



MIAMI-DADE COUNTY

MY BROTHER'S KEEPER

LOCAL ACTION PLAN



CARLOS A. GIMENEZ
MAYOR
MIAMI-DADE COUNTY



February 10, 2017

Dear Friends:

In February 2016, I had the honor and pleasure of speaking at the My Brother's Keeper (MBK) Action Summit. That local action summit was important because it helped set the stage for the action plan that is highlighted in this booklet – a plan based on data and evidence that will ultimately improve life outcomes and create opportunities for all young people in our community, regardless of their background or circumstances they were born into.

As Mayor of Miami-Dade County, I have a special interest in the MBK initiative because it directly aligns with the County's existing initiatives to improve quality of life for our 2.7 million residents through education and economic development. By accepting President Obama's MBK Challenge last year, Miami-Dade County agreed to bring together representatives from our community to create programs and partnerships that will give our young residents an opportunity to grow, learn and work in a safe community. And now, we are working together, as a community, to begin implementing a coherent, cradle-to-college-to-career action plan so that every single child in our community can reach his or her full potential.

Many people in our community have been working hard for years to put us on the right footing to achieve the goals of the MBK action plan, and I especially want to thank Congresswoman Frederica Wilson for partnering with me to lead the charge in our community, and in Washington, D.C. to bridge the disparities in our community related to age, race and ethnicity, and to develop policies and programs that will build better and more equitable communities.

We have come a long way, but our work is not finished. And that is why I am excited to lead this re-energized commitment to work with our residents, and the rest of the country, to advance the future of this generation and the next generation.

Thank you for all that you are doing to help us address the challenges facing young people in our community. I look forward to our continued collaboration.

Sincerely,

Carlos A. Gimenez
Mayor



COMMITTEE ON
EDUCATION AND THE WORKFORCE
SUBCOMMITTEES
HEALTH, EMPLOYMENT, LABOR, AND PENSIONS
WORKFORCE PROTECTIONS - RANKING MEMBER

FREDERICA S. WILSON
CONGRESS OF THE UNITED STATES
24TH DISTRICT, FLORIDA



February 3, 2017

Greetings:

As a member of President Barack Obama's advisory council for the "My Brother's Keeper" (MBK) Initiative, I am very proud of the efforts of Miami-Dade County to fulfill the president's vision of transformation and hope for boys and young men of color. The Miami-Dade "My Brother's Keeper" Local Action Plan embodies the purpose of the initiative and has the full support of our community.

I convened an historic meeting in Miami, along with the Miami-Dade County Mayor Carlos Gimenez, on February 19, 2016, to bring together governmental, business, clergy, and community leaders to encourage the community's acceptance and embrace of the president's "My Brother's Keeper" Community Challenge. The meeting's success was enhanced by the participation of Secretary of Education John King and overwhelming public response.

The most encouraging part of the meeting was that it was supported by many mayors of cities in Miami-Dade County which signifies the broad support for our efforts. By accepting the challenge, Miami-Dade County earned the distinction of being one of the first counties in the nation to accept President Obama's challenge to change the lives and give hope to thousands of boys and young men.

I look forward to continuing to work with our South Florida community and the MBK Initiative to ensure the success of the Miami-Dade "My Brother's Keeper" Local Action Plan. I am certain that our efforts will be successful.

Sincerely,

Frederica S. Wilson
Member of Congress

WASHINGTON, DC OFFICE
208 CANNON HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
(202) 225-4506
FAX: (202) 226-0777

MIAMI GARDENS OFFICE
18425 NW 2ND AVENUE
SUITE #355
MIAMI GARDENS, FL 33169
(305) 690-5905

PEMBROKE PINES OFFICE
PEMBROKE PINES CITY HALL
10100 PINES BOULEVARD
BUILDING B, 3RD FLOOR
PEMBROKE PINES, FL 33026
(954) 450-6767

WEST PARK OFFICE
WEST PARK CITY HALL
1965 SOUTH STATE ROAD 7
WEST PARK, FL 33023
(954) 989-2688

MIRAMAR OFFICE
MIRAMAR CITY HALL
2300 CIVIC CENTER PLACE
MIRAMAR, FL 33025
(954) 602-4357



MIAMI-DADE COUNTY

MY BROTHER'S KEEPER LOCAL ACTION PLAN

TABLE OF CONTENTS

- 7 Acknowledgements
- 8 Strategies for Boys and Young Men of Color in Miami-Dade County
- 9 My Brother's Keeper Initiative in Miami-Dade County
- 10 Overarching Principles
- 11 Governance
- 13 Milestone 1 – Entering School Ready to Learn
- 19 Milestone 2 – Reading at Grade Level by the 3rd Grade
- 21 Milestone 3 – Graduating from High School Ready for College
- 25 Milestone 4 – Completing Post-Secondary Education or Training
- 29 Milestone 5 – Successfully Entering the Workforce
- 33 Milestone 6 – Reducing Violence and Providing a Second Chance
- 36 Conclusion
- 37 References

ACKNOWLEDGEMENTS

Miami-Dade County's My Brother's Keeper Local Action Plan would not have been possible without the collaboration and intense support of many public and private organizations, as well as individuals.

Miami-Dade County Office of the Mayor

Carlos A. Gimenez, Mayor
Maurice L. Kemp, Deputy Mayor
Russell Benford, former Deputy Mayor

Miami-Dade County Juvenile Services Department

Morris Copeland, Director
Cathy Burgos
Cindy Akerman
Latawun Bess
Jessica Landestoy

Miami-Dade County Board of County Commissioners

Aaron McKinney - Office of
Commissioner Barbara J. Jordan
Wayman Bannerman - Office of
Commissioner Dennis C. Moss

Miami-Dade County Public Schools

Alberto M. Carvalho, Superintendent
Iraida R. Mendez-Cartaya
Linda Amica-Roberts, Ph.D
Vince Dawkins

Miami-Dade Police Department

Juan Perez, Director
Stephanie Daniels, Assistant Director

Miami-Dade Economic and Advocacy Trust

John Dixon, Executive Director

Miami-Dade Community Action & Human Services Department

Lucia Davis-Raiford, Director
Beatrice H. Crapp

Early Learning Coalition – Miami-Dade/Monroe

Pamela Hollingsworth, Senior Vice President

CareerSource of South Florida

Rick Beasley, Executive Director

Neighbors and Neighbors Association

Leroy Jones

MBK Initiative Office of the Mayor, City of Miami

Domingo Echevarria

State of Florida State Attorney's Office

Katherine Fernandez Rundle, State Attorney
Janeen Jones
Jessica Sinkfield
David Maer

Miami-Dade County Public Defender's Office

Carlos J. Martinez, Public Defender
Mayra Peña Lindsay

Office of Congresswoman Frederica S. Wilson

Congresswoman Frederica S. Wilson
Joyce Postell
Alexis Snyder
Charles Scott III

City of Miami Gardens Office of the Mayor

Oliver Gilbert, Mayor
Tiffany Bain

Village of Key Biscayne

Mayra Peña Lindsay, Mayor

Miami-Dade Health Department

Dr. Lillian Rivera, Administrator
Deltavier Frye

Small Business Development Center of America at Florida International University

George Ray III

Florida International University

Dr. Jaffus Hardrick, Vice President of Human Resources
Phillip Lloyd Hamilton

Florida Memorial University

Dr. Roslyn Clark Artis, President
Kareem J. Coney

The Children's Trust

James R. Haj, President and CEO
Gus Barreiro
Diana Ragbeer

5000 Role Models of Excellence Project

Arnaldo Gonzalez

Florida Department of Children and Families

Suzette Frazier

Miami Rivers of Life

Minister George Ellis

93rd Street Community Baptist Church

Pastor Carl Johnson

Bloomberg Associates - Consultants

Linda Gibbs
Niiobli Armah
Clara Cezar de Andrade

People United to Lead the Struggle for Equality (P.U.L.S.E.)

Nathaniel Wilcox, Executive Director

National Association for the Advancement of Colored People - Miami-Dade Branch

Ruban Roberts

STRATEGIES FOR BOYS AND YOUNG MEN OF COLOR IN MIAMI-DADE COUNTY

South Florida is one of the nation's most diverse regions, with representation from most major racial and ethnic groups continuing to grow.

**U.S.-born and immigrant
Latinos and blacks
account for 82% of
Miami-Dade County's
population.**

The region has experienced dramatic growth and change for several decades, with its share of people of color increasing from 34% to 62% since 1980¹. Communities of color, especially Latinos and blacks (both U.S.-born and immigrants), are driving growth and change in the region, and will continue to do so over the next several decades.

Within Miami-Dade County, blacks and Latinos together account for 82% of the population².

For many years, the County has been working to tackle issues faced by its most vulnerable residents, including young men of color, in order to level the playing field so everyone has the same opportunities to grow and thrive.

Data analysis has played a major role in the strategies adopted by Miami-Dade, as it has enabled the County to identify challenged communities. Since the 1990's, Miami has been developing a series of economic and social strategies to improve living conditions throughout the community.

The following initiatives are examples of the implementation of these successful strategies:

Employ Miami-Dade

<http://www.miamidade.gov/mayor/employ-miami-dade.asp>

Engage305

<http://www.miamidade.gov/engage305/home.asp>

One Community, One Goal

<http://www.miamidade.gov/mayor/library/remarks/2015/07/07.22.15-One-Community-One-Goal-Remarks.pdf>

Anti-Gang Strategy

<http://www.miamidade.gov/juvenileservices/anti-gang.asp>

Joint Roundtable on Youth Safety/Operation Restoration

<http://www.miamidade.gov/youthsafety/about.asp>

Project PEACE Department of Justice Grant

<http://www.miamidade.gov/grants/project-peace.asp>

Peace Ambassadors

<https://www.justice.gov/opa/pr/attorney-general-lynch-expands-national-community-policing-tour-trip-miami-dade-county>

Mayor's Youth Violence Intervention Program

<http://www.miamidade.gov/mayor/youth-community-safety-initiative.asp>

5000 Role Models of Excellence Project

<http://5000rolemodels.dadeschools.net/>

Big Brothers Big Sisters of Miami

<http://www.bbbsmiami.org/>

Together for Children

<http://togetherforchildren.dadeschools.net/>



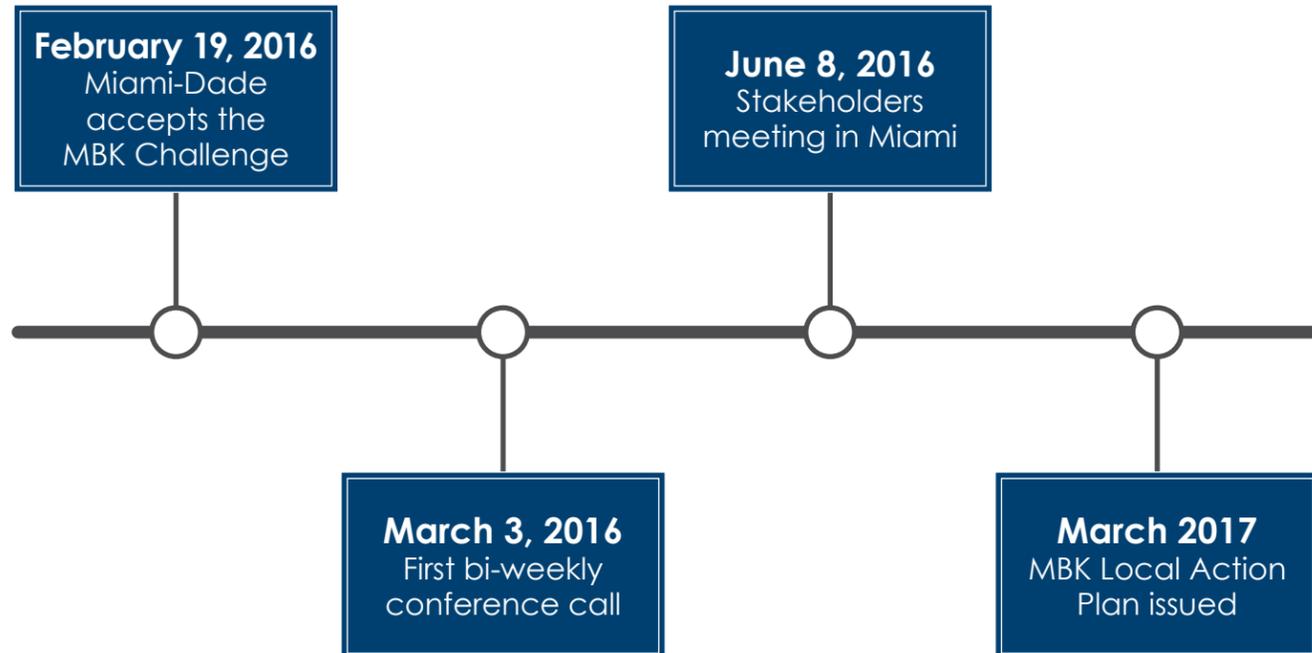
MY BROTHER'S KEEPER INITIATIVE IN MIAMI-DADE COUNTY

In September 2014, President Barack Obama issued a challenge to cities, towns, counties and tribal nations across the country to become My Brother's Keeper (MBK) Communities. The President's call to action charges participating entities to identify specific disparities facing boys and young men of color, and to enact policies, develop programs and expand partnerships that offset those challenges. Most importantly, through MBK, the White House called on cities throughout the nation to act with a sense of urgency and invest in what works by basing strategies on data and evidence.

Building on its long history of creative initiatives developed to decrease the challenges faced by its vulnerable communities, Miami-Dade County proudly accepted President Obama's call to action. On February 19, 2016, Mayor Carlos A. Gimenez and the Miami-Dade County Board of County Commissioners declared Miami-Dade's My Brother's Keeper Community Challenge Day.

The MBK Community Challenge received the support of Congresswoman Frederica S. Wilson and U.S. Education Secretary John King, in addition to several national and local leaders present.

Since the Community Challenge Day meeting, stakeholders have collaborated to develop strategies and principles that should guide MBK's work in Miami-Dade. Bi-weekly conference calls have allowed involved partners to rethink how their actions could be reshaped to improve opportunities for young men of color in Miami-Dade County. The stakeholders agreed to develop the My Brother's Keeper Task Force – to be represented by professionals in the government, education, business, law enforcement, justice sectors and other fields – to facilitate the development of the plan.



OVERARCHING PRINCIPLES

During ongoing bi-weekly phone conference calls, stakeholders involved in Miami-Dade's MBK effort identified three concerns that were repeatedly raised and elevated to the level of overarching principles. Whether directly aligned to all milestones or just some, these three principles will guide the actions that will be taken for Miami-Dade's transformation under MBK:

Parent engagement from cradle to career

Parents should be "at the table"; benefit from initiatives; and be accountable for their actions, but in ways that will not cause further harm or disruption to the family unit. In addition to young men of color, parents must also be the focus of attention and receive assistance, especially when they are vulnerable young parents.

Positive youth engagement to ensure youth involvement

Overall, MBK is an effort to unite, engage and collaborate. Its purpose is to combine community and government efforts to build solutions from a horizontal and participatory process. Therefore, youth should be consulted and invited to participate in defining the strategies that would be more appropriate to advance their needs.

Justice reform expansion

Punishment, whether by a parent or a professor, an employer or the government, should be a means toward improvement. Correction measures, regardless of the seriousness of the offense, that cause more harm than the action that justified them are detrimental to individuals and society. From pre-school through the corrections system, it is imperative to rethink justice reform.

GOVERNANCE

The Task Force will become the MBK Advisory Committee and will provide oversight, accountability and monitoring for the implementation of the Local Action Plan. Committee members will provide policy guidance and system coordination to ensure effective communication among all partners. Operationally, the Committee will ensure that MBK recommendations are aligned with Miami-Dade County's Strategic Plan.

The MBK Initiative is governed by six milestones designed to address the needs of our children from cradle to career.

The six milestones are as follows:

Milestone 1

Entering School Ready to Learn

Milestone 2

Reading at Grade Level by the 3rd Grade

Milestone 3

Graduating from High School Ready for College

Milestone 4

Completing Post-Secondary Education or Training

Milestone 5

Successfully Entering the Workforce

Milestone 6

Reducing Violence and Providing a Second Chance



MILESTONE 1

ENTERING SCHOOL READY TO LEARN

Lead Stakeholders:

Pam Hollingsworth – Early Learning Coalition – Miami-Dade/Monroe
Annika Holder and Kyra King– Miami-Dade Community Action & Human Services Department
Suzette Frazier – Florida Department of Children and Families
Janeen Jones – State Attorney's Office

Indicators:

Data should be separated by gender as well as race and ethnicity.

- Children in poverty
- Children in a single-parent household
- Percentage of students entering school ready to learn
- Teenage pregnancy: females ages 15-19
- Live teen births: females ages 15-19
- Infant mortality
- Percentage of children read to every day
- Students that are two grades behind grade level; for example, a 16 year old in 8th grade
- Increasing enrollment in Voluntary Pre-Kindergarten programs in high crime communities

Background:

High rates of poverty among children and adolescents are a concern in Miami-Dade County. Among all people living in poverty, blacks are disproportionately represented at 29%, compared to 21% for Latinos and 12% for non-Latino whites³.

The Children's Trust invests \$9 million each year in Quality Counts, their local quality rating and improvement system. The initiative works to improve the quality of Miami-Dade County's Early Childhood Education (ECE) programs and to professionally develop ECE practitioners by:

1. Establishing accountability for voluntary standards of high quality ECE;
2. Building the professional capacity of ECE providers and practitioners;
3. Ensuring high quality ECE is more widely accessible to children from birth to age 5; and
4. Influencing consumer demand for high quality ECE services.

The long-term goals of Quality Counts are to create a coherent, coordinated early childhood system for the community and to improve children's readiness for school. Quality improvement is accomplished by providing child care accountability through a voluntary rating system based on nationally-recognized standards of program quality. Encouraging ongoing professional development among early care and education practitioners, supporting child care program improvement through financial and technical incentives, and educating consumers to demand quality programs for young children also produce positive developments.

Miami-Dade residents living in poverty:

Blacks: 29%

Latinos: 21%

Non-Latino whites: 12%

MILESTONE 1

Teenage pregnancy and single-motherhood are common factors that present challenges to black families in Miami-Dade more frequently than Latinos and whites, resulting in barriers to early childhood development.

Teenage pregnancy in Miami-Dade County:

- The percentage of black females between the ages of 15 and 19 who are pregnant was more than twice that of whites and Latinos.

- In 2014, the percentage of black females between 15 and 19 years old with a birth was more than twice that of whites and Latinos⁴.
- In the same year, 56.1% of blacks between 15 and 19 years old lived in single-female households, compared to 31% of Latinos and 21.6% of whites⁵.

Breaking the cycle of poverty and providing opportunities to enhance childhood development requires a commitment from the entire community. Parents must be engaged, instructed and supported to prepare young children for entering school cognitively and emotionally ready to learn.

MBK Challenges:

- ✓ Ensure all children have access to high quality early learning programs.

A University of Chicago study notes: "The highest rate of return in early childhood development comes from investing as early as possible, from birth to age 5, in disadvantaged families. Starting at age 3 or 4 is too little too late, as it fails to recognize that skills beget skills in a complementary and dynamic way. Efforts should focus on the first years for the greatest efficiency and effectiveness. The best investment is in quality early childhood development from birth to age 5 for disadvantaged children and their families⁶."

Miami-Dade County invests heavily in young children and early childhood education. More than 22,000 children living at or below 150% of the federal poverty level are served through daily child care subsidy support. However, close to 4,000 children remain on waiting lists for services⁷. Nearly 50 million programmatic interventions have been initiated to improve the quality across Miami-Dade County's 1,300 early learning environments.

In 2014, three Miami-Dade County agencies were awarded more than \$17 million in federal funding to deliver comprehensive education and family services to more than 1,400 infants and toddlers through Early Head Start Childcare Partnerships. The Early Learning Coalition of Miami-Dade/Monroe, the Community Action Agency and the United Way of Miami-Dade each administer Early Head Start Partnership programs. Despite the hefty federal investment, hundreds of children remain on the Early Head Start services waiting list.

While more than 22,000 Miami-Dade children living at or below 150% of the federal poverty level receive daily child care services, nearly 4,000 children remain on waiting lists.

- ✓ Bridge the Word Gap or the Word Gap Opportunity

Research has demonstrated that children living in poverty are exposed to 30 million fewer words than more affluent peers by the age of 3. Stanford University recently reported that the word gap is present as early as the age of 18 months.⁸ Early literacy is critical to school readiness and reading on grade level by the 3rd grade.

The Early Learning Coalition is partnering with the Opportunity Institute and the Clinton Foundation on a parent-centered campaign to promote talking, reading and singing to children every day, and with Stanford University on a texting program available to all 24,000 Voluntary Pre-K families to promote literacy awareness and phonological skills.

The Children's Trust also funds the following programs to improve child literacy:

Read to Learn Book Club: \$350,000

The Read to Learn Book Club distributes free books monthly in English or Spanish to 3-year-old children. Books are mailed to homes with a supplemental guide for parents, derived from the Florida Birth to Five Standards, to support children's language, cognitive development and emergent literacy. The program also offers countywide early literacy workshops to 200 families whose children have turned 4 years old.

Reach Out and Read: \$320,000

The Miami-Dade Family Learning Partnership implements the Reach Out and Read program, an evidence-based pediatric literacy intervention. The program provides families with children ages 6 months to 5 years with anticipatory guidance about the importance of emergent literacy and reading aloud. The services are provided through 58 medical facilities distributing approximately 100,000 new developmentally age-appropriate books in English, Spanish and Creole.

Read to Learn Books for Free: \$187,000

The Miami Book Fair at Miami Dade College implements the Read to Learn Books for Free program, an initiative designed to ensure that children have access to books in certain public places. The Book Fair maintains 40 bookshelves in communities throughout the County.

- ✓ Break the preschool-to-prison pipeline through anti-expulsion policies and practices

The term "school-to-prison pipeline" has become a powerful metaphor to capture the processes by which children — typically low-income children of color — are pushed out of school and into the criminal justice system. While exact definitions of suspension and expulsion vary across states and school districts, what were intended to be last resort and occasional disciplinary tools have become overused and disproportionately applied to children of color, resulting in dramatically negative long-term effects⁹.

Three-year-old children living in poverty are exposed to 30 million fewer words than more affluent peers.

On December 10, 2014, the U.S. Departments of Health and Human Services and Education released a "Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings" that urges state and local education agencies to take action¹⁰. Suggestions include:

- ✓ Focus on prevention
- ✓ Develop and communicate clear behavioral expectations
- ✓ Ensure fairness and equity
- ✓ Encourage state and local policy development
- ✓ Invest in professional development
- ✓ Identify children's educational needs in a timely manner by utilizing already existing resources through child support enforcement to provide referrals to affordable early learning opportunities.

Overarching Principles:

- Parent engagement from cradle to career
- Positive youth engagement to ensure youth involvement

MBK Actions for Transformation:

- 1) Advance a community dialogue supporting the importance of high quality early learning opportunities, and the critical nature of access to high quality learning opportunities, especially for children of color living in poverty.
 - a. Miami became a 'Talk, Read, Sing' city in June of 2016 through a joint initiative between the Early Learning Coalition, the non-partisan Too Small to Fail, and the Clinton Foundation. Talking is Teaching: Talk, Read, Sing is a campaign that emphasizes the importance of early learning for children from birth through age two and aims to empower parents and guardians to make everyday moments big learning opportunities for their children. Among our partners are the Jackson Health System and Miami-Dade County Public Library System. More than 18,000 children and families have been impacted since June of 2016 Steps taken: More than 30 diverse leaders from early childhood, health, mental health, special needs and family support agencies have been engaged, including those in non-profit and faith based, higher education, public and private hospitals and judicial sectors. A select group of leaders have agreed to serve on an MBK Early Childhood Task Force. Once the report is finalized, it will be presented to the larger group.
 - b. The Early Learning Coalition joined forces with Together for Children in 2017. Together for Children is a county-wide, community-based initiative to end gun violence and support families to support parent engagement and early literacy for preschoolers.
 - c. The Early Learning Coalition launched 'Unplug and Connect' in 2017. Through this initiative, parents and families are urged to unplug from their technology and connect with their children by engaging in conversations with them during meal times. To date, 1,722 families have signed a pledge to Unplug and Connect.
 - d. Community Asset mapping and community assessment completed in January of 2018.
 - e. Photographic exhibit, Starting Ahead, photographed by Pulitzer Prize award winner Carl Juste and Iris Photo, unveiled in Miami International Airport in March of 2017. The exhibit, curated by the Early Learning Coalition, detailed the strengths and challenges of children of color living in poverty. More than 70,000 people a month viewed the exhibit until its sunset in March of 2018.
 - f. Early Childhood Workgroup, convened by The Children's Trust, met throughout the summer of 2016 to develop strategic recommendations regarding targeted funding for evidence-based interventions in early learning classrooms in marginalized neighborhoods. The successfully funded programs completed their first year of programming in June of 2018.

- g. Early Learning Summit scheduled for November 30, 2018. More than 1,500 will attend.
- h. The Florida Legislature passed an Early Learning Bill in 2018. It will positively impact school readiness.
- i. Preparedness for the 22,500 children in Miami-Dade County who are federally funded and whom all live in poverty. House Bill 1091 calls for early learning classroom assessments and optional child (formative) assessments for funded programs. House Bill 1091 is a coordinated child development and assessment program that will, over time, provide outcomes for all children attending school readiness funded programs.
- j. The Early Head Start Partnership program specifically targets children and families of color living in under-resourced neighborhoods. Miami-Dade County has the highest number of EHS Partnership slots in the country and serves close to 1,600 children. Grantees are: The Community Action Agency (Miami-Dade County), the United Way of Miami, and the Early Learning Coalition.

2) Identify pertinent data points and data gathering protocols to monitor Preschool Expulsion.

- a. The Early Learning Coalition worked with state, local, and national leaders to develop a comprehensive Preschool Expulsion Policy. The statewide Preschool Expulsion policy took effect in July 2017. The Florida Department of Children and Families is charged with monitoring the presence of the policy in all programs that serve School Readiness funded children.
- b. The Early Learning Coalition has instituted a comprehensive anti-expulsion model that includes: training for early learning teachers and directors; parent engagement; technical support; and a coordinated, interdisciplinary panel of experts in the education, medical, and social-emotional fields, as well as families and teachers, to support programs that are working to retain children presenting with challenging behaviors.
- c. The Children's Trust has committed \$3 million dollars to fund mental health consultation, the national solution to combat preschool expulsion, in Miami-Dade County.
- d. The Early Learning Coalition began partnering with Save the Children in September of 2017 to implement two evidence-informed social and emotional support-based curricula to support children and families dealing with stress, toxic stress, and trauma. More than 5,000 children, families and early education teachers will be impacted between September 2017 and June 2020.

3) MBK and children's services presented through a racial equity lens.

- a) The Early Learning Coalition explicitly delivers services, designs programs, and collaborates with community partners through a racial equity lens. With funding, the ELC will provide a residential retreat for MBK partners.

4) Prepare a community asset map that identifies key players and their contributions to policy and programming related to early learning.

- a. Steps/actions: A community asset mapping tool/template has been identified and mapping is underway. More than 30 diverse agencies have been invited to participate.
- b. Timeline: Mapping began November 1, 2016.

- 5) Commit to approaching all MBK work through a race and equity lens to ensure positive outcomes for children and their families.
 - a. Action steps: Authentic conversations about race: All MBK stakeholders convene for a two-day, residential-style retreat surrounding race and equity. Collaboratively develop guidelines for viewing and implementing all MBK work through a race and equity lens. The Early Learning Coalition of Miami-Dade/Monroe has invested more than seven years in transformative race and equity work and has engaged partners at local and national levels. The Race and Equity Residential Retreat will be held in 2017. The ELC will host but needs funding to implement.
 - b. Utilize the: "Engaging Parents, Developing Leader" self-planning and assessment tool, a product of the Annie E. Casey Foundation, which is culturally sensitive and employs a race and equity lens.
- 6) Develop a survey designed to be administered by child support officials for expectant mothers and mothers with children to determine quality child care needs.
 - a. State Attorney's Office child support survey completion and full implementation was completed at the end of 2017.
 - b. Make appropriate referrals based on surveys and parental willingness to receive child care services. Referrals began in 2018.
 - c. Follow up on referrals to ensure families are receiving services. If blocks or barriers exist, provide the proper assistance to address the block or barriers.





MILESTONE 2

READING AT GRADE LEVEL BY THE 3rd GRADE

Lead Stakeholders:

Vince Dawkins and Linda Amica-Roberts, Ph.D – Miami-Dade County Public Schools

Indicators:

Data should be separated by gender as well as race and ethnicity.

- Percentage of students reading at grade level: by the end of the 3rd grade
- Percentage of students meeting English proficiency: grades 3-8
- Chronic absenteeism: grades 3-8

Background:

Low levels of 3rd grade students are achieving mastery of grade level reading skills. Some of the obstacles faced by 3rd grade students include deficient decoding skills and low oral language skills, thus decreasing their chances of academic success.

Creating an environment where literacy is practiced and encouraged at home is critical to increasing oral language and reading levels.

MBK Challenges:

- Decreasing group sizes for intervention services to targeted students from kindergarten through 3rd grade.
- Increasing parental involvement in schoolwide literacy activities.

Overarching Principles:

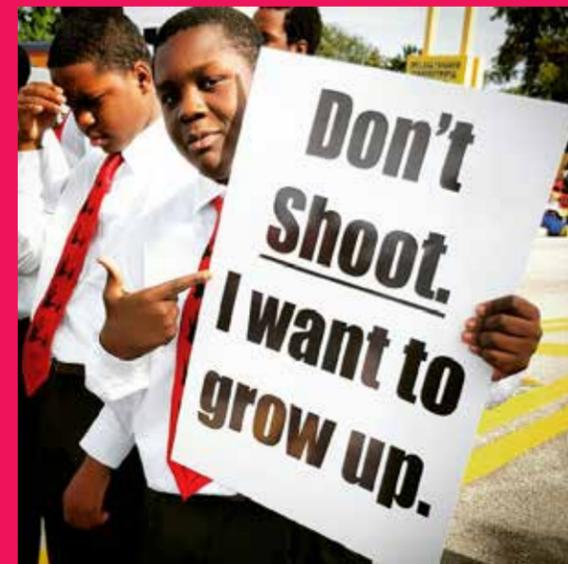
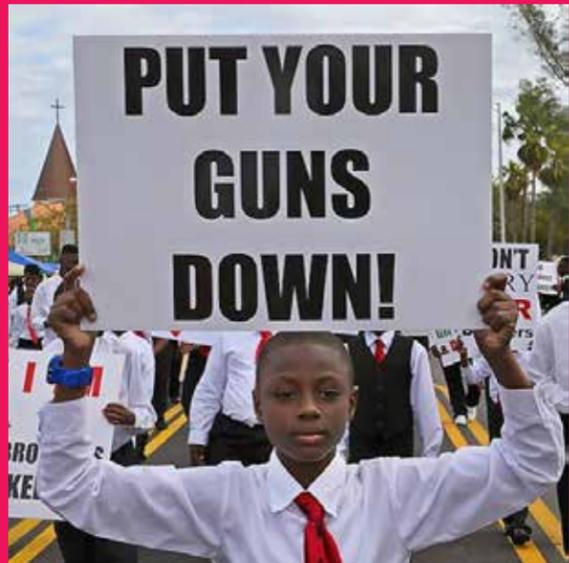
- Parent engagement from cradle to career
- Positive youth engagement to ensure youth involvement

MBK Actions for Transformation:

Develop a community-based reading intervention program in collaboration with the School System, 5000 Role Models, Big Brothers Big Sisters, Take Stock in Children, and Children's Trust to provide targeted, scripted intervention to struggling readers in grades K-3 in a small group setting.

- 1) Individual schools provided parent meetings and/or trainings for parents per their school improvement plans on the importance of literacy instruction school-wide.
- 2) i-Ready, FSA, and Growth Monitoring data is reviewed continuously throughout the school year to review grade-level trends, diagnose reading weaknesses, and plan for targeted differentiated instruction for students that are not reading on grade-level in grades K-3.
- 3) The Parent Academy provided 36 workshops to 780 caregivers on intervention strategies for parents to implement at home. Additionally, The Parents-Helping-Parents initiative provided a webinar series in three languages regarding literacy for elementary families – 341 attendees.
- 4) The Parent Academy provided 36 workshops to 780 caregivers on intervention strategies for parents to implement at home. In addition, a Read-at-Home plan was created for students who exhibit a substantial reading deficiency with strategies for parents to employ at home based on the student's reading deficiency.
- 5) Individual schools collaborate with community-based leaders and volunteers to work with selected grade-levels, teachers, and students.
- 6) School-site administrators reflect on the effectiveness of the intervention programs at their schools and adjust as necessary. In addition, the reading coaches and/or teacher leaders reflected on intervention best practices during the last professional development session held in May 2018.

MILESTONE 2



MILESTONE 3 GRADUATING FROM HIGH SCHOOL READY FOR COLLEGE

Lead Stakeholders:

Arnoldo Gonzalez – 5000 Role Models of Excellence Project
Linda Amica-Roberts, Ph.D – Miami-Dade County Public Schools
Kareem J. Coney – Florida Memorial University

Indicators:

Data should be separated by gender, race and ethnicity.

- High school graduation rate
- Percentage of students with no out-of-school suspension during the year
- Chronic absenteeism: grades 6-12

Background:

Low levels of high school graduation and disconnected youth are some of the obstacles faced by Miami-Dade's teenagers, thus decreasing their chances of enrolling in college and avoiding criminal activity.

More than 20,000 Miami-Dade teens, ages 15 to 19, were not enrolled in school in 2014. Of this total, 26.7% were blacks or African-American, 63.6% Latino and 11% white.

Approximately 20,260 of Miami-Dade teens ages 15 to 19 years old were not enrolled in school in 2014. Of this total, 26.7% were blacks, 63.6% Latino and 11% white¹¹.

Parental guidance and the presence of role models are key elements to keep young men on track during their teenage years.

Miami-Dade County Public Schools was one of 10 school districts selected to launch the MBK initiative to improve the outcomes for youth in underserved communities. The MBK School Success Mentor Initiative is part of the Obama administration's Every Student, Every Day

Initiative to promote school success and safety by reducing chronic absenteeism in the nation's public schools. Chronic absenteeism is a nationwide challenge with devastating consequences for more than five to seven million students, and in low-income communities, the impact is even more prevalent¹².

MBK Challenges:

- Providing mentoring services to young men of color from cradle to college and career.
- Engage faith-based, community-based organizations and Miami-Dade County Public Schools to facilitate an "Adopt a School Initiative" while also providing mentoring services.

Overarching Principles:

- Parent engagement from cradle to career
- Positive youth engagement to ensure youth involvement

MILESTONE 3

MBK Actions for Transformation:

- 1) Develop a one-stop mentoring referral system through collaboration with Miami-Dade County Public Schools, the 5000 Role Models of Excellence Project, Big Brothers Big Sisters of Miami, Take Stock in Children, Florida Memorial University's Black Male College Explorers and other mentoring programs to provide much needed guidance to young men of color.
 - a. School and community model resources — Miami-Dade County Public Schools recruited mentors by expanding partnerships with existing community resources, school personnel and school partners.
 - b. Mentor trainings — School sites participated in MBK mentor training for faculty, staff, external partners and community-based organizations. Participants are presented with various mentoring models to help facilitate a smooth and effective mentor-mentee connection.
 - c. Ongoing support — Miami-Dade County Public Schools has developed and implemented a digital diary for students and their mentors to share their meeting experiences. This tool is used to collect qualitative data to assess the impact of mentoring and serves as a blueprint for continuous improvement.
 - d. Three middle schools were selected to pilot the MBK initiative. The school principals were required to attend an MBK informational meeting to discuss implementation procedures and expectations.
 - e. Mentees will maintain or improve their grades. This objective will be measured through the review of report cards before the mentees enter the program, and upon completion.
 - f. Mentees will maintain or improve in school behavioral evaluations (i.e., decrease the number of absences, suspension or behavioral referrals). This objective will be measured through the review of school behavioral records.
 - g. Mentees will graduate or be promoted to the next grade level in school. This objective will be measured through promotion and graduation records.
- 2) Use of data to identify students — Early warning indicators (attendance, behavior, academic performance) were used to identify students who fit the chronically absent profile.
 - a. Data analysis — Schools implementing MBK conducted weekly success meetings with school partners and leadership to analyze trends and schoolwide prevention strategies.
- 3) School administrators' responsibilities:
 - a. Created a list of at-risk 6th and 9th graders identified as chronically absent in the first half of the year, as defined by the U.S. Department of Education (students who have missed 10 or more days, excused or unexcused).
 - b. Select success mentors using internal school staff, student mentors or external mentors, such as community-based organizations.
 - c. Matched all students on the target list with a mentor.
 - d. Established and documented program best practices, submitted monthly to the U.S. Department of Education.
 - e. Documented mentor-mentee meetings using the online digital diary after every meeting.
 - f. Monitored and submitted monthly attendance data reports on the students participating in the initiative.

- 4) Miami-Dade County Public Schools district administration responsibilities:
 - a. Scheduled meetings to provide information and training for principals and success mentors.
 - b. Worked with schools to select appropriate dates and times for principal-led weekly Student Success Team Meetings (the group reviewed chronic absenteeism data and intervention strategies).
 - c. Worked with schools to organize "Meet Your Mentor" events to introduce students and mentors to the initiative.
- 5) Support and enhance educational mentoring services through the 5000 Role Models of Excellence Project "Mentoring through Writing Curriculum." Participants will attain the following:
 - a. 90% of the mentees will maintain or improve their grades. This will be measured by the review of report cards before and after participation.
 - b. 85% of the mentees will maintain or improve in school behavioral evaluations (i.e., decrease absences, suspension or behavioral referrals). This will be measured by reviewing school behavioral records.
 - c. 90% of the mentees will graduate or be promoted to the next grade level in school. This will be measured by promotions and graduation records.
- 6) Stakeholders and mentors are essential to help identify the challenges that contribute to a student's absenteeism. They serve as connectors in the process to support student success.
- 7) MBK mentors-mentees, their families and all stakeholders are valuable components of a healthy and productive economic future. The MBK Mentoring Initiative is the catalyst needed to help students understand that with the support of dedicated mentors, change is possible.
- 8) Establish a collaborative relationship between Miami-Dade County Public Schools and local clergy to support youth and families in their communities.
 - a. The goal is to provide summer and after school care services within challenged communities in which the families have basic needs. The 93rd Street Community Baptist Church is working collaboratively with the Miami-Dade County Public Schools superintendent on achieving this goal.
 - b. At-risk schools have been identified within the targeted demographic areas.
 - c. Coordination has begun to identify members of the Seaboard Baptist Association – a collective group of churches working together for a common cause under the leadership of Pastor Carl Johnson – to support targeted schools by hosting and facilitating programs for qualified participants.
 - d. The 93rd Street Community Baptist Church is being mentored on developing and implementing the necessary infrastructure to submit a proposal, as part of its competitive solicitation process for after school and summer programs, to the Children's Trust.



MILESTONE 4

COMPLETING POST-SECONDARY EDUCATION OR TRAINING

Lead Stakeholders:

Kareem J. Coney – Florida Memorial University
 Arnaldo Gonzalez – 5000 Role Models of Excellence Project

Indicators:

- Data should be separated by gender, race and ethnicity.
- Percentage of students enrolled in college after high school
 - Percentage of students enrolled in professional training activity

Background:

Although not guaranteed, post-secondary education is a sound pathway toward employment. Young men of color in Miami-Dade should be given the same opportunities, guidance and support to register and complete a post-secondary degree. Vocational training is also a route that leads to employment and a viable economically-profitable alternative for many of these young men.

MBK Challenges:

- Create a system of support for young men of color that provides a pathway from high school to college graduation or a career.
- Provide vocational workforce readiness opportunities for students who struggle academically, such as: plumbing, construction, welding apprentice courses that lead to certification produce jobs that will provide a living wage.

Overarching Principles:

- Parent engagement from cradle to career
- Positive youth engagement to ensure youth involvement

MBK Actions for Transformation:

- 1) Enhance career education through target pathways and technical education; college is not the only pathway for having a successful career.
 - a. Florida Memorial University (FMU) received the Career Pathway Initiative (CPI) grant from the Lilly Foundation in collaboration with the United Negro College Fund (UNCF) in the amount of 1.25 million dollars to enhance our academic offerings to meet the industry demands. In addition, to meeting the industry demands the grant will prepare our young men and women matriculating at FMU with skills to compete and win in their field of study. Our Black Male College Explorers Program (BMCEP) has also benefited from FMU competing and winning this very competitive grant because students in the BMCEP has also included career pathways for our young men we serve in the BMCEP program.

Programs such as Florida Memorial University's Career Pathway Initiative and Black Male College Explorers, along with Miami-Dade Public Schools' 5000 Role Models of Excellence Project, offer students a wider vision of career opportunities available to maximize their future.

MILESTONE 4

b. The BMCEP has established several MOU's with industry leaders as well as organizations that will assist our young black males with resources, career exposure and experiences that will better prepare them to make better decisions regarding college and careers. We have also partnered with the 5000 Role Models of Excellence to provide all young men of color with college opportunities and summer matriculation with our BMCEP. We also have "Wilson Scholars" attending FMU.

2) Develop and expand practices for education-employment-industries alignment.

a. Develop memorandums-of-understanding with industry leaders to increase internship/job-shadowing opportunities.

3) Create partnerships for pathways within the colleges, universities, trade schools and professional organizations to include police departments, fire departments and governmental agencies.

a. FMU has also created career pathways partnerships with Miami Beacon Council which was instrumental in FMU receiving the CPI grant from the UNCF and Lily Foundation, Miami Dade Chamber of Commerce, the UNCF and other economic and business entities that will provide career alternatives for the population we serve.

4) The BMCEP Parent Advisory Board has been in place for over ten (10) years at FMU. The BMCEP Parent Advisory Board meets the first Saturday of every month on campus (FMU) to discuss with university administration and the program Director (BMCEP) on how to better help students in the BMCEP. The Parent Advisory Board assist the program with fundraising and sharing of ideas. The BMCEP has 100% graduation rate, 98% percent attends college, and retention rate is 85% on a yearly basis.

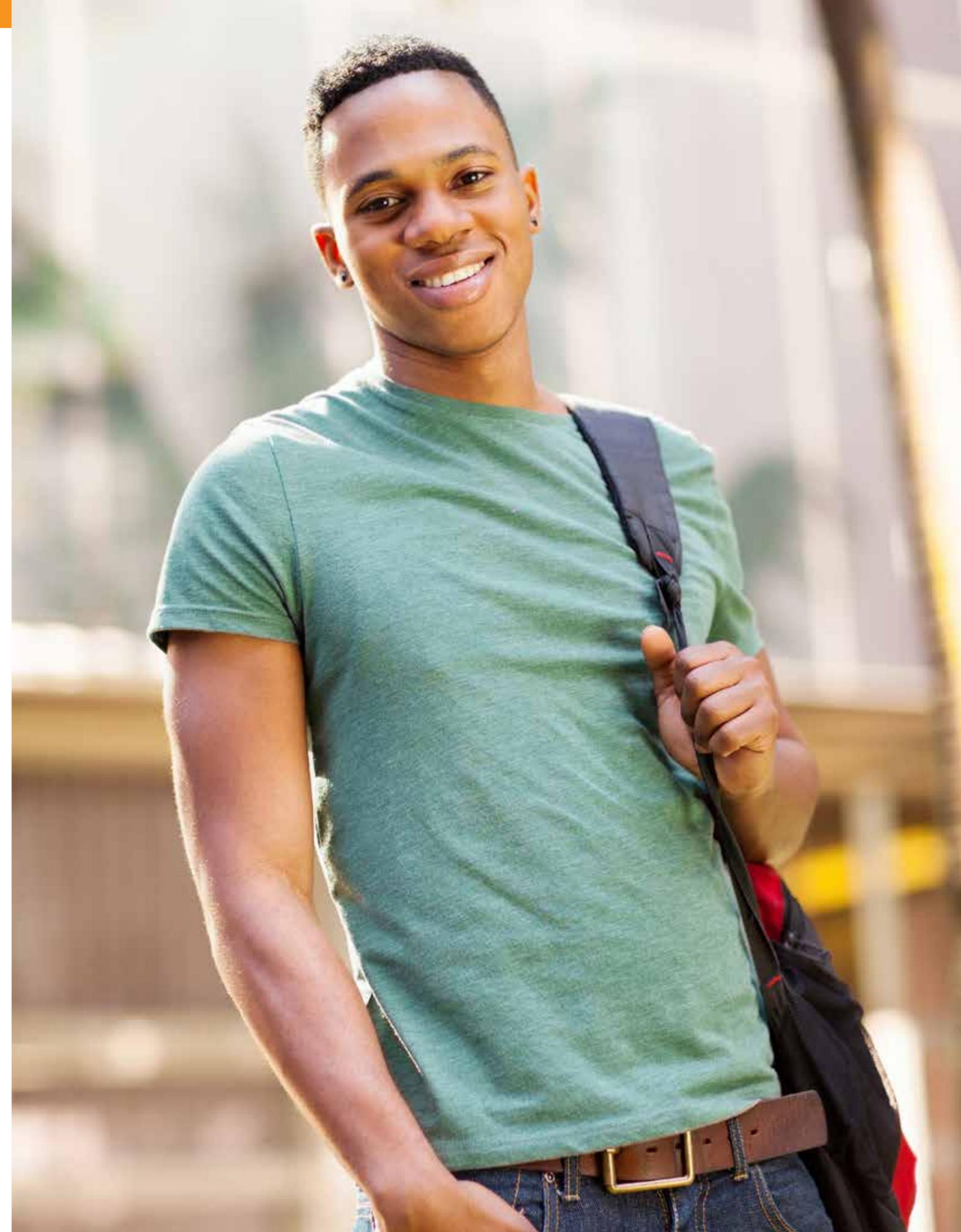
5) Support and enhance educational mentoring services through the 5000 Role Models of Excellence Project "Mentoring through Writing Curriculum." Participants will attain the following:

a. 90% of the mentees will maintain or improve their grades. This will be measured by review of report cards pre- and post-participation.

b. 85% of the mentees will maintain or improve in school behavioral evaluations (i.e., decrease in number of absences, suspension or behavioral referrals). This will be measured by reviewing of school behavioral records.

c. 90% of the mentees will graduate or be promoted to the next grade level. This will be measured by promotions and graduation records.

Goals of the 5000 Role Models of Excellence Project for Miami-Dade high school students is to maintain or improve grades, behavior and ultimately reach promotion to the next grade level or graduation.





MILESTONE 5

SUCCESSFULLY ENTERING THE WORKFORCE

Lead Stakeholders:

Rick Beasley – CareerSource of South Florida
 Leroy Jones – Neighbors and Neighbors Association

Indicators:

- Data should be separated by gender, race and ethnicity.
- Percentage of young men out of school and employed: ages 16-24
 - Percentage of young men out of school and unemployed: ages 16-24

Background:

The overall unemployment rate of Miami-Dade has significantly decreased from 11.4% in 2010 to 6% in 2015. Much is due to the continuously booming operations at Miami International Airport and PortMiami, and to the recent expansion of Miami's real estate market¹³. Unemployment among blacks, however, is still exponentially higher than among whites and Latinos. The rate of unemployment is also disproportionately high between 16 and 19 years of age in comparison to individuals older than 25. Entering the workforce is a particular challenge for young men of color who may have entered the criminal justice system at some point in their lives, even if the offense did not result in a conviction¹⁴.

While Miami-Dade unemployment has dropped from 11.4% in 2010 to 6% in 2015, levels remain high among blacks.

Boys and young men of color represent an untapped resource in today's economy and comprise a growing segment of the labor force. Unfortunately, they face historic levels of unemployment and idleness. National data indicates with only 19% of young black and Asian teens, and 2% of Latino teens working, most youth of color will likely reach adulthood without the benefit of having worked or enjoyed high-quality career experiences to fuel aspirations and build work ethic. We are currently missing an opportunity to fully realize these young men's potential¹⁵.

MBK Challenges:

- Expand opportunities for young men of color to work, learn and develop career-enhancing skills.
- Provide options for out-of-school males to attain a secondary credential with pathways to post-secondary education.

Overarching Principles:

- Education / Training – Train young adults through work-based learning experiences.
- Employment – Hire youth and increase employer demand for wider pipelines of young talent.
- Mentoring – Mentor youth through work-based, service learning or civic engagement experiences that impart transferrable skills, leadership and social capital.
- Justice reform expansion – Support programs and policies designed to help young, nonviolent offenders get on paths to careers and stable, productive lives.

MILESTONE 5

MBK Actions for Transformation:

- 1) Address employment challenges caused by early criminal justice implications.
 - a. Expand community-based alternatives to juvenile detention such as evening reporting centers, home-based alternative services and community-based therapy treatment. Specifically, use this strategy to address the disproportionately high rate of young men of color engaged with the justice system.
 - b. Support local policy efforts designed to create cross-system approaches to dropout recovery and reengagement programming that emphasize the importance of a “case management” function to assist youth in navigating social, educational and employment options.
 - c. Identify and fund culture-specific mentoring initiatives that have a proven track record of serving males of color and have strong connections to local education reform and collaborative youth employment efforts.
 - d. Support bipartisan policy initiatives that seek to give Americans convicted of nonviolent crimes a second chance at the American Dream by preventing mistakes made while young from turning into future criminal behavior, and by helping young adults who commit nonviolent crimes become more self-reliant and less likely to commit future crimes.
 - e. Develop and support programs that help youth both within and released from the juvenile justice system to complete high school or a GED program and receive a post-secondary credential.
- 2) Expand target resources to communities with high youth unemployment rates to create a youth employment infrastructure that expands work-based opportunities (including, but not limited to: work experience, internships, apprenticeships, transitional jobs, community service and on-the-job training).
 - a. Create job shadowing and externship opportunities for young adults to give them valuable exposure to work options and professional networks as they map their career pathways.
 - b. Support and participate in peer-to-peer and youth-to-adult mentoring models, particularly through youth-led organizations that promote leadership, skill-attainment and community service, as a powerful way to engage young black males and demonstrate their contributions and talents to employers and society.
 - c. Align support from nonprofits, schools and colleges to launch or expand youth-focused programs, understanding that mentoring is also good for business as it helps develop talent, fosters employee loyalty and creates career pathways.
 - d. Involve entrepreneurs as an effective way to identify solutions that expand employment opportunities.
 - e. Emphasize entrepreneurship as a way to give young adults a pathway to success and skills that employers covet.
 - f. Expand access to work-based learning such as internships and modern-day apprenticeships among the Beacon Council's One Community One Goal targeted industries.

- 3) Provide incentives to increase employer engagement in the development of pipelines and trial employment activities to expose in-school and out-of-school youth to careers and emerging opportunities.
 - a. Development of a tax credit program to give incentives to businesses that hire youth in targeted areas.
 - b. Increase hiring and provide meaningful, hands-on opportunities for young people that benefit both youth and employers. Businesses with supply chains and vendors should also ask for this commitment from their partner companies.
 - c. Identify internal barriers to accessing wider talent pipelines — such as degree requirements for every job, even when the necessary skill sets do not require one — and explore the value of human resources solutions in modifying or removing these requirements.
 - d. Incentivize employers (i.e., on-the-job training, paid work experience, etc.) to hire and train youth and encourage them to work with and buy services and products from organizations that employ “opportunity youth” — 16-to-24-year-olds who are neither in school nor working.
- 4) Expand education and career pathways to connect low-income male students of color to the seven targeted industries of the Beacon Council's One Community One Goal plan.
 - a. Create partnerships with two- and four-year colleges to create a pipeline from high school to college in these professions and provide support services to ensure student success.
 - b. Enhance partnerships with employers, school districts, colleges and post-secondary technical schools for integrated, work-based learning experiences and certification opportunities for youth.
 - c. Develop a resource guide to help all students understand their education and career options, including: career and technical education; internships and apprenticeships; alternative programs; and information about the fastest-growing job sectors in their region.



MILESTONE 6

REDUCING VIOLENCE AND PROVIDING A SECOND CHANCE

Lead Stakeholders:

Morris Copeland – Miami-Dade County Juvenile Services Department
 Pastor Carl Johnson – 93rd Street Community Baptist Church
 Mayra Peña Lindsay – Public Defender's Office
 David Maer and Janeen Jones – State Attorney's Office
 Stephanie Daniels – Miami-Dade Police Department
 Additional local, state and federal law enforcement

Indicators:

Data should be separated by gender, race and ethnicity.

- Arrests under the age of 15
- Arrests ages 16-24
- Recidivism rate

Blacks represented 57% of all juvenile arrests in the United States from 2013 to 2015.

Background:

Historically, systemic factors have contributed to the overrepresentation of boys and men of color in the United States criminal justice system. From 2013-2015, 81% of juvenile arrests were of males. Blacks represented 57% of all juvenile arrests during the same period¹⁶.

Reducing the overrepresentation of boys and young men of color in the criminal justice system, coupled with reducing violent and criminal activity, is a top priority. A focused effort between government institutions and the community at large is necessary to implement preventive strategies that start at home and require support from cradle to career.

MBK Challenges:

- Criminal record seal or expungement
- Driver's license reinstatement
- Appropriate and timely interventions to address overrepresentation of boys and young men of color in the criminal justice system
- Substance abuse treatment and prevention programs
- Mental health screening, diagnosis and treatment
- Job-readiness training and placement
- Social recreational activities at local parks for teens ages 14 to 18

Overarching Principles:

- Parent engagement from cradle to career
- Positive youth engagement to ensure youth involvement
- Justice reform expansion

MILESTONE 6

MBK Actions for Transformation:

- 1) Promote seal-and-expungement opportunities for young men of color.
 - a. The Miami-Dade Police Department and State Attorney's Office will continue to actively promote Sealing and Expungement events throughout the community with special consideration in high crime areas. In 2017, the Miami-Dade Police Department, sponsored three seal and expungement events under the My Brother's Keeper Milestone 6, in collaboration with the Miami-Dade State Attorney's Office and the Miami-Dade Office of the Public Defender. The MDPD was able to award a total of \$8,475 in money orders and \$56.50 in First Class Mail stamps to 113 qualifying candidates. Seal and Expungement events MDPD participated in:
 1. Thursday, June 29, 2017, 4:00 p.m. – 7:00 p.m. - Joseph Caleb Auditorium, located at 5400 Northwest 22 Avenue, Miami, Florida. Ten (10) Money Orders (\$750) / First Class Mail stamps (\$5).
 2. Thursday, July 27, 2017, 4:00 p.m. – 7:00 p.m. - Community Health of South Florida Inc.: Doris Ison Health Center, located at 10300 Southwest 216 Street, Miami, Florida. Ninety-three (93) Money Orders (\$6,975) / First Class Mail stamps (\$46.50).
 3. Thursday, December 7, 2017, 4:00 p.m. – 7:00 p.m. - 93rd Street Community Baptist Church, located at 2330 NW 93rd Street, Miami, Florida. Ten (10) Money Orders (\$750) / First Class Mail stamps (\$5).
 - b. "Driver's License Reinstatement Day" on October 21, 2016 was heavily marketed in Congresswoman Frederica S. Wilson's district. Marketing information included instructions and a telephone number for mandatory prescreening of individuals to determine if they qualified for the limited services to be provided. Screening by Congresswoman Wilson's staff took place during the month of September. All court calendar spots were filled on a first-come, first-served basis. All information on screened individuals was submitted to the Miami-Dade Clerk of Courts office by September 30, 2016.
 - c. All stakeholders essential to the "Driver's License Reinstatement Day" program met in Administrative Judge Samuel J. Slom's office on July 20, 2016 to discuss and set the parameters for the event. On July 27, 2016, staff training was conducted on screening individuals for the "Driver's License Reinstatement Day" at Congresswoman Wilson's office
 - d. There is a significant identified need for ongoing, one-stop driver's license reinstatement programming in the courts. However, there is currently no funding to make this sustainable. Funding for ongoing programming needs to be addressed and source needs to be secured.
- 2) Implement child support programs for non-custodial parents to ensure the continuation of payments and avoid administrative enforcement, such as driver's license suspension.
 - a. Of the more than 400,000 individuals with suspended driver's licenses due to child support matters and individuals with combined child support and court fines and fees are not currently being served.
 - b. An innovative "Driver's License Reinstatement Day" for child support enforcement cases should be organized locally. A plan of action should be established in cooperation with all stakeholders to ensure procedural due process. A one-stop shop approach with all stakeholders present, including the Department of Motor Vehicles, would streamline the process and provide relief to individuals.
 - c. A small, nimble task force of stakeholders should be established to address issues within an identified timeframe.
- 3) Enhance and increase criminal diversion opportunities through innovative programming such as the Miami-Dade County Juvenile Services Department's Civil Citation program for both youth and adults.
 - a. Ongoing collaborations between juvenile justice, adult corrections and law enforcement to facilitate trainings on the benefits of the Civil Citation program and other diversionary programs for boys and young men of color was established in 2017.
- 4) Implement anti-violence initiatives designed to address disproportionate minority contact by providing strategic service delivery based on crime statistics and designated zip codes.
 - a. Expand one-stop education centers for youth reentering the community after release from confinement or juvenile justice programs to prevent dropping out by the end of the 2017 school year.
 - b. Institutionalize protocols to connect resources for young offenders ages 12 and under by utilizing a multi-disciplinary approach to adequately address their service needs by the end of 2017.
 - c. Promote and expand after school programming, such as the Fit2Lead collaborative jobs program, for at-risk and system-involved youth throughout Miami-Dade County by 2018.
 - d. Promote and expand the Miami-Dade Police Department's Youth Outreach Unit by 50% by serving at-risk and system-involved youth with the purpose of establishing rapport, fostering a nurturing environment and serving as role models and mentors in 2017. The MDPD started out with 25 officers (mentors) and 25 youth (mentees) apart of the Youth Outreach Unit. Currently we have approximately 50 (mentees) in the YOU program. The City of Miami Police Department Juvenile and Mentoring (JAM) Detail and expansion of YOU- Intracoastal.
 - e. The MDPD and the SAO is a part of Together for Children, Together for Children is an organization that is working hand-in-hand with community members, leaders, and organizations to ensure that youth and their families receive the comprehensive, wrap-around service and support they need to prevent future tragedies.
 - f. Continue to promote and enhance interventions and training associated with trauma- informed care.
 - g. Continue to promote and enhance viable substance abuse and mental health services for men and boys of color.
- 5) Local pastors, in collaboration with government and civic organizations, will coordinate and facilitate a MBK Interfaith Symposium designed to develop strategies to bridge the gap between at-risk young men and boys of color.

CONCLUSION

Going forward, the My Brother's Keeper Initiative will assist in guiding the Miami-Dade community toward a more inclusive, equitable and just society focused on boys and young men of color. The work continues through creative and innovative strategies that align with the MBK Initiative's mission and goals. This includes: "Together for Children," a coalition of government, education, business, law enforcement, justice and funding entities that seeks to align and expand resources to tackle the root causes of youth violence.

The MBK Local Action Plan is a living document that will change as situations warrant. Transparency and effective communication with the public is paramount to the success of this effort. We welcome new ideas that address the root causes of the disparities that affect boys and young men of color. Therefore, Miami-Dade County will actively promote the MBK Initiative throughout the community and create a My Brother's Keeper page on the County's website to inform and update the citizens of Miami-Dade.

Due to the vast number of organizations and citizens involved in this initiative, there exist underlying challenges involved in achieving and implementing a coordinated effort. However, this historically has been a community that unites multicultural groups to achieve a common goal: Improve Miami-Dade County. For this reason, we are confident we will succeed and the goals of the MBK Initiative will be achieved.

REFERENCES

1. An Equity Profile of the Southeast Florida Region, April 2014, page 15. <https://dornsife.usc.edu/assets/sites/242/docs/se-florida-april-2014.pdf>
2. Quick Facts, United States Census Bureau, 2014. <http://www.census.gov/quickfacts/table/PST045216/12086,00>
3. Income and Poverty in Miami-Dade County: 2013, page 7. <https://www.miamidade.gov/business/library/reports/2013-income-poverty.pdf>.
4. U.S. Census - Characteristics of Teenagers 15 to 19 Years Old 2010-2014 American Community Survey 5-Year Estimates. http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_5YR_S0902&prodType=table
5. U.S. Census - Characteristics of Teenagers 15 to 19 Years Old 2010-2014 American Community Survey 5-Year Estimates. http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_5YR_S0902&prodType=table
6. Invest in early childhood development: Reduce deficits, strengthen the economy, Dec. 7, 2012. https://heckman.uchicago.edu/sites/heckman2013.uchicago.edu/files/uploads/Press_Kit/Quotes_2016-08-02_mb.pdf
7. Unified Wait List Report, Early Learning Coalition of Miami-Dade County. <http://www.elcmdm.org/Dashboard/MDWaiting.aspx>
8. Closing the 'Word Gap' Between Rich and Poor, Dec. 29, 2013. <http://www.npr.org/2013/12/29/257922222/closing-the-word-gap-between-rich-and-poor>
9. Point of Entry - The Preschool-to-Prison Pipeline, Oct. 8, 2015. <https://www.americanprogress.org/issues/criminal-justice/report/2015/10/08/122867/point-of-entry/>
10. U.S. Department of Health and Human Services, U.S. Department of Education - Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, Dec. 10, 2014. <https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>
11. U.S. Census - Characteristics of Teenagers 15 to 19 Years Old 2010-2014 American Community Survey 5-Year Estimates. http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_14_5YR_S0902&prodType=table
12. Fact Sheet: The White House Launches New National Effort and Ad Council Campaign to Eliminate Chronic Absenteeism and Drive Student Success, Feb. 19, 2016. <http://www.ed.gov/news/press-releases/fact-sheet-white-house-launches-new-national-effort-and-ad-council-campaign-eliminate-chronic-absenteeism-and-drive-student-success>
13. CareerSource South Florida Labor Market Report. <http://www.careersourcesfl.com/news/>
14. CareerSource South Florida Labor Market Report. <http://www.careersourcesfl.com/news/>
15. CareerSource South Florida Labor Market Report. <http://www.careersourcesfl.com/news/>
16. Miami-Dade County Juvenile Services Department 2013-2015 Juvenile Arrests Data. Retrieved from Miami-Dade County Juvenile Services Department/Quest Analytics.



Carlos A. Gimenez
Mayor

BOARD OF COUNTY COMMISSIONERS

Esteban L. Bovo, Jr.
Chairman

Audrey M. Edmonson
Vice Chairwoman

Barbara J. Jordan
District 1

Jean Monestime
District 2

Audrey M. Edmonson
District 3

Sally A. Heyman
District 4

Eileen Higgins
District 5

Rebeca Sosa
District 6

Xavier L. Suarez
District 7

Daniella Levine Cava
District 8

Dennis C. Moss
District 9

Senator Javier D. Souto
District 10

Joe A. Martinez
District 11

José "Pepe" Díaz
District 12

Esteban L. Bovo, Jr.
District 13

Harvey Ruvin
Clerk of Courts

Pedro J. Garcia
Property Appraiser

Abigail Price-Williams
County Attorney

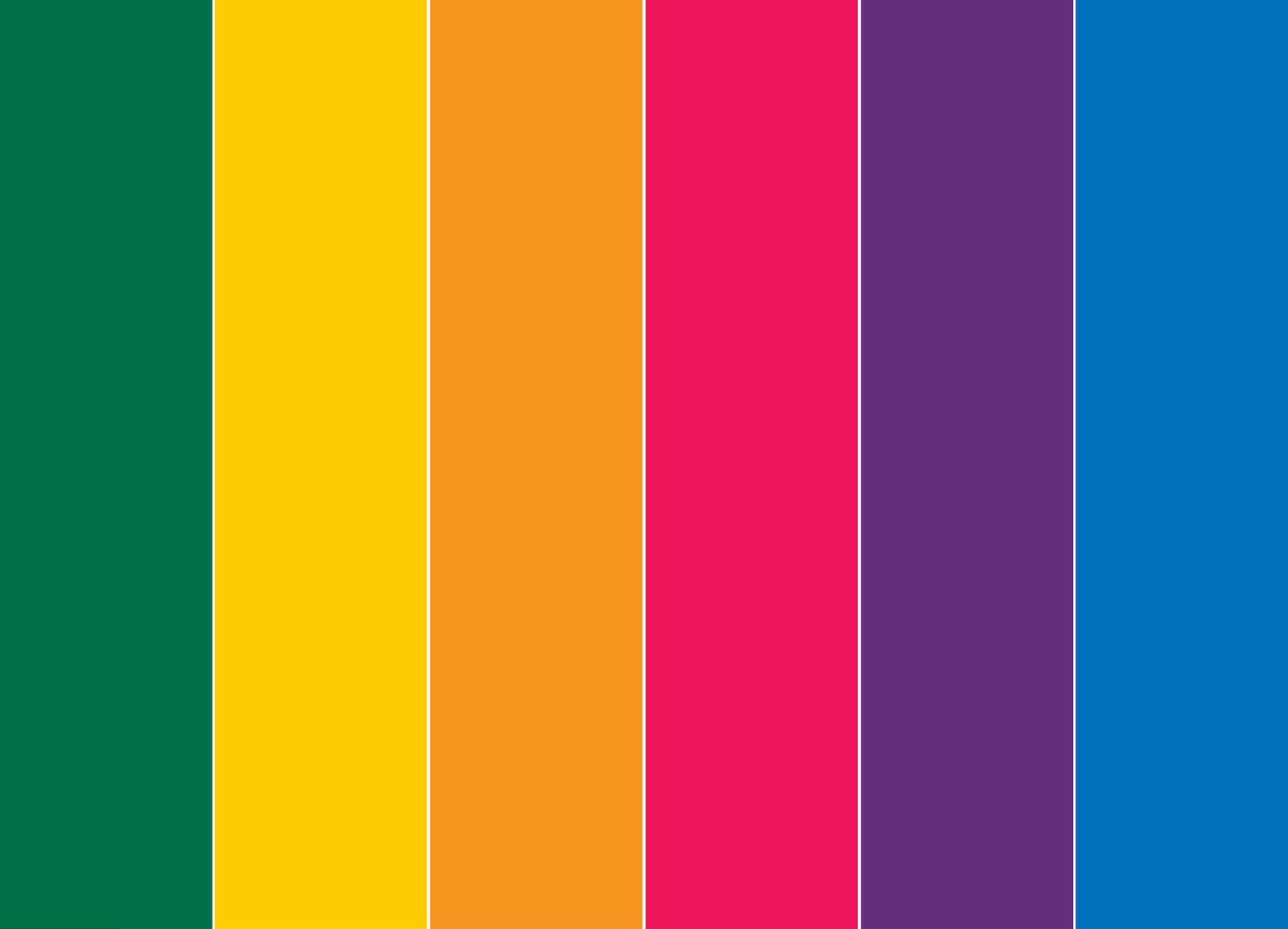


Miami-Dade County
My Brother's Keeper Local Action Plan

For more information contact:
Miami-Dade County Juvenile Services Department
275 NW 2nd Street, 2nd Floor
Miami, Florida 33128
305.755.6200 • jsd@miamidade.gov • miamidade.gov

 @miamidadejsd

 @mdjsd



MIAMI-DADE COUNTY

MY BROTHER'S KEEPER

LOCAL ACTION PLAN

