Unite, Inspire, Lead
Our Students, Our Union, Our Future

Closing the Achievement Gap:
A Framework for Organizing and
Empowering Marginalized Student Populations

Tanya Ilela, Velia Munoz, Sybil Owens, Andrew Springsteen

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Indicate the NEA Strategic Goal and NEA Organizational Priority your session addresses:

- **NEA Strategic Goal**
  - Strategic Goal 2: Empowered Educators for Successful Students

- **NEA Organizational Priority**
  - Institutional Racism/Racial Justice in Education
Indicate the NEA Leadership Competency your session addresses: Example – COMPETENCY: BUSINESS

• Indicate all of the NEA Leadership Competency progression level(s).
  – Level 1: Foundational and Level 2: Mobilizing & Power Building

• Indicate all of the NEA Leadership Competency themes within the competency that your presentation is designed to address.
African American Male Empowerment
AAME

Who Are We?

• Teachers: Sybil Owens, Velia Munoz
• Professional School Counselors: Tanya Ilela, Andrew Springsteen
PART 1  Our Journey: 
African American Male Empowerment

“Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.”

Barak Obama
Outline for the Presentation

• **PART 1: Educator as Advocate-Activist**
  • Who we are and how did we get started?
  • Why did we chose to create alternative?

• **PART 2: Educator as Activist-Organizer**
  • How are we closing the achievement gap?
  • Where are we now?

• Creating a Sustainable Alternative
PART 1: Educator as Advocate-Activist

Educator Advocates: How & Why We Started

• **2013 National Graduation Rate (4 years on time):**
  • White males: 80%
  • Latino males: 65%
  • African American males: 59%
  • *Seven states:* The gap between AA males and White males was 25% or more.

• **ACT Composite Score:**
  • African American students: 17
  • White students: 22.4

• **Suspensions:**
  • 20% of AA boys compared to only 6% of White males
Hinkley High School Data

- **2014-2015 Discipline Data**
  - AA males = 7.7% of student population
  - AA males = 17.6% of suspensions
  - White males = 5% of student population
  - White males = 4% of suspensions

- AA males = 7.7% of student population
- AA males = 21% of behavior incident reports
- White males = 5% of student population
- White males = 3.7% of behavior incident reports
## Hinkley Academic Data

### Graduation Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
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<tbody>
<tr>
<td>2012-2013</td>
<td>50%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>56.8%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>63.6%</td>
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</tbody>
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### Anecdotal Evidence GPA

Senior African American male scholarship with a 2.8 GPA requirement.
Eligible number of African American male applicants:

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<tbody>
<tr>
<td></td>
<td>2</td>
<td>6</td>
<td>18</td>
</tr>
</tbody>
</table>
Educator as Activist: Our Response

• Equity Stories
  • Observations
  • Why I quit?
Educator as Activist: Our Response

- Finding Our Tribe
  - Likeminded people
  - Common belief system
  - Common goals
Educator as Activist: Our Response

- Create a Social Justice Alternative
  - AAME formation
  - Organizing
  - Networking
Creating a Social Justice Alternative
Building Your Team

Organize Your Team

Who are the Core team members?

• 1. Identify commitment level of each person
• 2. Identify strengths of each member
• 3. Establish a decision-making process/protocol
• 4. Develop an accountability structure and procedures
PART II: Educators as Activists
AAME Formation

Organizing & Team Building

African American Male Empowerment Committee:

• I. Common vision & goals
• II. Core Agreements
• III. Autonomy in planning
• IV. Garnered support from leadership
  • Needs (time, supplement funding)
  • Establish trust in purpose and goals
• V. Network with the community for support and involvement
Educaters as Activists: AAME Formation Organizing & Team Building

**AAME Agreements for 2014-2015 School Year**

- All programming will be student centered
  - Protect time, space, and voice
- Empower young men to become advocates and leaders for themselves
- All programming will be facilitated by African American men from the school & community
- AAME committee is a independent entity
- AAME remains separate from school/district influence
AAME Events Year 1:
Challenges & Success: Year 1

• The Resistance
• Finances
• Feedback
• Relationships
Where are We Now?

- Need to develop this section with pictures, video and stats. (will be about 8-10 slides)
How can you Create a Sustainable Social Justice Alternative: Educator Organizer Framework

• Identify and Explore the Focus Group
• Find Like-minded people
• Create a Social Justice Alternative
• Organize Your Team
• Building Your Team a Social Justice Alternative
• Mapping Resources & Obstacles
• Program Design & Implementation
• Marketing
• FADE
• Sustainability
What Can You Do?

The content from this session can be used in the following ways in your current role:

– Become an educator advocate, activist, organizer

– Provide a social justice alternative in your community

– Engage and network with the community to empower (increase and support) students and families
Thank You!

• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment

• Contact us at:
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