

# RECLAIMING THE PROMISE OF RACIAL EQUITY FOR BLACK MALES IN CALIFORNIA

## The California Federation of Teachers Racial Equity Task Force Report

As Proposed to 2017 Convention Delegates by the CFT Executive Council



California Federation  
of Teachers   
AFT, AFL-CIO  
*A Union of Professionals*

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*“No one is born hating another person because of the color of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”*

*—Nelson Mandela*

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## FROM THE TASK FORCE MEMBERS

**THE GROUNDBREAKING AFT RACIAL EQUITY REPORT,** “Reclaiming the Promise of Racial Equity in Education, Economics and Our Criminal Justice System,” was adopted by the American Federation of Teachers executive council in the fall of 2015. It established a broad framework of approaches to address the inequities facing Black males of all ages, with an understanding that it would be up to state federations and local unions to decide the specific implementation steps needed in their respective states and cities.

Members of the California Federation of Teachers used that framework as the springboard for CFT Resolution 16, “Close the opportunity gap for black males,” adopted at the CFT convention in March 2016. Resolution 16 named 2016 as the year for racial equity and authorized the creation of a CFT racial justice task force to further develop and implement the proposals outlined in AFT’s report. We were honored to become members of that task force.

This report, *Reclaiming the Promise of Racial Equity for Black Males in California*, contains our recommendations for making AFT’s racial equity goals real in our state. Early in the process, we made three important decisions that shaped our recommendations:

- We prioritized four key areas that we believe warrant critical attention and work: recruiting more Black male educators and classified staff, providing professional development and racial justice training, developing

apprenticeship programs, and changing school discipline to include restorative practices.

- We agreed that our work and the subsequent work of the union to implement our recommendations must be done with a laser focus on Black males, to ensure that we sufficiently address the conditions that lead to devaluing, marginalizing, exploiting, criminalizing and destroying their lives.
- We held three focus groups of Black males: high school students, community leaders, educators, union members, formerly incarcerated men, CFT members, and others. Their vital feedback has been included in this final version of our recommendations.

At some point, CFT may want to consider creating similar task forces to address the specific issues affecting other identity groups. We encourage the union to use our task force as a solidarity template for inclusive approaches that others can consider when developing equity plans. During the course of three strategic planning sessions, our very diverse group built lasting relationships across differences. We took conscious steps to develop a shared language, a shared understanding of the history of race and racism, and a shared commitment to take actions to help others to understand and address the causes and impact of structural racism.

We forged unity of purpose through this process. We’re eager to fulfill that purpose by helping CFT implement our recommendations. We strongly urge adoption by the CFT executive council and convention delegates.

—The CFT Racial Equity Task Force

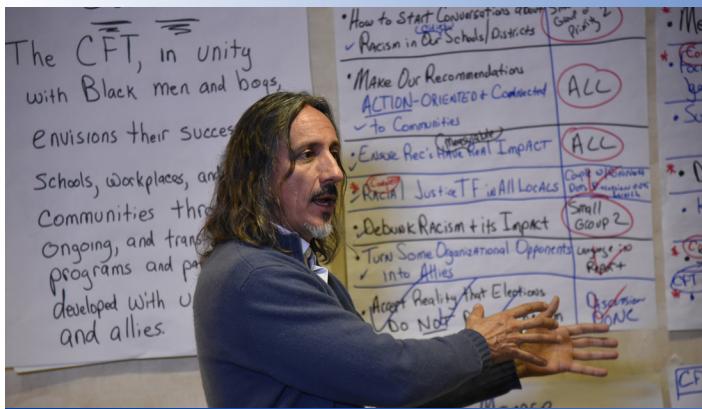


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# RECLAIMING THE PROMISE OF RACIAL EQUITY FOR BLACK MALES IN CALIFORNIA

## INTRODUCTION

The promise of racial equity was among the first made by the founders of our country: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, and among these are Life, Liberty and the pursuit of Happiness.”

But before pen was put to parchment to ink these proclaimed truths, they had already been reduced to little more than aspirational goals. The colonies had begun constructing race and racism more than 100 years earlier. The powerful words of an inspiring declaration were insufficient to dismantle structural racism.

Racism was intentionally constructed by elite white males to enable them to economically exploit white working people as well as working people of color. By duping white workers with the myth of white superiority, elite white males persuade white workers to scapegoat Black people and other people of color, while hiding the true culpability of white male elites for the problems suffered by white workers and people of color alike.

Hundreds of years later, we can celebrate the progress made toward racial equity by the various historical and new movements for civil rights and racial equity. Looking back also enables us to track a clear pattern: Each key moment of progress toward racial equity was followed by backlash aimed at maintaining the status quo of structural racism, one way or another.

Jim Crow laws were produced by the backlash against the successful end of slavery. The mass incarceration of people of color was born from the backlash against

legislative victories that ended Jim Crow laws. And the Trump movement was fomented from the backlash against the progress being made toward racial justice by Black Lives Matter, the Dream Defenders and other new-guard movements.

Progressive organizations are now confronting a critical fork in the road in the centuries-long struggle to dismantle structural racism. As CFT and other organizations decide how best to move forward in this moment, we believe it is wise to recall the adeptness of the builders of structural racism — how they have adapted to changing situations. Following the creation of new laws, new movements and new programs, they have changed to find new ways to ensure the same old racially inequitable results endure. The lessons here:

- It is crucial for CFT and other progressive organizations to resist episodic “campaign” approaches to racial equity. Structural racism is persistent. Our work to dismantle it will be just as persistent if we weave racial equity work into everything we do.
- Regular evaluations and adjustments are essential to ensure our racial equity programs and actions are just as nimble and adaptive as the systems of racial oppression we are committed to tear down.
- We must build broad awareness of the economic exploitation goals that underpin the scheme of structural racism. Continually connecting racial equity education and actions to the economic justice work of the union is a moral imperative central to the survival and success of working people.

## KEY OBSERVATIONS

Several other key observations emerged during the course of our discussions. We believe these observations have major implications for the success of racial equity work in our union. We offer the following principles and approaches as overarching strategies:





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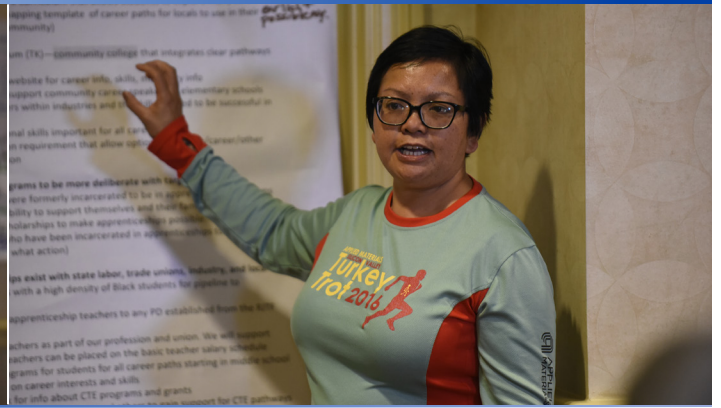


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1. It is essential that these recommendations be implemented with a laser focus on Black males, while understanding the connectedness of Black women and girls in the lives of Black males. While racism affects all people of color and working white people alike, Black males are the “canary in the coal mine” for every other group when it comes to the impact of systemic racism. It is also important to address the particular intersectional impact of other dominant culture issues on Black males who are immigrants, gay, bisexual, transgender or English language learners.
2. Educational justice is racial justice. To fulfill the promise of social and economic mobility through education, CFT must lead by example through its own actions and allocation of resources. Racial justice must start at home within the family of labor, including internal work and focus by CFT.
3. Conscious steps are regularly needed to focus on all of the school employees CFT represents at each level, not just classroom teachers.
4. Attention and new approaches are needed outside of schools within Black communities to reach Black males who are not currently in traditional education pipelines.
5. Even three planning sessions were insufficient for the task force to address the impact of more than 300 years of structural racism. This must be ongoing work.
6. The Trump administration, driven into power — at least in part — by the backlash against racial equity progress, creates new urgency to develop a shared language that speaks to our crisis and a shared understanding of the causes and impact of structural racism, not just on Black males but on all but elite white billionaires.
7. CFT should take steps to prepare for the likelihood of internal pushback from some sections of the union against the implementation of racial equity recommendations. Measures to inoculate against pushback will also help smooth the path to acceptance within locals and might include:
  - a. Toolkits and workshops, including workshops for executive leaders and staff, to equip them to become racial equity champions;
  - b. Communicating racial equity success stories; and
  - c. Discussion guides and tools that address why racial equity for Black males matters in predominantly white, Latino or Asian/Pacific Islander locals/communities.
8. Frame and link these recommendations with impacts on educational outcomes.
9. Seek feedback from young Black males during planning, implementation, and progress checks, and consider incorporating the adjustments they recommend.

### PAINFULLY REAL INEQUITIES

A recent report by the Black Social Change Funders Network<sup>1</sup> “The Case for Funding Black-Led Social Change,” notes that, despite the progress made on many civil rights fronts in the past 50 years, Black people still fare worse than white people in nearly every area of well-being across the United States.

“In the area of health, Black children are two times more likely to die as infants or suffer from asthma than white children. Black women are two times more likely to die of cervical cancer, and Black men are two times more likely to die of prostate cancer than their white counterparts.”<sup>2</sup>

*“One of every three Black children live in poverty.”*

“In the area of wealth and poverty, white home ownership rates have always exceeded rates of Black home ownership. Compounding the racial wealth divide, the recent economic recession devastated gains in Black wealth, and Black communities are the least likely to recover.”<sup>3</sup> Census Bureau



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data for 2015 indicate 24.1 percent of Blacks live in poverty, compared to 9.1 percent of whites. One of every three Black children, 32.9 percent, live in poverty, compared to 12.1 percent of white children.”

“In criminal justice nationally, Blacks are incarcerated at a rate of 1,408 per 100,000, while whites are incarcerated at a rate of 275 per 100,000, resulting in a Black incarceration rate that is 5.1 times that of whites.<sup>4</sup> One in every 15 Black men, compared to one in every 106 white men, is incarcerated. One in every 18 Black women, compared to one in every 111 white women, is incarcerated.”

And in the area of education, the BSCFN report notes that “Black students are suspended and expelled at three times the rate of white students. They make up 16 percent of school enrollment but account for 32 percent of students who receive in-school suspensions, 42 percent of students who receive multiple out-of-school suspensions, and 34 percent of students who are expelled.<sup>5</sup> Black girls are suspended at six times the rate of white girls.”<sup>6</sup>

The current progressive-led nature of all three houses of state government in California lead some to view the state as an oasis in a nationwide desert of conservatism and regressive policies. And yet, according to data compiled by the CFT’s research department and other sources, the California dream is still a cruel mirage for many students of color, particularly Black males who are struggling to survive painfully real inequities.

A review of the race, ethnicity and gender of teachers and students throughout California reveals a 15-to-1 teacher-to-student ratio for white males. It’s 114-to-1 for Latino males, 77-to-1 for Asian males and 54-to-1 for Black males.<sup>7</sup>

A 2015 UCLA Civil Rights Project study indicates that new approaches to discipline have led to encouraging declines in suspension and discipline rates generally, as well as declines in the disparities between white and nonwhite students.

However, the racial disciplinary gap for Black students was still an alarming 19 more per 100 students than for white students.<sup>8</sup>

While showing modest improvements, the high school dropout rate for California’s Black students in the class of 2015 was 18.8 percent, the highest rate for any racial group. By comparison, the dropout rate for white students was 7.6 percent. For Black males, the dropout rate was 22.4 percent, compared to 9.1 percent for white males.<sup>9</sup>

*“I’d want to drop out if no one understood me.”*

—Mission High School student

The high school graduation rate for California’s Black students in the class of 2015

was 70.8 percent. Despite modest improvements from the prior year, this was the lowest graduation rate of any racial/ethnic group. The graduation rate for white students was 88 percent.<sup>10</sup>

The December 2016 unemployment rate in California (not seasonally adjusted) was 5.4 percent. The rate for Black workers was 8.8 percent, continuing the stubborn pattern of Blacks being unemployed at the highest level of all racial/ethnic groups. The rate for white workers was 5.4 percent.<sup>11</sup>

Among California’s adult men in 2013, Black men were incarcerated at a rate of 4,367 per 100,000, compared to 922 for Latinos, 488 for whites and 34 for Asians. The Black male incarceration rate is nine times the rate for white males.<sup>12</sup>

## **BREAKING THE SCHOOL-TO-PRISON PIPELINE**

Between the lines of these data are interrelated causes and effects. The absence of representational diversity among classroom teachers produces lowered performance outcomes<sup>13</sup> for all students and greater disciplinary outcomes<sup>14</sup> for the students who endure the inequities.



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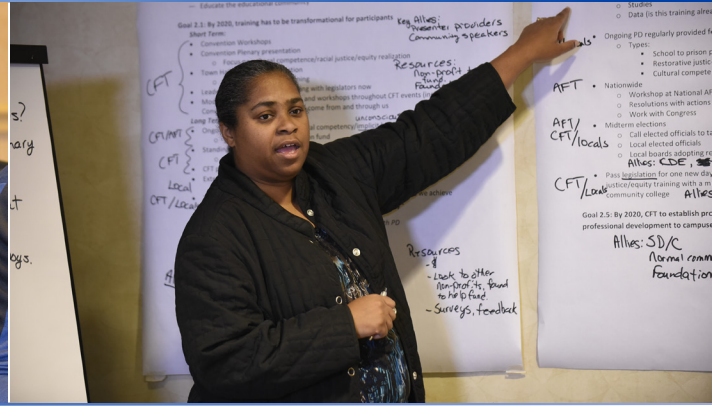


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Higher disciplinary rates produce greater dropout rates and lowered graduation rates. In fact, data compiled by The Advancement Project indicate that just one out-of-school suspension doubles a student’s risk of dropping out.<sup>15</sup>

*“Just one out-of-school suspension doubles a student’s risk of dropping out.”*

Higher dropout rates and lower graduation rates lead to higher unemployment rates<sup>16</sup> and higher incarceration rates. A study from the Brookings Institution shows that Black males who do not complete their high school education are at extremely high risk of being incarcerated. There is a 70 percent chance they will end up in jail by their mid-30s.<sup>17</sup>

CFT’s members, leaders and staff are uniquely positioned to play vital roles to position Black males for success and obstruct the school-to-prison pipeline.

*“The best way to predict your future is to create it.”*

—Abraham Lincoln

## RECOMMENDATIONS

The CFT Racial Equity Task Force recommends CFT adopt the following vision statement and recommendations as the framework for a four-year strategic plan to organize and prioritize its racial equity work from now through December 31, 2020. We believe that doing so will position the union to deliver on its commitment to close the opportunity gap for Black males in California.

**Our Vision:** The CFT in unity with Black males envisions their success in schools, workplaces and communities through deliberate, ongoing and transformational programs and pathways developed with union members and allies.

**CFT PRIORITY #1:** Develop and implement programs to intentionally help identify, recruit, develop and retain Black male educators and classified staff.

### Implementation Strategies

To help achieve priority #1 and the following goals, CFT is urged to consider the following implementation strategies:

- Pursue legislation, ballot initiatives and/or regulatory policies that:
  - Create a high school teacher academy focused on Black male recruitment and retention;
  - Reauthorize and strengthen the Assumption Program of Loans for Education (APLE), with emphasis on getting more Black male teachers to participate;
  - Strengthen awareness and access to Cal Grants by Black males;

**Black male high school students on “When did you first have a teacher who was a Black man? What did that mean for you?”**

**“11th grade.** He is empowering young Black males. He helped me see the world in a different way.”

**“7th grade, history.** Mr. Walker added color to the white man’s history.”

**“5th grade.** We looked up to him – he had a family, a house, he was successful.”

**“When I was a sophomore...** They were like a father and a big brother, they helped me. They drove me to school.”

**“6th grade.** I would like more Black male teachers. They’ve been in our shoes. Their comprehension level of us is higher.”

**“6th grade.** He helped me understand the work.”

**“This year, I’m a sophomore.** He called us kings and we believed it.”





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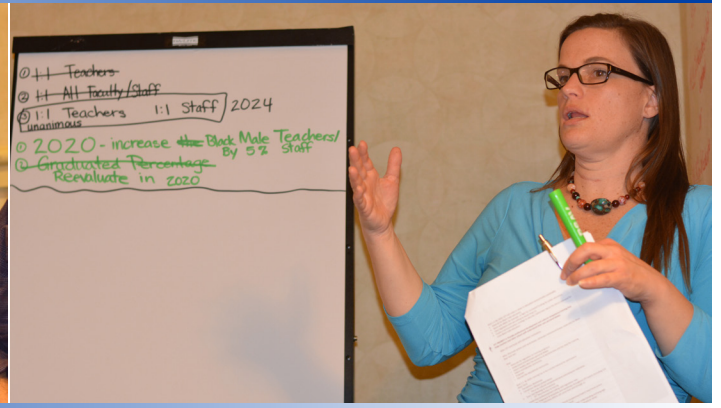


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- Make affordable housing available, with emphasis on helping more Black male teachers take advantage of the program;
- Increase the pathways to teacher credentialing when tests such as the California Subject Examinations for Teachers (CSET) and California Basic Educational Skills Test (CBEST) are barriers to completing a credential program;
- Ensure education money is spent closest to the classroom, not on management;
- Help make Local Control Funding Formula (LCFF) money available to address issues of equity and diverse representation in the education workforce; and
- Repeal the ban on affirmative action.
- Show widespread support for increasing Black males in education by recruiting a diverse group of legislators (including former educators) to propose legislation encouraging the retention and recruitment of Black males in education.
- Identify, engage and develop a network of key allies that include Black organizations and other community groups.

In order to achieve this priority, CFT must also mobilize new resources and take advantage of existing resources, including:

- Project Match and similar programs to provide stipends, particularly for Black males doing education work in the Black community;
- Toolkits and material sharing vehicles provided by CFT and AFT;
- Surveys, focus groups, and one-on-one conversations;
- Ensuring educators are involved in making education decisions;
- Promoting public education and educator voices on social media, mainstream media, and other aspects of the public realm when discussing education;

- Working with allies to help subsidize salaries by developing public/public and public/private partnerships with groups such as the Young Men's Christian Association (YMCA) and Boys and Girls Clubs;
- Deploying communications that include all modern forms of education; and
- Providing credentialing test grants and other forms of testing support, such as creating cohorts and support groups that make mutual support available for students going through credentialing programs.

Goal 1.1: a) By December 31, 2020, CFT will help recruit 5 percent more Black male teachers and 5 percent more Black male school staff throughout California, using the total number of Black male teachers and school staff in the state as of December 31, 2016, as a baseline, and b) by December 31, 2024, CFT's recruitment and retention work will result in a 1-to-1 ratio of Black male teachers to Black male students in the state, and a 1-to-1 ratio of Black male school staff to Black male students in the state.

- AFT and CFT will research how many Black teachers and school staff are members.
- CFT and local unions will survey Black male teachers and school staff to see what made teaching and work in education attractive, create a marketing campaign that frames teaching as a great profession for Black males, and develop a convention workshop to help others learn effective recruiting techniques.
- CFT will put "skin in the game" and announce its recruitment drive for more Black men in education and as members.
- AFT, CFT and locals will identify people already doing this work and create a list.
- AFT will create a junior membership category for higher education and K-12 locals:
  - Locals will create relationships with junior members, and





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- CFT and locals will determine what “union benefits” would be attractive to junior members.
- AFT, CFT and locals will work with district allies and Academic Senates to sponsor yearly recruitment fairs throughout the state, sharing best practices and materials and ensuring a focus on Black males.
- CFT will focus recruitment on districts with 5 percent or more Black male students.

Goal 1.2: By 2020, CFT will construct a school-to-“education profession/CFT union membership” pipeline.

- Locals and allies will develop “promise” cooperative efforts between higher education and local school districts to:
  - Increase the number of Black males going to college and encourage students with any major to consider a minor in education;
  - Provide mentors, for up to eight to 10 years, and a cohort for Black male students thinking about pursuing teaching credentials or careers in education; and
  - Provide incentives for graduates to return to their home districts.
- AFT, CFT and locals will partner with other groups to implement and manage the pipeline: For example, consider My Brother’s Keeper, A<sup>2</sup>MEND, and other organizations.
- AFT and CFT will document and record best practices for increasing the number of Black male teachers.
- CFT will consider replicating the successful pipeline models in Long Beach and Los Angeles at all other University of California and California State University campuses.

Goal 1.3: By 2020, CFT will eliminate barriers and make the field of education attractive to Black males.

- CFT will sponsor a Black male recruitment page on its website that will communicate success stories and offer resources.

- CFT will sponsor focus groups within the Black community to acquire data, including why some Black males left the teaching profession and/or an education career, and will improve access by delving into laws

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*“Create schools where Black male teachers want to teach.”*

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and statistics to determine how else to eliminate barriers, including launching reviews of CSET and CBEST for bias.

- Increase collaboration with community colleges. For example, consider developing a pilot program to help Black male students get bachelor’s degrees and/or prepare them to succeed in education jobs in finance, human resources and facilities/maintenance.
- Take steps to ensure UCs/CSUs encourage community college transfers to consider becoming teachers and pursue other education jobs.
- CFT will create internship programs and future teacher clubs that provide mentorships, help getting access to Project Match-type stipends and resources, and access to community colleges.
- Transform school culture and opportunities to create schools where Black male teachers want to teach; build and collaborate with networks of Black community allies to establish Black male academies to help reach Black male students and potential school employees who are outside of traditional educational pipelines.
- AFT will work with allies to educate the community about opportunities by broadly sharing information such as vacancy announcements, financial resources available for education, opportunities in school human resources operations, career days, and other education and training opportunities.



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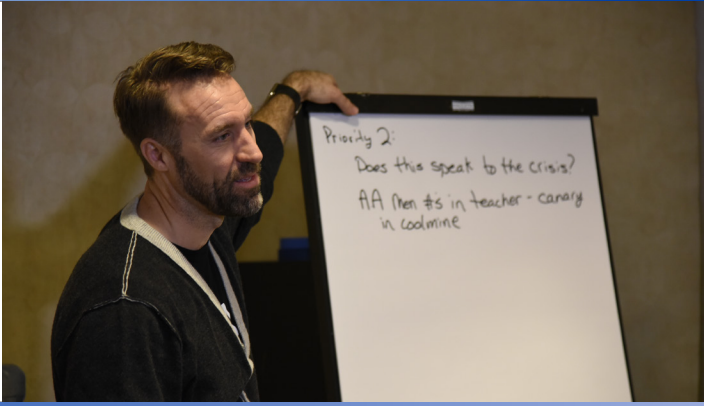


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- CFT will address the issues of hierarchy, supporting Black males to become more active and to pursue leadership roles within their educational institutions, various organizations, and their union.
- CFT will advocate for legislation that makes it more possible for Black males with previous criminal records to move forward in education, removing barriers to classroom work and voting, and creating commonsense approaches to background checks.

Goal 1.4: By 2020, CFT will make a career in education economically sustainable.

- Implement stipends for Black male educators.
- Work with the Alliance to Reclaim Our Schools (AROS), for example, to fight for increased funding for public education.
- Elect legislators who are willing to revise Proposition 13.
- Create a communications strategy to educate Californians about the desire and need for more Black male educators.
- Encourage districts to provide a stipend or signing bonus for Black male teachers teaching in schools with a high percentage of Black male students.

**CFT PRIORITY #2: Provide professional development and cultural competency/racial equity/unconscious bias training that helps teachers and other school staff understand their own personal biases.**

### Implementation Strategies

To help achieve priority #2 and related goals, CFT is urged to consider working with locals and educational institutions to implement the following strategies:

- Advocate for legislation on training programs,
- Understand and eliminate personal biases,
- Inform leaders about the existence of personal bias and the need for training,
- Inform and educate community,

- Help members empower themselves to lead, and
- Educate the educational community.

### Black male high school students on “What should teachers be learning to be effective teaching Black kids?”

*“We all have different backgrounds and move at different paces.”*

*“I have a good GPA but I listen to music in all of class. I come to school angry some days and they don’t ask me why.”*

*“You have to build relationships with kids before you can control their life. We don’t want to be controlled in the first place, let alone being controlled by someone who doesn’t know you.”*

*“Teachers have given up on some kids because they don’t know how to talk to them. They just ignore them or send them out of the classroom. They don’t know if their mom got beat up or they missed a couple meals. I’d want to drop out if no one understood me.”*

*“Teachers come aggressive to control the class. But then I get defensive and stand my ground. But it’s better if they try to understand us and not just control the class.”*

Goal 2.1: By 2020, training should be transformational for participants. In the short term (years one and two), CFT will work with education providers and community organizations to sponsor and deliver:

- Convention workshops and plenary presentations that focus on cultural competence/racial equity/unconscious bias,





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- A town hall meeting at the convention,
- A convention screening of the documentary “13th,”
- A leadership conference, and
- Ongoing development of templates and workshop modules that will be featured throughout CFT events, including the Council of Classified Employees (CCE) Convention. Voluntary efforts will come from and through us.

In the long term (years three and four), AFT and CFT will create and deliver an ongoing, certificate-level train-the-trainer program on cultural competency/unconscious bias/racial equity by:

- Seeking funding from the AFT Innovation Fund,
- Seeking additional funding from various sources,
- Working with colleges and community partners,
- Creating broad awareness of the need for the program and its existence,
- Considering possible legislation to allow cultural competence certificates to be used for salary schedule increases,
- Recognizing that achieving salary increases for cultural competence certificates may be an issue for negotiations,
- Sponsoring ongoing training to develop shared language, shared understanding, and a shared commitment to actions to achieve racial equity, by conducting workshops at CFT conventions, either through a strand or series,
- CFT providing resources for professional development,
- Locals funding the delivery of externally provided training, and
- CFT and locals ensuring that training is transformational. Ongoing evaluations and feedback will be provided to help achieve desired results, including regular progress reports from locals to CFT.

The task force identified some key areas that CFT should clarify in pursuing this goal:

1. Be clear about the content of the professional development. For example, should it include racial equity, cultural competence, and/or unconscious bias approaches?
2. Determine the best methods to build in ongoing feedback and follow-up.
3. Determine whether CFT can become a professional development vendor, and carefully choose models or partners to develop the programs.

Goal 2.2: By 2020, AFT, CFT and locals will jointly sponsor a conference, with ongoing training, and will:

- Build it to be dynamic — ever changing to address changing needs,
- Insist the goals and focus are around Black males,
- Plan it to be a two-day event that addresses cultural competency/racial equity/unconscious bias, including:
  - Train-the-trainer workshops;
  - Youth leaders as co-trainers;
  - Community allies and labor sponsors, such as the California Teachers Association (CTA), the California School Employees Association (CSEA), AROS and AFT;
  - Publicity, marketing and work to brand the event;
  - An agenda and event plan structured to address:
    - Categories by age level,
    - Leadership skills,
    - Career transition workshops,
    - Surveys and other forms of feedback, and
    - Benchmarks to measure progress from conference to conference; and



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- Innovative and comprehensive approaches to funding that include not only AFT, CFT and local union resources, but also funding from other nonprofits and foundations.

Goal 2.3: By 2020, CFT and locals will work with community partners, elected officials and foundations to sponsor town hall meetings that address racial equity and will include educators, students, parents and community.

- CFT and locals will work with coalitions at the local level to hold town hall meetings that seize the opportunity to inform about resources.
- CFT will provide templates (best practices): out-of-the-box tools for putting together town hall meetings with students/parents/communities.
- CFT will conduct professional development workshops (see 2.1 training goal).
- CFT will distribute modules via the internet.
- CFT will research the affordability of town hall conference calls and will consider holding town hall meetings.

Goal 2.4: By 2020, CFT and locals will work together to pass legislation and regulations with details, at various levels.

- CFT will ensure that the California Beginning Teacher Support and Assessment (BTSA) Induction Program includes ongoing training on cultural competence/racial equity/unconscious bias, and:
  - Establishes an additional funding stream and funding increases for:
    - More coaching and training, and
    - Adding to Proposition 98 or extending it;
  - Ensures follow-up with regular feedback;
  - Studies the effectiveness of the training; and
  - Fosters research to determine whether this training is already part of any induction programs.

- CFT and locals will work with school districts and colleges to ensure professional development is regularly provided for teachers and classified employees/paraprofessionals and school-related personnel,
- Recommended professional development topics include:
  - The school-to-prison pipeline: understanding it and how to prevent it (note the need to determine whether CFT's allies in this work should be stakeholders and/or prison industry representatives),
  - Restorative practices, and
  - Cultural competence, racial equity and unconscious bias.
- CFT will call on AFT to nationally:
  - Provide cultural competence, racial equity and unconscious bias workshops at AFT Teach conference,
  - Submit resolutions with actions on training to AFT Convention,
  - Work with U.S. Congress to ensure federal guidance, and
  - Work with community partners to get ideas and implementation assistance, and to help get school districts and the community on board.
- For the midterm elections in 2018, AFT, CFT and locals will work together with the California Department of Education (CDE), school boards, and trustees to:
  - Call elected officials to task: Are they on board?
  - Elect supportive local officials and
  - Get local boards to adopt resolutions around training.





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- CFT and locals will work together with school districts, colleges, community partners and parents to pass legislation for one new day of “buyback” statewide for cultural competence/racial equity/unconscious bias training, with a minimum of four hours’ seat time plus one flex day for community college.
  - CFT will look at LCFF regulations for possible resources.

Goal 2.5: By 2020, AFT and CFT will work together with school districts, community partners and foundations to establish vendors to deliver purchased professional development on cultural competence/racial equity/ unconscious bias to campuses: for example, the Lesson Studies Institute.

- In addition to union and foundation resources, AFT and CFT will look into access to federal funding and the availability of instructors and trainers from partner organizations.

**CFT PRIORITY #3: Establish partnerships with trade unions and industry groups to develop apprenticeship programs that provide job training and placement in trade careers that open the door to economic opportunity and independence for young Black men by empowering them to choose their own paths.**

### Implementation Strategies

To help achieve Goal 3.1 (below), CFT is urged to consider the following implementation strategies:

- Sponsoring legislation to build on the current Career Technical Education (CTE) focus by requiring some industrial arts in middle school, ensuring CTE grants create pathways starting from middle school, and establishing specific career counselors (separate from college counselors).

- Working with community-based organizations and allies that include industry/business groups and community colleges — especially CTE and cooperative education department teachers, career development centers, and trade unions.

Goal 3.1: CFT will promote frequent and repeated exposure to all career paths at the earliest possible age.

- Locals will reach out to trade unions, apprenticeship programs and other local businesses to speak about their careers.
  - CFT should promote a curriculum that allows students to explore many careers, including cooperative ownership models, at the earliest possible age.
  - CFT will develop a mapping template of career paths for locals to use in their districts (families/ community).
- CFT will establish a transitional kindergarten-to-community-college curriculum that integrates clear pathways to all career paths by:
  - Creating a database/website for career information, skills and monetary information;
  - Working with locals to support community-based career speakers in elementary schools;
  - Mapping careers within industries and the skills needed to be successful in them;
  - Establishing the foundational skills important for all careers; and
  - Establishing graduation requirements that allow options to college, to careers or to other continuing education paths.



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*“We already know the types of careers that are out there and about some of the resources that are available. But we can’t think about what we might be doing 10 years, 20 years, 30 years from now; we worry about walking through the streets at night, not getting caught up. The time and focus to go do that is different.”*

—Mission High School student

### Implementation Strategies

To help achieve Goal 3.2 (below), CFT is urged to consider the following implementation strategies:

- Create scholarships through locals for classes/training/testing;
- Help the AFL-CIO to expand its umbrella of protection to include people who have been incarcerated;
- Sponsor legislation that: makes continuing prison education/classes a condition of probation, ensures those leaving prison have learned about workers’ rights, and provides free community college for all, with no exceptions;
- Work with allies that include community colleges, educational programs in prison systems, social service agencies and prisons/parole officers/juvenile probation officers; and

- Secure resources by matching education programs in prison with community college and apprenticeship programs, and making transitional housing available.

Goal 3.2: CFT will work to expand apprentice programs to be more deliberate with target groups by:

- Helping formerly incarcerated Black men obtain access to apprenticeship programs that will enhance their ability to support themselves and their families;
- Using grants and scholarships to make apprenticeships possible; and
- Helping formerly incarcerated fathers, who have been in apprenticeship programs, become involved in schools.

### Implementation Strategies

To help achieve Goal 3.3 (below), CFT is urged to consider the following implementation strategy:

- Pursue legislation that places CTE teachers on the basic salary schedule.

Goal 3.3: CFT will partner with state labor, trade unions, industry and local school districts to target schools with a high density of Black students and build pipelines to apprenticeships.

- CFT will invite community college and union apprenticeship teachers to any professional development programs established from the recommendations of CFT’s Racial Equity Task Force.
- CFT will promote CTE teachers as part of the teaching profession and advocate for legislation that places all CTE teachers on the basic teacher salary schedule.
- CFT will work to ensure mentoring programs are established for students for all career paths starting in middle school by:
  - Surveying students on career interests and skills,
  - Researching information about CTE programs and grants,





PHOTO BY BILL PRITCHETT



PHOTO BY MARTHA FIGUEROA

- Working with trade unions and others to gain support for CTE pathways, and
- Tracking students in their careers to help establish programs and develop new mentors.
- CFT and locals will highlight the importance of this work to labor studies programs and labor apprenticeship programs.



**CFT Priority #4: Change K-12 school discipline practices to include restorative practices and fairer processes.**

Goal 4.1: CFT and locals will deliver ongoing restorative practices training and develop best practices, including:

- Providing parenting classes and other workshops for parents,
- Offering training on wellness and preventive health practices,
- Providing ongoing professional development for educators and staff,
- Working to ensure schoolwide unconscious bias training,

- Considering “Trauma Informed Training” as part of an “urban area focus,”
- Providing secondary trauma (compassion fatigue) support for members,
- Providing cultural awareness and cultural competency/racial equity/unconscious bias workshops,
- Producing CFT materials that clarify the union’s position on restorative practices, and
- Sharing resources at local levels.

Goal 4.2: AFT, CFT and locals will create restorative practices committees that will help:

- Develop restorative practices workshops and provide toolkits, standards, and guidelines;
- Consider creating a task force for training;
- Conduct research on levels of need, with an understanding that “one size won’t fit all”;
- Take a holistic approach to build networks of understanding about the difficult nature of this problem and what it takes to solve it, including the conditions faced by educators and staff;
- Understand the transformative nature of the work, since what we must build does not presently exist; and
- Form crisis support centers as part of wraparound services for schools.

**Black male high school students on “What’s your experience with disciplinary practices?”**

*“Teachers go harsh— instead they could ask ‘Why are you different today?’”*

*“Ask ‘What’s going on?’ if someone is disrespectful. Let a new day be a fresh start. Some teachers don’t know how to talk to people kindly or even respectfully.”*



PHOTO BY BILL PRITCHETT



PHOTO BY MARTHA FIGUEROA

Goal 4.3: CFT will work with community organizations and partnerships to:

- Secure outside grants from groups such as the Annenberg Foundation,
- Highlight stellar programs,
- Reach out to Black Lives Matter organizations, and
- Help get administrators on board with more flexible approaches to achieving academic goals.

Goal 4.4: CFT will establish authentic restorative practices in all schools and communities by:

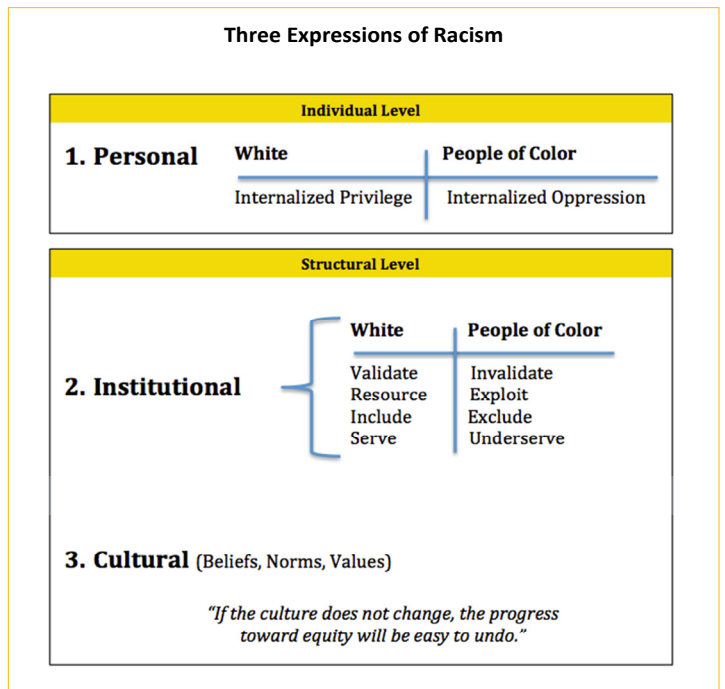
- Lobbying to pass restorative practices legislation with funding,
- Advancing models and best practices of schoolwide implementation that are consistent and transformative,
- Making restorative practices part of the training provided by credential programs,
- Taking advantage of AFT training provided through Education Research and Dissemination (ERD),
- Winning funding for wraparound services,
- Winning the extension of AB420,
- Funding and prioritizing mental health services,
- Partnering with community organizations and youth leaders,
- Providing ongoing feedback, and
- Learning from leaders in the field, such as Dr. Nadine Burke-Harris and Dr. Jeff Andrade-Duncan.

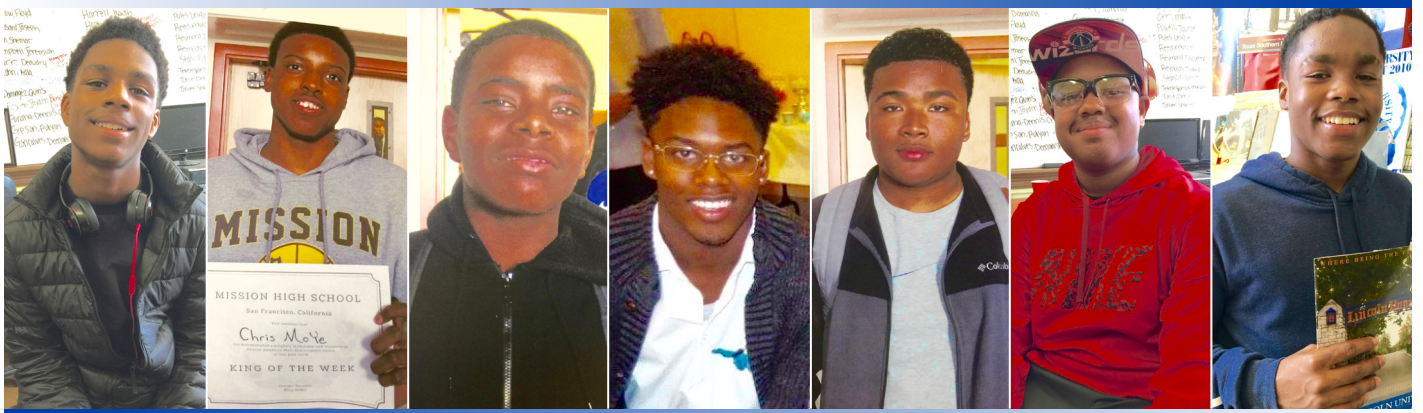
Goal 4.5: CFT will help to reduce suspension and expulsion rates of Black males in California by:

- Considering the addition of goals to reduce the suspension and expulsion rates of Black males in Local Control Accountability Plans, and
- Encouraging more members of the Black community to participate in their schools.

Goal 4.6: CFT will help ensure at least 10 percent of schools in each district are community schools, through work that will include:

- Making sure itinerant services are available, such as social workers, nurses, and public service agencies;
- Pushing for school board resolutions on restorative practices that include:
  - The need for African American Parent Advisory Councils (AAPAC),
  - Home visit programs,
  - Strengthening union-parent engagement with community, and
  - Blanket resolution approaches;
- Contract language for restorative practices;
- Securing buy-in from members, not taking top-down approaches; and





Among the focus group participants who provided feedback on this report were seven students from Mission High School, San Francisco Unified School District. They all participate in their school's unique African American Achievement & Leadership Program.

PHOTOS COURTESY OF MISSION HIGH SCHOOL

- Encouraging best practices, such as weekly circles/ allocated time, parent forums and role-plays.

Goal 4.7: CFT and locals will lobby the California State Legislature to pass a Racial Equity Day proclamation.

- In partnership with community organizations and youth leaders, advocate for legislation around implementing African American Parent Advisory Councils (AAPAC);
- Pass blanket resolutions;
- Secure support from the Legislative Black Caucus and involve it;
- Promote these measures in schools; and
- Publicize them throughout California.

Goal 4.8: Allies and parents will partner to create communitywide circles to build community through actions that include:

- Parent Teacher Associations (PTA) and English Learner Advisory Committees,
- Active Parent Centers,

- African American Parent Advisory Councils, and
- CFT helping develop parent-led partnerships that, for example, could help:
  - Create racial equity committees that make restorative practices part of their charge, and
  - Address issues around special education, such as the way special education students may be overidentified or underidentified in school discipline data. ■

### Focus group participants on the most important outcome of this work:

*“People like me growing up with a platform and support and people to rely on; growing up to pursue our goals.”*

—Black male high school student

*“Young Black men dismantle their negative view of themselves.”*

—Black male educator

*“Mindset change.”*

—Black male mentor



## Focus group participants on the experience of giving feedback on this report:

*“I liked it. I don’t usually have this experience, being able to give feedback.”*

*“Nobody ever asked me what I needed to succeed in school, they just asked me to succeed in school.”*

*—Black male Mission High School student*

*“We have to reimagine ourselves. We must reimagine what our successes CAN be. For too long, we’ve been playing the game of someone else’s imagination.”*

*—Black male high school teacher*

# APPENDIX

## GLOSSARY

This glossary is provided to continue fostering the development of a shared language in our conversations and work to achieve racial equity.

**Ally** — Someone who makes the commitment and effort to recognize his or her privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways. Allies commit to reducing their own complicity or collusion in oppression of those groups and invest in strengthening their own knowledge and awareness of oppression.

**Anti-Racist Organization** — An organization that purposefully identifies, discusses and challenges issues of race and the impact(s) that it has on its systems, structure and people. An anti-racist organization actively works to eliminate racism from within by changing systems, organizational structures, policies and practices, and values so that power is redistributed and shared equitably.

**Bigotry** — Intolerant prejudice that glorifies one's own group and denigrates members of other groups.

**Cultural Competency** — Capacity to understand and respond effectively to different cultures and power dynamics across social groups; integrating personal awareness with a systematic change orientation.

**Cultural Racism** — Those aspects of society that overtly and covertly attribute value and normality to white people and whiteness, and devalue, stereotype and label people of color as “other,” different or less than, or render them invisible. Examples of these norms include defining white skin tones as nude or flesh-colored, emphasizing individualism as opposed to a more collective ideology, defining one form of English as standard, and identifying only white people as great writers or composers.

**Culture** — The way of life of a group of people including the shared values, beliefs, behaviors, family roles, social relationships, verbal and nonverbal communication styles, and orientation to authority, as well as preferences and expressions (art, music, food). “What everybody knows that everybody else knows.”

**Culture Change** — The modification and discontinuation of existing “tried” and “tested” procedures transmitted to us from the cultures of the past, as well as the introduction of new procedures.

**Diversity** — How the world is; a mix of people in one social system who have distinctly different, socially relevant group affiliations.

**Dominant Culture** — A culture that is the most powerful, widespread or influential within a social or political entity in which multiple cultures are present. Dominant culture refers to ideologies, social practices and structures that affirm the central values, interests and concerns of those who are in control of the material and symbolic wealth in a society.

**Ethnicity** — A group whose members share a common history and origin, as well as commonalities in terms of factors such as nationality, religion and cultural activities.

**Equity** — Justice, fairness: the outcome of racial/social justice work.

**Equitable Culture** — The behaviors, beliefs and values that respect and give power to non-dominant individuals and groups. Equitable culture recognizes the specific challenges and circumstances experienced by non-dominant groups and strives to create fairness.

**Internalized Racism** — The personal conscious or subconscious acceptance of the dominant culture's racist views, stereotypes and biases of one's ethnic group. It gives rise to patterns of thinking, feeling and behaving that result in discriminating against, minimizing, criticizing, finding fault with, invalidating and hating oneself while simultaneously valuing the dominant culture.

**Institutional Racism** — Within and between institutions, the network of institutional structures, policies and practices that create advantages and benefits for white people, and discrimination, oppression and disadvantages for people from targeted racial groups. The advantages created for white people are often invisible to them, or are considered “rights” available to everyone as opposed to “privileges” awarded to only some individuals and groups.

**Non-Dominant Culture** — The beliefs, values, mores, traditions, customs and behaviors of groups that exist in social and material subordination to the dominant culture. Non-dominant group cultures are considered less valued and secondary.

**Oppression** — Systemic devaluing, undermining, marginalizing and disadvantaging of certain social identities in contrast to the privileged norm; when some people are denied something of value, while others have ready access.

**Organizational Culture** — A system of shared assumptions, values and beliefs that governs how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they dress, act and perform their jobs.

**Personal Racism** — Individual and private (conscious and unconscious) racial assumptions, beliefs and behaviors held within an individual. Personal racism happens when an individual absorbs the dominant society’s views, stereotypes and biases around race and adopts them as personal beliefs. Both oppressed people in non-dominant groups and privileged people in dominant groups experience internalized racism, although the cumulative impact is different.

**Post-Racial Liberalism** — A form of left-of-center politics that has advocated a de-emphasis of racial discrimination and race-based remedies for inequality, in favor of class-based or “universal” cultural and economic programs of uplift, such as job creation policies, better education funding and health care reform.

**Prejudice** — A pre-judgment or unjustifiable, and usually negative, attitude of one type of individual or group toward another group and its members. Such negative attitudes are typically based on unsupported generalizations (or stereotypes) that deny the right of individual members of certain groups to be recognized and treated as individuals with individual characteristics.

**Privilege** — An unearned right, advantage, benefit or immunity granted or available only to a particular person or group of people, as defined by their social identity, normally at the expense of others. Privilege is often invisible, unconscious and seen as “ordinary” to those with that particular benefit or advantage. Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they have done or failed to do. Privilege operates within interrelated hierarchies of power, dominance and exclusion. A person can be privileged in one way and also face oppression, exploitation and discrimination in other ways.

### **Racial Justice**

**Racial Justice ≠ Diversity**  
(Diversity = Variety)

**Racial Justice ≠ Equality**  
(Equality = Sameness)

**Racial Justice = Equity**  
(Equity = Fairness, Justice)

**Race** — A pseudo-biological category that distinguishes people based on physical characteristics (e.g., skin color, body shape/size, facial features, hair texture). People of one race can vary in terms of ethnicity and culture.

**Racial Justice** — Deals with issues of power and oppression based on race. The creation and proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.

**Racial Transcendence** — A race-neutral (colorblind) policy agenda that eschews any direct focus on narrowing racial gaps in income, wealth, education, housing or health care in favor of a “universal” approach that purports to help all in need.

**Racism** — Race prejudice plus power. A system of structuring opportunity and assigning value based on the social interpretation of how one looks. The systematic subordination of members of targeted racial groups who have relatively little social power in the United States (e.g., Black people, Latino/as), by the members of the agent racial group who have relatively more social power (white people). The subordination is supported by the actions of individuals, cultural norms and values, and the institutional structures and practices of society.

**Restorative Practices** — The processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.

**Social Identity** — The portion of an individual’s self-concept derived from perceived membership in a relevant social group, for example, race, gender or class.

**Structural Racism** — Racial bias and discrimination among institutions and across society, and the cumulative and compounded effects of racial factors that systematically advantage white people while producing adverse outcomes for Blacks and other people of color.

**White Privilege** — A set of advantages and/or immunities that white people benefit from on a daily basis beyond those common to all others. White privilege can exist without white people’s conscious knowledge of its presence, and it helps to maintain the racial hierarchy in this country.

**White Superiority** — The belief in the inherent racial superiority of the white “race.” White superiority is an ideology that helps achieve the goal of white supremacy.

**White Supremacy** — A historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by white peoples and nations of the European continent for the purpose of maintaining and defending a system of wealth, power and privilege.



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## ENDNOTES

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*“Love is the only force capable of transforming  
an enemy into a friend.”*

*—Martin Luther King, Jr.*

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*“The essence of equity is love.”*

*—Junot Diaz*

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California Federation  
of Teachers

AFT, AFL-CIO

*A Union of Professionals*

