

Richmond
My
Brother's
Keeper

IMPROVING THE LIVES OF BOYS AND YOUNG MEN OF COLOR

2015 ACTION PLAN

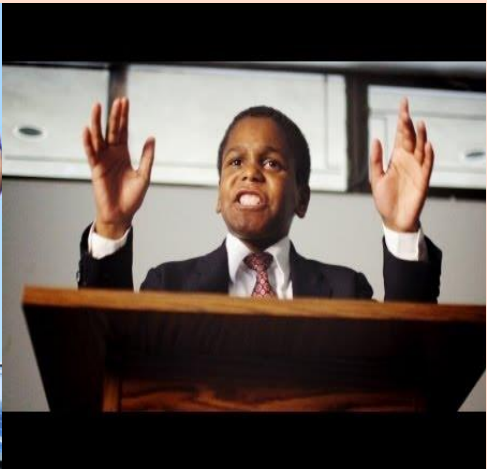


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OVERVIEW
RICHMOND'S MY BROTHER'S KEEPER



Overview

President Barack Obama launched the “My Brother’s Keeper Community Challenge” in February 2014 as a call for cities to improve the life outcomes of all young people by implementing a coherent cradle-to-college-and-career strategy. This strategy ensures that boys and young men of color can reach their full potential, regardless of where they come from, who they are, or the circumstances into which they are born.

The City of Richmond accepted President Obama’s challenge in 2014, at the behest of Vice-Mayor Jael Myrick, and has asked Richmond citizens and the community to join in pledging to ensure positive outcomes for all youth. The challenge began with stakeholders participating in the My Brother’s Keeper Summit. The Summit was a great opportunity for shaping policies, programs and philanthropic activities in Richmond aimed at improving life outcomes for boys and young men of color. The My Brother’s Keeper Action Plan collaborates with public, private, and non-profit sectors to increase educational opportunities. The Action Plan is aimed at succession at the elementary, middle and high school levels. The Plan also encourages local and regional employers to offer relevant classes, programs and internships that are aligned with local and regional employment trends.

Richmond MBK

Vision, Mission & Values

“All young boys and youth in Richmond will thrive and have the support of the entire community to lead safe, healthy and productive lives.”
– President Barack Obama

MBK Vision:

The MBK vision is that all boys and young men of color in Richmond are healthy, both physically and mentally; have access to quality health care, schools and training; and have strong advocates in their families, communities and government.

MBK Mission:

The MBK mission is to promote the optimal development of boys and young men of color in partnership with their families and the Richmond community.

MBK Values:

- Boys and young men of color are the most worthy investment and need our voice.
- Boys and young men of color are entitled to the same opportunities as others in society to achieve benefits for future growth.
- Families, communities, advocacy organizations and government must work together to achieve ensure the well-being for boys and young men in our city.
- Education, training, employment, and safety are essential to good outcomes, and thus require fair investment and funding.

Richmond nurtures a culture of lifelong learning. The City collaborates with public, private and nonprofit sectors to increase educational opportunities. Services are affordable and conveniently located. Richmond's elementary, middle and high schools are regionally competitive and offer comprehensive, diverse and high-caliber programs. Daycare and preschool opportunities are numerous, accessible and affordable.

The City of Richmond is known for its numerous and intimate neighborhood schools. Richmond partners with local and regional employers to offer relevant classes, programs and internships that are aligned with local and regional employment trends. The challenges of achieving academic success, remaining healthy, staying safe from violence and crime, and making successful transitions to adulthood remain profound for boys and young men of color living in low-income neighborhoods throughout Richmond.



Richmond MBK is committed to supporting the expansion of education and human service resources to address community needs. The City believes that high-quality education and human services are integral to ensuring that boys and young men of color thrive.

The largest education provider in Richmond is the West Contra Costa Unified School District (WCCUSD), which operates the majority of the elementary, middle, high, and adult schools in Richmond. Numerous private and nonprofit organizations also increasingly operate charter and private schools. Many out-of-school programs are operated by WCCUSD and the City of Richmond primarily through the City's Recreation Department, and nonprofit organizations. The City also provides a range of human services to support residents. Funding and transportation infrastructure plans are designed to maximize access to educational and human service resources to assist residents with expanded educational choices, and employment and training opportunities.

Richmond MBK Needs Assessment

What is a Needs Assessment?

The purpose of the MBK Needs Assessment is to provide an evidence base of the key socio-economic needs in Richmond that extends throughout the region and nation. It is used to inform policy and resource delivery. Within the City of Richmond a number of assessments are already undertaken. These are based on a range of data, intelligence and analysis including customer insight, views of local people, socio-economic and demographic data. Collectively the intelligence and assessments form the building blocks of an assessment and build a more strategic picture of need, along with evidence about what works.

These include:

- Health and Social Care Assessment
- Local Economic Assessment
- Safer City of Richmond Assessment
- Children including Child Poverty
- Environmental assessments and intelligence including: Local Development
- Framework and Core Strategy; Environmental sustainability including - Green
- Infrastructure Study; climate change;
- Strategic Housing Market Assessment;
- Neighborhood Assessment;
- Transport assessment
- Assessment of cross cutting issues e.g. welfare reform
- Other intelligence e.g. local/ area knowledge; data, research etc

The objective of the Assessment is to inform others of future policy and priorities. Needs identified can be utilized to develop a Plan of performance and development of Strategic Indicators. The MBK Assessment will be the first time a needs assessment has been undertaken for boys and young men of color. The approach will be developed to include the following:

- Greater involvement of partners, particularly making use of intelligence held by partner organizations which can provide a rich source of intelligence in specific areas where there may be gaps
- Development of an e-intelligence platform which will bring together data and intelligence in an accessible way
- Identifying an appropriate approach and timescales for review
- Developing appropriate governance arrangements that make the best use of resources, and ensure accountability and join up across partner organizations

The City of Richmond's work with stakeholders, organizations, agencies and individuals will begin with developing links across other assessments through consideration of wider determinants of health e.g. economy, education and community safety.

Developing the Strategic Needs Assessment – Approach and methodology

- To improve the analysis and interpretation of data and information.
- To streamline and align intelligence from thematic needs assessments to provide a more complete view of key needs and challenges, together with evidence about how best to address these needs.
- To have a key role in informing others of the planning and improvement framework.
- To help to identify commissioning priorities and resource allocation.
- Priorities will be clearly evidenced through a robust assessment process linking across all thematic areas.
- Intelligence (data) Intelligence gathering through the various needs assessments formed a crucial part of the development of Needs Assessment. This includes developing an intelligence platform, undertaking a mapping exercise of existing needs assessments and understanding the different approaches being used.
- Analysis and evidence (research) Using a common approach will be considered evidence of what works in tackling the issues identified. Effective interventions for improvement in order to achieve outcomes will be featured as a key part of the assessment process. This will build on the approach and methodology for success.
- Experience (of professionals, practitioners, managers and communities) The Needs Assessment discussed at workshops, in MBK meetings attended by over 20 representatives, foundations, and city officials.



Strategy Area 1: Preparing Youth to Learn



Strategy Area 2: Why Reading is Important



Strategy Area 3: Graduation & Beyond



Strategy Area 4: Violence: Intervention
/Prevention



Strategy Area 5: Education & Training



Strategy Area 6: The Road to College &
Career Readiness

Richmond MBK

Goals

Comprehensive and Accessible Education System

Collaborate and partner with educational providers to expand educational opportunities and lifelong learning in support of Richmond resident's diverse needs. A comprehensive educational system will address learning from infancy to old age and include affordable daycare, strong K-12 education, engaging out-of-school offerings, stimulating senior activities and other age-specific enrichment opportunities. A widely accessible system will rely on appropriate programing, language needs, cost, scheduling, facility location, capacity and physical access.

Educated and Skilled Workforce

Work with educational program providers to nurture the growth of a strong local workforce. Up-to-date workforce and job skills training, apprenticeships and other educational opportunities are fundamental to economic improvement. Improve the caliber of Richmond's workforce by expanding these resources so that they are relevant to today's job market and widely accessible to all residents.

Equitable and High-Quality Human Services

Collaborate with human service providers in the nonprofit, private and public sectors in their efforts to provide a robust network of human services tailored to the needs of the Richmond community. High-quality and equitable programs for the elderly, children and at-risk populations are integral to enhancing neighborhood stability and helping to shape quality of life for residents.

Richmond MBK

Policies & Implementing Actions

Policies & Implementing Actions

The policies outlined below serve as strategic directions for City staff, partners, stakeholders, agencies, foundations, and non-profit organizations. Some of the MBK policies support a range of policies.

Policy K-12 Education

Support West Contra Costa Unified School District and other educational institutions in providing higher quality K-12 learning environments for Boys and young men of color.

Policy Higher Education

Support efforts by community colleges and other institutions of higher education to provide comprehensive adult education programs, continuing education, job training and career advancement. These programs will provide opportunities for economic advancement and address the needs of boys and young men of color particularly those without post-secondary education.

Policy Preschool and Childcare

Collaborate with service providers to create places for high-quality and affordable pre-school and childcare centers, especially for young boys up to five years of age. Build awareness of subsidized childcare opportunities to address low participation among eligible populations.

Policy Literacy, Enrichment and Lifelong Learning

Support the inclusion of enrichment programs in and out of school. Enrichment programs can complement primary and secondary education, which is increasingly focused on reading and mathematics. Provide a range of formal and informal literacy programs for boys and young men to serve unique learning styles and needs. Develop a comprehensive network of formal and informal educational opportunities that serve Richmond boys and young men from infancy through adulthood.

Policy Retention of School District Sites

Encourage the West County Unified School District to retain all open and closed school facilities in public ownership in order to ensure that future school facility needs are addressed.

Work closely with the West Contra Costa County School District and other educational providers on location of public school facilities in order to:

- Locate public schools next to neighborhood or district park facilities and encourage the joint development of those facilities;
- Locate schools to increase the number of boys and young men walking to school safely;
- Locate elementary schools near the center of their attendance areas;
- Locate middle school, junior high, and high school facilities centrally within their service areas needing attention to ensure that a socioeconomic and ethnic cross-section of the population is maintained in each school to the maximum extent feasible;
- Develop permanent school facilities having a student capacity scaled to accommodate the long range student load of their attendance districts;

Libraries Strategic Plan

Ensure the City of Richmond's Library Strategic Plan assesses and improves library facilities and associated programs and services. The strategic plan may: promote partnerships with college libraries to expand available resources; recommend guidelines for providing physically accessible, safe and technologically-equipped facilities; and promote the expansion of bookmobile services.

Childcare and Out-of-School Care Program

Collaborate with the West Contra Costa Unified School District and nonprofit service providers to support expansion and diversification of programs and facilities offered by childcare and out-of-school care. Explore opportunities to: offer in-kind incentives to support quality and affordable childcare located near large work centers; create neighborhood-based childcare options; expand out-of-school care activities available for older children; build strategic partnerships with educational providers to increase physical or programmatic capacity; provide safe routes for accessing services; and address other relevant concerns.

Richmond Volunteers Program

Continue to support the City's volunteer programs that match residents and their skills with public or nonprofit education and human services around Richmond. Partner with workforce development organizations to ensure a steady supply of volunteers for programs while providing relevant and real-world training aimed at attracting young men of color.

Joint-Use Agreements

Pursue joint-use agreements with West Contra Costa Unified School District, East Bay Regional Parks District, neighboring cities, public agencies, private entities and nonprofit organizations that own and operate facilities within the City.

Coordination with Education Providers

Collaborate with the West Contra Costa Unified School District on addressing a range of issues including, but not limited to facility quality, classroom overcrowding, staffing, truancy, and school violence.

Safe Routes to School Program

Work with students, parents, transit providers, the West Contra Costa Unified School District, and other educational institutions to develop a Safe Routes to School Program. Identify and prioritize improvements necessary to make alternative modes of getting to and from school safer and more appealing.

Job Skills Training

Enhance and strengthen technical, vocational and job skills training programs through the community colleges, adult schools, union apprenticeships and other local organizations to provide young men can have opportunities to learn relevant skills and advance economically. Encourage training formats that respond to the language barriers, transportation, and scheduling constraints that may be faced by many residents. Collaborate with the Richmond Workforce Investment Board and City of Richmond Employment & Training to strengthen programs and expand funding and other necessary resources.

Mentorship and Apprenticeship

Enhance and strengthen mentorship and apprenticeship programs for young men of color including technical and vocational training that will best prepare them for employment in local and regional industries. Collaborate with the Richmond Workforce Investment Board, trade unions, high schools, churches and community organizations to tailor these programs for the youth, strengthen programs and expand funding.

Concurrent Enrollment

Support the West Contra Costa Unified School District's efforts to collaborate with community colleges and other educational institutions to develop concurrent enrollment programs that promote contextual learning, helping prepare youth to enter the workforce after high school or pursue a college education. Successful programs such as the Career Academy program should be expanded upon and replicated throughout Richmond. Continue to support efforts to expand job training opportunities for young men of color to enter into the workforce, with particular emphasis on green collar and other high-growth employment categories. Encourage the local community colleges, universities, the school district and adult education programs to offer more coursework and training oriented toward emerging industries such as the green industry in addition to traditional trades.

Maintain and enhance partnerships with local workforce development programs and organizations and collaborate with these programs and organizations to ensure that new and existing industries have access to a local, work-ready and talented workforce.

Support training and intervention strategies for populations that face barriers to employment including youth, the formerly incarcerated, and residents with limited English proficiency.

Child and Family Services

Support the development of child and family services and programs that encourage safe and healthy environments for boys and young men of color. Services and programs may include counseling, substance abuse treatment, parenting skills training and housing resources.

Youth and Teenage Services

Support the development of services and programs targeting young men of color to support skill development and guidance in preparation for employment and self-sufficiency. Services and programs may include youth leadership and volunteer opportunities, educational tutoring and counseling.

Older Adult Services and Support

Support the expansion of adult services and programs focusing on young men of color, to improve access to critical resources. Services and programs may include shared housing resources, and employment services for particular populations.

Special Needs Services

Support special needs services that foster independence for young men of color, facing physical or mental challenges. This includes developing drug and alcohol treatment programs and facilities, as well as mental health treatment services and facilities.

Equitable and Affordable Access

Work with appropriate agencies to provide equal and affordable access to learning and human services. Support neighborhood based schools, health clinics, libraries, childcare and other community-serving programs that provide convenient access to important resources to promote social cohesion.

Multilingual Information and Services

Encourage public agencies to provide services, classes, outreach materials and information to Richmond residents in multiple formats and languages. Work with the School District, libraries and human service providers to ensure that all residents are aware of and able to participate in available human service programs.

New Technologies

Support efforts to expand access to internet technology and computer stations in community facilities such as libraries and community centers. Ensure that boys and young men of color at all income levels have access to information technology.

Human Services Program

Support the collaboration and sharing of resources to the extent possible. Recommend improvements; designate funding and support mechanisms; and identify implementation partners. Partner with community-serving organizations to assist through all stages of the plan development process. Explore alternate methods of providing services to boys and young men of color in targeted areas throughout Richmond.

Coordination with Service Providers

Continue to coordinate with Richmond's service providers to elevate quality and broaden access to human services.

Community Access and Mobility Criteria

Develop access and mobility criteria for capital improvement projects and new development to enhance physical access to community facilities, schools, parks, shoreline open spaces, historical destinations, commercial and employment centers and transit hubs. The criteria should address access by walking, bicycling and public transit as well as vehicular access, so young men and boys feel safe to travel in other neighborhoods throughout Richmond.

The community access and mobility criteria should:

- Ensure safe connections to large and small areas, community facilities such as schools, community centers, recreational facilities, cultural and enrichment centers, historical destinations, transit hubs and commercial and employment centers;
- Address travel routes, infrastructure improvement needs and barriers such as roads, railroad lines, freeways, fences and natural features; and
- Provide bicycle and pedestrian-friendly routes including completion of major trails and pathways.

Public Awareness and Education Program

Promote public, private and nonprofit opportunities to maximize community services and support their continuation for the advancement of boys and young men of color.

Language Resource Center

Work with community organizations to establish a center to provide language resources to young men and boys throughout the community. Services could include: interpretation and translation; non-native English learning programs; and assistance in accessing City services and programs. The center should co-locate with other human service providers.

Information Technology

Work with the library and community organizations to support publicly-accessible computers, internet service and technology training assistance. Target locations to provide technology and other services to ensure benefits to the greatest number of boys and young men of color.

Richmond MBK

Regulatory Framework

A range of organizational bodies and tax initiatives support Richmond in delivering high-quality education and human services to boys and young men of color.

Organizations

Education and human services are delivered by an assortment of public, private and nonprofit organizations including the West Contra Costa Unified School District, State of California, nonprofit and community based organizations and the City of Richmond. Education and human service providers active in Richmond are described below.

West Contra Costa Unified School District

West Contra Costa Unified School District (WCCUSD) provides Kindergarten through 12 education and adult programs for more than 31,000 students in the cities of Richmond, Hercules, Pinole, El Cerrito, and San Pablo and the unincorporated areas of Richmond Heights, El Sobrante, Kensington, Bay View-Montalvin Manor, North Richmond and Tara Hills.

Contra Costa County Department of Education

The Contra Costa County Department of Education, overseen by WCCUSD, provides services for special populations. This includes: students with severe or multiple disabilities; students with autism; emotionally disturbed students; Early Start and preschool students; and students with visual or auditory disabilities.

City of Richmond

The City of Richmond offers education and human services. Educational services include job training programs for adults and youth, literacy programs and arts and physical education programs. Most of these programs are administered through the Community Services and Development Services departments. Human services are largely provided in conjunction with regional and County partners.

Contra Costa College

Contra Costa College is a two-year, urban community college that is located in the City of San Pablo, California. The College offers Associate degrees and certificates that lead to baccalaureate degrees from four-year institutions.

Taxing Authority for Education

The parcel tax is an important local means of financial support for Richmond schools.

Parcel Tax

California law allows school districts to assess parcel taxes on local residents if they can secure a two-thirds approval from voters. WCCUSD collects between eight and 10 million dollars per year in parcel taxes. WCCUSD utilizes parcel tax money to restore library services and athletic programs, purchase textbooks and teaching materials and enhance core subjects.

APPENDIX A: Action Summit Findings

Group Session Findings

Violence:

Develop a safety net for children to make mistakes, consequences, learn, and move on

Passion vs Emotion

Fight or Flight

- Unable to distinguish what they are feeling
- Difficulty staying focus (reading), limited attention span
- Making learning more engaging (comp games)
- Find student's interest:
- Teachers teaching the test
- Classroom stress can't (learn)
- Move from standardized testing
- Counselor (CCC & WCCUSD) working collaborating together to educate about (future) careers and registration process too!
- Community not aware of what (CCC) college has to offer, award winning programs...
- Counselors need to dispel stereotypes and negative images
- Strong Alumni Associations for high schools (mentoring)
- Common core strategies may not work for everyone, regions are different as well as needs
- Children conforming to education vs. education conforming to students needs
- Real life learning experiences to better understand the connection between school & work.
- Social justice platforms basic needs; does everyone have access to the end result of what's needed economically (not just a paycheck i.e. retirement etc.
- Learning about the career vs the image; police officer, fire fighter etc.

Goals to Accomplish:

Food, shelter, emotional support, funding sources

Get fathers involved/ agencies that promote positive parenting skills all ages)

Outlets for youth to be heard (more youth input)

Policy (ban the box expanding to private employers)

Change hiring practices

Strengthen relationships and communication incarceration (cj system)

Reduce violence

Partnerships with community

Access to skilled labor
Provide schools with adequate information
Turning around poor performing schools (insuring funding is unlimited)
Strengthen membership engage with community employees (increase employment app)
Business community and stakeholder should build more collaboration
Youth should be a part of steering committee (apart of the decision making process)
Creating a space for parents who are unfamiliar college (learn about pathways to college)
Map and align education and training resources in ways to meet the needs of employers in target industries and create opportunities for boys
men of color to gain work experience, employment and career advancement
Having more youth employed in political offices (entry level)
Youth opportunities to improve other youth
Create dialog with young people about safer communities
Investment in infrastructure should be tied to local hiring's and strictly for jobs
Involve youth
Provide internship opportunities
Creating a space to discuss inequalities and race relations
Federal jobs guarantee
How to protect youth from themselves in order to prevent violence

Academics:

Counselors need to be easily accessible
Counselors picking the student vs student going to pick counselors
Programs and pathways to college /universities
Students don't know because they can't hear announcements
How would you like to receive this information, via text/ social media, site level decision
Mentoring/mentorship
Junior achievement
Upperclassman (11th/12th)
Teacher
Richmond youth academy
Can't be random person
More variety offered in FL offered, Portuguese
Align other BMOC initiatives
How to align public funding stream to support MBK
Early intervention (bio/aig1)
Cohort model to support increased #BMOC in AP classes
Project based CTE
Enlisting campaign to gather WCCUSD students thoughts/ideas

Re: MBK goals, what's happening positive & negative

What's needed

What do you recommend

WCCUSD needs to be at the table and accept the MBK challenge and lead the effort with the City of Richmond

Define role of WCCUSD and city of Richmond

Potential synergy around Summer Learning program

Opportunity to provide teacher/educator training

Push WCCUSD to be transparent on status of BMOC and what's not happening

Prioritize ballots #2,3,5,6 with a consideration of the equity and black men of color (BMOC) outreach and recruitment efforts

MBK Goals:

1. SUPPORT 1014/1025
2. Rapid Response (diagnosis) i.e. police w/health component
3. Diversion Program (RPD) to reform/keep youth on track
4. Prevention (school climate, mental health program North Richmond Network Group, Verde Elementary
5. Recreation CTR. (open hours), (After school programs, police athletic league, work with parks and recreation
6. AB 1240- Breakfast after the bell expansion .
7. Health for the City of Richmond (child focused system
8. Investment in Prevention (early). Process to invest teachers to get the National Board Certification at no cost in the district (Great teacher in every classroom) incentives for teachers certified
9. Teaching children the social/emotional skills to de-escalate tension w/law enforcement
10. Neighborhood council/police unconscious bias

Information, Notes, Photos
Pending

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Pending