

End Notes

1. For more information about My Brother's Keeper Sacramento, please go to: www.shfcenter.org/mbk-sac
2. The MBK Strategy Teams developed a Guide to Action in 2018. To review the work of the Education Strategy Team please see: www.shfcenter.org/assets/MBK/MBK_Sacramento_Guide_to_Action_2018.pdf
3. In 2018, The Center at Sierra Health Foundation was selected as one of 10 recipients of an Obama Foundation MBK Community Challenge Impact grant to improve life outcomes for boys and young men of color. For more information go to: www.shfcenter.org/mbk-sac/obama-foundation
4. Retrieved from: www.huffingtonpost.com/tyrone-c-howard/why-we-should-care-about-_1_b_5883278.html
5. Ibid
6. Dr. Ault's dissertation focused on girls and gender non-conforming students in the school-to-prison pipeline. See more here: repository.usfca.edu/cgi/viewcontent.cgi?article=1338&context=diss
7. Retrieved from: edsourse.org/2018/suspension-rates-for-black-male-students-in-california-higher-for-foster-youth-rural-students/593888
8. Ibid
9. Retrieved from: <https://west.edtrust.org/resource/the-majority-report/>
10. During Spring and Summer 2019, preliminary data was obtained from focus groups and interviews with student participants, faculty participants, PAR team members and community members

Resisting the School-to-Prison Pipeline:

Re-imagining the academic narrative for Sacramento's boys and young men of color



2018-19

Dr. Stacey Ault, MSW PPSC
California State University, Sacramento

Jody S. Johnson, JD
University of the Pacific/McGeorge School of Law

Dr. Kyle Caler
California State University, Sacramento

Ramsey King
California State University, Sacramento

Maria DeJesus Garcia Garcia
California State University, Sacramento



Table of contents

<i>Background</i>	<i>3</i>
<i>The Need</i>	<i>4</i>
<i>MBK-U.....</i>	<i>5</i>
<i>The Vision.....</i>	<i>6</i>
<i>The Convening</i>	<i>7</i>
<i>Research Methodology</i>	<i>8</i>
<i>Preliminary Data</i>	<i>9</i>
<i>Call to Action</i>	<i>10</i>
<i>Next Steps</i>	<i>11</i>
<i>End Notes</i>	<i>12</i>

Get Involved:

- 1** Participatory Action Research (PAR) Project focus groups will continue throughout the 2019-2020 academic year. Let us know if you are interested in hosting a focus group.
- 2** There is also ongoing enrollment of PAR team members. If you are interested, please reach out.
- 3** Get directly involved with MBK Sacramento and/or the work of the education strategies team.
- 4** Reach out for more information about how your institution can participate in MBK-U.
- 5** Join MBK-U conversations on campus and in community.



Email:
MBKU-Sacramento@outlook.com



Instagram:
[@mbkusac](https://www.instagram.com/mbkusac)

Call to Action

We call elected officials and systems leaders to commit to working collaboratively across the educational pipeline in order to improve outcomes and educational opportunities for boys and young men of color in the Sacramento region.

We commit to:

Spearheading a region-wide **educational justice** movement.

Developing **action-oriented best practices** to implement immediately.

Centering our work in the **lived experiences** and voices of youth.

Challenging the **deficit-based narrative** of young men of color.

Working to **dismantle the school-to-prison pipeline**, and strengthening the pipeline from school-to-college and as importantly, the pipeline from prison-to-school.



Background

The movement for boys and men of color has been alive in Sacramento for almost a decade. There have been multiple collaborative efforts, but young men of color are still struggling within academic spaces. In addition, many of Sacramento's educational initiatives continue to be isolated and siloed.

In 2014, Sacramento accepted President Obama's challenge to become a My Brother's Keeper (MBK) community. Since then, Sacramento has mobilized systems leaders, community partners, youth-serving organizations and young people. MBK Sacramento Collaborative addresses health, education, employment and justice system disparities for young men of color through policy advocacy, systems change and support for effective programs.

MBK Sacramento uses a collective impact model to inform local priorities and policy agendas; develop strategies to support the implementation of coordinated action toward measurable results; seek opportunities to align resources, time and efforts toward targeted outcomes; and change systems locally for more just, equitable opportunities for boys and men of color.

The MBK Educational Strategies team addresses disparities for boys and men of color through responsive approaches, increased accountability and increased transparency so that all children meet key educational milestones, including reading at grade level by age 8, graduating from high school and having multiple post-secondary options.

In 2018, Sacramento became an Obama Foundation Impact Community, allowing us to be at the forefront of change-making for boys and young men of color around the country.

The MBK-U Sacramento Collaborative is funded by Sierra Health Foundation and the Obama Foundation and is managed by The Center at Sierra Healthy Foundation.

Get more information at:

www.obama.org/mbka/communities/center-at-sierra-health-foundation

www.shfcenter.org/mbk-sac

The Need

Education Outcomes

Black, Latino and Native American males have the highest dropout/pushout rates of any subgroup in the nation, with fewer than half graduating four years after starting high school.

Trauma

Boys and men of color lead the nation in being homicide victims, and targets of violence, having mental health challenges, and being homeless.

Questions of Inclusion

LGBTQIA+ youth, gender non-binary students, and women and girls of color also experience educational discrimination, which often is invisible. In some areas their disproportionality rivals that of male students.

Preliminary Data

Boys and men of color are some of the most **systematically oppressed** members of our community. In the education space, this oppression manifests as the **school-to-prison pipeline**.

- African-Americans make up just over 5 percent of California's public school enrollment, but account for nearly 18 percent of suspensions. The Sacramento region leads California in the number of suspensions for Black boys, and has been fraught with an abundance of overtly racist and discriminatory acts over the last few years.
- Disaggregation of Asian Pacific Islander student data is sporadic. Many institutions do not focus in on how Hmong, other South-East Asian students, and Pacific Islander students are doing.
- While outcomes for Latinx youth have improved in recent decades, today, among all ethnic groups, Latinx adults are the least likely to have a college degree.

- ✓ Trauma/mental health: Boys and young men of color experience trauma, including racialized traumatic stress. This impacts their ability to navigate educational spaces.
- ✓ Identity/belonging: Students stressed the need to belong and feel represented on their campus as factors in success.
- ✓ Institutional level supports, including counselors and mentors, are important to students. Their families are a huge motivator in their success, even though many family members are unable to help them navigate through systems.
- ✓ Culturally relevant pedagogy and implicit bias training is important, as is representation among faculty and staff.
- ✓ Students have found many ways to individually resist the school-to-prison pipeline.
- ✓ Question of inclusion: Students of all genders experience trauma and exclusion and are funneled into the school-to-prison pipeline. In fact, Black girls and LGBTQ youth of color have greater disproportionality.

Especially when you're struggling... now you have this part of you that is in pain or you're suffering or you're afraid and you can't share that with somebody.

So then how can you move past it and find a road to growth?

Creating a space no matter who you are is a way to assist in that struggle.

— Student Participant, 2019

The purpose of this research project is to **elevate the voices of Boys and Young Men of Color** by engaging them in a community action research project that will allow them to **share their experiences** within the school-to-prison pipeline and **explore ways they have found educational success.**

It became a safe space for students to express themselves. Having students' voices captured in the posters around the room was significant, as the people in the room were able to read them, and some perhaps relate to. I think the fact that there were stakeholders and students at the same table having a dialogue allowed for different perspectives to be heard and for learning to occur.

— PAR Team member, 2019



MBK-U

Research Methodology



Focus Groups

The initial convening collected preliminary data from table talks amongst youth, community and faculty members. This helped shape the Participatory Action Research Project and subsequent focus groups.



Gallery Walk

By sharing and interacting with data we were able to both collect information from participants and provide education regarding the status of boys and young men of color in educational spaces.



Interviews & Observations

Ongoing interviews and observations with Participatory Action Research Team Members allows for a reflexive and iterative process as we continue to refine our research methodology.

MBK-U

Established through a desire to resist the school-to-prison pipeline, MBK-U is a coalition of educators, researchers and young people dedicated to resisting and dismantling the school-to-prison pipeline. MBK-U will strengthen college, city, community and youth efforts by aligning multiple educational justice campaigns targeted toward boys and young men of color (BMOC). Collaboratively, we will fight for educational justice and improve outcomes for marginalized students of all genders. MBK-U provides an opportunity to align efforts and re-shape the narrative around Sacramento's boys and men of color.



The Vision

MBK-U will re-engage and reinvigorate the Sacramento region to work together to improve educational outcomes for boys and young men of color by identifying and filling gaps in policy, practices and programming. This effort will: strengthen college, city, community and youth collaboration; align multiple educational justice efforts for boys and men of color; and develop and share best practices throughout PreK-12 and higher education.



Aligned Research Agenda:

Faculty members from local academic (or educational) institutions will work alongside youth, the community and practitioners to collect, conduct and share research.



Policies and Practices: Using a collective impact framework, MBK-U will work across the Pre K-Post Graduate pipeline.



Programs and Supports: Regardless of race, ethnicity, gender or need, MBK-U will ensure students across the pipeline know where to go to receive supports and support each other.



People have misconceptions about my identity; people judge me on the way I dress and think that I'm not intellectually aware and when I talk, they're in awe.



— Student Participant, 2019



Our First Convening:

Sponsored by the College of Health & Human Services, MBK-U brought together approximately 100 Sacramento State students, faculty and community members on April 10, 2019, in the Student Union at California State University, Sacramento.

Conversation:

Participants engaged in an initial conversation about the educational experiences of boys and young men of color. This conversation became the foundation for the MBK-U research agenda.

Community Building:

Planned collaboratively by youth, faculty and community, this first convening prioritized the importance of building community and creating sacred space.

Participatory Action Research:

MBK-U will follow a Participatory Action Research methodology to engage community and youth in better understanding issues faced by boys and men of color, as well as developing recommendations for action.