



# TEAM *Playbook*

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# INTRODUCTION

In the past 11 months, Kingmakers of Oakland has grown from seven employees to 33 employees. To see our evolving system more clearly, we have recently engaged in a robust audit summary process that included reviewing guiding documents from the organization, holding and transcribing 12 interviews with selected staff, interviews with district leads, and identifying and categorizing key themes. Specifically, the interview questions focused on understanding the participants' roles and responsibilities, team structures, including key services and activities, processes and procedures. The interviews also included a freedom dreaming component.

We reviewed the findings from the audit summary to inform this pre-field tested playbook. This playbook aims to define our collective work, describe and align our vision and team structures, and provide key standard operating procedures. In order to transform the educational system that Black boys experience, we need to understand our own organization, including how our individual team structures and programs align and inform our collective work. A well-known Indian parable, "The Blind Men and the Elephant," illustrates this idea. In the story, six blind travelers encounter an elephant and try to understand it by touching the ear ("It's a fan!"), the tail ("It's a rope!") or the leg ("It's a tree trunk!"). Each man describes a different part of the elephant based on his limited experiences. Similarly, we might look at our organization in individual parts. This internal guide outlines key information to provide consistency, clarity, and alignment across our organization.

Ultimately, Kingmakers of Oakland seeks to cultivate educational systems where Kings express their innate greatness and lead from their internalized sense of brilliance and beauty. Demonstrating progress toward achieving this goal is how we define success. In doing so, not only will Black boys' voices be valued, but all students will benefit from a culturally responsive system—one in which every student feels welcomed, seen, heard, and valued.

In solidarity,

**Chris Chatmon**

CEO, Kingmakers of Oakland



# OVERVIEW AND VISION

## A VISION FOR BLACK BOYS IN EDUCATION

The Kingmakers of Oakland (KOO) is a [nationally recognized](#) Dee & Penner (2019) non-profit committed to improving educational life outcomes for Black boys. In 2010, Oakland Unified School District launched its first-in-the-nation Office of African American Male Achievement (AAMA). The department implemented a Kingmakers class, an elective specifically designed for Black male students (called Kings) taught by Black male educators, which emphasized Black history, cultural knowledge, positive self-identity, literacy, and academic mentoring. This class became the impetus for KOO. In 2018, KOO aimed to accomplish a larger vision: to build the capacity of educational leaders in public schools to create healthy, affirming learning environments for Black boys. Through professional learning, collaborative learning communities, coaching, and curriculum KOO seeks to improve the competencies of the educators within public school systems to cultivate culture and conditions where Black boys, Kings, express their innate greatness and lead from their internalized sense of brilliance and beauty.

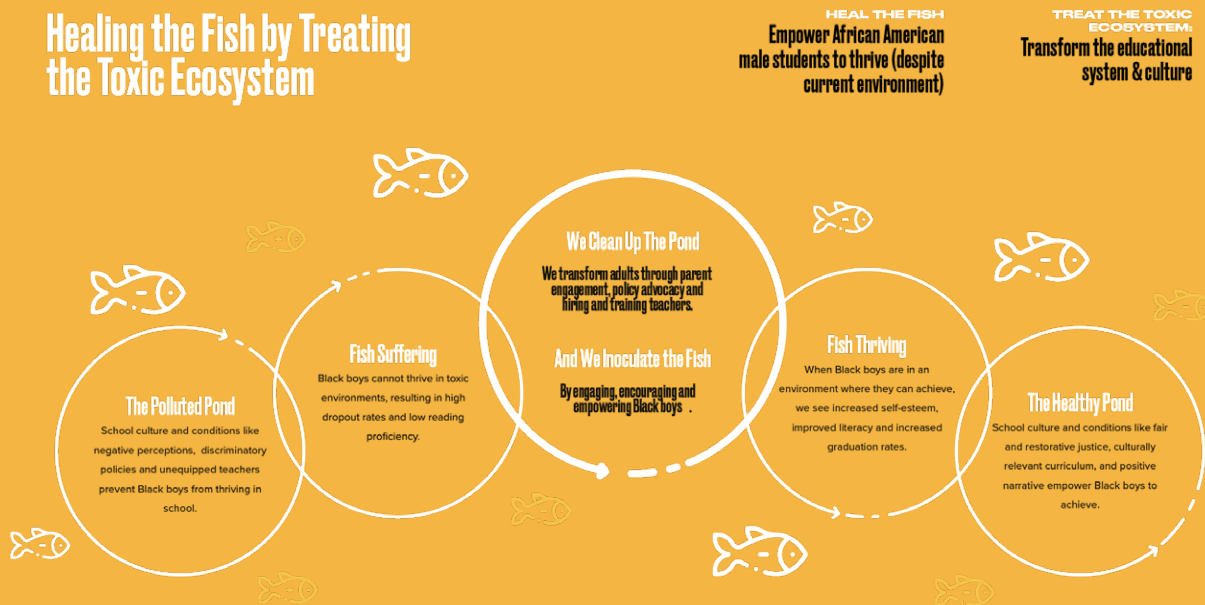
## CORE VALUES

KOO's overarching goal is to transform the educational system that Black boys experience from preschool through 12th grade. This organizational purpose is firmly rooted in its core values, a set of grounding principles. The following five core values provide a compass that guides KOO's organizational culture:

- *Love*: KOO's approach is rooted in love of self, community, and culture.
- *King-Centered*: Black boys are co-creators of this work; their voices are valued as much as adult voices.
- *African-Centered*: To shape a positive Black identity within a racist educational context requires a deep understanding of and connection to our history, community, and humanity.
- *Collective Will*: The cavalry isn't coming to save Black boys; therefore, KOO has the responsibility to co-create change.
- *Partnership*: KOO prepares and equips partners to scale or grow its work.

## THE POND: SCHOOL CULTURE AND CONDITIONS

To cultivate inclusive, empowering, spaces that honor students' identities and elevate the genius within Black boys, we first need a shared understanding and language to describe conditions, outcomes, and root causes. KOO uses the pond metaphor to identify (name, frame, and explain) current school culture and conditions that prevent African American males from achieving to their fullest potential. In a polluted pond, inequitable practices ignore students' lived experiences, cultural wealth (Yosso, 2005), and unique needs, hindering their ability to flourish. Examples of inequitable practices include punitive disciplinary policies and practices, unprepared educators, biased curriculum with negative framing of African American males, including underrepresentation, negative associations (i.e., criminalization) of Black male lives in media, which lead to real-world consequences (Kumah-Abiwu, 2020). In a polluted pond, the fish suffer: African American males cannot thrive in a toxic environment. Common characteristics of polluted ponds include high dropout rates, low rates of literacy, and exclusionary discipline practices (i.e., suspension and expulsions) that increase the likelihood of contact with the criminal justice system (i.e., school-to-prison pipeline). The next step is to improve school culture and conditions, or clean the pond, by building educators' knowledge and skills through dynamic, equity-centered professional learning and coaching; improving family and community and family engagement (FACE) initiatives; and changing the narrative, or inoculating the fish, among African American male students by providing culturally and linguistically responsive instructional practices that value and celebrate students' strengths, identities, and communities. Finally, in a clean pond, the fish thrive: African American males achieve. Characteristics of a healthy pond include high levels of self-esteem and sense of belonging, high rates of literacy and graduation rates, high expectations from adults with support, and fair, schoolwide, restorative practices to strengthen relationships and connections (Wachtel, 2016). The pond metaphor comes full circle: by treating the toxic ecosystem, the fish can heal and thrive.



## THEORY OF ACTION

Kingmakers of Oakland proposes that *IF* school, district, or community teams of educators actively partner via learning collaboratives, Targeted Universalism, and a Liberatory Design approach-finding process, focused on the Kingmakers of Oakland Organizational Drivers; *THEN* African American boys will demonstrate improved life outcomes.

## INTEGRATED APPROACHES TO CHANGE

### **KOO INTEGRATES THREE KEY INTERCONNECTED AND INTERDEPENDENT APPROACHES TO ORGANIZATIONAL CHANGE: ORGANIZATIONAL DRIVERS, LIBERATORY DESIGN, AND TARGETED UNIVERSALISM.**

*KOO's organizational drivers* for district success are change areas identified as having the greatest impact on transforming the educational system that Black boys experience. These six organizational drivers guide all aspects of KOO's professional learning, collaborative learning communities, coaching, curriculum design, and data systems. Specifically, these drivers provide the infrastructure needed to improve the competencies of the educators within the public school system to cultivate culture and conditions where Kings express their innate greatness and lead from their internalized sense of brilliance and beauty.

1. Culturally Relevant Pedagogy and Curriculum
2. Black Male Teacher Recruitment and Retention
3. Youth Voice and Leadership
4. Community and Family Engagement
5. Narrative
6. Policy

**Liberatory Design**, a human-centered, continuous improvement model adapted from Stanford's design thinking process and the National Equity Project's equity leadership development approach, frames for KOO's transformational change work with schools and districts. At the core of Liberatory Design are a set of beliefs: (1) racism and inequity have been designed into systems and thus can be redesigned; (2) designing for equity requires the meaningful participation of those impacted by inequity; and (3) equity-driven designs require equity and complexity informed processes.

Liberatory Design is both a flexible process that can be used by teams and a set of **equity leadership habits** (mindsets and modes). The role liberatory design plays in KOO programs is to (1) use the process and habits to build collaborative internal and external teams; and (2) provide learning on liberatory design as a core practice to leverage in all programs. For example, two important liberatory design habits, *Build Relational Trust and Practice Self-Awareness*, underscore the need to intentionally understand the role our own biases play in our leadership practices.

**Targeted Universalism**, a framework to design policies and implementation strategies to transform structural inequality and achieve policy goals, provides schools and districts a structure to cultivate inclusive, empowering, spaces that honor students' identities and center Black boys' voices. According to a leader in Targeted Universalism, professor John a. Powell of the **Othering and Belonging Institute** at the University of California Berkeley, "**targeted universalism** is outcome-oriented, and the processes are directed in service of the explicit, universal goal." By focusing on both the immediate and transformational (universal) structural changes necessary in the system, the shared responsibility is on the educational leaders to increase equitable educational opportunities for all students and eliminate racialized outcomes caused by structural racism.

**Five Steps for Targeted Universalism include:**

1. Establish a universal goal based upon a broadly shared recognition of a societal problem and collective aspirations (i.e., All students should be educated in safe environments that nurture high levels of literacy.)
2. Assess general population performance relative to the universal goal. (i.e., all students)
3. Identify groups and places that are performing differently with respect to the goal. Groups should be disaggregated. (i.e., Black boys)
4. Assess and understand the structures that support or impede each group or community from achieving the universal goal. (i.e., access to A-G courses with highly qualified teachers)
5. Develop and implement targeted strategies for each group to reach the universal goal (i.e., design interventions to improve literacy proficiency and eradicate the school-to-prison pipeline)



# TEAM STRUCTURES, SERVICES, AND PROGRAMS

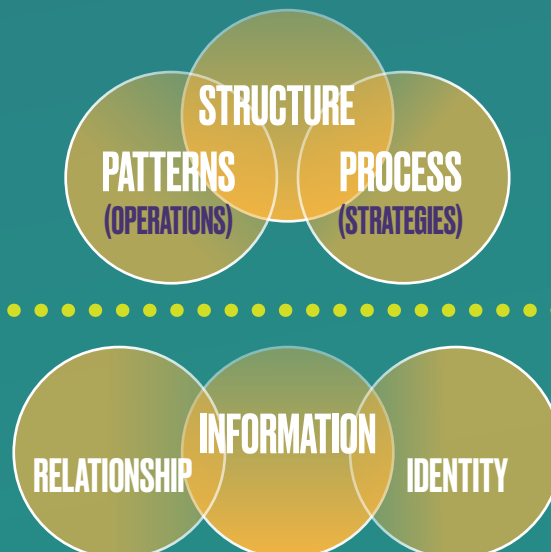
## OPERATIONAL TEAM STRUCTURES: EXECUTIVE LEADERSHIP TEAM, BUSINESS DEVELOPMENT TEAM AND KOO STAFF

The following operational structures (executive leadership team, business development team, and KOO staff) organize KOO’s workflow, promote inter-team communication, and provide a clear definition of roles and responsibilities.

### SENIOR LEADERSHIP TEAM: ROLES AND RESPONSIBILITIES

1. CEO, **Christopher Chatmon**
2. CPO, **Matin Abdel-Qawi**
3. Executive Assistant to the CEO, **Britt Taylor-Vernon**
4. Managing Director of Business Development, **Anthony Shoecraft**
5. Managing Director of Media & Technology, **Brenden Anderson**
6. Managing Director of Operations, **Shrim Bathey**

The KOO executive leadership team provides strategic and operational oversight to provide quality services and reduce redundancies. While their work addresses “**above the green line**” technical aspects (i.e., patterns, structures, and processes), including setting goals and developing plans. In contrast, their “below the green line” work spotlights relational components (information, relationships, and identity), including solving problems, and implementing strategies to encourage success. A key area of focus is to improve communication, advance cross-team collaboration, and break down silos. When the executive leadership team is aligned, they create the conditions to collaborate effectively, build trust, and increase ownership, accountability, and **psychological safety**. For these reasons, several KOO executive leaders direct cross-team programs and projects.





## **BUSINESS DEVELOPMENT TEAM**

- Managing Director of Business Development, **Anthony Shoecraft**

The KOO business development team collaborates with staff and partners to build relationships to develop growth strategy (strategy) , guide impact strategy (data), and grow external relations (partnerships). Specifically, this team aims to align KOOs growth to its aspirations: to identify and operationalize the strategic and financial partnerships that will accelerate and sustain the KOO goal to serve 100 districts in 10 years by 2030.

## **KOO STAFF: ROLES AND RESPONSIBILITIES**

CEO, **Christopher Chatmon**

CPO, **Matin Abdel-Qawi**

Curriculum Designer, **Uma Joshi**

Director of Community & Family Engagement, **Adrian Henderson**

Director, Curriculum and Training, **Baayan Bakari**

Director of Finance, **Simba Ndemera**

Director, Teacher Recruitment, Certification, Retention, **K.O. Wilson**

Executive Assistant, **Britt Taylor-Vernon**

Events and Program Operations Manager, **Angeli Brathwaite**

Family Engagement Coordinator, **Kahlil Chatmon**

Family Engagement Coordinator, **Jonathan Piper II**

Graphic Designer, Social Media, and Events Promotions Manager, **Meeka Johnson**

Managing Director, Business Development, **Anthony Shoecraft**

Managing Director, Media and Technology, **Brendan Anderson**

Managing Director, Operations, **Shrim Bathey**

Media, Communications, and Technology Assistant, **Alonzo Henderson**

MDP Outreach Coordinator, **Jordon Chatmon**

MDP Outreach Coordinator, **Fiyah Abakah**

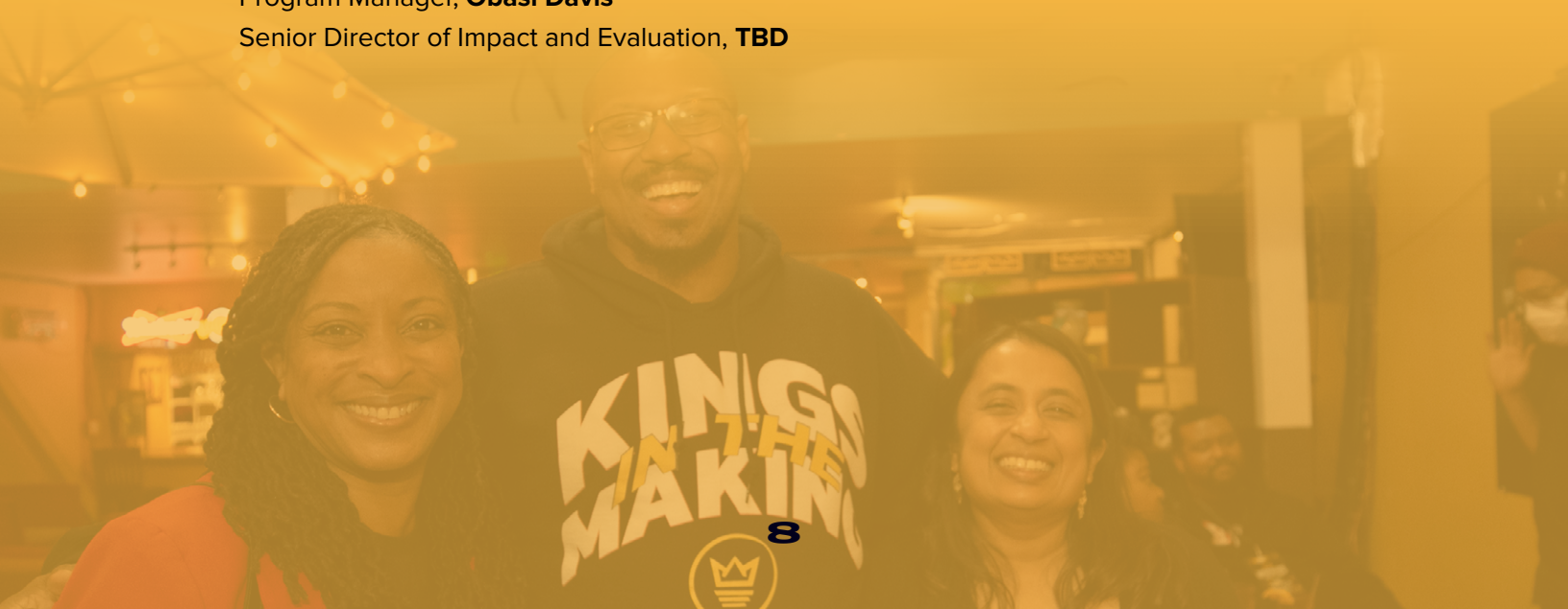
MDP Services Coordinator, **Angus Bates**

MDP Services Coordinator, **Shedrick Johnson III**

Program Manager - Culturally Responsive Pedagogy, **Sean Foster**

Program Manager, **Obasi Davis**

Senior Director of Impact and Evaluation, **TBD**



The KOO Staff provide team-based (learning collaborative planning team and six driver teams) expertise, coaching, and technical support as part of an integrated liberatory design process.

## FUNCTIONAL TEAM STRUCTURES: KOO SERVICE DELIVERY (DRIVER) TEAMS AND DISTRICT TEAMS

The following team-based structures (learning collaborative planning team, six driver teams, and district teams) work toward a common goal: to cultivate inclusive, empowering, spaces that honor students’ identities and elevate the genius within Black boys. These flexible team structures reinforce decision-making and provide the depth of expertise needed to move KOO’s goals forward.

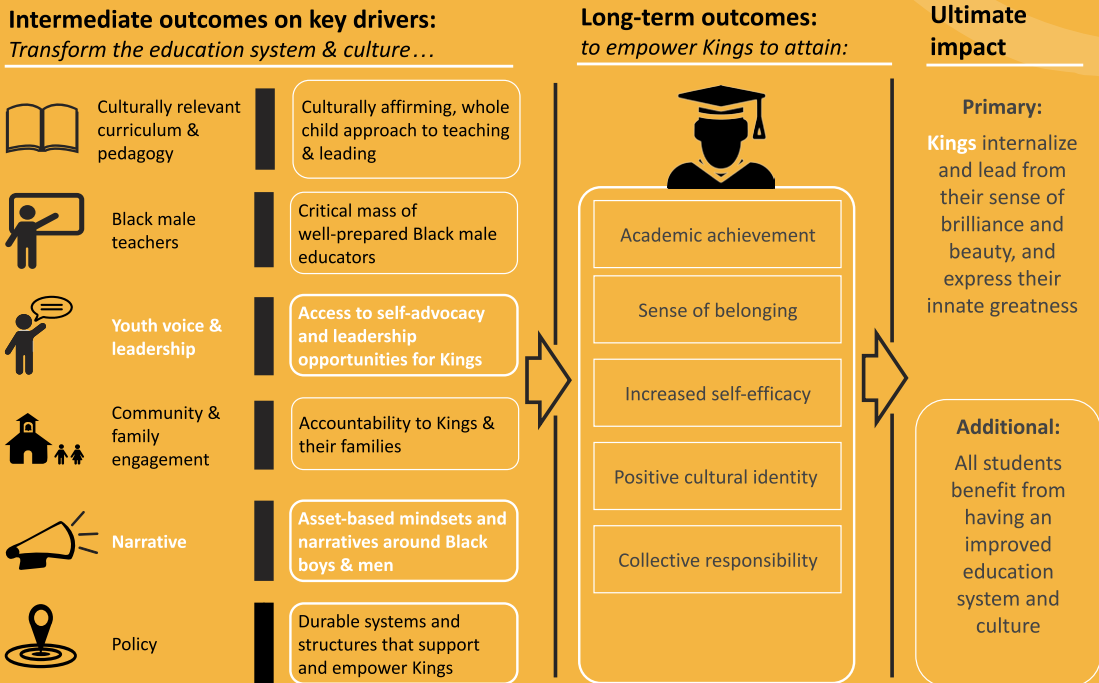
### Learning Collaborative Planning Team

This cross-driver internal KOO team guides a national collective where district partners share strategies, build relationships, and, ultimately, leverage their collective wisdom to reimagine and redesign school systems to intentionally support Black boys. Key activities include designing and leading five national Learning Collaboratives; and providing coaching and technical assistance.

### Driver Teams

These teams align to the change ideas identified as having the greatest impact on transforming the educational system that Black boys experience. The driver teams provide the expertise to deploy team members to districts as needed. These six organizational drivers guide all aspects of KOO’s professional learning, collaborative learning communities, coaching, technical assistance, curriculum design, and data systems.

## Kingmakers’ Key Drivers Toward Systemic Change for Black Boys



**The Culturally Relevant Pedagogy and Curriculum Team** provides Service Delivery Team supports to districts, including technical assistance, content expertise, facilitation, and coaching; collects impact data; guides Learning Collaborative planning and support, collaborates on KOO branding, and aligns and updates curriculum: Manhood Development Program (MDP), Youth Participatory Action Research (YPAR), and The Fellowship Initiative (TFI).

**The Black Male Teacher Recruitment and Retention Team** provides Service Delivery Team supports to districts, including technical assistance, content expertise, facilitation, and coaching; works with districts to identify and collect impact data; guides Learning Collaborative planning and support; partners with districts to recruit and retain Black male teachers; works with districts to review policies on hiring; engages districts in conversations on the conditions needed to retain Black male teachers and other teachers of color.

**Youth Voice and Leadership Team** provides Service Delivery Team supports to districts, including technical assistance, content expertise, facilitation, and coaching; works with districts to identify and collect impact data; guides Learning Collaborative planning and support; works with youth to support/guide them in the development of using their voice as a source of agency and advocacy; provide opportunities for youth to development positive leadership skills; and serves as a vehicle for youth voice and leadership via media and performing arts; aligns and updates program resources: Manhood Development Program (MDP), Media and Arts Program, Youth Participatory Action Research (YPAR).

**Community and Family Engagement Team** provides Service Delivery Team supports to districts, including technical assistance, content expertise, facilitation, and coaching; works with districts to identify and collect impact data; guides Learning Collaborative planning; works with districts to create Intergenerational/cross-functional teams to participate in the Learning Collaborative; and co-plans and co-facilitates district-wide African American Male Achievement Awards celebrating Black male student success.

**Narrative Team** provides Service Delivery Team supports to districts, including technical assistance, content expertise, facilitation, and coaching; works with districts to identify and collect impact data; guides Learning Collaborative planning and support; aligns and updates program resources: Manhood Development Program (MDP), Media and Arts Program, and Youth Participatory Action Research (YPAR).

**Policy Team** provides Service Delivery Team support to districts, including technical assistance, content expertise, facilitation, and coaching; works with districts to identify and collect impact data; guides Learning Collaborative planning and support; and reviews and provides recommendations on school or district policies that impact African American students, including a specific focus on the six KOO drivers.

## District Teams

Each KOO district has an cross-functional, intergenerational Learning Collaborative Team, including district administrators, site administrators, teachers and staff, board members, community members, students, and parents and families. The district Learning Collaborative Teams identify focus drivers and collaborate with KOO staff to identify goals and implement change; actively participate in five national Learning Collaborative sessions; identify, collect, share, and analyze district data; engage in real-time checks on progress with KOO Service Delivery (Driver) Teams to improve outcomes. In addition to the driver-focused Learning Collaborative work, other KOO district programs include: Manhood Development Program (MDP), Youth Participatory Action Research (YPAR), and The Fellowship Initiative (TFI).

## KOO DISTRICT PROGRAMS

### Manhood Development Program (MDP)

In 2010, Oakland Unified School District launched its first-in-the-nation Office of African American Male Achievement (AAMA). The department implemented a Kingmakers class called the Manhood Development Program (MPD), an elective specifically designed for Black male students (called Kings) taught by Black male educators. MPD emphasizes Black history, cultural knowledge, positive self-identity, literacy, and academic mentoring. While MDP continues to be implemented in Oakland Unified School District, it remains a foundational program for KOO districts.



### Youth Participatory Action Research (YPAR)

YPAR is a social justice approach to positive youth and community development that engages youth in dynamic learning to improve their lives, communities, and the institutions that serve them (Ozer et. al, 2020).

### The Fellowship Initiative (TFI)

TFI is a three-year college access program in partnership with JP Morgan Chase. This program serves Kings in grades 10-12 by providing the following services: academic advising, tutoring, literacy and reading comprehension instruction, financial literacy, mentorship, career and professional development. This program aims to address three primary college readiness issues faced by Black and Latino youth: (1) access to rigorous college preparatory courses; (2) access to experienced teachers who have high levels of cultural competencies when working with boys/men of color; and (3) access to consistent guidance counseling to continually track students' academic performance and college application process.

# PROCEDURES



## INTAKE/NEEDS ASSESSMENT PROCESS

**This initial four-step information gathering process helps KOO and the district shape a strategy to transform the district system that Black boys experience.**

**Step 1:** KOO leads an intake process, engaging the district team with one or all of the following empathy methods to learn more about the needs of Black boys in their context:

- Hold a listening campaign
- Hold focus groups with Black male students, teachers, administration, families of Black male students, community members
- Review and disaggregate data
- Administer the KOO Readiness Rubric

**Step 2:** KOO shares findings of the Intake Process/Needs Assessment with district

**Step 3:** KOO recommends a course of action (i.e., Learning Collaborative, MDP, YPAR)

**Step 4:** KOO collaborates with the district to identify the focus driver(s).

### **Learning Collaborative Kickoff:**

*KOO holds* a Learning Collaborative Kickoff for all district teams to join a national two-day professional learning event. During the kickoff, district teams (cross-functional, intergenerational) engage with the following content:

- Overview and Vision: Core Values, Theory of Action
- The Pond: School Culture and Conditions, and Integrated Approaches to Change (i.e, Targeted Universalism, Liberatory Design, Drivers, Metrics)
- Purpose and Scope of the Learning Collaborative: What will we do in our national meetings? What will district teams do between meetings?
- Community Agreements
- Stages of Team Development (Notice and Reflect/Empathize): How will our district engage in teaming work?
- Identity Work (Notice and Reflect/Empathize)
- Systems Thinking and Race (See the System): What is systemic oppression and how does it exist in district policies, practices and structures that adversely impact Black boys, their families and Black staff? (Powell, 2011)
- Data (Notice and Reflect/Define and Inquire): What does the research say? What is the current state of district data for Black boys? What is the ideal state of district data for Black boys? (Each district brings their district data.)
- Drivers (Notice and Reflect/Inquire and Imagine): districts identify and discuss their driver(s) and change idea

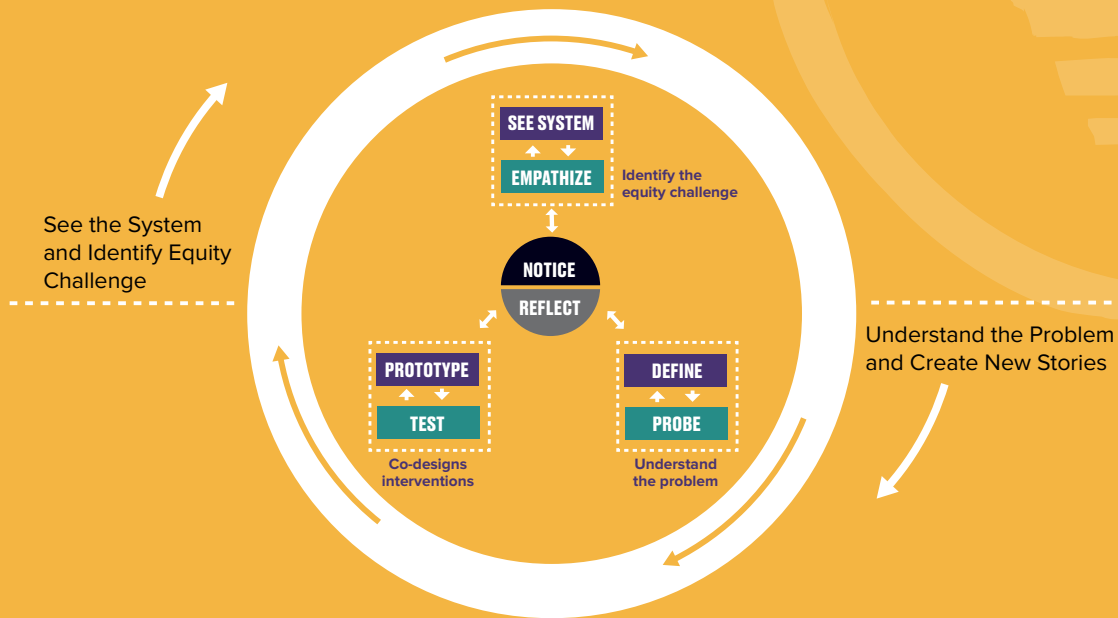
## Learning Collaborative District Team (Cross-functional/ Intergenerational) Action Periods:

Action Periods (six to eight weeks - flexible): expert KOO Service Delivery (driver) Teams provides technical assistance (TA), coaching support, resources, and mini-lesson professional learning to district cross-functional, intergenerational teams as needed.

- **Cycle 1: See the system/empathize; Identify focus driver(s)**
- **Cycle 2: Define/probe**
- **Cycle 3: Prototype/Test**
- **Cycle 4: Try**

## LIBERATORY DESIGN CYCLE

Liberatory thinking embraces a commitment to co-design where innovations are informed and led by those closest to the inequity.



## Learning Collaborative (District Teams)

Learning Collaboratives: this is a national collective where district teams meet five times per academic year to share strategies, impact data and progress, build relationships, and, ultimately, leverage their collective wisdom to reimagine and redesign school systems to intentionally support Black boys. During the Learning Collaboratives, teams deepen their knowledge, understanding and capacity to implement change for their focus drivers and share how they are leveraging the Liberatory Design Process in their district work. The final Learning Collaborative of the year is dedicated to celebrating district participants and their work. KOO Outstanding Driver Certificates are awarded to people who have modeled excellence in each of the six driver areas.

### **Learning Collaborative KOO Preliminary Work:**

In an effort to ensure the Kingmakers of Oakland staff are well prepared to facilitate and lead this work, below are areas of consideration:

- Modify KOO MOU to ensure clarity of roles for district and KOO staff
- Identify staff who will focus on specific drivers, i.e., Service Delivery Teams
- Build the capacity and expertise of the Service Delivery Team, including driver content area, coaching capacity, and Liberatory Design process facilitation
- Develop Learning Collaborative content
- Create a Driver Guide template or a tool to support districts as they engage in cycles of learning

### **Learning Collaborative District Preliminary Work:**

In an effort to ensure district teams are well prepared to facilitate and lead transformational work, below are areas of consideration:

- Identify a cross-functional, intergenerational team
- Determine staff compensation (i.e., pay for substitutes, prep period, stipends, hourly rate, 0 or 7th period)
- Secure KOO Learning Collaborative dates and times on district/school calendar
- Establish and secure action period meeting times on district/school calendar
- Provide a message to the community about the commitment to Black boys and engaging in the KOO Learning Collaborative process
- Secure substitute teachers (if needed)

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# RESOURCES

Letter of Commitment

Dear \_\_\_\_\_,

Thank you for participating in the **Kingmakers of Oakland (KOO) Learning Collaborative**. The goal of the district Learning Collaborative is to strategically address barriers that exist in our schools that adversely affect the success of African American male students.

Using the KOO model, we reimagine and redesign school systems to intentionally support Black boys and commit to improving the lives of students in our schools. This involves a focused approach to understand the complexities of equity, how these complexities affect education for Black youth, and how to leverage the Liberatory Design process to strategically facilitate collective learning. In order to achieve the transformational results we envision for Black youth, we must accelerate our ability to accelerate together.

## **KOO Core Values**

KOO's overarching goal is to transform the educational system that Black boys experience from preschool through 12th grade. This organizational purpose is firmly rooted in its core values, a set of grounding principles. The following five core values provide a compass that guides KOO's organizational culture:

- **Love:** KOO's approach is rooted in love of self, community, and culture.
- **King-Centered:** Black boys are co-creators of this work; their voices are valued as much as adult voices.
- **African-Centered:** To shape a positive Black identity within a racist educational context requires a deep understanding of and connection to our history, community, and humanity.
- **Collective Will:** The cavalry isn't coming to save Black boys; therefore, KOO has the responsibility to co-create change.
- **Partnership:** KOO prepares and equips partners to scale or grow its work

**THEREFORE, WE ASK DISTRICTS PARTICIPATING IN THE LEARNING COLLABORATIVE TO ARTICULATE PLANS FOR COMMITTING TO:**

1. Foundational Conditions for success in the community
  - a. Explicit commitment to the community’s focus driver(s) and metrics
  - b. Demonstrated commitment to cultivating improvement mindsets and culture within the school/district
2. Providing the minimum necessary resources required to successfully support the work:
  - a. **People** allocated at school site and district levels to engage in the work
  - b. **Physical** space to support the collective learning of the cross-functional, intergenerational team in the community
  - c. **Time** protect time for participants to do the work and to consistently meet together to accelerate that work

**Foundational Conditions:** We believe these foundational conditions must be in place for the Learning Collaborative to be successful. We look forward to discussing ways in which you plan to cultivate these conditions, and helping to troubleshoot any potential challenges or barriers in order for these conditions to be realized.

FOUNDATIONAL CONDITIONS	DESCRIPTION
<p>All participants hold an explicit commitment to the community’s focus driver(s).</p>	<p>Participating districts and schools will be committed to:</p> <ul style="list-style-type: none"> <li>● Engaging in theoretical and experiential learning of equity</li> <li>● Identifying and unpacking focus drivers</li> <li>● Holding themselves to an outcome based on Black male students</li> <li>● Tracking common metrics and reporting data, as applicable</li> <li>● Engaging in collective learning activities, including but not limited to: 1) documenting and sharing local practices for use by the collaborative 2) testing the practices developed elsewhere in the learning community, as appropriate</li> </ul>

District and school leadership actively cultivates Liberatory Design mindsets and culture.

Leadership demonstrates a commitment to building the organizational structures and norms that facilitate a culture of learning and strategic improvement at the site and district level. Associated leadership moves include:

- Creating a safe environment to try on new learning
- Looking at school/district system through a lens of equity
- Embodying a willingness to see and remove barriers that get in the way of doing the work
- Providing time and space for authentic reflection and learning
- Allowing for sustained attention and taking “stuff” off plates
- Expressing authentic curiosity and willingness to reconsider own view points

CROSS FUNCTIONAL, INTERGENERATIONAL TEAM ROLES AND RESPONSIBILITIES	REQUIRED TIME COMMITMENT
<p><b>Team Lead</b> Point person who maintains the team’s momentum by scheduling meetings, checking on team members, communicating with project sponsors, etc. Team meetings rarely happen without this person. Leading meeting design and facilitation, guiding the completion of learning cycles and data collection (driver action plan), documenting learning, and direct communication with Kingmakers of Oakland Service Delivery Team Lead.</p>	<p>One hour (+) per week</p> <p>+Attendance and Participation at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Collaboration Sessions</li> <li><input type="checkbox"/> Check-in calls</li> <li><input type="checkbox"/> Team meetings</li> <li><input type="checkbox"/> Action period activities</li> </ul>
<p><b>Cross Functional, Intergenerational Team Members</b> Those closest to the work that is to be improved. Attend team meetings, conduct learning cycles, collect data, consolidate learning, implement driver action plan.</p> <ul style="list-style-type: none"> <li>● Team members can include principals, teachers, counselor(s), parents/guardians, students, district-level administrators</li> </ul>	<p>~0.5 hours per week of communicating with team ~0.5 hours per week to driver action plan.</p> <p>+Attendance and Participation at:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Collaboration Meetings</li> <li><input type="checkbox"/> Check-in Calls</li> <li><input type="checkbox"/> Cross-functional, Intergenerational Team Meetings</li> <li><input type="checkbox"/> Action Period Activities</li> </ul>

**Site Leadership (if applicable)**

School level administrator responsible for championing the driver action plan and actively removing barriers to the team’s success. Supports the team through communication, meetings, data, and documentation of learning cycles.

~ 0.5 (+) hours per week of communicating with Team Lead and Cross Functional, Intergenerational Team members, plus support to team members running learning cycles and driver action plan.

- +Attendance & Participation at:
- Learning Collaborative sessions
  - Check-in calls

**DISTRICT ROLES & RESPONSIBILITIES**

**Project Sponsor**

District-level administrator responsible for championing the improvement project, driver action plan, and actively removing barriers to team’s success. Liaison with principal/district office lead, and cross-functional, intergenerational team leads. Individuals must be well-positioned to inform and influence site-level and district-level work.

**COMMITMENTS REQUIRED**

Bi-monthly communication with principal/district office lead

- +Attendance & Participation at:
- Learning Collaborative Sessions
  - Check-in calls
  - Attend cross-functional, intergenerational team meetings when applicable

**KINGMAKERS OF OAKLAND STAFF**

**Kingmakers of Oakland Service Delivery Team Lead**

Deep expertise in the Kingmakers of Oakland drivers and the Liberatory Design process. Provides technical assistance, coaching, and support to cross-functional, intergenerational team leads, site leads, and project sponsor.

**COMMITMENTS REQUIRED**

~ One hour (+) per month of communicating with the cross-functional, intergenerational team leads and district project sponsors, plus prepping resources and coordinating supports and engages with teams via onsite technical assistance and coaching when requested.

- Attendance and Participates at:
- Learning Collaborative Sessions
  - Check-in Calls
  - Planning and facilitating Learning Collaboratives
  - Leadership/Team Coaching

**Kingmakers of Oakland Service Delivery Team Members**

Knowledgeable about the needs of African American students, systems thinking, inquiry/ liberatory design, and holding safe spaces for courageous conversations. Actively connects with the team on knowledge and strategies from research and practice.

~ One hour (+) per month of communicating with the cross-functional, intergenerational team, plus prepping resources and coordinating supports and engages with teams via onsite technical assistance and coaching when requested.

- Attendance and Participates at:
- Learning Collaborative Sessions
  - Service support calls
  - Planning and facilitating Learning Collaboratives
  - Leadership/team coaching
  - Technical assistance

**Project Manager/Director**

Provides project coordination and oversight of improvement activities. Removes barriers and provides timely communication between district/site, and Kingmakers of Oakland.

Consistent and clear communication with district/site leads

Attendance and Participates at:

- Learning Collaborative Sessions
- Emails
- Various organization/coordination strategies

RESOURCE	COMMITMENT	DESCRIPTION
<b>Time</b>	<b>Needs Assessment</b>	Requirements: <ul style="list-style-type: none"> <li>● Access to data for African American students</li> <li>● Access to staff, students, and families</li> </ul>
	<b>Learning Collaborative Kick-Off</b>	District teams join a national two-day event to engage with foundational learning.
	<b>Action Periods</b>  The Service Delivery Team will work with the Cross-Functional, Intergenerational team lead. Participating districts/ schools have allocated a minimum amount of planning and work-time dedicated to improvement work/ driver action plan.	Ideally, onsite team meeting time is: <ul style="list-style-type: none"> <li>● 60 minutes bi-weekly</li> <li>● Calendared</li> <li>● Increased, as interest and work load demands</li> </ul> <i>Note:</i> the most successful teams find ways to integrate team meeting time into existing meeting structures, such as content-area or grade-level team meetings, or as a breakout within existing staff professional learning time.
	<b>Learning Collaborative Sessions</b>	Requirements:  Five (5) Learning Collaborative Sessions: <ul style="list-style-type: none"> <li>● Session 1: two full days</li> <li>● Session 2: half-day learning</li> <li>● Session 3: half-day learning</li> <li>● Session 4: half-day learning</li> <li>● Session 5: full-day</li> </ul> Action Periods: <ul style="list-style-type: none"> <li>● Specific dates to be determined by Intergenerational/ Cross Functional Team</li> </ul> Participants: All cross-functional, intergenerational team members

**Learning Collaborative End-of Year  
and African American Male Initiative  
Ceremony**

The final Learning Collaborative (session #5) of the year is dedicated to celebrating district participants and their work.

Thank you for a commitment to this project. Kingmakers of Oakland is looking forward to partnering with your district on this very important work.

In solidarity,

**Chris Chatmon**

CEO, Kingmakers of Oakland



# READINESS RUBRIC



**Kingmakers of Oakland (KOO)** seeks to cultivate inclusive, empowering spaces that honor students’ identities and elevate the genius within Black boys. The KOO Readiness Rubric is a systems-thinking tool designed to (1) collect the initial data to inform the design of the KOO journey; (2) build a shared understanding and language to describe conditions, barriers, outcomes, and root causes that impede full participation, access, and opportunity for Black boys to receive an excellent education; and (3) serve as a starting point to notice the structural and psychological conditions that need to be in place for each driver area: culturally relevant curriculum and pedagogy, Black male teachers, youth voice and leadership, community and family engagement, narrative, and policy. This baseline rubric supports districts to create culturally responsive systems where every student feels welcomed, seen, heard, and valued.

## CULTURALLY RELEVANT CURRICULUM AND PEDAGOGY

**CRITERIA: The district curriculum and instruction plan, actions, and activities:**

- Center research that is rooted in a culturally and linguistically affirming, whole-child approach (i.e., rituals, inclusive environment, representation)
- Promote sociocultural and linguistic competence in a structured way (i.e., productive speaking/writing projects and portfolios)
- Amplify student engagement (i.e., social-emotional learning, community-based learning, and media literacy)
- Connect to Black boys’ academic backgrounds, life experiences, cultures and linguistic strengths to support rigorous and culturally relevant learning
- Encourage meaningful participation to ensure Black male students have access to (and are expected to) participate in rigorous learning
- Integrate dynamic classroom discourse and interactions that reflect high expectations and asset-based beliefs about Black male students’ intellectual capabilities
- Create a culture of inclusivity, equity, and accountability for deep learning

0= No Evidence	1= Minimal Evidence	2= Partial Evidence	3= Full Evidence	4= Exemplary Evidence
There is no clear plan for curriculum and instruction.	There is a plan with minimal evidence of implementation, but it does not have measurable outcomes or a strong research base in culturally responsive teaching and learning.	The plan includes some measurable outcomes and research-based practices, but implementation is inconsistent across programs and grade levels.	The plan includes coordinated measurable outcomes across grade levels, centers research on culturally and linguistically affirming instruction, promotes sociocultural competence, amplifies student engagement, and provides strong evidence of implementation across the system.	There is a systemic process to continually develop and improve the curriculum and instruction plan, which includes coordinated measurable outcomes and provides strong evidence of implementation across the system.

## BLACK MALE TEACHERS

### CRITERIA: The district inclusive recruiting plan, actions, and activities:

- Develop effective hiring practices to actively recruit and retain Black male educators
- Partner with higher education institutions and alternative teacher education programs to solidify a diverse educator pipeline
- Demonstrate a critical mass of well-prepared Black male educators
- Demonstrate a supportive system that is inclusive of Black male educators voices and their contribution to decision making processes
- Create an environment that fosters a sense of belonging

0= No Evidence	1= Minimal Evidence	2= Partial Evidence	3= Full Evidence	4= Exemplary Evidence
There is no clear plan for inclusive recruiting.	There is a plan with minimal evidence of implementation, but there are few Black male educators in the district.	The plan includes coordinated, measurable outcomes to employ Black male educators, but the hiring practices and systems of support are inconsistent.	The plan includes coordinated, measurable outcomes to recruit, hire, and support Black male educators across the system; the plan provides evidence of an increased number of Black male educators.	There is a systemic process to continually review and improve the district recruiting plan; the district hires, supports, and retains a critical mass of Black male educators.

## YOUTH VOICE AND LEADERSHIP

### CRITERIA: The district youth voice and leadership plan, actions, and activities:

- Create an environment that fosters a sense of belonging
- Include access to self-advocacy and leadership opportunities for Black boys
- Design structured opportunities for Black boys to engage in substantive academic/intellectual talk
- Support student clubs and activities that engage Black male student leadership
- Provide safe conditions for Black male students to take ownership of their learning to develop, test, and refine their thinking and leadership skills
- Integrate robust opportunities for culturally responsive creative expression (i.e., media and visual arts, dance, sports, poetry, civic engagement, and leadership)

0= No Evidence	1= Minimal Evidence	2= Partial Evidence	3= Full Evidence	4= Exemplary Evidence
There is no clear plan for youth voice and leadership.	There is a plan with minimal evidence of implementation, but it does not have measurable outcomes for youth voice and leadership.	The plan includes some measurable outcomes, access and opportunities for youth voice and leadership, but implementation is inconsistent across programs and grade levels.	The plan includes coordinated measurable outcomes, access, and opportunities for youth voice and leadership across grade levels and provides strong evidence of implementation across the system.	There is a systemic process to continually review and improve youth voice and leadership. The plan includes coordinated measurable outcomes, access, and consistent opportunities for youth voice and leadership across grade levels and provides strong evidence of implementation across the system.



## COMMUNITY AND FAMILY ENGAGEMENT

### CRITERIA: The district community and family engagement plan, actions, and activities:

- Demonstrate accountability to Black boys and their families
- Center research that is rooted in community-based engagement
- Identify mutual interests and goals between the Black community and the district/schools
- Provide information to families in a timely manner (i.e., email, text, social media)
- Consistently engage Black families in all aspects of the educational process (i.e., policy development, curriculum adoption, individual and collective student needs)
- Create a feedback loop by actively seeking input and feedback from Black families and sharing the results

0= No Evidence	1= Minimal Evidence	2= Partial Evidence	3= Full Evidence	4= Exemplary Evidence
There is no clear plan for community and family engagement.	There is a plan, but it does not have measurable outcomes or a strong research base for community and family engagement.	The plan includes some measurable outcomes and research-based practices, but is inconsistent across programs and schools.	The plan includes coordinated measurable outcomes across programs and schools, centers research on community-based engagement, creates a strong feedback loop, and provides strong evidence of implementation across the system.	There is a systemic process to continually develop and improve the community and family engagement plan, which includes coordinated measurable outcomes and provides strong evidence of implementation across the system.

## NARRATIVE

### CRITERIA: The district African American student success plan, actions, and activities:

- Integrate asset-based mindsets and narratives about Black boys and men
- Publically illuminate positive narratives about Black male students and teachers (i.e., academic, behavioral, school and community leadership)
- Listen deeply to Black male students, teachers, and community
- Approach academic and social-emotional challenges as opportunities to understand and address root causes
- Provide structured opportunities for all staff to reflect and examine biases, invisible assumptions, and teaching and leadership practices
- Analyze patterns of discourse and where they are or are not serving the district/school to make progress toward equity for Black boys (i.e., discourse - how people talk about, think about, and plan for what is important)

0= No Evidence	1= Minimal Evidence	2= Partial Evidence	3= Full Evidence	4= Exemplary Evidence
There is no clear plan focused on African American student success.	There is a plan, but it does not have measurable outcomes or demonstrated asset-based mindsets and narratives about Black boys and men.	The plan includes coordinated, measurable outcomes to integrate asset-based mindsets about Black boys and men, but the practices and systems of support are inconsistent.	The plan includes coordinated, measurable outcomes to integrate asset-based mindsets about Black boys and men across the system.	There is a systemic process to continually review and improve the African American student success plan, which includes coordinated, measurable outcomes to integrate asset-based mindsets about Black boys and men across the system.

## POLICY

### CRITERIA: The district policy initiatives, actions, and activities:

- Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address challenges, trends, and potential changes that affect Black boys
- Welcome and facilitate conversations with the local community about how to improve learning and achievement
- Facilitate discussions with Black students, staff, and families about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes
- Shape procedures from an understanding of social, cultural, economic, legal, and political contexts
- Create and support systems and procedures that (1) ensure the equitable distribution of resources and support services for Black boys, (2) provide for present and future needs of Black boys and families, and (3) improve equity and excellence in education

0= No Evidence	1= Minimal Evidence	2= Partial Evidence	3= Full Evidence	4= Exemplary Evidence
There is no district policy focused on the specific needs of Black boys.	There are policies, but they do not have measurable outcomes or demonstrated systems and structures that support and empower Black boys.	The policies include coordinated, measurable outcomes and demonstrated systems and structures that support Black boys, but the practices and systems of support are inconsistent.	The policy initiatives include coordinated, measurable outcomes, and structures that support Black boys across the system.	There are several systemic policy initiatives to ensure durable systems and structures that support and empower Black boys. The plan includes coordinated, measurable outcomes, and structures.

# REFERENCES

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- Hammond, Z. L. (2015). *Culturally responsive teaching and the brain*. Corwin Press.
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