



CITY OF OAKLAND



My Brother's Keeper

Oakland, CA

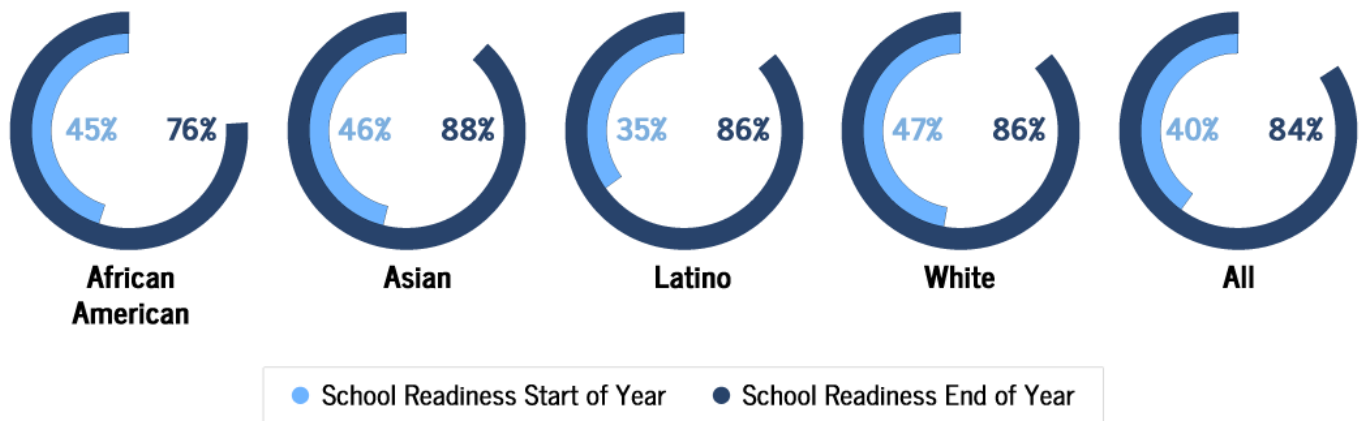
Local Action Plan
May 2016

To The Reader

Consider early childhood development... High quality pre-school is a game changer. We know that. For those children who attend pre-school in Oakland, almost all of them - 84% will be ready to learn in Kindergarten. That's the good news.

Now let's look at African Americans in pre-school. Just 76% will be ready for Kindergarten after attending pre-school. But the more concerning fact in Oakland is that the African American young children started pre-school ahead of or on par with their peers but are surpassed by them in just one year. Why would that reversal occur?

School Readiness Among Students Attending Pre School at the Beginning and the End of the Year, 2013/2014



Source: https://oaklandachievers.files.wordpress.com/2015/09/usc_oaklandachievers_full-report-print.pdf

That's what this report is about. As we engage in broad system change, we need to be aware that not all children fare equally. If we want to close the gap between boys and young men of color, compared to girls and to their white peers, we need to look more deeply into the data to understand what is going on and what we can do to change that.

Oakland does not lack for energy, compassion and focus on this issue. We are a national leader. We will continue to lead. But we will do this now by challenging ourselves to uncover, confront and overcome the barriers that suppress the potential of our young men, and deprive them, their families and their communities of the full potential of their lives.

Oakland MBK Pledge

“ We will work as a community to infuse into our work a deep commitment to uncover, confront and overcome the conditions that result in depriving our young men of their right to live a full and productive life.

We will engage together collaboratively to better understand what causes the disparities faced by young men of color. We will expose the data specific to them, and hold ourselves accountable for employing the strategies and changing the systems that cause poor and inequitable outcomes for our young men of color. ”



Letter from
Mayor Libby Schaaf
and
President & CEO James Head

To the Oakland community,

Here in Oakland we are blessed with strong community serving organizations, reform minded public institutions, and residents who are willing to roll up their sleeves to tackle the toughest problems.

Perhaps no challenge is more uncomfortable and difficult to engage than the sensitive questions of race and disparities that persist in our nation, and in turn here in Oakland. Yet, again, Oakland excels. Our public and private leaders have taken this issue head on through ground breaking work like having the first school district in the country to have an African American Male Achievement Initiative, leading police reform work with department-wide procedural justice training, and a community led Opportunity Youth Initiative to connect out of school and out of work young adults to education and employment.

Yet, we all know that the work has not produced enough desired impact. Whether it be incomplete data, insufficient opportunities to share lessons and leverage deeper change, the difficulty of getting to the deep-seated origins of behavior that produce disparate results, or all three, we still witness persistent disadvantages, particularly for our young men of color in Oakland. And being Oaklanders, when we see injustice, we confront it and ask ourselves how we can do better.

We applaud President Obama for raising the My Brother's Keeper Community Challenge, and we respond to it with a uniquely Oakland approach. In this blueprint we lay out a strategy for how we will recognize, support and advance the significant work of our communities, non-profits, businesses, and public agencies to address racial inequities. The world offers new opportunities to see and use data, to manage across systems and to challenge the status quo with evidence of what works. The MBK Oakland plan leverages all these dynamics with the single purpose of creating greater accountability for improvement for our young men.

We are hopeful for Oakland, and we are committed to creating an environment where our young men of color can succeed. We will do what is within our ability to create the supports to improve that success through our partners and institutions, and more than anything else, we will hold ourselves accountable for results. We embrace and celebrate this mission.



Libby Schaaf, Mayor
City of Oakland



CITY OF OAKLAND



James W. Head, Pres. & CEO
East Bay Community Foundation

A handwritten signature of Libby Schaaf in white ink on a green background.

A handwritten signature of James W. Head in white ink on a green background.

Examples of Oakland Efforts for Boys & Men of Color (BMOC)

Below are examples of work that have occurred in Oakland:

Culturally-Focused Manhood Development Programs

Oakland benefits from the presence of outstanding leadership among community-based partners that have worked to develop programs for African American, Latino, Native/Indigenous, and Asian Pacific Islander boys and young men. Culturally-focused manhood development programs are both school- and community-based, provide instruction and support led by males of the same cultural/ethnic background and include healing circles, rites of passage, intergenerational mentoring, academic support, life skills training and, at their core, build the resiliency of boys and young men.

Some of these programs include:

Communities United For Restorative Youth Justice (CURYJ) focused on Chicano/Latino/Indigenous boys and young men; Village Connect focusing on African American men and boys; The Mentoring Center, focused primarily on African American young men with juvenile justice system involvement; Inter-Tribal Friendship House focused on Native men and boys; Urban Peace Movement, focused on transition-aged African American young men; Brothers On The Rise, focused on boys and young men of color ages 8-17 years of age; and Youth ALIVE! (technical assistance partner for trauma-informed assessment and service delivery for boys and men of color.)

Office of African American Male Achievement, Oakland Unified School District

The Office of African American Male Achievement (AAMA) was launched in 2010 by the Oakland Unified School District and creates the systems, structures, and spaces that guarantee success for all African American male students in OUSD. African American Male Achievement is an ambitious project designed to dramatically improve academic and ultimately life outcomes for African American male students in Oakland. AAMA is leading the school district by analyzing the patterns and processes that are producing systemic inequities. OUSD's theory of action, Targeted Universalism, asserts that by targeting support for students who are situated furthest from opportunity, OUSD will create a district that improves academic and social-emotional outcomes for all of its students. Over five years, OUSD has experienced a 12% reduction in districtwide suspensions for African American male students, 40% reduction in the number of African American male students incarcerated, and AAMA teachers make up 11.3% of all African American male teachers, districtwide.

Brotherhood of Elders Network

The Brotherhood of Elders Network (BOEN) origins can be traced to a simple question asked by Arnold Perkins, a longtime human rights advocate in the Bay Area, of a small group of influential and powerful African American men. The question was simple: "Would you be interested in helping young black boys survive and thrive?" The responses encouraged a call to action. The BOEN developed an agenda and is constantly expanding its ranks. The agenda is focused on a commitment to shaping programs and interventions that will positively impact the lives of Black boys and men.

The MBK White House Community Challenge is a charge to local governments to focus attention on outcomes for BMOG. This is not a new engagement for us; the Oakland community has led this work for decades. The promise of MBK Oakland is to collectively support our public, private, and community partners in a stronger collaboration with laser focus on improving outcomes for BMOG.

Asian Pacific Islander Youth Promoting Advocacy Leadership “AYPAL: Building API Community Power”

AYPAL was created in 1998 in response to increasing gang activity, truancy, and substance abuse issues among low-income Asian and Pacific Islander (API) youth. The project addresses the marginalization of API youth voices in the burgeoning bay area youth movement. AYPAL’s strategy is to engage young people in school and neighborhood reform campaigns as a positive alternative to high-risk activities. Young people in the program develop the cultural capital and confidence to meaningfully participate in multi-racial social justice initiatives. Since its founding, AYPAL has developed the leadership of over 450 Youth Leaders and has engaged over 4500 young people in grassroots campaigns. The organization has become a vital home where youth from different schools, neighborhoods and ethnicities can gather together to learn, discuss and collectively change the adverse conditions impacting their lives.

Urban Strategies Council / Oakland-Alameda County Alliance for Boys and Men of Color (BMOG)

Formed in 2011, the Oakland–Alameda County Alliance for Boys and Men of Color (BMOG) is committed to improving outcomes for boys and men of color in education, health and employment and criminal justice. The Alliance consists of public systems and community leaders who focus on identifying and implementing programs, practices and policies for improving outcomes for boys and men of color. The Alliance focuses its efforts on Latino, Black, Asian-Pacific Islander and Native American boys and men as the groups experiencing significant disparities in outcomes. The Oakland-Alameda County Opportunity Youth Initiative (OYI), is a project of the Alliance focused on connecting 18-24 year old young adults who are out of school and out of work to education and training that lead to family-sustaining employment opportunities.

The Unity Council Latino Men and Boys Program

The Unity Council (officially known as the Spanish Speaking Unity Council) was founded in 1964, incorporated in 1967, and received 501(c)(3) tax-exempt status in 1968.

The Latino Men and Boys Program provides educational and academic support, mentorship, health and wellness programs, career development, and culturally based activities for young Latino males ages 12-20 years old who live in Oakland. Its aim is to support young Latinos and their families to improve and succeed in educational attainment, employment opportunities, access to health care and healthy activities, and to reduce violence through positive connectivity. The LMB program uses the Joven Noble curriculum model. The central theme of the program is character development through “Palabra”—young men learn to honor their word in preparation toward becoming an adult. The curriculum also includes an important peer health education model focused on preventing substance abuse, violence and unwanted pregnancy. Of the 140 LMB participants through February 2015, 75% of eligible participating youth were placed in a job or paid internship.

Oakland MBK Process

MBK Oakland Action Summit

In August of 2015 Mayor Schaaf and the East Bay Community Foundation hosted the Oakland My Brother's Keeper Summit. Attended by 140 individuals, this event was both an acknowledgement of all the work underway in Oakland and a reality check for the work that is yet to be done. Closing the summit, participants were given the opportunity to commit to work groups aligned with the MBK Milestones laid out in the White House MBK strategy document (These six milestones can be seen on page 9.) These six milestones were selected by the White House with knowledge that they are critical inflection points in a young man's life that predict chances of academic and employment success, and for which evidence based strategies can be employed to improve outcomes.

MBK Action Plan Meeting & Best Practices Document Produced

In the month of September an initial leadership group co-chaired by the City of Oakland and the East Bay Community Foundation began to meet in order to map the process that would result in the creation of the Local Action Plan. The initial deliverable was to identify best practices aligned with the preliminary recommendations from the summit. Workgroup chairs were identified and instructed to meet individually on specific milestones.

The follow through from the notes collected at the summit created the foundation of work for the six MBK milestone workgroups. These groups were asked to identify the critical barriers faced by young men of color in achieving success within each milestone target. This discussion produced the milestone specific recommendations listed in the milestone section of this report.

Milestone Meeting Memo & Milestone Work Group Meeting

In the month of October the milestone work groups met to generate recommendations to strengthen the current efforts in Oakland. Conversations were focused on identifying specific action steps needed to remove barriers and increase opportunities for boys and men of color.

It became abundantly clear that Oakland had numerous existing strategies impacting each milestone. However, despite these numerous efforts, the outcomes for which we could gather existing data were weak. And many conversations revealed silos among groups and lack of awareness of closely related activities happening simultaneously. Opportunities were being missed.

All Work Group Meeting

In the months of November and December the work groups convened jointly to review recommendations and priorities. From these meetings areas for priority attention for the Local Action Plan were developed. Most significantly, focus was given to several central cross cutting recommendations that are proposed to guide the work.

Listening Sessions

The MBK Oakland process continued with Mayor Schaaf holding a series of meetings to review the process and the input, and to share her own goals and objectives. The Mayor and President & CEO Head met several times to review and revise the recommendations and the Mayor shared them for input with other elected city and county leaders.





Oakland MBK



MBK Milestones

Milestone 1 GETTING A HEALTHY START AND ENTERING SCHOOL READY TO LEARN

All children should have a healthy start and enter school ready – cognitively, physically, socially, and emotionally



Milestone 2 READING AT GRADE LEVEL BY THIRD GRADE

All children should be reading at grade level by age 8 – the age at which reading to learn becomes essential



Milestone 3 GRADUATING FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER

All youth should receive a quality high school education and graduate with the skills and tools needed to advance to postsecondary education or training



Milestone 4 COMPLETING POST-SECONDARY EDUCATION OR JOB TRAINING

Every American should have the option to attend postsecondary education and receive the education and training needed for the quality jobs of today and tomorrow



Milestone 5 SUCCESSFULLY ENTERING THE WORKFORCE

Anyone who wants a job should be able to get a job that allows them to support themselves and their families



Milestone 6 KEEPING KIDS ON TRACK AND GIVING THEM A SECOND CHANCE

All youth and young adults should be safe from violent crime; and individuals who are confined should receive the education, training, and treatment they need for a second chance



Co-Chairs

Peggy Moore
City of Oakland, Mayor's Office

Debrah Giles
East Bay Community Foundation

Work Group Participants

Work Group Chairs and Participants

Milestone 1 & 2:

Getting a Healthy Start and Entering School Ready to Learn
Ready At Grade Level By Third Grade

David Pontecorvo & Nicole Kyauk
Work Group Co-Chairs
East Bay Community Foundation

Andrea Youngdahl
Oakland Starting Smart and Strong
David and Lucille Packard Foundation

Susan True
Kenneth Rainin Foundation

Paula Ambrose
Kenneth Rainin Foundation

Angie Garling
Early Care & Education Planning
Council of Alameda County

Sandra Taylor
City of Oakland

Janis Burger
First 5 Alameda County

Cassie Perham
Oakland Literacy Coalition

Kevin Bremond
First 5 Alameda County, Fathers
Corps

Debrah Giles
East Bay Community Foundation

Sachi Yoshii
East Bay Community Foundation

Milestone 3:

Graduating From High School Ready for College and Career

Benard McCune & Gilbert Pete
Work Group Co-Chairs
Oakland Unified School District

Brandon Nicolson
Hidden Genius Project

Susan Mernit
Hack the Hood

Van Jones
Yes We Code

Diane Dodge
East Bay College Fund

Milestone 4 & 6:

Completing Post-Secondary Education or Job Training
Keeping Kids on Track and Giving Them A Second Chance

Sandra Taylor
Work Group Chair
City of Oakland

Lt. Leronne Armstrong
Oakland Police Department

Ricardo Quezada
City of Oakland

Linnea Ashley
Youth Alive

Celsa Sneed
Mentoring Center

Gilbert Pete
OUSD

Mile Wetzel
OFCY

Mark Henderson
Oakland Unite

Milestone 5:

Successfully Entering the Workforce

Aisha Brown & Shomari Carter
Work Group Co-Chairs
Alameda County

Phil Patrick
Step to STEM

Joe McKinley
Stride Center

Adrian Sanchez
Urban Strategies Council

Sachi Yoshii
East Bay Community Foundation

Milan Drake
Coding Corps, Alameda County

Joshua Fisher
Asian Pacific Island Youth
Promoting Advocacy

Lynda Gayden
Biotech Partners

Rodney Brooks
Alameda County

John Bailey
City of Oakland

Indicators by Race

Oakland community leaders have long been aware of the fact that outcomes for young men of color fall behind their white peers, and even behind those for young women of color. Here are some examples of those disparities. While information is widely available for African American and Latino youth, more work must be done to understand and identify disparate outcomes for Asian American youth and the specific sub-populations represented in Oakland. And often times, the data does not separate the men and women, leaving us in the dark as to the extent of the gender disparities.

Special Education

African American

40%

of students enrolled in special education at OUSD are African American but they constitute only 27% of the overall student population

Reading at Grade Level

Latino

34%

of Latino students are reading at Grade Level for 2nd-5th graders, compared to 85% for the White students

Early Literacy

Asian

47%

of Asian youth entering schools possess an early literacy skill needed to be successful later in literacy, compared to 75% for White youth

Core Recommendations to Improve Collaboration, Accountability and Outcomes

Oakland accepted the MBK Community Challenge and launched a planning process mapping existing work and engaging partners in developing recommendations for action. Oakland does not lack for plans and strategies. We have a capacity for reform and a willingness to grapple with our challenges.

What emerged from these discussions for MBK is that we need to focus a lens on these existing efforts in a way that more deeply opens a discussion about the ability of young men of color to succeed in the environments surrounding them. It is not enough to focus on improving outcomes overall; we must understand how the young men of color fare in particular and get under the factors that uniquely hold them back.

So this plan does not generate a new list of programs and activities. Instead it focuses on the tools, skills and approaches to apply to our most important reform initiatives, until we know what it takes to break these vicious cycles.

There are three overarching recommendations:

- Data
- Sustainable, Impactful Collaboration
- Systems Change



Data

First, we commit to the development of a much more robust set of shared data. While several Oakland efforts focus on this, data points are limited and most often lack disaggregated race and gender detail. Reporting comes from a multitude of city, county, state, federal and private and non-profit sources and information updates are sporadic and incomplete. The data is episodically published in final chart form and the numbers underlying the charts are not available, inhibiting further calculations and analysis. All this prevents a full picture of the experience of the young African American, Latino or Asian man, and minimizes the potential for further engagement and action through use of the data.

This plan commits to develop a comprehensive data management approach which disaggregates each critical life indicator by race, gender and age (see below for a discussion of critical indicators and life course analysis).

The goal will be to make de-identified information widely available. It will be de-identified to ensure privacy of individuals is protected. It will be widely available to ensure its broadest use as a practice tool for leaders to assess their own performance and be accountable for results. It will be the foundation upon which action is taken, to facilitate an outcome driven system of collective accountability to produce change. Technical assistance and support to public and private partners will be critical to success. Many organizations cannot even access and make use of the data that sits in the repositories of their own offices. This process will focus on accessing and sharing that data, and enabling partners with the capacity to use that data.

Critical Indicators and the Life Course Framework

Over the past several decades, a field of social practice has emerged, referred to as life course research. In this interdisciplinary field of study, an individual's life outcomes from childhood to old age are understood to be the product of his or her cumulative prior experiences, as influenced by home, family, community and work.

Outcomes result from personal decisions and actions, as well from institutional and structural factors.

In fact, Arnold Chandler of Forward Change Consulting has shaped a life course framework for understanding outcomes for boys and men of color specifically. By exploring data across health, education, employment and justice outcomes, Chandler points to disparities from birth through adulthood for young men of color, revealing the cumulative, escalating impact of negative childhood experiences on later life outcomes.

The framework is also inter-generational. A father's ability to parent a child is influenced by the father's own history of education, employment and justice involvement, and the father's prior experience highly predicts the neighborhood where the family resides, and the chances offered to children in the variation in school quality, for example. Thus the cycle repeats itself.

Chandler's research also helps us to understand the intergenerational cycle is not inevitable: At every step, policy and resource decisions are being made that either amplify or dampen the impact of macro forces like structural shifts in the economy. Chandler maps the critical outcomes across protective factors – those conditions that ameliorate the risks, such as enrollment in high quality pre-K, and risk factors, such as over-referral to special education and increased justice involvement. These life course framework indicators facilitate an understanding of contributing forces to inequalities when compiled within a jurisdiction, and create the foundation for analysis, discussion and action.

The data project to be undertaken will attempt to gather as many of these points of protective and risk factors.

Sustainable, Impactful Collaboration

Second, opportunities to share progress and discuss barriers will be created. Groups working on the same issues now lack effective mechanisms to share knowledge and leverage opportunities. Individual and collective accountability is underdeveloped.

We will create a new manner of joint action to create a community of practice around collective accountability with the purpose of sharing knowledge and experiences.

Members of the existing initiatives, particularly several relevant collective impact efforts, are crucial to our success and will be engaged for their leadership, wisdom and resources.

The data will be our guidepost. We will meet and explore the trends in the data and honestly discuss why we are not seeing better results. We will encourage academics and research partnerships to explore the data more deeply, and we will identify actions that can generate better outcomes. Most importantly, youth will be involved, to strengthen the integrity in the conversation and build opportunities for leadership and impact.

We will support collaboration. We will weave a more effective thread among our existing initiatives and leverage them for greater impact, starting with our lead organizations. We will embed this work in the Youth Ventures Joint Powers Authority, which will be tasked with convening the lead organizations and other key participants and bringing a focus on clear outcomes that will be tackled for improvement.

Systems Change

Third, people and organizations will develop a shared framework for thinking about, and discussing race and its particular impact on young men of color as they approach questions of policy and practice within their organizations. In Oakland, the ability to talk about race is a gift we have; yet we acknowledge that the source of much of the disparity for our young men is the implicit and unconscious bias that persists in our society - now harder to see in operation but no less pernicious in effect. Additionally, well-intentioned policies that produce disparate outcomes must also be questioned. We must hold ourselves accountable not only for good intentions, but also for fair and good results. To delve into changes required to recognize how policies are producing inequitable results, a set of capacity building tools are needed.

MBK Oakland will create an environment for sustainable evolution of change in programs and practices, through increased personal and institutional awareness of implicit bias and structural racism.

We will build the capacity of our public and private organizations to better understand how their practices may produce unintended disparities. We will scour our policies and practices for what works, and what doesn't work. We will get under the behaviors that produce disparities, and we will use the evidence to propel change forward. We will engage the challenging and difficult questions of bias in that effort and build the capacity of our community to take this question head on.

We will do this with candor, love and without blame, and will commit to taking action to replace in our social construct positive images of young men of color as our future, making use of their full potential.

As we engage in the capacity and skill building activities we will build a comprehensive communications campaign focused on an improved narrative around the strength and potential of our young men and heightened awareness for making positive change.



Next Steps

We've identified a lead agency or collective impact organization for each of the MBK milestones. We will focus our initial implementation of these core recommendations with these lead organizations, working closely with the Oakland-Alameda County Alliance for Boys and Men of Color.

A strong and trusted convening group will need to lead the implementation of these core recommendations, particularly those around collaboration. We are working to build this capacity at the Youth Ventures Joint Powers Authority (JPA). The JPA is a collaboration of the County of Alameda, Oakland Unified School District, and the City of Oakland. Its public sector leaders share responsibility for directing resources that impact the well-being of families. The JPA works to eliminate health, income and education disparities in Oakland and other high needs communities to allow all children in Oakland to thrive. Among its three member agencies, it controls vast amounts of the policies, public systems, data and resources that impact young men of color.


Thus, it is uniquely positioned to advance these core recommendations to harness the power of data, strengthen collaboration and change disparity-producing systems.



Application of the Core Priorities to Existing Work and the MBK Milestones

Our commitment to data, collaboration and capacity building across our community of practice will hone in on existing initiatives to enhance their success. We will be informed by the input of the milestone groups and pursue their recommendations of the areas where the greatest need for improvements are believed to exist.

Because there are so many efforts underway in Oakland, we document in the pages that follow those initiatives which are the most directly related to the needs of young men of color. In total, the milestone efforts will use a race and gender framework to delve into the strategies in place in Oakland in a very structured way that creates awareness and accountability and have a measurable impact on outcomes for young men of color.



*ation to the Oakland MBK Local Action Summit
Junious Williams, CEO
Urban Strategies Council
August 25, 2015*

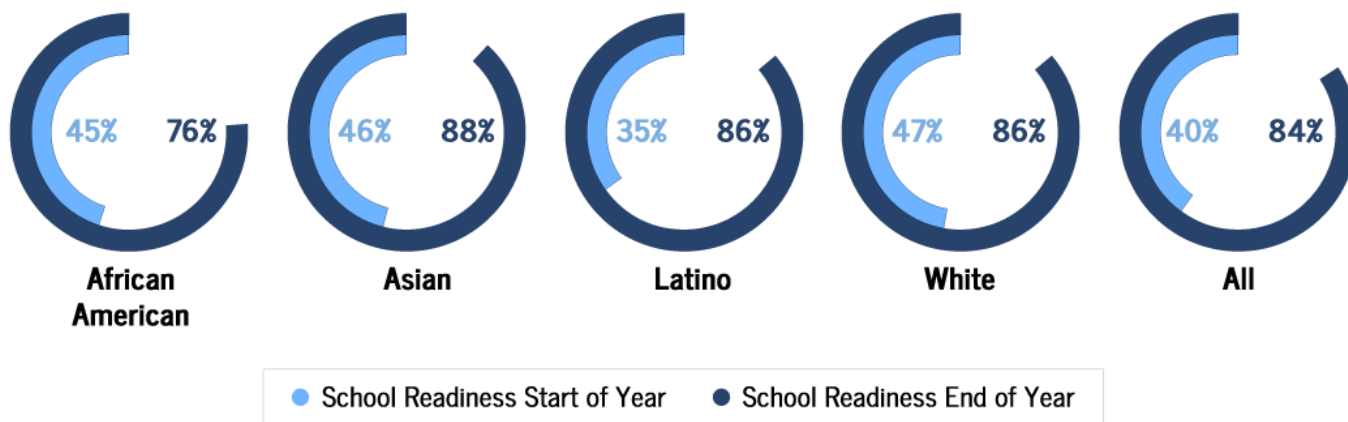
Milestone 1

GETTING A HEALTHY START AND ENTERING SCHOOL READY TO LEARN

All children should have a healthy start and enter school ready – cognitively, physically, socially, and emotionally.

The research is clear on the importance of high quality early investments in children. Almost half of Oakland children are able to attend pre-K and the benefits are clear. These investments drive outcomes from the point children enter school through workforce readiness. The best way to ensure Oakland's continued success is for public, private, and community advocates to cooperatively support the needs of Oakland's most vulnerable children with expanded access to high quality early education and development support.

School Readiness Among Students Attending Pre School at the Beginning and the End of the Year, 2013/2014



Source: https://oaklandachievers.files.wordpress.com/2015/09/usc_oaklandachieves_full-report-print.pdf

Lead Indicator:

- Percentage of boys of color entering kindergarten ready to learn as measured by Desired Results Development Plan (DRDP)



LEAD ORGANIZATION FOR MILESTONE 1:

Oakland Starting Smart and Strong: Is a collaborative of funders, community advocates, family service providers and OUSD working to ensure Kindergarten readiness for every child in Oakland. Their long term goal is to create universal access to high quality early learning experiences that promote healthy child development.

Other Key Efforts in Milestone 1:

The Oakland Promise’s Brilliant Baby Strategy: The Oakland Promise is focused on ensuring every child in Oakland graduates high school with the expectations, resources, and skills to complete college and be successful in the career of their choice. Its Brilliant Baby strategy will provide support to low-income, vulnerable mothers to help raise babies who start life smart and strong and with college as an expectation.

Core elements of the Oakland Promise related to Milestone 1 are:

- Brilliant Baby
 - *College Savings Accounts*
 - *Parent Savings Accounts and Savings Match/ Financial Literacy*
- Kindergarten To College
 - *Universal College Saving Accounts*
 - *Family Savings Match*
 - *Financial Education and College as an Expectation*

Boys of Color Early Childhood Health and Education

Project: Designed to improve outcomes for Boys of Color related to health, enrollment in quality early childhood education programs, kindergarten readiness, discipline, chronic absence and third grade reading and math proficiency.

OUSD Pre-K expansion and improvement: While Oakland has made strides in creating additional Pre-K options; the goal is to ensure the universal expansion of Full Day Pre-K. The initiative includes:

- Quality Standards (including mental health assessments and referrals)
- Efforts to strengthen enrollment and attendance
- Summer camp for Pre-K
- Pre-K library story times

Oakland Fund for Children and Youth: The Oakland Fund for Children and Youth was established in 1996 when Oakland voters passed the Kids First! Initiative to support direct services to youth under 21 years of age. The initiative sets aside 3% of the City’s unrestricted General Fund for these efforts and requires a three-year strategic plan to guide the allocation of funds.

Alameda County Birth to Success Workgroup:

Alameda County Interagency Children’s Policy Council’s (ICPC) provides tools, guidance and resources for policy and practice improvements focused on the wellbeing of children, youth and their families. A guiding tenet of ICPC’s work is primary prevention, collective impact and equity. ICPC is focusing on policy areas that improve outcomes for Birth to Age 8.

First 5 Alameda County: First 5 Alameda County is an innovative public entity to help fund early care and education for children ages 0-5. Research shows that a child’s brain develops most dramatically during the first five years of life. To ensure that more children are born healthy and reach their full potential, First 5 supports a comprehensive system of early childhood care that helps prepare kids for success in school and life. It is supported with funds secured through a levy which added fifty cents per pack to the sale of cigarettes.

Recommendations from the MBK Oakland Milestone 1 Workgroup

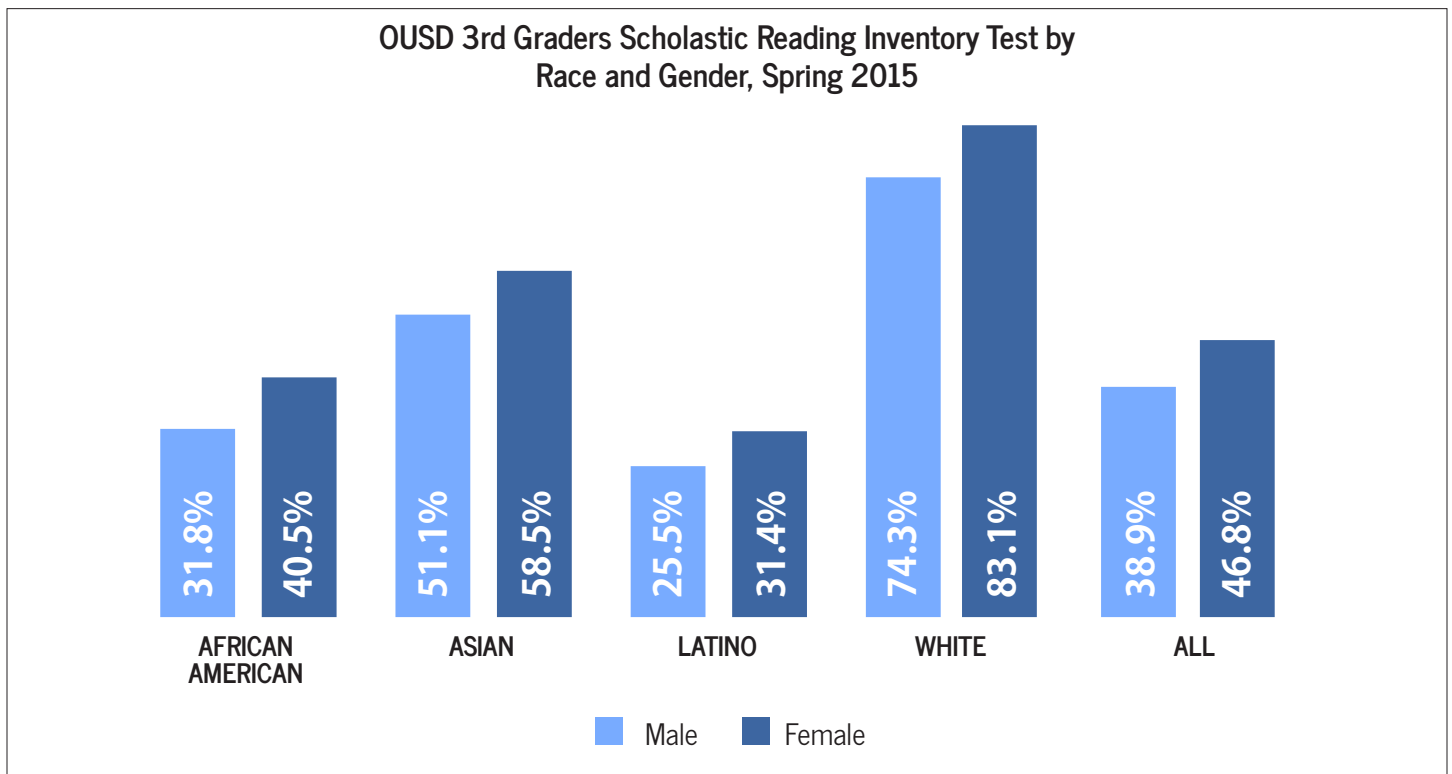
1. Increase parental education, support and engagement, especially of fathers
2. Increase access to quality early care and education
3. Ensure access to developmental screenings and appropriate responses
4. Provide professional development and support for educators and caregivers
5. Ensure successful transitions at all stages (birth through age 8)
6. Support state and local policy efforts to increase resources for early education and promote fair compensation of educators

Milestone 2

READING AT GRADE LEVEL BY THIRD GRADE

All children should be reading at grade level by age 8 – the age at which reading to learn becomes essential.

Educators will tell you – until 3rd grade you learn to read, after 3rd grade you read to learn. Proficiency in reading by 3rd grade is highly predictive of later learning outcomes. The efforts in Milestone 2 will ensure BMOG are targeted in literacy efforts in schools and the community and given the tools necessary to reach proficiency.



Source: https://dashboards.ousd.org/views/SRIPerformancePublicDashboard/Snapshot?embed=y&showShareOptions=true&display_count=no&render=false

Lead Indicators:

- Percentage of Oakland Students reading at or above grade level by the end of the third grade. Note: OUSD's goal is to increase this from 42% (2010-2011) to 85% by the year 2020
- Percentage of Long-Term English Language Learners (six or more years in US schools) reclassified as fluent. Note: OUSD's is to reach 50% by 2020



LEAD ORGANIZATIONS FOR MILESTONE 2:

Oakland Literacy Coalition: The Oakland Literacy Coalition convenes a robust network of literacy service providers and builds their capacity to achieve greater coordinated impact together towards addressing the city's literacy challenges. In 2012, the Coalition launched Oakland Reads 2020, a citywide campaign aimed at dramatically increasing the number of Oakland students reading at or above grade-level by the end of third grade. Oakland Reads 2020 combines the strength of the Oakland Unified School District, the City of Oakland, city and county agencies, community-based organizations, and funders committed to the progress and success of early learners.

Oakland Unified School District Balanced Literacy Programs: The school district's commitment is to a balanced literacy program through a framework designed to help all students read and write effectively. The Elementary Literacy Collaborative, launched as a partnership of OUSD and the Oakland Public Education Fund, program provides targeted and intensive intervention to struggling readers in need of additional support beyond the classroom to reach grade-level reading proficiency.

Office of English Language Learners and Multilingual Achievement (ELLMA): The ELLMA Office works collaboratively with all stakeholders to provide English Language Learners with equity and access to an excellent education, ensuring that all ELLs achieve at high levels in one or more languages and ultimately graduate college, career and community ready. (This language is pulled from ELLMA webpage)

OAKLAND READS 2020 BASELINE REPORT



An Examination of the Pathway to Third Grade
Reading in Oakland from 2010 to 2013



A Report by Urban Strategies Council
April 2014

Commissioned by: The Rogers Family Foundation for Oakland Reads 2020

Recommendations from the MBK Oakland Milestone 2 Workgroup

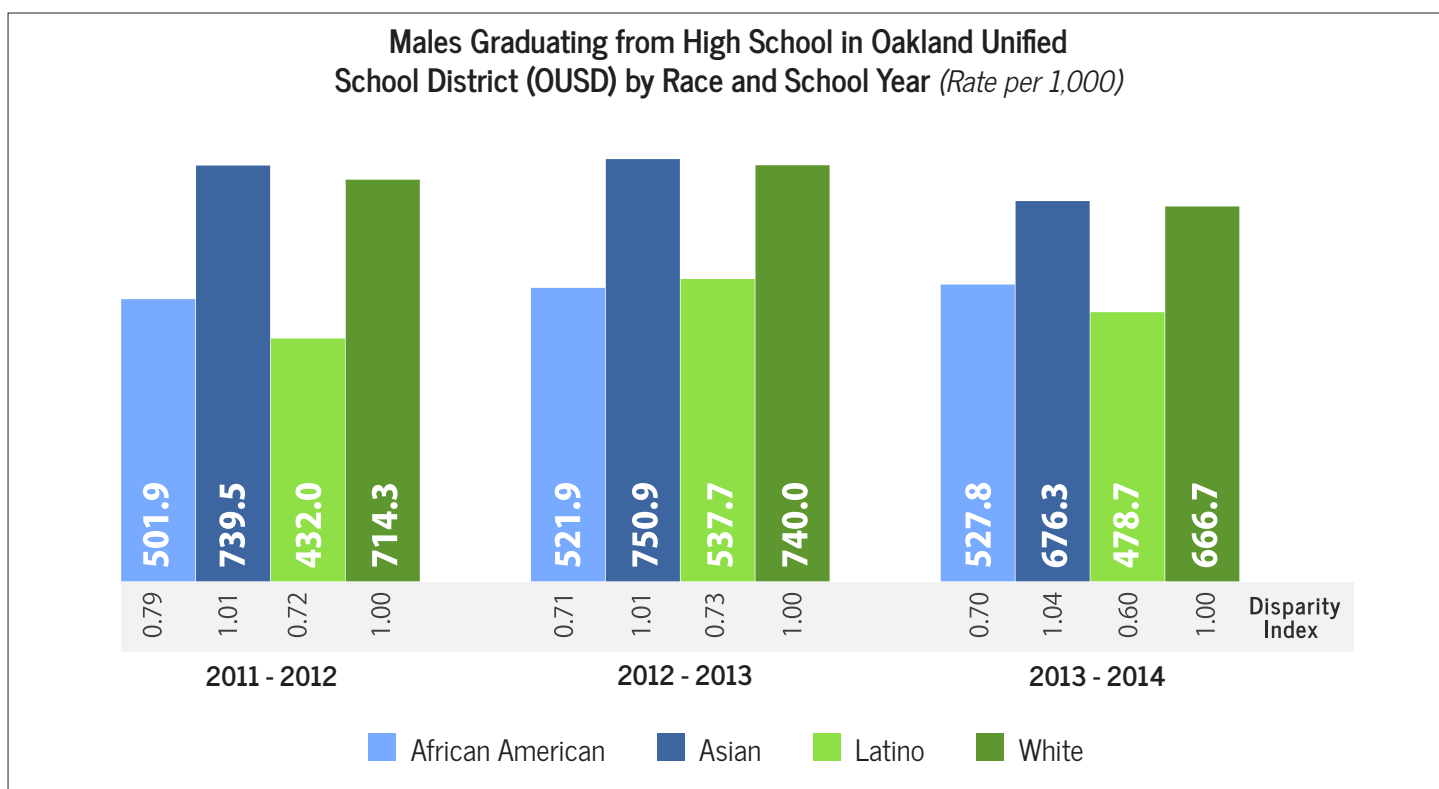
1. Fully implement a community schools model, linking early childhood education
2. Address causes of chronic absenteeism
3. Prevent summer learning loss by providing engaging educational opportunities
4. Create school-wide and classroom-based literary environments geared to engaging BMOG

Milestone 3

GRADUATING FROM HIGH SCHOOL READY FOR COLLEGE AND CAREER

All youth should receive a quality high school education and graduate with the skills and tools needed to advance to postsecondary education or training.

Black and Latino young men in Oakland graduate at 70% and 60% of the rate of White and Asian peers, respectively. Failure to graduate increases the chances of unemployment, low wage work and increased justice involvement.



Source: California Longitudinal Pupil Achievement Data System (CALPADS) (2013). Retrieved from: <http://dq.cde.ca.gov/dataquest/CohortRates/CRbyGender.aspx?Agg=D&Topic=Graduates&TheYear=2011-12&cds=01612590000000&RC=District&SubGroup=Ethnic/Racial>

Disparity Index: Shows the experience of outcomes by race compared to whites, where whites are set as 1.

Lead Indicators:

- Cohort graduation rate. Note: OUSD's goal is to reach 85% by 2020
- Percentage of high school students in Linked Learning Pathways. Note: OUSD's goal is 80% overall and 100% for rising sophomores by 2020
- Percentage of African-American and Latino males with no out-of-school suspension during the year. Note: OUSD's goal is 97% by 2020
- Percent of HS graduates proficient in A-G requirements



LEAD ORGANIZATION FOR MILESTONE 3:

Oakland Unified School District (OUSD): OUSD is committed to ensuring that every student thrives. Several of its initiatives are focused on ensuring quality seats in high schools and ensuring that every student graduates prepared for college, community and career. These specific initiatives include:

Other Key Efforts in Milestone 3:

Linked Learning Initiative: Linked Learning is transforming secondary education in Oakland into a personally relevant, wholly engaging experience for all levels of students, exposing them to previously unimagined college and career opportunities. Linked Learning is a flexible approach bringing together college prep academics, demanding technical education, support services, and work-based learning that, together, help prepare students for success in college, career and life. Core elements of linked learning are:

- Rigorous Academics
- Integrated Student Supports
- Work Based Learning
- Career Education Sequence

Full Service Community Schools Approach: Full Service Community Schools serve the whole child; they invite the community in and extend boundaries into the community to accelerate academic achievement and overall wellness; they share responsibility for student, family, and community success. While every community school is unique to its school community, all Oakland community schools have a consistent set of foundation, program, and community elements at the core:

- Health and mental health screening and follow-up
- Re-entry pathways for justice involved youth
- Access to substance abuse treatment
- Focused digital literacy

Linked Learning is Professional Development:

Investment in professional development is a recognized need in improving educator's capacity to successfully connect with young men of color.

- Implicit bias training
- Professional development in culturally responsive teaching practices

Recommendations from the MBK Oakland Milestone 3 Workgroup

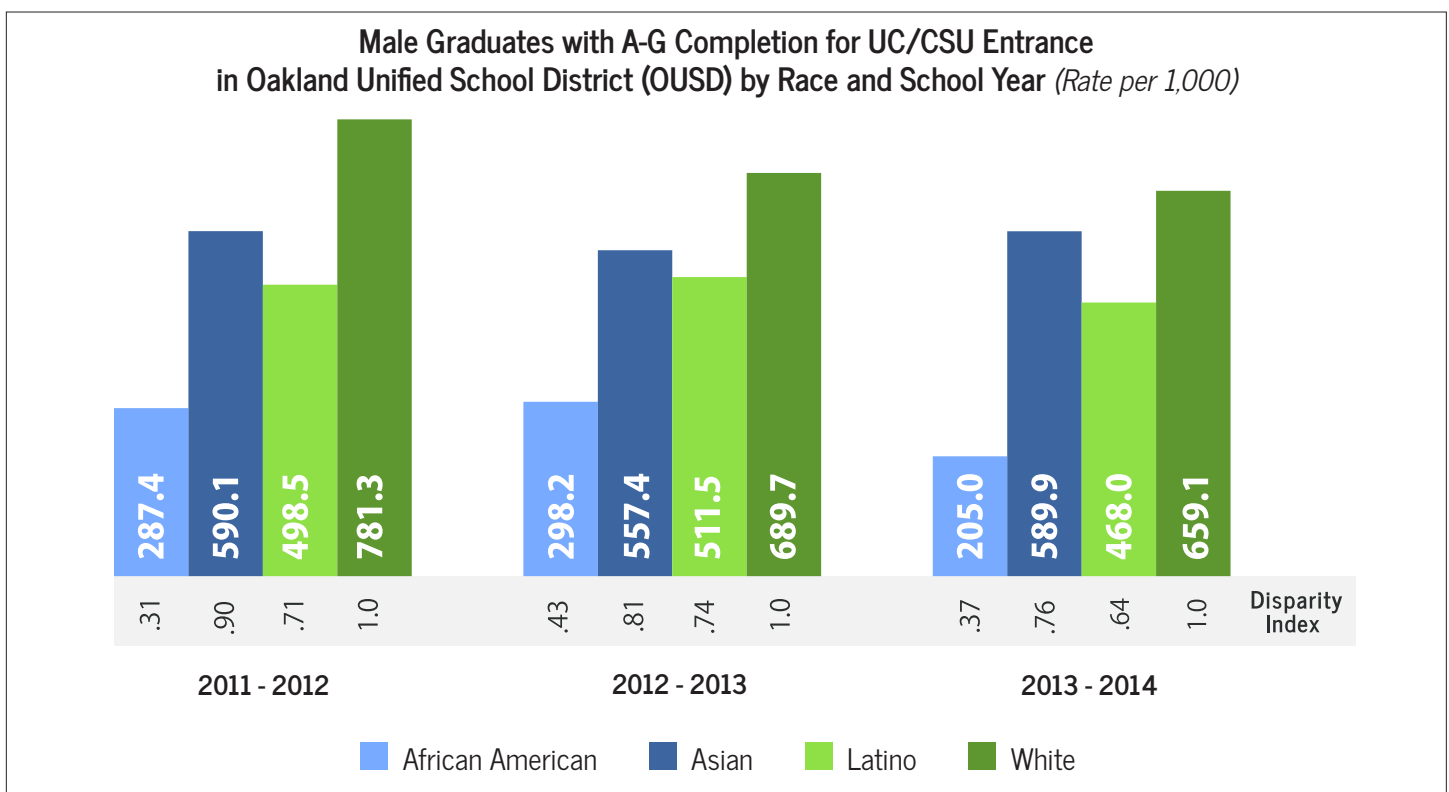
1. Increase digital literacy and low-cost broadband
2. Offer comprehensive college readiness strategies
3. Expand technology pathways
4. Offer career counseling and exposure
5. Expand trauma prevention; health and mental health screening, and referral
6. Increase access to substance abuse treatment
7. Reduce suspension and expulsion from school through restorative justice approach
8. Eliminate barriers for youth who have dropped out of school
9. Expand pathways for re-entry to education for the formerly incarcerated

Milestone 4

COMPLETING POST-SECONDARY EDUCATION OR JOB TRAINING

Every American should have the option to attend postsecondary education and receive the education and training needed for the quality jobs of today and tomorrow.

In today's economy, achieving employment with a sustainable wage is greatly facilitated by a college degree or technical skills training highly relevant to the local job market. College enrollment and persistence is key and alignment of job training with emerging private sector opportunities is critical to success.



Source: California Department of Education. (2015). 12th Grade Graduates Completing All Courses Required for UC and/or CSU Entrance. Retrieved from: <http://tinyurl.com/z8blm94>

Lead Indicators:

- Percentage of young men of color who have graduated college five years after high school. Note: the Oakland Promise's goal is to triple the number of OUSD college graduates between 2015 and 2025
- Percentage of African-American, Latino, Special Education, English Language Learner (ELL), and Foster Youth students who meet the California College admission requirements for a 4-Year university or college. Note: OUSD goal is 60% by 2020



LEAD ORGANIZATION FOR MILESTONE 4:

Oakland Promise: Is focused on ensuring every child in Oakland graduates high school with the expectations, resources, and skills to complete college and be successful in the career of their choice. Oakland Promise will provide support to low-income, vulnerable mothers to help raise babies who start life smart and strong and with college as an expectation. Core elements of the Oakland Promise particularly relevant to this milestone are:

- Future Centers
 - *School based centers for college and career planning*
- College Scholarships
 - *Financial advisement to maximize scholarships*
 - *Needs based scholarships with service supports*
- College Completion Support
 - *Peer and professional support for college persistence*

Other Key Efforts in Milestone 4:

OUSD Cradle to Career Plan

- Investments in work development and college and career counseling specialists (Linked Learning office and the ECCO program)
- Dual enrollment /credit expansion with Peralta Community College (Office of Strategic Partnerships)
- OUSD AAMA and Latino Males Initiative join the goal of youth leadership with college and career readiness. The Firefighter Jr. Academy pathway with Oakland High is embedded in their work based learning continuum

Oakland Unite: Reengagement work focused on improving youth employment and second chance funding for providers to focus on at risk BMOC

Recommendations from the MBK Oakland Milestone 4 Workgroup

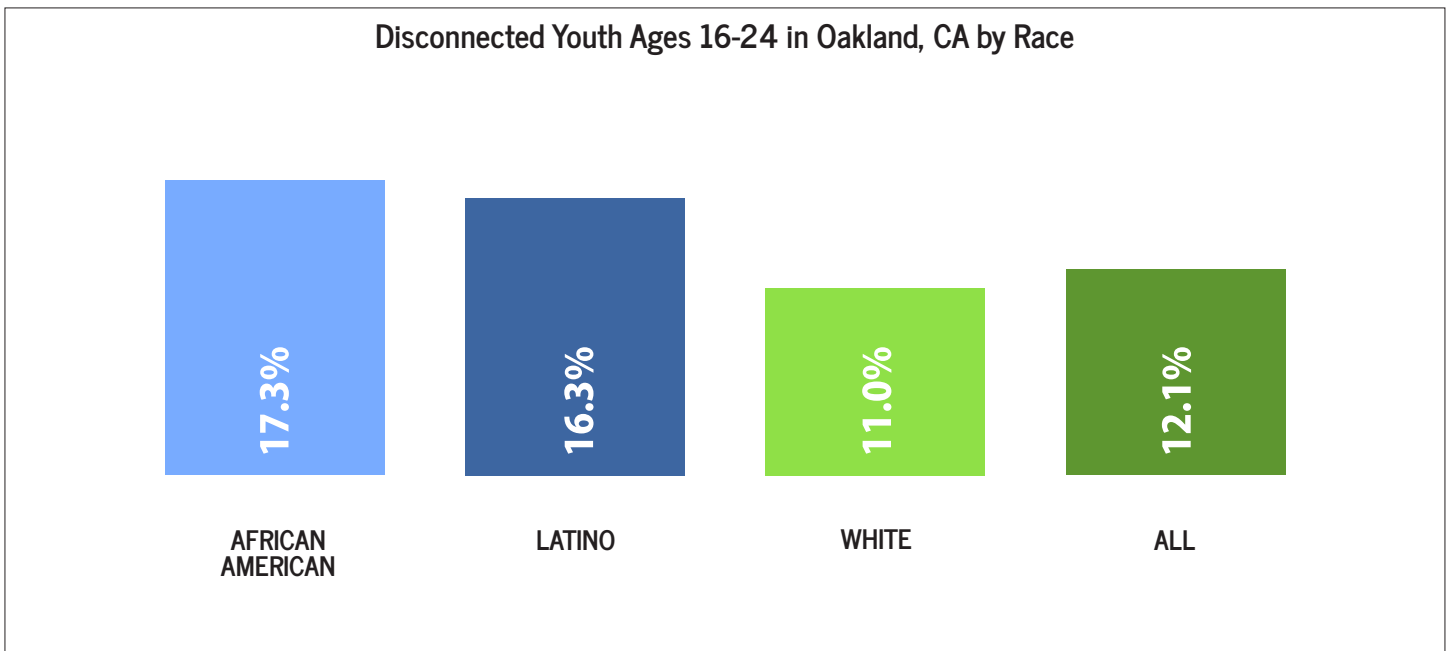
1. Offer dual enrollment in community college
2. Employ evidence-based models of academic engagement for underprepared students
3. Adopt comprehensive wrap around service models for high risk students
4. Increase community college curriculum consistency with K-12 school schools
5. Expand incentives for men of color to choose education careers
6. Expand Linked Learning Initiative pathways
7. Reduce student debt

Milestone 5

SUCCESSFULLY ENTERING THE WORKFORCE

Anyone who wants a job should be able to get a job that allows them to support themselves and their families.

Oakland is growing and developing. It is important for BMOC to see opportunities for themselves in the Oakland of tomorrow. Oakland can ensure BMOC have a role in this growth by providing additional pathways into the labor market that offer meaningful employment opportunities.



Source: Lewis, K. & Burd-Sharps, S. (2015). Zeroing In on Place and Race: Youth Disconnection in America's Cities. Retrieved from: <http://ssrc-static.s3.amazonaws.com/wp-content/uploads/2015/06/MOA-Zeroing-In-Final.pdf>

Disconnected youth are young people ages 16 to 24 who are neither working nor in school.

Lead Indicator:

- Percent young men of color age 16-24 employed or in school



LEAD ORGANIZATION FOR MILESTONE 5:

City Workforce Development Board (WDB): The Oakland Workforce Development Board (WDB) oversees the federally-funded employment and training programs and services in Oakland. These programs and services help job seekers gain employment and connect businesses with a qualified workforce.

Other Key Efforts in Milestone 5:

Alameda County Social Services: Summer and Afterschool Youth Employment and Education Program for Alameda County child welfare involved youth and at-risk probation youth.

Classrooms 2 Careers: City of Oakland Summer Jobs and Year-round Internship program, employing 1,800 youth every summer.

Oakland Unite: Youth Employment and Reentry Training and Employment Services.

Opportunity Youth Initiative: In 2013, the Oakland-Alameda County Alliance for Boys and Men of Color was selected by the Aspen Institute as a site for the Opportunity Youth Incentive Fund (OYIF) initiative, a national collective impact initiative focused on education and career employment for opportunity youth (16-24-year-olds who are not in school and not employed).

Recommendations from the MBK Oakland Milestone 5 Workgroup

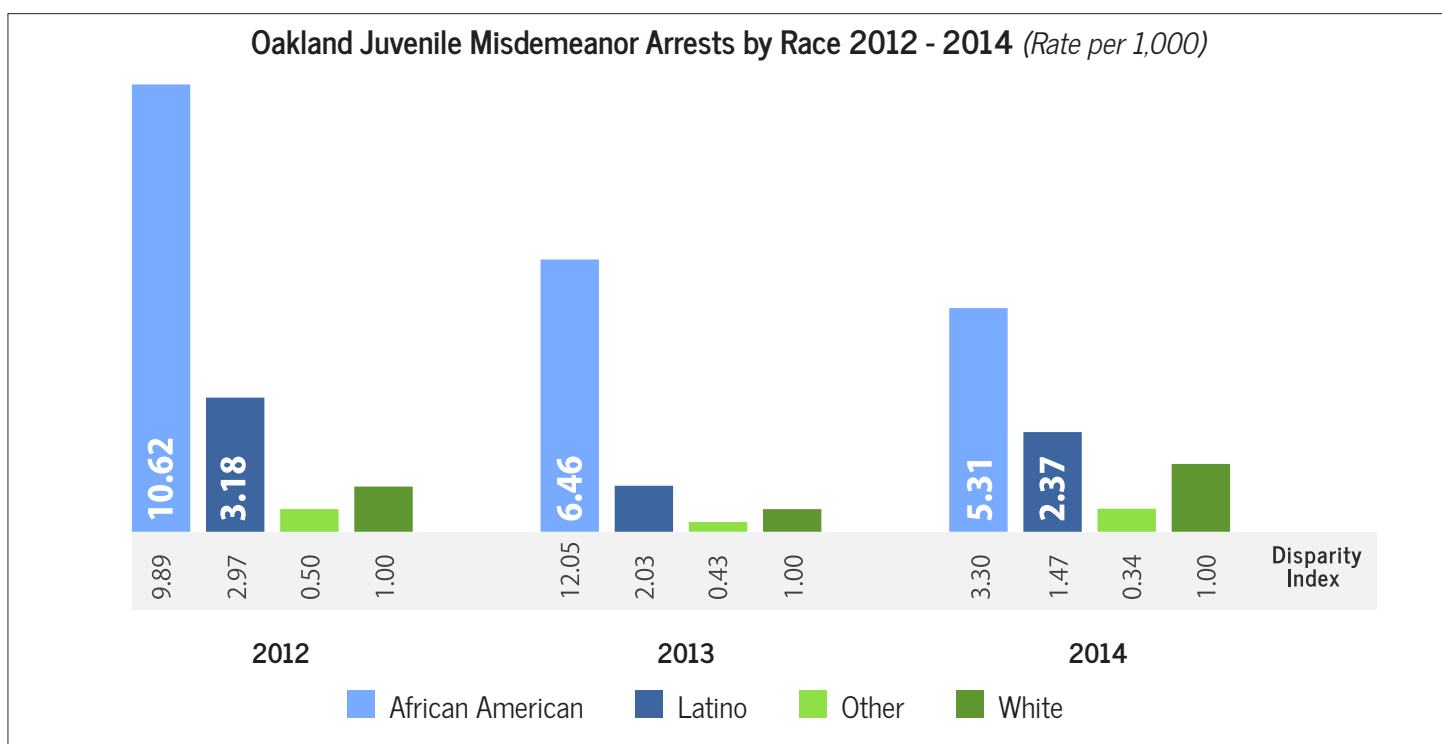
1. Link GED programs to college or training
2. Enact growth and opportunity agenda that will boost employment opportunities
3. Increase apprenticeship options
4. Explore entrepreneurialism strategies and seek capital for micro enterprise investment
5. Expand Summer Youth Employment opportunities
6. Expand access to mentoring and business sector networks
7. Improve financial literacy

Milestone 6

KEEPING KIDS ON TRACK AND GIVING THEM A SECOND CHANCE

All youth and young adults should be safe from violent crime; and individuals who are confined should receive the education, training, and treatment they need for a second chance.

More than in any other domain, African American youth are overrepresented in the justice system. The justice system should make every effort, consistent with public safety, to avoid bringing young people into the system when they come into contact with them. Individuals who serve time should be given second chances, and should receive the education, training, and treatment they need to succeed.



Source: State of California Department of Justice, Office of the Attorney General (2014). Monthly Arrest and Citation Register. Retrieved on December 16, 2015 from: <https://oag.ca.gov/crime/cjsc/stats/arrests>

Lead Indicators:

- Number of young men of color who are victims of violent crime
- Recidivism rate for young men of color
- Number of young men of color incarcerated



LEAD ORGANIZATION FOR MILESTONE 6:

Oakland Comprehensive Community Safety

Partnership: The Oakland Comprehensive Community Safety Plan is designed to engage the entire community in an effort to eliminate community violence, and to engage in prevention activity tackling the social determinants of adverse life outcomes. To accomplish this, the plan seeks to align outcomes and efforts of all stakeholders to serve the families who are most impacted by violence in their neighborhoods and homes. The Partnership is a group of public and private sector stakeholders who monitor plan progress.

Other Key Efforts in Milestone 6:

Safe Neighborhoods

- Oakland CeaseFire and Response Teams for Aggravated Assaults – this evidence based program has experienced success in Oakland and there are plans to expand it further
- Intensive case management and training and employment
 - *for high risk youth*
 - *for young adults returning from incarceration*

Restorative City

- Oakland Police Department
 - *Community policing*
 - *Personnel Rights Education*
 - *Police stops – courtesy explanations*
- Restorative justice practices in schools and communities
- Trauma-informed protocols
- Restore sense of place in high stressor communities

Recommendations from the MBK Oakland Milestone 6 Workgroup

1. Improve community/police relations
2. Reduce arrests through de-escalation and offer accountable alternatives to arrest
3. Provide mental health and substance abuse screening and referral
4. Reform the juvenile justice system through alternatives to detention and placement
5. Provide structured employment opportunities for men discharged from jail and prison
6. Reinforce ban-the-box policy in city hiring and encourage private employers to do the same



Conclusion

In 2010, as part of a commitment to improving outcomes for students in our city, Oakland Unified School District created the nation's first Office of African American Male Achievement (AAMA). We understood that improving school outcomes required the kind of focused attention to disparity data, collaborative accountability and system reform that this report espouses. And we have been doing just that within our school system. That effort has generated great success for our young men, for instance, since 2010 in a 12% reduction in suspensions and a 40% reduction in arrests, and increases in the proportion of teachers who themselves are men of color to 11.3% of teachers district-wide. This innovative effort is a leading example of Oakland's willingness to confront racial equity locally, and be a national model for change.

Through the efforts outlined in this report, we intend to bring that very approach across our agencies and institutions to tackle disparities in the full range of services impacting young men of color. We will do this comprehensively, in the manner of AAMA and other efforts like it. Because we are Oaklanders, we will bring our full heart and soul to the work. We know it can work and we know how hard it will be. We can and will make it happen.

Special Thanks

We would like to extend our gratitude to the consultants from Bloomberg Associates and PolicyLink. Lastly, this report would have not been possible without the commitment and consideration of the residents of Oakland.

