Road Map Project Community Collaborative Research: Black Student Project Overview

Road Map Project Region
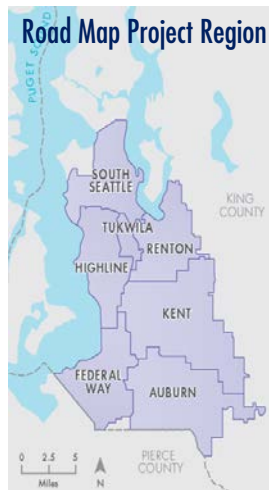
Eliminating structural barriers to educational attainment is critical in our region. By 2018, 67% of Washington State jobs will require a college education. However, in South King County only 28% of students who entered the 9th grade in 2006 have since completed a 2-year or 4-year college credential by age 24. Alarmingly, among the Black youth in this group, only 18% completed college by age 24.

On almost every indicator of well-being, the vulnerability of Black youth is evident (Barbarin & Sterritt, 2014; Bentley et al., 2013; Centerstone, et al., 2015). On measures of educational risk such as low academic performance, absences, and discipline, our Black boys, especially, are overrepresented (Bentley, 2013; Garcia & Weiss, 2015; Harper, 2012, Neblett et al., 2010). In 2015, 1-in-5 US-born Black 9th grade boys in the Road Map Project Region experienced exclusionary discipline. This rate is 3X higher than that of 9th graders overall. These patterns are a cause for concern because these conditions, created by structural oppression, ripple through family and community. They limit the likelihood of our children's future engagement in family and civic life, spurring on intergenerational cycles of access along racial and gender lines (Clear, 2007; Entwisle et al., 2007; Gauze, 1996; Ge et al., 1992; Harper, 2006; Luthar et al., 2000; Ogbu, 1991; Phinney, 1998; President's Commission, 2015a).

Understanding the cradle-to-college and career outcomes, assets and barriers uniquely faced by Black youth and specifically Black boys, is essential and must begin by elevating and examining the priority questions of our Black youth, parents, leaders and community members, convening to share resources on models of successful structural supports while aligning multi-sector action.

Purpose

The purpose of this project is to enhance multisector collaboration supporting Black children and youth in the Road Map Project region. This project grows out of the emerging efforts in Road Map Project cities and districts to better serve Black males. The Community Center for Education Results (CCER) sponsored a Juneteenth convening in 2014. Since then, CCER has seen growing interest from district leaders, community members and parents in having a deeper understanding of barriers, outcomes and opportunities for Black youth. Advocacy in our region's Black community comes out of a long tradition, extending beyond current district, city and state efforts. This project acknowledges the work of communities and will use a community participatory research framework to co-create a report, compile resources, organize a convening and support our communities to develop an action plan informed by youth, parents, providers and leaders. The goal of this work is understanding inequities in student opportunities, specifically for Black boys and young men and daylighting the adult behavior change necessary to improve student achievement.

Roles

Community Center for Education Results (CCER).

In the initial phases of this work CCER's role is in listening and gathering community input on research and programs for a community-informed report. Concurrently, CCER will plan a late fall convening focused on Black male achievement with resources for Black youth, parents, providers and community members, showcasing both the research and the work of our communities along with national information to guide local strategies and action. CCER will support the project's positive outcomes by keeping the focus on youth, supporting organizational capacity and ensuring multisector collaboration. Dr. Shelby Cooley will provide preliminary findings to inform meeting discussions on intersectionality and variance within the Black community, conduct research and staff the youth, parent and provider meetings, ensuring transparency and alignment of individual with group interest. Carlina Brown-Banks will serve as an advisor to the project, supporting the initial outreach, landscape meetings and participate as much as possible in meeting series to providing guidance.

Youth, Parent, Provider and Community Members.

Attendees of the youth, parent, provider and community meeting series will offer central guidance to the project's process, content, action and strategies. These meetings will have attendees from all 7 Road Map Project districts. Attendees will represent the plural Black experience in our region –the group will be balanced by gender, age, and generational status. Guiding principles for partnership, including objectives and modalities of collaboration will be set during meetings. Groups will also identify new outreach partners where needed. The vast knowledge of our Black communities will be critical to framing this work, challenging norms and conventions and ensuring authentic engagement by all involved.
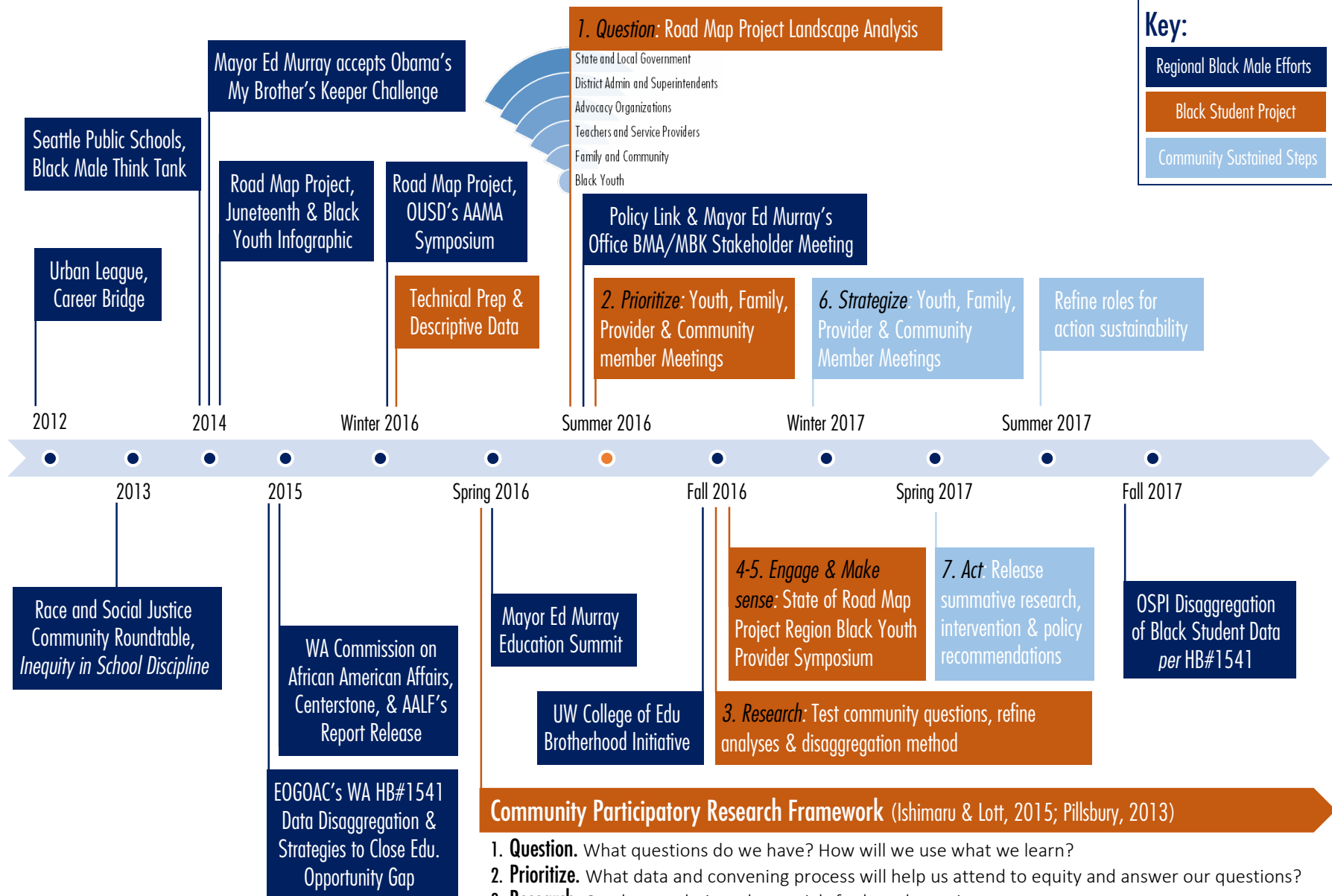
Process

This is a community based participatory research (CBPR) project that involves both research and convening as tools to mobilize action. CBPR is a collaborative process that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance from the community with the aim of combining knowledge and action for social change to improve education and eliminated educational disparities.

This work is conducted in 7 phases, with community members taking the lead on strategies and actions: **1) Question:** What questions do we have? How will we use what we learn? **2) Prioritize:** What data and convening process will help us attend to equity and answer our questions? **3) Research:** Conduct analysis and materials for broader review. **4) Engage:** Include additional leaders, stakeholder groups and providers. **5) Make sense.** Hold collaborative inquiry. What does the data tell us? What other questions remain? **6) Strategize.** After work been circulated, reconvene and reflect. What did we learn? What are next steps? **7) Act:** Change policies and practices, build new relationships and discover new questions for inquiry.

This process, anchored in elevating and community concerns and leveraging data for action, is essential as Black families and youth have experienced a history of implicit and explicit bias in educational institutions. The project will be lead collaboratively by the Community Center for Education Results, youth, parents, providers and community members (described below). The Process Timeline (on page 3) describes regional context and key phases to the work, scaffolding the project. While the products and meetings will vary based on attendees, the central goal of a participatory framework is to ensure equitable collaboration and transparent goals and actions.

Process Timeline

Key:
- Regional Black Male Efforts
- Black Student Project
- Community Sustained Steps

1. *Question*: Road Map Project Landscape Analysis
- State and Local Government
- District Admin and Superintendents
- Advocacy Organizations
- Teachers and Service Providers
- Family and Community
- Black Youth

Mayor Ed Murray accepts Obama's My Brother's Keeper Challenge

Seattle Public Schools, Black Male Think Tank

Road Map Project, Juneteenth & Black Youth Infographic

Road Map Project, OUSD's AAMA Symposium

Urban League, Career Bridge

Policy Link & Mayor Ed Murray's Office BMA/MBK Stakeholder Meeting

Technical Prep & Descriptive Data

2. *Prioritize*: Youth, Family, Provider & Community member Meetings

6. *Strategize*: Youth, Family, Provider & Community Member Meetings

Refine roles for action sustainability

2012 · 2013 · 2014 · 2015 · Winter 2016 · Spring 2016 · Summer 2016 · Fall 2016 · Winter 2017 · Spring 2017 · Summer 2017 · Fall 2017

Race and Social Justice Community Roundtable, *Inequity in School Discipline*

WA Commission on African American Affairs, Centerstone, & AALF's Report Release

EOGOAC's WA HB#1541 Data Disaggregation & Strategies to Close Edu. Opportunity Gap

Mayor Ed Murray Education Summit

UW College of Edu Brotherhood Initiative

4-5. *Engage & Make sense*: State of Road Map Project Region Black Youth Provider Symposium

3. *Research*: Test community questions, refine analyses & disaggregation method

7. *Act*: Release summative research, intervention & policy recommendations

OSPI Disaggregation of Black Student Data *per HB#1541*

Community Participatory Research Framework (Ishimaru & Lott, 2015; Pillsbury, 2013)

1. **Question.** What questions do we have? How will we use what we learn?
2. **Prioritize.** What data and convening process will help us attend to equity and answer our questions?
3. **Research.** Conduct analysis and materials for broader review.
4. **Engage.** Include additional leaders, stakeholder groups and providers
5. **Make sense.** Hold collaborative inquiry. What does the data tell us? What other questions remain?
6. **Strategize.** After work been circulated, reconvene & reflect. What did we learn? What are next steps?
7. **Act.** Change policies and practices, build new relationships and discover new questions for inquiry

Definitions

AALF — African American Leadership Forum
BMA — Black Male Achievement
EOGOAC — Educational Opportunity Gap Oversight and Accountability Committee
MBK — My Brother's Keeper (President Obama's National Initiative)
OUSD's AAMA — Oakland Unified School District's African American Male Achievement
OSPI — Office of Superintendent of Public Instruction

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