, Trunk (or Bark), Branches, Leaves, Flowers, Fruit. Each group receives construction-paper that is pre-cut to represent this category. Each person takes two pieces of paper.

Each group receives the prompt related to their category. Ask them to take two minutes to write a word or two on each shape:

- Roots: something from your family that is valuable to you in your life.
- Trunk (or Bark): Knowledge you learned (in or out of school) that improves your life.
- Branches: something from your cultural tradition(s) that is valuable to you in your life.
- Leaves: personal qualities that are valuable to you in your life.
- Flowers: a person in your life who supports you.
- Fruit: community resources that make your life better.

Ask participants to paste their shapes on the wall, constructing a collective tree. Ask for two volunteers per category to share one of their examples (so two roots are named, two bark, two branches, two leaves, two flowers). Point out that we each have many more examples in each category.

3. Stronger together: our collective forest (5 mins)

Ask the group to consider how combining our strengths together could help us create lasting change and justice for all of us. (This is a rhetorical question for now.)

Essential
Points

- ♦ We have individual and collective strengths we can draw on to navigate the challenges we encounter.

BMoC 101 Workshop Resources:

- 1) Act Like a Man Box Examples
- 2) Community Systems Tour
- 3) Key BMoC Alliance Issues and Goals
- 4) Example of Tree of Strengths
- 5) BMoC Alliance Overview
- 6) BMoC 101 Workshop Definitions

ACT LIKE A MAN BOX EXAMPLES

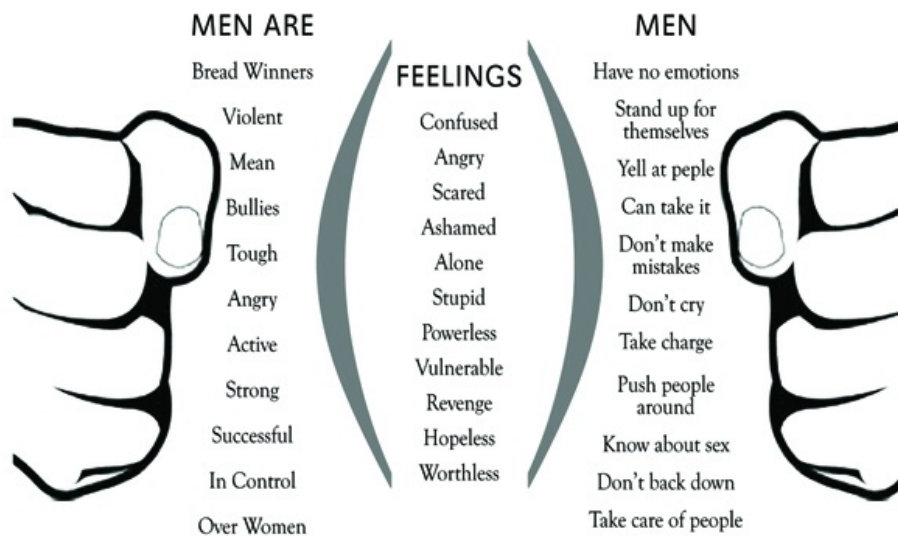
Inside the box might be examples such as:

- | | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> - Built / muscular - Good-looking - Works with hands - Wears a suit - Tall - Can dance - Aggressive - Assertive - Be tough - Do not cry - Yell at people - Show no feelings - Not violent but takes initiative - Confident - Likes sports - Smart - Drinks beer - Well-networked - Doesn't cry - Good money-making | <ul style="list-style-type: none"> - Fireman - Cop - Accountant - Doctor - Sales - Strong and silent - Doesn't communicate - Relationships with women - Superficial relationships - "Guy's guy" - Hangs out with guy friends - Watches sports - High-fives - Polite - A lot of taking, not giving - Take care of other people - Do not back down | <ul style="list-style-type: none"> - Suave - Rich and powerful - Thinks he's an expert lover - White - Comes from privilege - Women are objects, status - Working class - Needs women for sex - Needs women for mothering, caretaking - Shows anger - Shows excitement at sports - Shows no vulnerability or sadness | <ul style="list-style-type: none"> - Provider - Rescuer - Always economically stable - Always the "rock" - Has to please everyone - Pressure - Must be in control - Everything in his life is perfect - Crew cut - Works out a lot - Rigid - Ambitious - Proud - Competitive - Patriotic - Responsible |
|---|---|--|--|

Outside the box might be:

- Punk
- Freak
- Sissy
- Wimp
- Sensitive
- Fag
- Gay
- Mama's boy
- Pussy
- Bitch
- Weak
- Boy
- S.O.B.
- Whipped
- Hen-pecked
- Girl
- Prick
- Flaming
- Loser

Another interpretation (from blogs.longwood.edu/mangumel)



Community Systems Tour

You are starting a “tour” through four different areas of social structures and community systems. There are four stations, each representing a different area:

- a. Schools
- b. Legal system
- c. Health & Wellness
(consider: healthcare, food access, physical activity, access to safe & healthy spaces)
- d. Career, Employment, Wealth

You’ll have 4 minutes at each station, and then rotate to the next one. Each group should designate a facilitator and a note-taker (to write on the butcher papers).

At each stop, you’ll have a different question to consider:

Stop #1: On the paper provided at this station, please list one to three examples of racial inequity (or injustice based on race) in this area. It is OK to use the first examples that come to mind, they do not have to be the most “important” examples; we are just getting the conversation started.

Stop #2: Read the examples already listed at this station. Can you think of an example of something that’s unjust based on race and gender? Add it to the list, or add to one of the examples already on the page.

Stop #3: Read the examples of injustice in this area. What is one change that could help create more justice around race in this area?

Stop #4: Read the examples of inequities in this area, and the ideas for creating racial justice. Is there a change that would help create more justice around race and gender in this area?

Key BMoC Alliance Issues and Goals

Schools

- Achieve 100 percent high-school graduation rates among boys and young men of color by strengthening the performance of public schools and reducing expulsion rates.
- Ensure boys and young men of color live in safe neighborhoods and can attend safe schools.

Juvenile Justice

- Reduce the number of youth who enter the juvenile justice system and ensure that those who leave the system have the skills needed to succeed.

Health

- Increase access to health services that recognize the strengths and assets of boys and young men of color while also responding to the trauma and chronic adversity that many face.

Employment

- Increase access to the types of education and training that lead to meaningful employment.



Figure 1: An example of a Tree of Strengths Mural

Alliance for Boys and Men of Color Overview

Mission

The Alliance for Boys and Men of Color (BMoC) is an alliance of change agents committed to improving the life chances of California's boys and young men of color. The Alliance includes youth, community organizations, foundations, and systems leaders – like education, public health, and law enforcement officials. The Alliance for BMoC is active at the local and state levels, with a particular focus on Oakland, Los Angeles, and Fresno.

Key Issues and Goals

Schools and Communities

- Achieve 100 percent high-school graduation rates among boys and young men of color by strengthening the performance of public schools and reducing expulsion rates.
- Ensure boys and young men of color live in safe neighborhoods and can attend safe schools.

Juvenile Justice

- Reduce the number of youth who enter the juvenile justice system and ensure that those who leave the system have the skills needed to succeed.

Health

- Increase access to health services that recognize the strengths and assets of boys and young men of color while also responding to the trauma and chronic adversity that many face.

Employment

- Increase access to the types of education and training that lead to meaningful employment.

Principles

- Boys need positive connections to adults generally, and men specifically.
- Boys and young men of color must be seen and engaged as important consumers, advocates, and leaders.
- Policy and systems change efforts must benefit boys and young men of color.
- Boys and young men of color are important assets to California's families and neighborhoods.

Strategies

- **Change the Conversation:** Raise public awareness about issues, promote healthy and positive images, share information and resources, support knowledge creation and dissemination, and provide a forum for boys and men of color to speak for themselves.
- **Create Local Impact:** Develop relationships between local collaborative efforts and place-based coalitions focused on boys and men of color; work in partnership with other philanthropic efforts; intentionally build leadership capacity of young men and boys.
- **Advance Better Policies and Practices:** Craft and promote an actionable policy agenda that connects goals of local coalitions to state-level advocacy; build the capacity in local sites by sharing what works and creating peer-to-peer learning opportunities; and rally support for policy change opportunities.

Boys and Men of Color (BMoC) 101 Workshop: Definitions

Culture – Shared attitudes, values, language, cuisine, social habits, creative expression, and patterns of behavior. Any group of people can have a shared culture; for example a family group may have its own unique values and customs. Subculture refers to a culture that generally shares the cultural characteristics of a larger group, but with unique variations. For example, within a specific school, there may be multiple subcultures that are connected with activities such as sports or theater. Each individual is a part of multiple cultural groups (or subcultures) at one time, such as family, school, neighborhood, workplace, country, etc.

Equity & Inequity – Fair & unfair treatment; justice & injustice.

Ethnicity - Ethnicity refers to a shared cultural heritage, including ancestry, a sense of history, language, religion, customs, values, and aesthetics.

Gender - A social idea that categorizes people based on observable physical qualities connected with biological sex. "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories. Different cultures have different understandings of what is masculine and what is feminine.

Gender Expression - External behavior associated with gender; may include form of dress, body language, and speech patterns. Gender expression is typically associated with masculinity or femininity, but there are variations, combinations, and fluidity among these categories.

Ideology - A set of conscious and unconscious ideas that shape one's point of view.

Institution – An organization created to pursue a particular type of endeavor, such as banking by a financial institution. Can also be used more abstractly: A pattern of behavior or activities (established by law or custom) that is self-regulating in accordance with generally accepted norms. For example, "the institution of marriage" refers to currently defined laws and customs related to marriage.

Institutional Practices – Refers to established patterns of behavior that may not be governed by formal law or policy, but are "the way things are done."

Public Policies - The established course of action by government bodies and representatives; how governments put laws into action.

Race – A social idea that categorizes people based on observable physical qualities such as skin color, body shape or hair type. Race and ethnicity are often used interchangeably, although they refer to different concepts. Racial categories have changed over time, reflecting the fact that race is a social concept. Biologically, there is more genetic variability (difference) within any given racial group than between two racial groups.

Racial Hierarchy – A system of ranking people based on race, with the group at the top having the most power and authority.

Social Structures - Social structures are relatively stable arrangements of institutions, values, and behavior patterns among people in a given society. We often take these structures for granted; it is often easier to see social structures clearly from outside a given culture/society.

Structural Racism – Structural racism happens when individuals and social systems maintain a racial hierarchy. An understanding of structural racism helps us see the ways that history, ideology, public policies, institutional practices, and culture interact to maintain a racial hierarchy that endures and adapts over time.

Tools from Local Initiatives

- Fresno Unified School District Restorative Justice Resolution, May 2013
- Oakland-Alameda County Alliance for Boys and Men of Color overview
- Long Beach “Every Student Matters” School Climate Survey
- Los Angeles Unified School District School Discipline Policy and School Climate Bill of Rights, May 2013
- Santa Ana Summer 2012 BMoC Syllabus
- City Heights Peace Promotion Team Vision

RESOLUTION OF THE FRESNO UNIFIED SCHOOL DISTRICT BOARD

In Support of a Restorative Justice Framework

WHEREAS: The Students United to Create a Climate of Engagement, Support and Safety (SUCCESS) Team has worked tirelessly to support restorative justice as one strategy to create healthy school climates that support positive youth development; and

WHEREAS: Data collected from school districts throughout California indicates that suspensions and expulsions have a disproportionate impact on certain students and therefore, the Board recognizes the importance of systemically reforming discipline policies and practices to incorporate multiple strategies for improving student behavior so that students receive all available instructional time; and

WHEREAS: Recognizing that misconduct damages relationships between the victim, offender and the community, the practices comprising the restorative justice framework focus on prevention and early intervention, thereby promoting the opportunity to learn, repair harm and restore relationships in six key practices areas: accountability and continuous improvement; relationships and community building; defining and teaching behavioral expectations; facilitating communication between families and schools; interventions to address misconduct short of suspension and expulsion; and use of problem solving strategies and data.

BE IT RESOLVED THAT this Board hereby adopts this resolution to create and implement a school discipline framework of restorative practices designed to restore healthy interactions among students, parents, teachers, administrators and the community that enable participants to learn from their mistakes and be accountable and that connect students and adults with the supports they need to reduce behaviors that lead to suspensions and expulsions and keep students in school on target to graduate. The aforementioned process will begin at some school sites by school year 2013-2014, with a commitment to scale up to additional school sites with all deliberate speed as evidence demonstrates the effectiveness of restorative practices.

The Board requests the Superintendent, or his/her Designee, monitor ongoing compliance by ensuring that policies, procedures, an implementation plan, and timeline are developed by Fall 2013; by incorporating stakeholder input in the policy development, planning, implementation and funding for the plan and by requiring that semi-annual progress reports using disciplinary and attendance data be presented to the Board and stakeholders on the effectiveness of the District's restorative justice and other discipline initiatives in meeting timelines and targeted outcomes, minimizing the loss of instructional time, and improving the disproportional impact of suspension and expulsions.

BE IT FURTHER RESOLVED THAT this Board adopts the following School Discipline Principles and Practices:

- A. Discipline should be equitable, timely, consistent, fair, developmentally appropriate, and match the severity of the student's misbehavior, while ensuring school safety. Discipline practices should eliminate disparities in applying discipline by assuring equitable interventions and consequences across all schools and for all students, with special attention to those who have been disproportionately impacted.
- B. Discipline should teach students and staff to behave in ways that contribute to academic and behavioral success, and to support a school environment where students and staff are positive, respectful and inclusive. Discipline practices should define and communicate expectations for student behavior, as well as staff responsibilities related to student conduct and discipline, and balance the needs of the student, the needs of those directly affected by a student's behavior, and the safety of the overall school community.

- C. Discipline should attempt to prevent misbehavior before it occurs, and use effective interventions after it occurs. Discipline should be used to support students and staff in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction, restorative interventions and guidance offers students an opportunity to learn appropriate behaviors, restore relationships for both students and staff, and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- D. The District and schools shall make every reasonable effort to address misbehavior through family, school, and community-based resources. These efforts involve analyzing individual student needs and adult responses, developing preventive and responsive interventions, and providing disciplinary and educational alternatives, and facilitating students, staff, parents/guardians and the community in working together to provide needed academic and non-academic support to students.
- E. Every effort should be made to engage parents/guardians early in the disciplinary process and to ensure discipline policies, procedures and notifications are culturally and linguistically accessible.
- F. Discipline should start at the lowest possible level and be reasonably designed to change the student's behavior and to minimize the loss of instructional time. Restorative practices and interventions should be prioritized for subjective violations such as dress code violations, willful defiance, use of profanity or obscenity, and student-to-student altercations, both verbal and non-verbal. The application of restorative practices and intervention to bullying and harassment should also be explored.

ADOPTED this 8th day of May 2013 by the Board of Education of Fresno Unified School District by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

Valerie F. Davis, President

Michael E. Hanson, Superintendent

Oakland Alliance for Boys and Men of Color

Alliance for Boys and Men of Color

The Alliance for Boys and Men of Color 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. The Alliance includes youth, community organizations, foundations, and systems leaders from education, public health, law enforcement and economic development. The Alliance is active at the local and state levels, with a particular focus on Oakland, Los Angeles, and Fresno.

Alliance for Boys and Men of Color Goals

The Alliance is working to ensure that California's boys and young men of color are:

- ▶ Are physically and mentally healthy;
- ▶ Live in safe neighborhoods;
- ▶ Succeed in school and work; and
- ▶ Possess the knowledge, skills, and leadership capacity to contribute to communities, and the state's social and economic well being.

Oakland Alliance for Boys and Men of Color

The Boys and Men of Color work in **Oakland** is focused on convening Oakland and Alameda County public systems and non-profit leaders to develop their support and an action agenda for working together to achieve the goals of the Boys and Men of Color (BMoC) Initiative.

Oakland Boys and Men of Color Goals

Goals for Oakland Boys and Men of Color include significantly improving:

- ▶ 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.

Public Systems Leadership Table:

The Public Systems Leadership Table is comprised of Alameda County and City of Oakland public systems leaders and TCE staff. This table will implement several projects throughout the span of the BMoC initiative. The first project is focusing on supporting 100% graduation for all BMoC in Oakland through support for full service community schools. Objectives of this project include:

- ▶ 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

Oakland Boys and Men of Color Partners:

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

Oakland Community Partners

- ▶ Allen Temple Baptist Church
- ▶ East Bay Asian Youth Center
- ▶ East Oakland Building Healthy Communities
- ▶ Black 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

Regional Convener

- ▶ Urban Strategies Council

The California Endowment Staff

Statewide Partners

- ▶ Fenton Communications
- ▶ Movement Strategy Center
- ▶ PolicyLink
- ▶ Warren Institute

In addition to high school graduation, the Leadership Table is working on inter-agency data sharing; a BMoC portfolio highlighting evidence-based policies, practices and programs to improve outcomes for BMoC; development of a system of individualized education and wellness plans for boys of color; and economic and workforce development programs.

Community Partners' Table:

The Oakland Boys and Men of Color Community Partners' Table is composed of nonprofits and faith groups committed to improving life outcomes for African American, Latino, Asian and Pacific Islander, and Native BMoC in **Oakland**. The table has identified several opportunities for action in Oakland in the areas of:

Education

- ▶ Implementing Full Service Community Schools as vehicles for improving education and health outcomes for boys of color
- ▶ Reducing school push-out, drop-out and suspension by reforming discipline policies and practices to emphasize restorative justice practices, trauma-informed interventions and culturally appropriate youth development programs

Criminal and Juvenile Justice

- ▶ Advocating for criminal and juvenile justice reform under California's criminal justice realignment laws (AB109)

Workforce Development and Employment

- ▶ Leveraging public employment and procurement policies to create business and job opportunities for boys and men of color
- ▶ Creating quality employment for BMoC through creation of alternative business models which build community wealth and ownership
- ▶ Linking economic development projects to requirements for job creation for BMoC

In addition to the collective work, partners also conduct individual organizational work related to boys and men of color. Examples include: the Unity Council has implemented a mentoring program for Latino males to increase their access to and usage of health care services through school-based health clinics; the Oakland Unified School District has implemented Manhood Development Programs for African American male students at several middle and high schools; Alameda County Health Care Services Agency has implemented an Emergency Medical Technician Program, drawing from youth involved in the juvenile justice system, which guarantees employment with the local EMT provider upon completion of the program and state certification.

Joining Community Partners and Public Systems:

In addition to coordinated work that each of the BMoC tables engages in, the Initiative looks forward to joint projects and efforts. The first such effort is joint work on a community communication plan to more effectively communicate within public systems and organizations, across communities of colors, 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 include stories about their many successes and contributions to family, community and society.

Urban Strategies Council's Role:

To support our public systems and community partners to build a local, regional and statewide network of organizations and individuals committed to improving outcomes for BMoC through policy advocacy and systems reform.

For more information contact Alicia Olivarez, Program Associate, Urban Strategies Council at (510) 893-1379 or alicio@urbanstrategies.org or visit <http://www.urbanstrategies.org/bmoc/bmoc.php>

BUILDING HEALTHY COMMUNITIES LONG BEACH EVERY STUDENT MATTERS! SCHOOL CLIMATE SURVEY



This survey was crafted by the Youth Committee of the Building Healthy Communities Initiative in Long Beach to assess and identify health factors and experiences related to discipline and school climate.

**Please answer all questions in this survey by clearly checking or circling your response(s) to each question.*

1. Have you ever had an experience with school discipline (arrested on school grounds, cited on school grounds, given detention, sent home, suspended, expelled or transferred)?

- Yes
- No

a. If yes, what type was it? (check all that apply)

- Arrested on/near school grounds
- Cited on school grounds
- Transferred to another school
- Expulsion
- In-School Suspension
- Out of school suspension
- Detention
- ACE/OCS
- Sent home
- Kicked out of class/ made to sit outside of classroom
- Placed with a “buddy teacher”/ sent to another classroom
- Other: _____

b. Reasons for being disciplined*? (check all that apply)

- Talking back/ defiance
- Fighting
- Language
- Weapons possession
- Tardiness
- Dress code
- Drugs/ alcohol/ tobacco
- Theft
- Off campus offense
- Electronics
- Other: _____

c. Do you feel you were unfairly targeted by the current school discipline policy*, Why do you feel it was unfair? (check all that apply)

- Racial discrimination
- Gender discrimination
- Alleged gang affiliation
- Privilege (i.e. popularity, social class, etc...)
- Stereotyped
- Past history
- Because of a learning disability
- Low on credits/ low grades
- Sexual orientation discrimination
- Dress related (i.e. dress codes, “gang attire,” etc...)
- Staff doesn’t like me/ bad reputation with the teacher
- Other: _____

*Current discipline policy meaning either arrested on/ near school grounds, cited on school grounds, transferred, expelled, suspended, sent home or given detention.

- Entered into the database (Youth Committee use only)
- Survey collected by (name) _____

BUILDING HEALTHY COMMUNITIES LONG BEACH EVERY STUDENT MATTERS! SCHOOL CLIMATE SURVEY

2. How do you feel about the use of the current discipline policies* at your school? (check one)

- They use it too often They don't use it enough
 They use it the right amount Not sure

3. How has dealing with the current school discipline policies* affected your ability to succeed at school? (check all that apply)

- Missed homework Fell behind in classes
 Lost credits/ credit deficient Lost interest in school and/or class
 Thought about dropping out Dropped out/ pushed out
 Other: _____

4. Did anyone at your school reach out to you about any of the following resources/ support services? (check all that apply)

- College readiness/ prep Career prep Counseling
 Extracurricular activities After school tutoring Leadership opportunities
 Internships/ job placement Health services/ resources
 Other: _____

5. Use the scale below to respond to the following two statements:

a. Adults at this school work hard to develop meaningful, caring relationships with students.

- Strongly agree Agree Neither agree nor disagree
 Strongly disagree Disagree

b. Adults at this school encourage me to work hard and provide me with the necessary support to succeed in the classroom and/or at school?

- Strongly agree Agree Neither agree nor disagree
 Strongly disagree Disagree

*Current discipline policy meaning either arrested on / near school grounds, cited on school grounds, transferred, expelled, suspended, sent home or given detention.

Entered into the database (Youth Committee use only)

Survey collected by (name) _____

BUILDING HEALTHY COMMUNITIES LONG BEACH EVERY STUDENT MATTERS! SCHOOL CLIMATE SURVEY

6. My experience with school discipline has been/ is:

Pre-school/ Kindergarten	Elementary	Middle School	High School
<input type="checkbox"/> Cited on school grounds <input type="checkbox"/> Kicked out of class/ made to sit outside of the classroom <input type="checkbox"/> Given detention <input type="checkbox"/> Sent home <input type="checkbox"/> Arrested on/ near school grounds <input type="checkbox"/> Transferred <input type="checkbox"/> Suspended <input type="checkbox"/> Expelled	<input type="checkbox"/> Cited on school grounds <input type="checkbox"/> Kicked out of class/ made to sit outside of the classroom <input type="checkbox"/> Given detention <input type="checkbox"/> Sent home <input type="checkbox"/> Arrested on/ near school grounds <input type="checkbox"/> Transferred <input type="checkbox"/> Suspended <input type="checkbox"/> Expelled	<input type="checkbox"/> Cited on school grounds <input type="checkbox"/> Kicked out of class/ made to sit outside of the classroom <input type="checkbox"/> Given detention <input type="checkbox"/> Sent home <input type="checkbox"/> Arrested on/ near school grounds <input type="checkbox"/> Transferred <input type="checkbox"/> Suspended <input type="checkbox"/> Expelled	<input type="checkbox"/> Cited on school grounds <input type="checkbox"/> Kicked out of class/ made to sit outside of the classroom <input type="checkbox"/> Given detention <input type="checkbox"/> Sent home <input type="checkbox"/> Arrested on/ near school grounds <input type="checkbox"/> Transferred <input type="checkbox"/> Suspended <input type="checkbox"/> Expelled

7. What resources and alternatives to the current discipline policy* would you like to see your school provide to create a more supportive learning environment for students? (check all that apply)

- Leadership opportunities Mentorship Peer counseling
- Restorative justice/talking circles Job trainings Support services
- Health services (i.e. physical, emotional, reproductive) Send tardy students to class
- Take away privileges (i.e. extracurricular activities) instead of giving suspensions
- Anger management Drug counseling
- Other: _____

8. Would you like to make any additional comment around your experience with the current school discipline policy?

*Current discipline policy meaning either arrested on/ near school grounds, cited on school grounds, transferred, expelled, suspended, sent home or given detention.

- Entered into the database (Youth Committee use only)
- Survey collected by (name) _____

BUILDING HEALTHY COMMUNITIES LONG BEACH EVERY STUDENT MATTERS! SCHOOL CLIMATE SURVEY

9. Want to take action? (check all that apply)

I'm willing to conduct a video interview about my experience with the current school discipline policy.*
 I want to be involved in the *EVERY STUDENT MATTERS! CAMPAIGN*.

Name: _____ **Phone #:** _____
Email: _____

Demographics		
<i>*This information is for data collection purposes. All information will be kept confidential and anonymous.</i>		
Gender Identification: <input type="checkbox"/> Girl/ woman <input type="checkbox"/> Boy/ man <input type="checkbox"/> Transgender <input type="checkbox"/> Gender non-conforming <input type="checkbox"/> Questioning <input type="checkbox"/> Other: _____	Race/ Ethnicity: (check all that apply) <input type="checkbox"/> Black/ African American <input type="checkbox"/> Latino/ Hispanic <input type="checkbox"/> Southeast Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Other Asian <input type="checkbox"/> Native American <input type="checkbox"/> White <input type="checkbox"/> Biracial <input type="checkbox"/> Multiracial <input type="checkbox"/> Other: _____	Sexual Orientation: <input type="checkbox"/> Lesbian <input type="checkbox"/> Gay <input type="checkbox"/> Bisexual <input type="checkbox"/> Queer <input type="checkbox"/> Questioning <input type="checkbox"/> Straight <input type="checkbox"/> Other: _____
Grade:	Check here if you have a: <input type="checkbox"/> IEP <input type="checkbox"/> ESL	Zip Code you live in:

*Current discipline policy meaning either arrested on / near school grounds, cited on school grounds, transferred, expelled, suspended, sent home or given detention.

- Entered into the database (Youth Committee use only)
- Survey collected by (name) _____

García - 2013 School Discipline Policy and School Climate Bill of Rights

Whereas, The Los Angeles Unified School District (LAUSD) understands that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption; and is committed to closing the achievement gap by providing access to all students a vigorous education that ensures all students will graduate college prepared and career ready;

Whereas, LAUSD is a proven model and continues improving discipline policies with the adoption of the Discipline Foundation Policy (BUL-3638.0) that establishes a consistent framework for implementing and developing a culture of discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instruction time;

Whereas, Restorative Justice approaches build on and work in conjunction with the positive behavior interventions in the Discipline Foundation Policy because they are an appropriate prevention and intervention approach within the tiered intervention process and because they seek accountability through understanding the impact of school discipline incidents and repairing the harm caused through a shared decision-making process which addresses root causes to prevent future harm and supports the healing of all parties.

Whereas, The District's Student Discipline and Expulsion Support Unit has been a model for other school districts in the state and the nation due to the District's expulsion rate of 0.02% (136 of 595,314 enrolled students) for 2010-2011 school year; and is in compliance with AB 922 that provides educational and support services as well as facilitates the reinstatement process for all expelled students;

Whereas, The District requires full implementation of Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS), where every school completes the Safe School Plan, Volume 1, including assessment of the implementation of the Discipline Foundation Policy, and identification of a goal addressing the implementation of the policy;

Whereas, Discipline and policy procedures such as The Guidelines for Student Suspensions (BUL- 5655.1) clearly stipulate that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to bring about proper conduct and/or safety is at risk, as well as, provides alternatives to suspension that are age appropriate and designed to address and correct the student's specific misconduct;

Whereas, Discipline and policy procedures such as Expulsion of Students (BUL-4655.2) clearly stipulate that expulsion should be regarded as a *last resort* of intervention and should be considered only for those offenses that the principals are mandated to recommend expulsion, other means of correction have failed to bring about proper conduct, or when the misbehavior poses a serious safety risk to others;

Whereas, Studies by EdSource indicate that a large number of suspensions are commonly attributed to *Willful Defiance* (E.C. 48900) which account for nearly 42% of suspensions in California and 36% in the District;

Whereas, attachment G, *Top Ten Alternatives to Suspension*, and attachment I, *Consequences/School Reference Guide*, in the Discipline Foundation Policy (BUL-3638.0) as well as the *Matrix for Student Suspensions and Expulsion Recommendations* provide guidance on when suspension and expulsion are considered an appropriate response to misconduct;

Whereas, District data from the 2011-2012 Performance Meter indicates that the number of instruction days lost to suspension has impressively decreased since the inception of the Discipline Foundation Policy from 74,765 in 2006-07 to 26,286 in 2011-12;

Whereas, Studies indicate that suspension does not often result in positive behavior conditioning and furthermore can instead intensify misbehavior by increasing shame, alienation, and rejection amongst students, and a study from Texas found that students are 5 times more likely to dropout, 6 times more likely to repeat a grade, and 3 times more likely to have contact with the juvenile justice system if suspended;

Whereas, A disproportionate number of African American students and students with disabilities are suspended relative to their counterparts;

Whereas, The California Education Code and the California Penal Code clearly define the role of law enforcement agencies related to student safety and school based policing roles, so that the use of law enforcement is minimized when possible;

Resolved that the Superintendent shall amend the Discipline Foundation Policy and any related discipline or other policies to be in accordance with state law, as of

January 1, 2013, as reflected in, AB 2616, AB 2537, AB 1729, SB 1088 and AB 1909;

Resolved that the Superintendent shall in keeping with the goals of AB 1729 develop an objective Discipline Matrix with the input of the SWPBIS Task Force as discussed further below that shall establish which interventions (a.k.a. “other means of correction”), at a minimum shall be utilized for all students and in a consistent and age appropriate manner prior to all suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). The superintendent shall take steps to reinforce the legal process for issuing suspensions in LAUSD.

Resolved that the Superintendent shall establish a School Discipline Bill of Rights as follows:

Alternative to School Suspension: Unless suspension is required under category 1 (also known as Ed. Code §48915(c)), no student shall be suspended until a school demonstrates that it has exhausted all alternatives to suspension, as outlined in the Discipline Matrix. All students shall have the right to in and out of school alternatives to suspensions.

Disruption/Willful Defiance: Beginning Fall 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense.

Restorative Justice: By 2020, as an alternative to traditional school discipline, all schools shall develop and implement restorative justice defined as:

Practices that resolve school disciplinary incidents by having (personnel trained in restorative approaches) and all parties involved come together, identify the harm that was caused, and determine who was responsible. The group, generally through a circle conferencing process, then develops a shared process for repairing harm and addressing root causes to prevent future harm. Restorative Justice will be used as an intervention consistent with the SWPBIS policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915.

Beginning 2015 and every year thereafter, the district shall provide training to school sites identified by the Superintendent based on suspension data in restorative justice as defined above within 60 days of:

- finding that any school has more than 15% of a particular subgroup or 10% of overall students, suspended, or 10% of a particular subgroup or 10% of overall students, arrested or given citations, from the prior school year. Such finding shall be made each October based on data collected from the prior year.
- Such training shall ensure that any student who requests this as an alternative to be utilized in the school shall have the right to have restorative justice utilized to address the harm to the school community and reintegrate the student.

Data: Every student and parent shall have a right to obtain the following aggregate data on discipline in the District on a monthly basis using website publishing by service area centers:

- In and Out-of-school suspension, involuntary transfer, opportunity transfer, expulsion, citation, police complaints, arrests and school-based arrest data for the school-site or the District for three months to a year preceding the request and the number of instructional days and amount of Average Daily Attendance funding lost to suspension, transfer, expulsion and arrest.
- Such data shall be disaggregated by all subgroups, including race, ethnicity, ELL status, disability and gender (include legal definition of gender), by socio-economic status and by offense, but shall be provided in a way to maintain the privacy of individual students.

School Wide Positive Behavior Intervention and Support:

- All students shall have the right to School-Wide Positive Behavior Interventions and Supports (SWPBIS) that reduce suspensions, increase attendance, improve test scores and has buy in and support from all school personnel.
- All students and parents have the right to file formal complaints if SWPBIS is not implemented in 60 days of student's request on campus. A finding of the failure to fully implement shall be redressed through an

on-site process involving parents and students to develop a school-site implementation plan and the training and other tools necessary to resolve the failure to fully implement within 130 days. The failure to fully implement can be identified by the failure to among other things:

- a. Include parents in the implementation efforts and provide training to parents on SWPBIS
- b. To set publicly measurable outcomes and benchmarks for decreasing the number of students for each race and ethnic subgroup that are referred to the office, suspended, involuntarily transferred, or expelled from school;
- c. To have a school-based team, which includes a parent, to guide the implementation efforts;
- d. Have a clear set of positive behavior rewards and a positive behavior system that is evident and used by all staff and known to all students;
- e. Have objective and simple behavior expectations that are defined and taught;
- f. Have a three tiered intervention system with clear interventions available at each level and a system for identifying student in need and objectively and consistently providing such interventions;
- g. Regularly collect and analyze discipline data and share it with the school community to inform their disciplinary practices and procedures.

Defining role of police on campus and limiting involvement in non-threatening school discipline actions:

- The District recognizes the serious potential consequences for youth of law enforcement and juvenile court involvement and wishes to prevent unnecessary criminalization of student behaviors at school. Students have the right to safe school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible.
- The District shall review and evaluate all current school police policies, practices and training relating to the equitable treatment of students.
- The District shall furthermore review the data on the use of school-based citations and arrests and identify and remedy frequent use at individual school sites.
- The District is committed to a non-criminal enforcement model that supports strategic problem-solving models rather than citation and arrest-driven enforcement.

- The majority of student conduct shall be handled administratively utilizing school-based interventions that are intended to maximize student engagement in the classroom and school setting.
- To the greatest extent possible, and in lieu of the use of citations and arrests, schools shall implement school-wide positive behavior interventions and supports and restorative justice programs that improve school safety and academic performance.
- Clear guidelines regarding the roles and responsibilities of campus police officers on campus shall be established and shall contain criteria to properly distinguish administrative responses to student conduct pursuant to school district policies and state law, from criminal responses.
- District policy regarding school police shall be updated and each year school safety plans shall be reviewed consistent with district policy to include clear guidelines regarding the roles and responsibilities of campus police officers and contain criteria to properly distinguish administrative responses to student conduct pursuant to school district policies and state law, from criminal responses.

Appeals to Suspensions and Grievance Process:

- To ensure that students and parents understand and have notice of their existing right pursuant to suspension policy (BUL-3819, pg. 14) and state and federal law, to appeal their suspensions, when suspension notifications are issued to parents/guardians, this notification will include clear information on the steps and timeline to initiate a suspension appeal.

Healthy, Holistic School Environments: All students have the right to holistic, healthy school environments that support students in all aspects of their health and well-being. The Superintendent shall work with community, business, and philanthropic partners to ensure schools have access to full service community schools.

Be it further resolved that the role of the SWPBIS Task Force established under the SWPBIS Policy shall be augmented to provide a stronger oversight role to achieve “full implementation” as follows, the SWPBIS Task Force shall:

- a. Make meetings times accessible to students during non-school hours;

- b. Within 60 days of this resolution develop the objective criteria by which full implementation of the SWPBIS Policy shall be measured, which shall include measurements for determining whether key elements have been met and to establish outcomes and benchmarks for reductions in office discipline referrals, suspensions, involuntary transfers, and expulsions in the District and from individual schools;
- c. Meet monthly at a regularly set time and with the appropriate notice required by and following the open meeting provisions of the Brown Act and shall have the authority to request access to all necessary documents and materials to be able to assess full implementation of the SWPBIS Policy;
- d. At each meeting, hear from individuals who have concerns about implementation and provide a forum to bring information or complaints to the attention of the SWPBIS Task Force;
- e. Report on its finding related to full implementation at least once per year at a School Board meeting at which the item shall be agendized;
- f. Have the authority to review and make recommendations regarding the Discipline Matrix developed by the Superintendent and shall recommend to approve such matrix prior to its implementation;
- g. The independent auditor required by the Policy (BUL-3638, pgs 7, 10-11), shall provide an annual report to the Board regarding findings of individual complaints and broader recommendations regarding implementation and monitoring;

Be it resolved that charter schools shall comply with the LAUSD Discipline Foundation Policy (BUL-3638) and the terms of the School Discipline Policy and School Climate Bill of Rights Resolution.

Finally, be it further resolved that the Superintendent shall:

1. Present a report to the Governing Board regarding how and when he will implement all of the above including implications for staffing and support for school sites and update the Discipline Policy to include these requirements within 120 days from passage of this resolution;
2. Make available the final resolution to the public, principals and necessary personnel 30 days after;

3. Develop and implement a training plan for school leadership and personnel, parents and students that shall be fully implemented in the 2013-2014 school year.
4. The Superintendent shall give quarterly updates on progress of the implementation of the Student Bill of Rights to the Board and SWPBIS Taskforce.
5. The Superintendent will do a yearly review and adjust for trends and outcomes as well as recommendations by community including but not limited to the SWPBIS Task Force.

Santa Ana Boys & Men of Color Summer 2012 Youth Development Syllabus

Santa Ana Building Healthy Communities

Objectives: Over the course of six weeks, the eight camp youth will participate in various learning opportunities to prepare for the summer enrichment camp. As the adult allies, Pablo Ávila, KidWorks organizer and Enrique Olivares, SABHC Hub staff will coordinate the activities and discussions to recruit, retain and engage youth.

1. Youth will receive an introduction to Building Healthy Communities and Boys & Men of Color initiatives as well as the organizations striving for systemic change in Santa Ana.
2. The youth and adults will work towards building intergenerational relationships
3. Youth will help create spaces for men of color to have healthy conversations and interactions on issues that impact the community
4. Build a network to support Boys & Men of Color local efforts

Organizations: El Centro Cultural de Mexico, KidWorks Community Development Corporation, Latino Health Access, The Cambodian Family, The Center OC, The Grain Project, SABHC Steering Committee, Santa Ana Library's TeenSpace, Youth Advocacy Network for Sustainable Communities

Week 1

- Wednesday, June 6th, 2012 Meet with Youth Serving Organizations
 - Develop criteria for selection of 8 youth
- Friday, June 8th, 2012: Submit Registration forms
 - Review all forms for missing information & call youth/parents
 - Follow up with Adult Organizers regarding BMoC update for the 8 participants

Week 2

- Monday, June 11th: Call & Greet Youth
 - Establish contact & build rapport with youth.
 - Introduce BMoC staff to parents via telephone
- Wednesday, June 13th: Yogurt Run
 - Provide youth the space for Brainstorming Session regarding summer engagement

- Saturday, June 16th: “Family and Friends” REI Shopping
 - Youth and adults will join REI’s open house to meet with staff on camping gear

Week 3

- Wednesday, June 20th, 2012: Mentorship sessions
 - Provide 1x1 mentoring sessions for youth to bond with adult allies

Week 4

- Saturday, June 30th, 2012: “Overcoming the Big Red” Hike, Peter’s Canyon
 - Youth and adults will develop a deeper understanding of the societal pressures and barriers that impact their lives as men of color
 - Provide an mentorship opportunities and develop healthy male relationships between adults and youth
 - Hike to the highest point on the trail to overcome one barrier in life

Week 5

- Monday, July 2nd, 2012: Shopping Trip: Camping Toiletries
 - Create a space to discuss masculinity and how it impacts the community
- Saturday, July 7th, 2012: Sharing Your Story, Healing Your Soul!
 - Provide an evening of intergenerational building with community elders such as educators, organizers, lawyers, community activist and business owners
 - Youth will learn from the elders’ powerful narratives about Santa Ana and the issues they faced as youth
 - Youth will share dinner with elders

Week 6

- Tuesday, July 10th 2012: Parent Orientation
 - Parents will receive an overview of the summer enrichment camp
 - Parents will receive emergency contact sheet, protocol for ground transportation for undocumented youth
 - Staff will review camp checklist with Parents and will be informed of all equipment and clothing provided by the BMoC initiative
 - Parents will be informed of usage of electronic devices at camp and calling privileges in the evenings with staff’s cell phones
- Wednesday, July 11th, 2012: Shopping Trip: Clothing & Footwear
 - Create a space to discuss masculinity and how it impacts the young men

- Thursday, July 12th, 2012: Shopping Trip: Clothing & Footwear
 - Continue to discuss masculinity and how it impacts the young men
- Friday, July 13th, 2012: Departure for Older Youth Cabin Leaders & Adult Allies

Week 7

- Sunday, July 15th, 2012 to Saturday, July 21st, 2012: Summer Camp

Post-Camp

- Tuesday, July 7th, 2012: Breakfast Debriefing
 - Meet with youth participants to debrief about their experience at camp
- Debrief with Program Manager on youth's experience at camp
- Debrief with Hub Manager on camp and next steps for BMoC local work

Santa Ana BMoC Contact List

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Building Healthy Communities City Heights



Peace Promotion Team

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Peace Momentum Team		Shared Vision			February 03, 2010
Focus Question: What Do You See in Place 5 Years From Now as a Result of Our Work Together?					
Safe Community	Youth Leadership and Empowerment	Community Restorative Practices	Improved Quality and Engagement in Education	Multi-Cultural Resource Center	
<ul style="list-style-type: none"> ▪ Safe, friendly community environment ▪ Safe outdoor community spaces for all areas (one on every block) ▪ Law enforcement trusted as community partners ▪ A sense of safety within the community ▪ Better street lighting ▪ Drop in violence, crime rate decrease ▪ Safe streets (lights, usage, beauty) ▪ Safety & equality in the community ▪ Being safe in my neighborhood ▪ No drugs, no gangs, no guns & increased safety ▪ Crime at an all time low ▪ Increasing the community's relationship with police & others ▪ Safe streets ▪ Reduction in violent crime 	<ul style="list-style-type: none"> ▪ Youth involvement in community development ▪ Mentoring, internship, leadership opportunities for youth ▪ Youth engaged in community leadership ▪ Motivating youth to reach their goals ▪ Youth led volunteer force for social change ▪ Seven youth teen centers at school ▪ Inspiring mentors ▪ Youth programs for all youth ▪ Service learning 	<ul style="list-style-type: none"> ▪ Community Restorative Justice Program ■ Conflict management, mediation, restorative practice & justice ■ Introduce restorative practices at every level ■ A focus on restoration, not punishment ■ Different law enforcement practices ■ Conflict resolution in youth education ■ Community is practicing conflict resolution ■ From retribution to restoration 	<ul style="list-style-type: none"> ▪ Schools as a hub for community well-being & involvement ■ Schools top 10% in San Diego County ■ Strong city, county, school, community collaboration ■ Safer schools through violence reduction ■ No Junior ROTC ■ Support for parents of at-risk youth ■ Service learning 	<ul style="list-style-type: none"> ▪ Community center for youth and adults ■ Community multi-cultural center ■ After school activities for all ages at all times ■ A center for the community by the community ■ Inter-generational multi-purpose community center ■ Support for parents of at-risk youth ■ Dance centers for all (brings people 	

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Outcome #5: Children and their Families are safe from Violence in their Homes and Neighborhoods

TARGETED CHANGES

- Disconnected Relations
- Negativity, Despair and Fear
- Limited Coordinated Systems for Youth
- Ineffective Management of Violence
- Clash of the Ages
- Dysfunctional Power Systems
- Economic Inequities
- Biased Media



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Disconnected Relations

Levels of fear, mistrust and disconnect among residents and institutions in the community have declined

Strategic Directions

- Convene the community regularly in the form of Town Hall meetings, forums, etc. to inform and engage the residents in policy development and implementation
- Develop/support/implement a means for community-wide collaboration that includes the resident voice that address large systems issues
- Enhance and develop the infrastructure (organized residents and institutions) necessary for fostering multicultural understanding, community-wide celebrations and gatherings, etc.

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Negativity, Despair and Fear

General sense of negativity, despair and fear throughout the community is replaced with a sense of empowerment, security, and hope

Strategic Directions

- Convene the community regularly in the form of Town Hall meetings, forums, etc. to inform and engage the residents in policy development and implementation
- Develop/support/implement a means for community-wide collaboration that includes the resident voice that address large systems issues
- Enhance and develop the infrastructure (organized residents and institutions) necessary for fostering multicultural understanding, community-wide celebrations and gatherings, etc.

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Limited Coordinated Systems for Youth

There is an increased level of connection, coordination and investment among the elements of the systems for youth, e.g., youth, youth serving institutions, law enforcement, etc.

Strategic Directions

- Develop and enhance capacity for building and sustaining the youth-adult partnerships
- Increase access to educational support for youth within schools (e.g., mentors, tutoring, engaged counselors, bilingual)
- Encourage and support youth in attaining higher education for themselves and the community
- Develop & enhance youth programming that creates and supports opportunities for youth to engage in the community and develop youth leadership
- Develop and enhance family focused health programs that use local cultural brokers, support health starting at prenatal care and extending to quality early childhood programs

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Ineffective Management of Violence

Policies and practices related to addressing violence within the community have shifted the focus from one of control and punishment to prevention, restorative justice, and community collaboration

Strategic Directions

- Increase education & training for law enforcement on issues such as culture, communication and Restorative Justice
- Increase role of residents in community policing (e.g., Neighborhood Watch, "Take back the Neighborhood" campaigns, Police/community events, etc.)
- Provide community-wide training (residents, law enforcement, educators, etc) on conflict resolution and restorative justice practices
- Develop and implement restorative justice policies and practices throughout the community, e.g., home, school, juvenile justice systems, etc.

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Clash of the Ages

Adultist policies and practices that limit resources for and the involvement of youth have been replaced with those that encourage, support and invest in the development of youth-adult partnerships at all levels

Strategic Directions

- Develop and enhance capacity for building and sustaining the youth-adult partnerships
- Increase access to educational support for youth within schools (e.g., mentors, tutoring, engaged counselors, bilingual)
- Encourage and support youth in attaining higher education for themselves and the community
- Develop & enhance youth programming that creates and supports opportunities for youth to engage in the community and develop youth leadership
- Develop and enhance family focused health programs that use local cultural brokers, support health starting at prenatal care and extending to quality early childhood programs

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Dysfunctional Power Systems

Law enforcement policies and practices related to youth are transformed from ones focused on control and punishment to ones that focus on youth as community assets

Strategic Directions

- Increase education & training for law enforcement on issues such as culture, communication and Restorative Justice
- Increase role of residents in community policing (e.g., Neighborhood Watch, "Take back the Neighborhood" campaigns, Police/community events, etc.)
- Provide community-wide training (residents, law enforcement, educators, etc) on conflict resolution and restorative justice practices
- Develop and implement restorative justice policies and practices throughout the community, e.g., home, school, juvenile justice systems, etc.

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Economic Inequities

Policies and practices that encourage, support and invest in increased economic opportunity and eliminate discrimination are in place and enforced

Strategic Directions

- Invest in local economic and job development focused on supporting existing local businesses, encouraging new businesses, and providing job training and placement for residents

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Biased Media

The media accurately portrays City Heights
and its residents – especially its youth

Strategic Directions

- Create means and mechanism for working with media to accurately tell the story of City Heights and its residents