

My Brother's Keeper: San José Working Together to Ensure Boys and Young Men of Color Thrive: Local Action Plan

Prepared in Partnership by:
Office of Mayor Sam Liccardo, City of San José
Silicon Valley Community Foundation
Applied Survey Research



September 2016

In May of 2015, San Jose proudly accepted President Obama's My Brother's Keeper (MBK) Challenge. Over the past year and a half, we engaged in extensive community outreach, and today we release our findings and commitments in a report and action plan.

The enclosed action plan, My Brother's Keeper: San Jose (MBK: SJ), presents a roadmap for advancing progress and tackling the barriers facing boys and young men of color in the City of San Jose. We are focusing on four strategic priorities: entering school ready to learn; reading at grade level by third grade; graduating high school ready for college and career, and reducing youth engagement in crime and creating pathways to success. The vision for MBK: SJ is to strengthen existing city policies and programs — whether offered as direct service or funding — and identify opportunities for advocacy and engagement that can improve the outcomes and impact of city efforts.

We put the emphasis not only on the problem but also on our role in the solution. Among our considerations are:

- Do our policies reflect our values that all our kids should succeed?
- Are we using our resources, partnerships and leverage to ensure we are building an environment where our boys and young men of color can thrive?
- Are we addressing issues of structural race bias head-on?

MBK: SJ is a challenge to improve the lives of young people by making systematic reforms with clear goals and measurable outcomes, through better coordination, and the use of data to drive action. More than anything, it is our commitment to work relentlessly on behalf of our boys and young men of color, to eliminate the structural and racial barriers that hold them back, and to build a community in which they can thrive.

Above all, we must change the narrative from one of deficit, to one of opportunity. We must create the expectation and conditions that enable our boys and young men of color to drive San José's social and economic success.

The City of San José and Silicon Valley Community Foundation (SVCF) are taking a collaborative approach to address the disparities and to build opportunities for boys and young men of color to reach their full potential. Together, and along with our partners, we will ensure integration of and respect for each community's core values. We invite you to join us in realizing the vision the City of San Jose shares with President Obama to build an environment where all our boys and young men of color can achieve their full potential.



Sam Liccardo
My Brother's Keeper San Jose Co-Chair
Mayor of San Jose

Norberto Duenas
My Brother's Keeper San Jose Co-Chair
City Manager

Dr. Emmett Carson
My Brother's Keeper San Jose Co-Chair
CEO and President,
Silicon Valley Community Foundation

Executive Summary

My Brother's Keeper: San José (MBK: SJ) is a commitment that the City of San José and Silicon Valley Community Foundation (SVCF) have made to boys and young men of color to eliminate the structural and racial barriers that hold them back and to build a community in which they can thrive. SVCF serves as a catalyst and leader for innovative solutions to our region's most challenging problems. Together, the City of San José and SVCF have taken a collaborative and multidisciplinary approach to addressing disparities and building opportunities for boys and young men of color in a manner that ensures integration of and respect for the community's core values.

In September 2014, President Obama invited local governments across the country to join My Brother's Keeper Community Challenge with the goal that boys and young men of color receive the opportunity to succeed regardless of circumstances. San José Mayor Sam Liccardo accepted this challenge and in partnership with Dr. Emmett Carson, CEO and president of Silicon Valley Community Foundation, hosted the MBK: SJ Local Action Summit in May 2015 and a Local Action Convening in December 2015.

The MBK: SJ Local Action Summit and additional research compels community action that specifically focuses on boys and young men of color from the Latino, African American and Southeast Asian communities, as:

- 3 in 5 kindergarten black and Latino boys in Santa Clara County are not entering school ready to learn, and fail to read proficiently by the third grade;
- More than 1 in 10 Latino boys drop out of high school;
- English learners (ELs) are 2 times more likely to drop out of high school as compared to native and fluent English speakers, and in Santa Clara County 2 of 5 Latino students and 1 in 5 Asian students are ELs;
- In Santa Clara County, a black youth is 6.4 times more likely to be arrested or cited than his white peer, and a Latino youth 3.6 times more likely.

MBK: SJ provides a lens through which we can examine what is being done to close the opportunity gap for our boys and young men of color. The City of San José will align its efforts on the following primary goals ("MBK: SJ Priority Goals") of the six articulated by the national MBK initiative:

1. Entering school ready to learn;
2. Reading at grade level by third grade;
3. Graduating high school ready for college and career; and
4. Reducing youth engagement in crime and creating pathways to success.

MBK: SJ challenges the City to better apply its leadership and resources to focus policies toward these four priorities in the Latino, African American and Southeast Asian communities, which together comprise about half of San José's population. Together, the City of San José and SVCF have taken a collaborative and multidisciplinary approach to addressing disparities and building opportunities for boys and young men of color.

Through MBK: SJ, the City of San José has joined more than 100 cities nationwide that have committed to working toward the goals set out by the White House in the My Brother's Keeper Initiative. In joining this established network, San José can learn from the examples set by other MBK Communities nationally in designing policies that can accelerate progress toward reaching the MBK: SJ Priority Goals.

This report is presented in five sections:

- Background on the MBK: SJ consultation processes
- Recommendations from stakeholder input
- Key demographic data points and the governance system of the City of San José and Santa Clara County
- San José's boys and young men of color in the four MBK: SJ Priority Goals
- MBK: SJ Local Action Plan

1. Background

In September 2014, President Obama issued a challenge to cities, towns, counties and tribes across the country to join the My Brother's Keeper (MBK) Community Challenge as "MBK Communities." The Challenge encourages communities to implement a cradle-to-college-and-career strategy that ensures boys and young men of color can reach their full potential.

San José Mayor Sam Liccardo accepted this challenge in January 2015. The following May, Mayor Liccardo and Dr. Emmett Carson, CEO and President of Silicon Valley Community Foundation, co-chaired the Local Action Summit for My Brother's Keeper San José (MBK: SJ). An MBK: SJ Action Plan Convening followed in December.

A report released by the White House in May 2014¹ highlights the disparities faced by boys and young men of color. A few of these national statistics are cited below because they reflect, in large part, the reality in San José for our boys and young men of color:

- Approximately 1 in 4 boys and young men of color lives in poverty, compared to just over 1 in 10 for White Americans.
- Roughly two-thirds of black and one-third of Hispanic children live with only one parent.
- Dropout rates as high as 50 percent in certain Southeast Asian and Pacific Islander populations are found in some school districts.
- Nationally, the high school graduation rate is about 80 percent; for white students it is closer to 87 percent, while for African American high schoolers it is just over 70 percent.²

MBK: SJ leverages many of Mayor Liccardo's initiatives that seek to expand prosperity and economic opportunity in order to ensure that we build an environment where all boys and young men of color thrive. Some of the Mayor's key initiatives are:

- SJ Learns: funding to San José school districts to innovate and expand extended learning programs with a focus on reducing the achievement gap in kindergarten through third grade.
- SJ Public Library Works and Teen Center: reopening the City's libraries to six days per week and supporting programs that provide a safe place for youth and critically needed services, including access to technology and resources, and educational support for all students—from preschool-age to college.
- SJ Works: launching a youth employment program that targets at-risk youth from gang-impacted neighborhoods.
- SJ TechHire: creating a coordinated workforce development pathway for at-risk and disconnected youth in tech-enabled, middle-skill jobs.
- Mayor's Gang Prevention Task Force: facilitating collaborative community action to disrupt violence at the neighborhood level while delivering targeted prevention and intervention services.

1 My Brother's Keeper Task Force Report to the President. (May 2014). https://www.whitehouse.gov/sites/default/files/docs/053014_mbk_report.pdf

2 Bidwell, Allie. "Racial Gaps in High School Graduation Rates Are Closing." (March 16, 2015). U.S. News .com.

2. My Brother's Keeper: San José Stakeholder Voices

In May 2015, Mayor Liccardo and SVCF CEO and President Dr. Emmett Carson convened the Local Action Summit for My Brother's Keeper San José. Local and national experts along with 140 participants held in-depth conversations on how community leaders can work together to improve the lives of boys and young men of color. With an introduction by White House Senior Policy Advisor Rafael López, the city pledged to address the issues that cause disparities for boys and young men of color.

With the challenge understood, Arnold Chandler of Forward Change Consulting presented the Life Course Framework for Improving the Lives of Boys and Men of Color.³ The framework emphasizes the crucial points in life where boys and young men of color fare far worse than their peers. Jerry Tello of the National Compadres Network discussed Joven Noble, a philosophy that reinforces that male youth need others — men and women, their family and community — to care for, assist, heal and guide them, and successfully prepare them for manhood.⁴

Applied Survey Research (ASR), a Bay Area social research firm, facilitated presentation and Summit participant discussions. These activities informed the recommendations for action on three MBK priorities: school readiness, reading at grade level by third grade and workforce readiness. Nine recommendations for effective policy and program design emerged from these conversations and from input from community stakeholders and city leaders:

1. Address Community Core Values:

- a. Identify and address instances of structural and racial bias.
- b. Elevate restorative justice over punitive strategies.
- c. Include undocumented youth.
- d. Develop outreach and community education programs that target specific populations.
- e. Leverage technology to improve outcomes.

2. **Focus on Outcomes:** Performance and outcome measures must be in place to be accountable to the community.
3. **Shared Data:** Find ways that service providers can share data about mutual clients to improve services and prevent duplication of services in light of legal restrictions.
4. **Sustainability:** Make a commitment that is not subject to a change with elected leadership or funding cuts. Approaches to addressing the problem should be long-term, enabling leaders, stakeholders and service providers alike to address the complex issues of boys and young men of color.
5. **Policy Leverage:** Ensure that policies are in place to propel our boys and young men of color forward and not hold them back.
6. **Scalable Efforts:** Rather than creating new programs or services, current initiatives, programs and campaigns with demonstrated success should be scaled to meet the needs of the community.
7. **Community Involvement:** Find natural leaders in the community and incorporate their input about effectively serving the community.
8. **Family Engagement:** Take a family-oriented approach to addressing the needs of boys, to show respect for the child's parents and community. Recognize that children and adults do not live in isolation; address the holistic needs of the family whenever possible.
9. **Cultural Competency:** Programs, services and policies should be truly culturally competent rather than culturally specific. Local leaders and stakeholders should embrace involvement of volunteers, mentors and service providers who reflect the diversity of Silicon Valley. No one is culturally competent by virtue of their ethnicity, nor are leaders less culturally competent because they are not men of color.

³ Forward Change Consulting. Arnold Chandler. "A Life Course Framework for Improving the Lives of Boys and Men of Color." For the complete presentation, go to: [http://www.gih.org/files/AudioConf/Building%20a%20Movement%20\(Abbreviated\).pdf](http://www.gih.org/files/AudioConf/Building%20a%20Movement%20(Abbreviated).pdf).

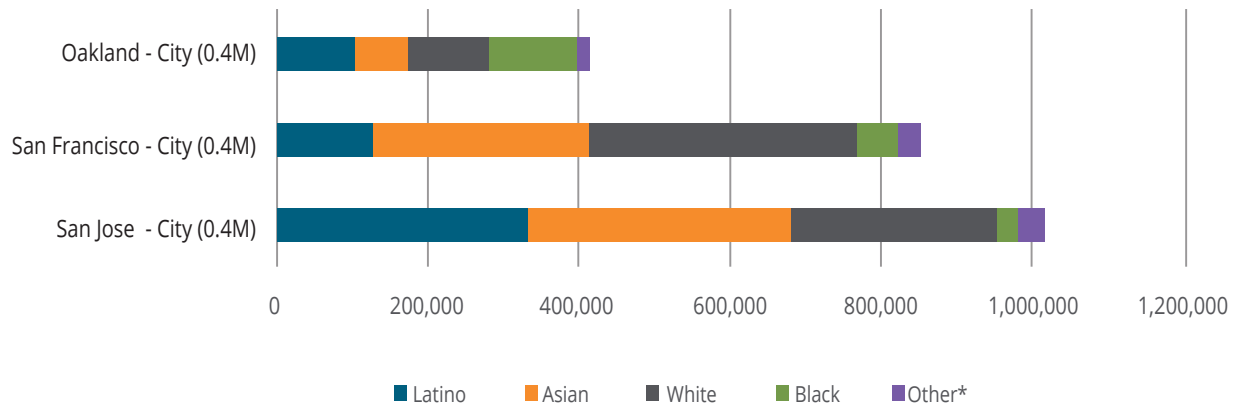
⁴ Homies Unidos. "Noble Youth / Joven Noble; Rites of Passage." For complete information go to: <http://homiesunidos.org/programs/noble-youth/>.

3. About San José and Santa Clara County

San José has a long history of diversity and innovation, and headline numbers portray a city that is affluent, well-educated and at full employment. A deeper dive, however, shows profound disparities.

San José and Bay Area City Population by Racial Composition

Source: US Census Bureau, 2014 Estimates



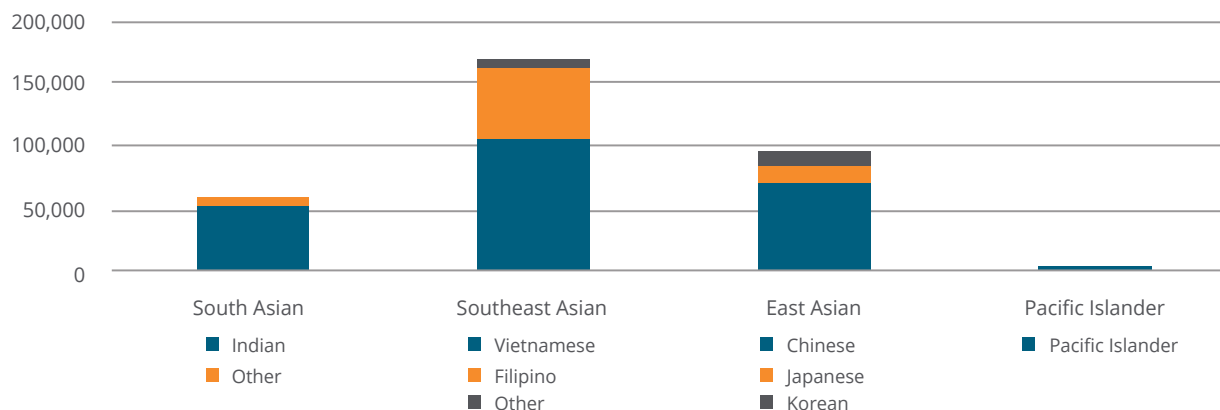
Large and Diverse Population

With a population that surpassed the 1 million mark in 2014 and with over 300,000 households, San José is the tenth largest city in the country and the third largest in California (behind Los Angeles and San Diego).⁵ San José is the largest city in Santa Clara County—often referred to as “Silicon Valley”—which has a population of 1.8 million and is located at the southern portion of the San Francisco Bay Area. San José is diverse with no one group claiming a majority. Most households speak a language other than English at home.⁶ Latino, Asian and white communities are almost equally represented. This simple snap-shot does relative justice for the Latino community, with Mexicans representing over 85 percent of the total. However, the same cannot be said for Asians, whose population is much more diverse in culture, language and ethnic heritage.

The chart below disaggregates San José’s Asian population into four regional groupings: South-, Southeast- and East-Asian, and Pacific Islanders. Southeast Asians represent over 50 percent of the City’s Asian population, with Vietnamese accounting for two-thirds of these and Filipinos one-third. Among South Asians, Indians represent the vast majority with nearly 90 percent, and Chinese account for almost three-quarters of the East Asian population.

Composition of San José’s Asian Population

Source: 2010-2014 American Community Survey 5-Year Estimates



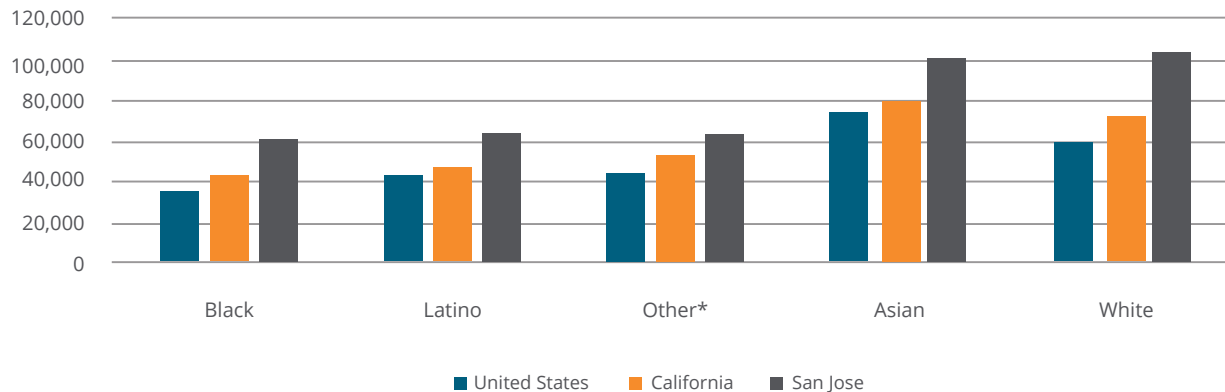
5 US Census Bureau. 2014 American Community Survey
6 Ibid

Income Disparity and Poverty

Inequitable distribution of income among San José households drives home the disparity issue. For San José, the 2014 American Community Survey shows median income as \$87,000. Yet, this very high number masks deep disparities among households – the top 20 percent of households earn a median income of \$107,000 (\$196,000 for the top 5 percent), while the bottom 20 percent earn only \$22,000 per year⁷.

Median Annual Income per Household

Source: 2014 American Community Survey



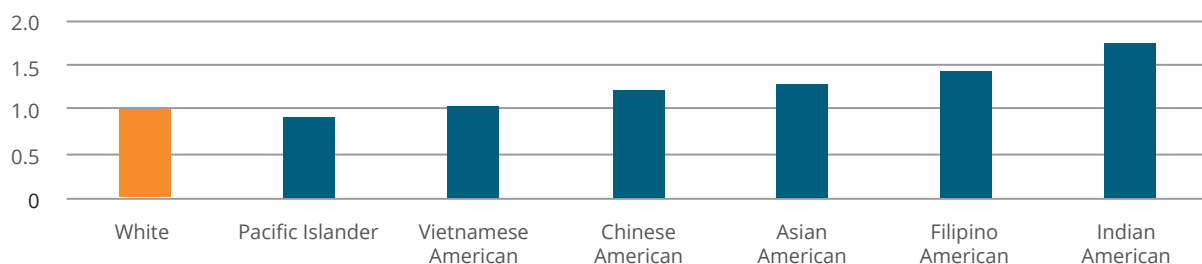
Following the same trend as in California and the U.S. overall, black and Latino households fare significantly worse than their white counterparts and Asians when taken as a whole. In San José, median household income for black households is \$61,000 per year; for Latino and other minority households it is \$64,000, as compared with just over \$100,000 for white and Asian households⁸.

Within the Asian Community, and using national statistics as an estimate, Indian-, Filipino- and Chinese-American households are likely to have higher household incomes than Vietnamese and Pacific Islander communities, as highlighted in the chart below.

National Household Annual Income by Race

Index: White Household Income = 1.0

Source: 2014 American Community Survey



Despite the fact that household income in San José is significantly higher than in California, approximately 40 percent of San José households do not generate sufficient income to meet basic needs.⁹ The Self-Sufficiency Standard — the annual income necessary to meet basic needs (including taxes) without public subsidies — for a family of three (two adults and a school-aged child) in Santa Clara County is almost \$63,000.

⁷ Ibid

⁸ Ibid

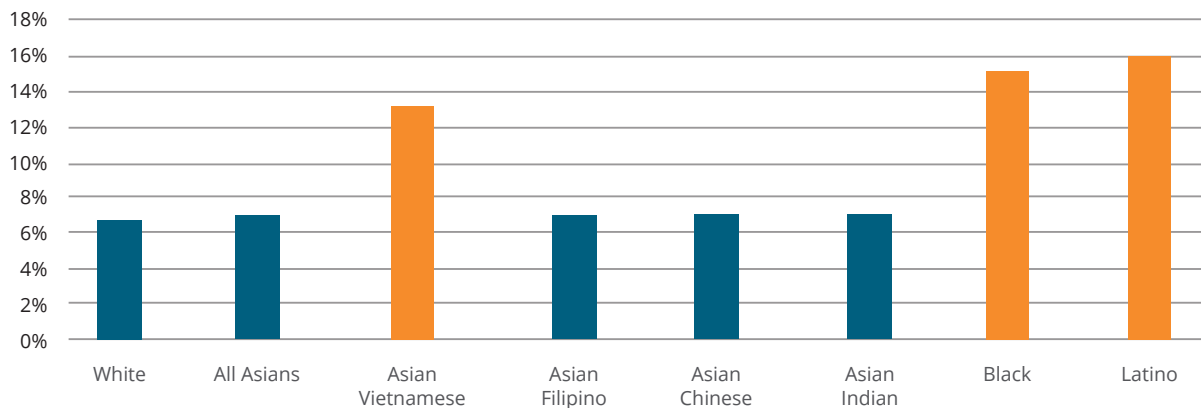
⁹ Insight, Center for Community Economic Development Self Sufficiency Standard for California and US Census, 2014 American Community Survey.

To earn this amount, both adults would need to earn an hourly wage of \$14.82. Yet the minimum wage in San José is only \$10.30. Extraordinarily high housing costs are the major cost driver; the average monthly rental for a one-bedroom apartment ranges between \$2,200 and \$2,400.¹⁰

Along with Latinos and blacks, San José’s Southeast Asian population experiences higher levels of poverty than others. According to the Southeast Asia Resource Action Center, the majority of Southeast Asian Americans living in California live in poverty and face “extreme language barriers.” San José’s Vietnamese community is the largest in the nation and of any city outside of Vietnam. Approximately 13 percent of Vietnamese families live in poverty as compared to 7 percent for all Asians (including Vietnamese). This compares with 15 percent of African Americans; 16 percent of Latinos and under 7 percent of white families.

San José Families Living Below the Federal Poverty Level

Sources: 2014 American Community Survey & Others¹¹



Complex Governance

As diverse as San José’s population is, so too are its institutions and systems of governance and engagement.

City of San José

The City of San José operates under a hybrid, council-manager governance structure that combines the policy leadership of elected officials on city council with the managerial expertise of an appointed city manager. Under the city charter, the city council — composed of the mayor and 10 elected councilmembers, one for each of San José’s districts — is the legislative body that represents the community, formulates policy, adopts laws and ordinances and approves budgets. The council hires five key city management positions: city manager, attorney, clerk, auditor and the independent police auditor. San José’s Mayor, who is elected at-large, is responsible for recommending policy, program and budget priorities to city council, which in turn approves policy direction for the City. Implementation of policies is delegated to the city manager, who reports to the city council.

The City of San José has established boards, commissions and committees for the purpose of providing ongoing input into policies and issues affecting the community. These entities are comprised of community members, with the main requirement being that they be San Jose residents. Five emerge as particularly relevant to the work of MBK: SJ:

- Youth Commission
- Parks and Recreation Commission
- Library and Early Education Commission
- Work2future Board
- Mayor’s Gang Prevention Task Force

¹⁰ NUMBEO, Cost of Living in San José, updated June, 2016. http://www.numbeo.com/cost-of-living/city_result.jsp?country=United+States&city=San+José%2C+CA

¹¹ Other Sources used to estimate population rates for Asian groups: Migration Policy Institute Series, “Immigrants in the US” for Chinese (January, 2015); Vietnamese (June, 2016); Filipino (July, 2015) and Indian (May 2015); Southeast Asian Resource Action Center, “Southeast Asian American Education Needs in California.” 2012.

The City of San José is organized into seven service areas: Community and Economic Development; Neighborhood Services; Public Safety; Transportation and Aviation Services; Strategic Support; Environmental and Utility Services; and finally, Mayor, City Council and Appointees. Each service area is comprised of Departments and Offices; the following six are engaged in MBK: SJ:

- Office of the Mayor
- Office of the City Manager
- Office of Economic Development
- Library
- Parks, Recreation and Neighborhood Services
- Police

Santa Clara County

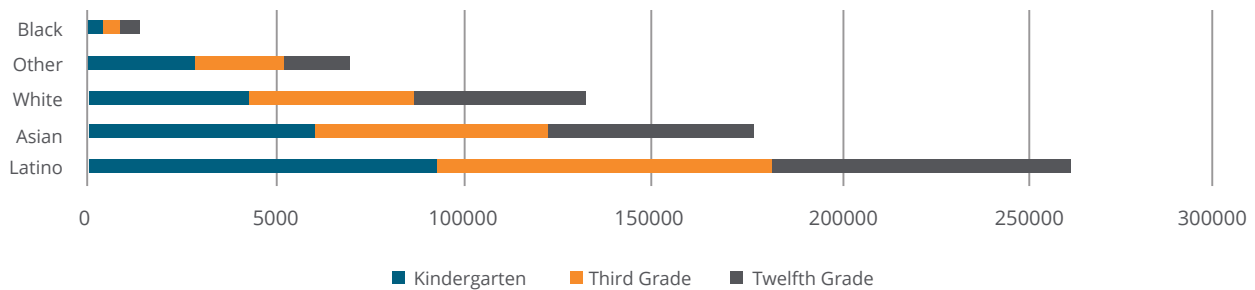
Governed by an elected Board of Supervisors, each one representing one of five county districts, the County of Santa Clara oversees many of the primary services provided by municipal government, including public health and county hospitals; social services including foster care; elections; county law enforcement, departments of corrections, probation, public defender and district attorney.

Santa Clara County Office of Education and School Districts

The Santa Clara County Office of Education (SCCOE) acts as the coordinating body for the 34 school districts in Santa Clara County, including the 19 that serve the children of the City of San José. The SCCOE is governed by an elected, seven-member County Board of Education and administered by a board-appointed superintendent. The chart below demonstrates that San José’s majority-minority demographic profile is reflected among the 276,000 county students.

Santa Clara County Enrollment by Race for Selected Grades, 2014-15

Source: California Department of Education



4. My Brother’s Keeper Priorities for San José

Much has been learned since the MBK: SJ Local Action Summit. Ongoing conversations, a deep dive into the data and a firm commitment to action have informed the findings and recommendations that are documented in this report. The vision that emerges from this work is three-fold:

- First, to understand the facts. A deeper exploration of the status of boys and young men of color in San José will better inform the priorities for future work.
- Second, develop policies that can improve program outcomes that reflect the core values of the community.
- And finally, use the president’s MBK invitation to develop and leverage existing communities of action to ensure a deliberate focus on outcomes for our boys and young men of color.

Through this process, MBK: SJ will align with four of the six MBK priorities (MBK: SJ Priority Goals):¹²

- Entering school ready to learn;
- Reading at grade level by third grade;
- Graduating high school ready for college and career;
- Reducing youth engagement in crime and creating pathways to success.

These four priorities represent a change from the original three that were presented and discussed at the Summit, a decision made in order to better reflect community needs and the outcomes of the City of San José policy and program review.

In doing so, MBK: SJ acknowledges the critical role that these milestones play over the course of the lives of boys and young men. The MBK: SJ Priority Goals also take into account the assets that the City of San José already has in place that can be leveraged to further improve outcomes for boys and young men of color. Each of the following sections provide:

- An overview of the data, and what it tells us about how boys and young men of color are faring in each of the four priority areas;
- A review of the City's local government agency partners that lead the work;
- An overview of the policies and programs implemented by the City of San José in each of the priority areas.

Priority 1: Entering School Ready to Learn

During the early years of a child's life, the brain develops rapidly, and is heavily influenced by the child's experiences. Unfortunately, boys of color are more likely than their counterparts to live in poverty, which presents an array of environmental factors that can harm development and life outcomes. Research shows that children who have early learning experiences are more likely to have the skills expected to be successful in kindergarten and beyond. With gaps between boys from lower- and higher-income families beginning in infancy, efforts to eliminate disparities must start at the very earliest ages and focus on both parents (caregivers) and teachers.

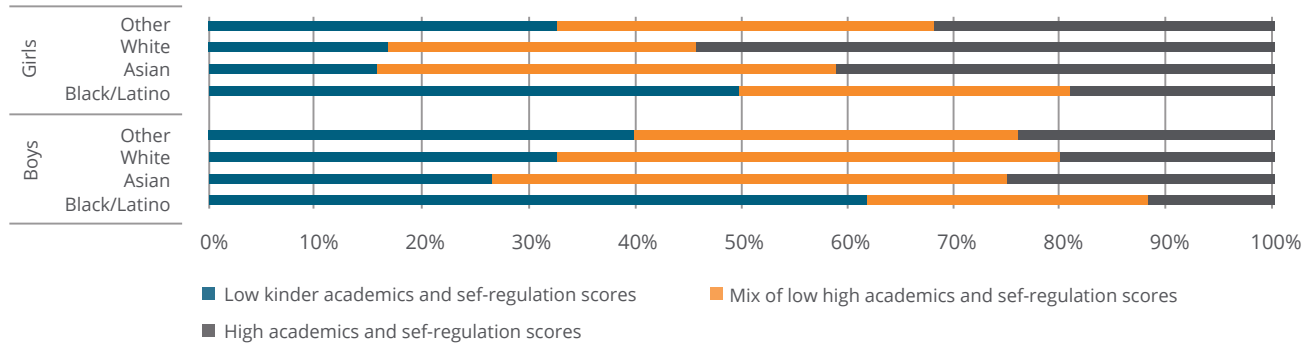
All children should enter school ready to learn physically, cognitively, socially and emotionally. Based on 2013 assessment data carried out by Applied Survey Research (ASR) in four school districts in San José (Alum Rock, Evergreen, Franklin-McKinley and Oak Grove), boys are significantly less ready than girls for kindergarten in all domains of school readiness: kindergarten academics, self-regulation, self-care, motor skills and social expression.

¹² The national My Brother's Keeper Task Force defined six priorities. The two not included as priorities in San José are completing postsecondary education or training, and successfully entering the workforce.

In previous studies, ASR confirmed that when kindergarteners have strong skills in both kindergarten academics and in self-regulation, they are three times as likely to be proficient or advanced in third-grade English Language Arts standardized tests (STAR) than their peers who demonstrate low or mixed scores.¹³ The chart below focuses these on two domains for boys and girls and maps the differential outcomes experienced by children of color, and particularly boys.

Percent of Kindergarteners by Proficiency Group and Race, 2013

Sources: Kindergarten Observation Form, Applied Survey Research



Kindergarten academics and self-regulation are significant indicators in predicting third grade success. The chart above shows that only 12 percent of black and Latino male kindergarteners¹⁴ had high scores on both indicators, while Asian, white and other were almost double that rate. Boys scored significantly lower than girls across all demographics.¹⁵

Overview of Local Government Lead Agencies

School Districts

Under California state law, kindergarten and transitional kindergarten (TK) are not required for California school children. Rather, school is mandatory for six-year old children. Districts, however must offer kindergarten and TK for five- and four-year-olds, respectively. Like kindergarten, TK (established in 2010 under the Kindergarten Readiness Act) is part of the K-12 public school system and funded with State ADA (Average Daily Attendance) funding. Charter schools that offer kindergarten must also provide TK. Though many school districts have chosen to provide full-day kindergarten and TK, they are only required to offer programs that are four- and three-hour days, respectively.

Santa Clara County Office of Education (SCCOE)

Led by the Early Learning Services Department, SCCOE provides federally funded Head Start and California Department of Education-funded State Preschool. The Department also leads the Inclusion Collaborative for children with disabilities in early care and education, the Local Early Education Planning Council, and the California Preschool Instructional Network. SCCOE leads the Strong Start coalition of community leaders, early education providers, nonprofit organizations, elected officials, members of the business community and other key stakeholders who are committed to finding local solutions that will expand access to high-quality early learning opportunities.

Overview of City Policies and Programs

San José Public Library

In 2014, the San José Public Library undertook an extensive look at the local early childhood education field in a process that included interviews with parents, caregivers and library agencies. This work resulted in a comprehensive approach toward developing an early learning education strategy that capitalizes on the library's strengths and resources, and brings the library further into alignment with community efforts surrounding early learning. The strategy is based on four themes: provide early learning experiences; support parents and caregivers; support early educators and serve as a community resource.

¹³ Applied Survey Research. (2010). School readiness and student achievement: A longitudinal analysis of Santa Clara and San Mateo County students. Report can be downloaded at www.appliedsurveyresearch.org.

¹⁴ Black boys are grouped with Latino because the number of black boys (9) in the four districts was too small to report separately.

¹⁵ Applied Survey Research. (2013). Kindergarten Observation form. Administered in Alum Rock School district, Evergreen School district and Franklin-McKinley School District.

Current library initiatives include:

- Increased access to play-based learning with Wee Play San José centers at seven locations;
- Fifty weekly story times that engage 8,000 visitors each month in language and learning activities that develop pre-reading skills;
- One thousand books before kindergarten, a reading challenge that encourages families to share books and reading often to receive a strong start in learning
- A bridge library collection at Educare Silicon Valley, the first in a series of collaborations with First 5 Santa Clara County that brings Library collections and staff to community hubs.

The City of San José’s Parks, Recreation and Neighborhood Services (PRNS) Department

PRNS’s Recreation Preschool Program prepares children for kindergarten with age-appropriate activities, learning concepts, socialization skills and fun. Operating August through June, the program engages more than 500 two- to five-year-old boys and girls in program activities at the city’s various community centers.

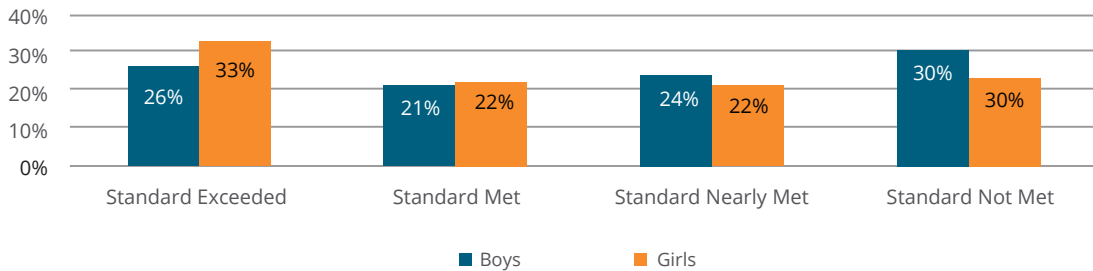
Priority 2: Reading at Grade Level by Third Grade

All children should be reading at grade level by the end of third grade, when reading to learn becomes essential. Children who are not reading at proficient levels by the end of third grade are more likely to struggle throughout their school years, making them less likely to finish high school or attend college.

All school districts in California implemented the new California Assessment of Student Performance and Progress (CAASPP) that replaced STAR during the 2014-2015 school year. Of the students tested, overall outcomes were low for both boys and girls, but lower for boys, with only 47 percent of boys and 55 percent of girls exceeding or meeting the standard. Boys consistently scored lower than girls, and 54 percent of boys did not meet the standard.¹⁶

Third Grade Reading Proficiency by Gender, 2014-15

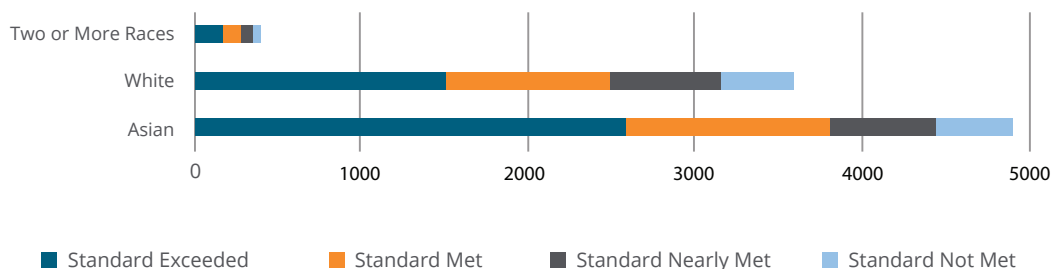
Source: California Assessment of Student Performance and Progress (CAASPP) results for 19 school districts in San José



Disparities among racial groups are even more significant, both proportionally and in numbers of students. For example, 60 percent of black third graders - double the percentage of white - and 75 percent of Latino third graders tested below the standard for reading proficiency (having nearly met or not met the standard). In terms of numbers of students, these percentages represent approximately 80, 1,100, 3,800 and 1,100 black, white, Latino and Asian San José third graders, respectfully, who are not reading at grade level.

Third Grade Reading Proficiency by Race, 2014-15

Source: California Assessment of Student Performance and Progress (CAASPP) results for 19 school districts in San José

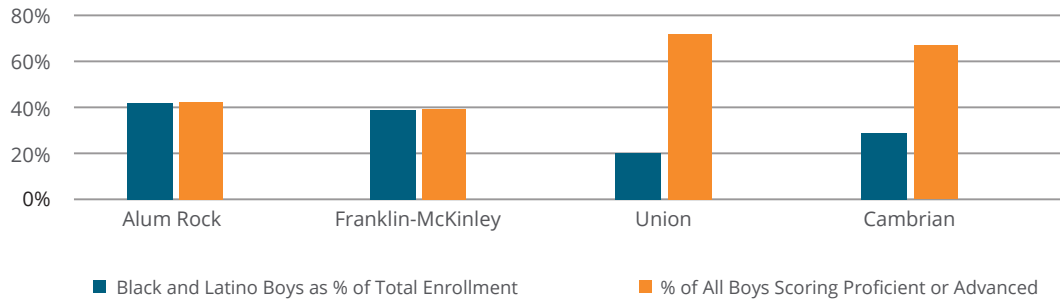


¹⁶ California Assessment of Student Performance Progress.

While current information is not readily available for third grade proficiency by both gender and race¹⁷, what is available indicates that where children go to school may play a significant role—the chart below demonstrates that boys who are in school in districts that are predominantly black and Latino fared far worse on the third-grade English Language Arts (ELA) standardized (STAR) tests than those who are not.

English Language Arts Performance for Boys in Districts as Compared to Black and Latino Enrollment in Selected Districts, 2012-13

Source: California Department of Education



Overview of Local Government Lead Agencies

School Districts

Local Control and Accountability Plans (LCAPs) are required by the California Department of Education and developed by school districts and other local educational agencies, including charter schools. LCAPs are detailed reports that lay out a three-year plan for supporting student outcomes and overall performance. LCAPs describe the goals, specific actions and expenditures required to meet those goals for all significant student subgroups, including socioeconomically disadvantaged students and English Learners.

Region 5 After School Partnerships

Santa Clara County Office of Education is one of four county offices of education in Region 5 in the Regional System of District and School Support. The Monterey County Office of Education leads Region 5 and its After School Partnership. After School Partnerships provide support services to expanded learning programs that are funded by the California Department of Education through the After School Education and Safety Program (ASES) and 21st Century Learning Centers. Services are provided free of charge or at low cost through strategies that include facilitation and training, research and resource sharing.

Overview of City Policies and Programs

School-City Collaborative

Chaired by the mayor and managed by the city manager’s office, the School-City Collaborative brings together San José’s 19 school district superintendents, including the county education superintendent, with key city department directors, including Parks, Recreation and Neighborhood Services, and the San José Public Library. The Collaborative’s work plan reflects the joint priorities of the city and school districts.

San José Public Library

San José Public Library contributes to the educational ecosystem by providing opportunities for educational enrichment during out-of-school time. The library’s Summer Reading Challenge encourages students to read every day throughout the summer to retain skills and return to school ready to learn. In 2015, over 18,500 children and youth participated in the challenge, and 94 percent of participants surveyed reported reading for an average of 20 minutes per day.

To support students during the school year, the library offers homework clubs at 12 locations, pairing students with trained volunteers to provide one-on-one assistance to students in grades K-8. Students frequently utilize the Library’s more than 1,500 public computers, with peak use occurring on weekdays after school. In addition, the Library is currently developing a pilot program in collaboration with three school districts to enhance school library and classroom book collections by creating a seamless connection between schools and Library e-book collections. The student e-book platform includes tools for educators to assess student reading levels and provides interactive features for students that encourage reading engagement.

¹⁷ ASR has submitted a request for this data to the California Department of Education.

The City of San José’s Parks, Recreation and Neighborhood Services (PRNS) Department

PRNS operates 10 community center hubs that are a focal point for program delivery, and manages 41 community and neighborhood centers that provide spaces for service delivery by nonprofit groups, neighborhood associations and school districts. With funding from the California Department of Education After School Education and Safety Program (ASES), PRNS provides after-school programming for approximately 600 children in San José’s east side.

SJ Learns was shaped by the SJ Learns Working Group, which brought together leaders from the community, education, philanthropy and government to create a roadmap for a sustainable initiative to substantially expand the reach and quality of extended learning and after-school programs city-wide. Administered by PRNS and managed by Silicon Valley Community Foundation, the initiative put out a request for proposals that encouraged school districts to present innovative programs that reach low-income San José children in grades K–3. Expected to reach 1,500 school children over two years, this initiative hopes to make significant progress on raising student achievement by the third grade. Its partnership strategy will leverage the talents, expertise and resources of all stakeholders: schools, students and parents, philanthropy, business and the City of San José.

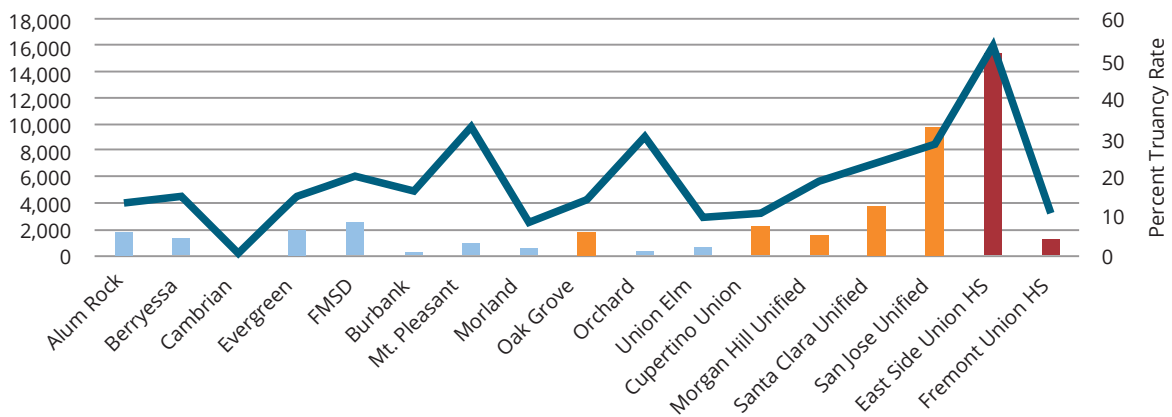
Priority 3: Graduating from High School Ready for College and Career

In 2014, the Pew Research Center published results on the disparities in annual earnings among young adults, linking them to education levels. The median income for a high school graduate nationally is \$28,000, half that of a college graduate with a bachelor’s degree or more¹⁸. High school dropouts have lower earning power and job opportunities in today’s competitive global economy and will earn \$400,000 to \$500,000 less over their lifetimes¹⁹.

In California, a truant student is one who misses more than 30 minutes of instruction without an excuse three times during a school year. Missing instruction time harms a student’s chances of succeeding in school, and truancy is a predictor of low student achievement and high dropout rates²⁰. Elementary school attendance is as critical to a student’s long-term success as high school attendance. “When students are chronically absent from elementary school, they fall behind academically, are less likely to graduate from high school, more likely to be unemployed, on public assistance, or victims or perpetrators of crime,”²¹ according to a 2015 report from California Attorney General Kamala Harris.

Number and Rate of Truant Students, 2013-14 by District

Source: California Department of Education



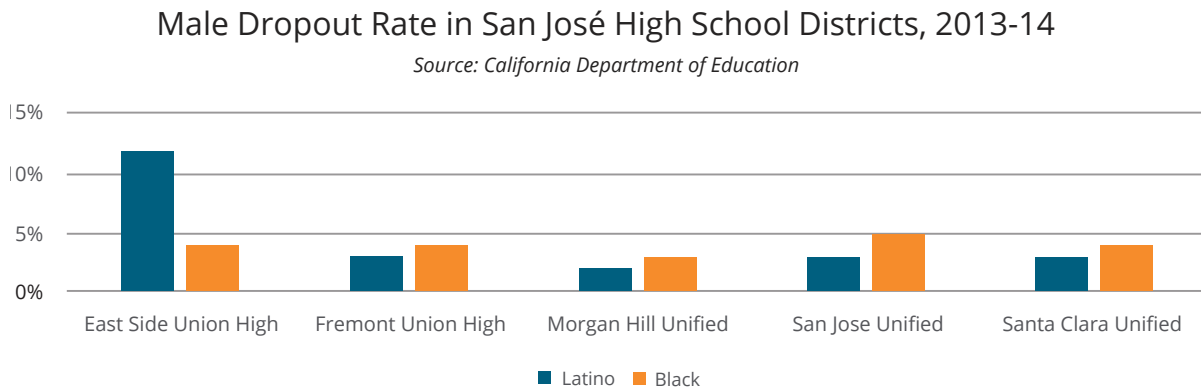
18 Pew Research Center, “The Rising Cost of Not Going to College.” February 11, 2014

19 Santa Clara County Office of Education, Charles Weis, Ph.D. “SJ2020.” 2010.

20 Center for American Progress. “The High Cost of Truancy.” March 26, 2015

21 California Attorney General, Kamala D Harris. “In School + on Track 2015. Attorney General’s 2015 Report on California’s Elementary School Truancy & Absenteeism Crisis.

In San José, the dropout rate remains higher for black students attending high school than for Latinos, with one significant exception—East Side Union High School District. The 12 percent dropout rate for boys there is about three times that of other districts.



Overview of Local Government Lead Agencies

School Districts

Three of the 19 school districts that serve San José students oversee the 32 high schools that serve those students: East Side Unified (ESUHSD), San José Unified (SJUHSD) and Campbell Union (CUHSD). Additionally, Metropolitan

Education District (MetroEd) provides educational opportunities for adults and high school students and career technical education. All school districts are required to develop three-year Local Control Accountability Plans with community input that then drive strategic priorities at the district and school levels, including college and career readiness, graduation, dropout, attendance and suspension rates.

Santa Clara County Office of Education (SCCOE)

SCCOE oversees seven charter high schools (some of these also offer middle school). The county Board of Education just approved a new charter school—Opportunity Youth Academy (OYA). The OYA program was established in 2015, and now as a charter school it will be able to serve an expanded number of disconnected and economically disadvantaged students with an innovative curriculum that integrates technology with academics and provides the opportunity to earn a high school diploma.²²

San José State University

San José State University hosts a variety of programs that encourage and facilitate college attendance, especially among underrepresented groups. College Day Family and Community Conference, the Asian American and Pacific Islander Initiative, Advancing Latino Achievement and Success and the African American College Readiness Summit all seek to boost college attendance. Recently the “Spartan East Side Promise” was launched in collaboration with East Side Union High School District and Silicon Valley Education Foundation. This initiative essentially guarantees admission to SJSU to ESUHS high school graduates who satisfy specific criteria. Additionally, following SJSU’s recent publication (May 2016) of “Four Pillars of Student Success: College Readiness, Advising, Student Engagement and Clearing Bottlenecks,” the Koret Foundation invested \$2 million in the “Spartan Scholars Program.” Its focus is to provide academic, leadership and other success skills to incoming freshmen during the summer prior to starting school and during their first year.

The California Student Opportunity and Access Program (Cal-SOAP)

Cal-SOAP is an outreach program of the California Student Aid Commission that works with high school and college student counseling staff to improve the flow of information about college and financial aid for traditionally underrepresented students. San José Cal-SOAP focuses on increasing the number of students from groups with historically low college eligibility rates that go to college by promoting academic preparation for postsecondary education. Cal-SOAP staff and volunteers work with parents and students on financial aid processes and application procedures and to increase the transfer rate from community college to four-year institutions.

Strive San José - San José Silicon Valley Chamber of Commerce (SJSVCC)

Strive San José is a workforce and career development program led by the SJSVCC, in partnership with San José’s three high school districts: East Side Union, San José Unified and Campbell Union. SJSVCC utilizes the expertise of its industry partners to develop and promote career technical education curriculum and provide career exposure opportunities through paid summer internships.

22 Dewan, Mary Ann. “Opportunity Youth Academy Charter Petition.” Santa Clara County Office of Education. June, 2016.

County of Santa Clara-Office of the District Attorney Truancy Abatement Team

County of Santa Clara-Office of the District Attorney Truancy Abatement Team works with schools and parents of truant youth with the goal of reaching agreements and improving attendance.

Overview of City Programs and Policies

San José Public Library

San José Public Library offers a variety of services that support students on their path to graduation from high school and preparation for college or a career. Abundant resources are available 24/7 via the Library website, including:

- Practice tests and tutorials for the standardized exams required by most post-secondary educational institutions, including, for example, the SAT (Scholastic Aptitude Test) and GRE (Graduate Record Examination), and for employment placement, including ASVAB (Armed Services Vocational Aptitude Battery) and for civil service jobs; resume builders and personalized feedback on resumes and cover letters
- Online real-time tutoring in English, Spanish and Vietnamese
- Online job training and career coaching
- Video tutorials on Microsoft Office, Adobe design tools and QuickBooks
- Virtual technology courses on programming and coding

The library is engaged in a pilot program offering Career Online High School (COHS), a fully accredited online program that gives students the opportunity to earn a high school diploma and credentialed career certificate. Aimed at adults age 19 and older, COHS brings nontraditional learners back into the educational system and prepares them for employment. During the pilot phase, the library will enroll 24 students in COHS. To assist students with the transition from high school to college, the library received a grant from the California State Library to develop a Life Skills Academy with workshops focused on real-world skills that help students gain independence.

At the main library facility in downtown San José, a new teen center and Library Works (a workforce development program) will debut by fall 2016. The teen center will prominently feature a “makerspace” where youth can develop technological skills. The works center will provide a bridge to employment with career coaching and drop-in interview sessions. More than a quarter of the students who participated in the library’s drop-in interview sessions held during fall 2015 received offers of employment. In collaboration with the Office of the Mayor and Robert Half Associates and work2future, the library will launch an online employment training platform for entry-level and advanced skills, as well as occupational tracks to prepare students for tech-enabled jobs in finance and information technology.

work2future

Work2future is housed within the Office of Economic Development. It is San José’s Workforce Investment Board and part of the public workforce system that supports economic expansion and the development of the nation’s labor pool. With a board of directors that includes representatives from small and large businesses, educational institutions and community-based organizations, work2future provides job seekers, including youth, the skills training and support they need to find a job. With funding from the U.S. Department of Labor’s Workforce Innovation and Opportunity Act, work2future serves about 200 youth and young adults annually. Work2future provides critical services to job seekers through its one-stop career centers, as well as small business development services.

Work2future is collaborating with the Office of the Mayor and the SJ TechHire Consortium to develop and roll out SJ TechHire. The consortium brings together the constellation of workforce development providers in San José that includes community colleges, nonprofit youth and adult career pathway training providers and corporate partners. SJ TechHire promotes accelerated training opportunities for youth and young adults who face barriers to training or employment, enabling them to compete for well-paying tech-enabled jobs.

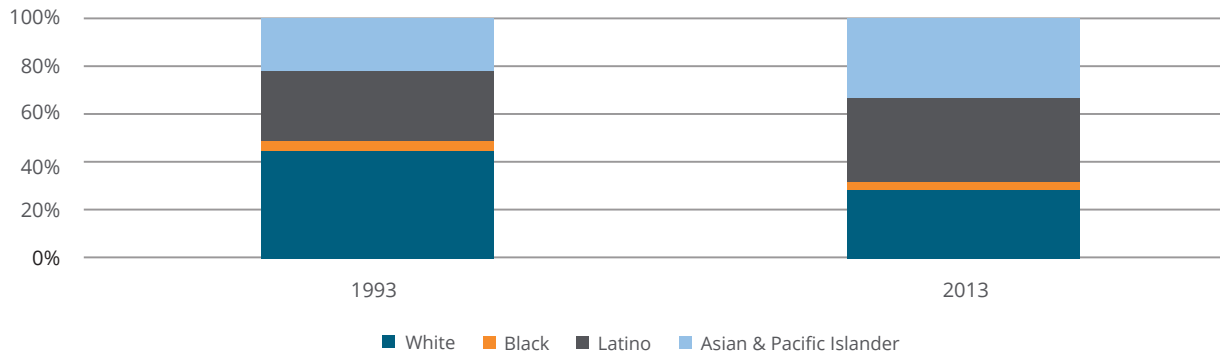
Priority 4: Reducing Youth Engagement in Crime and Creating Pathways for Success

The 2014 Santa Clara County Juvenile Justice System Annual Report highlights the significant increase in the county’s youth population (21 percent) over the 20-year period from 1993 to 2013, as well as a dramatic change in its racial composition. While the number of Latino and Asian youth increased significantly, the proportion of white youth decreased by 16 percent, and black youth decreased by 1 percent.²³

²³ The Juvenile Justice Court; Probation Department, Juvenile Services and Institutions Divisions; District Attorney’s Office; Offices of the Public Defender and Alternate Defender; Social Services Agency, Department of Family and Children Services; Mental Health Department; and W. Haywood Burns Institute. “Santa Clara County Juvenile Justice System Annual Report. 2014”

Youth Population Change, 1993-2013

Source: 2014 Santa Clara County Juvenile Justice System Annual Report



Disparities among the numbers of disconnected youth in San José provide yet another picture of how school district, county and city efforts are faring in preparing youth for college and career. Here again, disparities are evident among racial groups. While population numbers for black youth are too small to include, estimates show that 13 percent of Latino youth and young men, often clustered in particular neighborhoods, are connected to neither school nor employment. Measure of America describes a “disconnected neighborhood” as one that demonstrates low levels of human development and educational attainment and high levels of poverty, adult unemployment and a high degree of racial segregation. A significant finding is that nationally, black youth struggle more with employment while Latino youth struggle more with education.²⁴

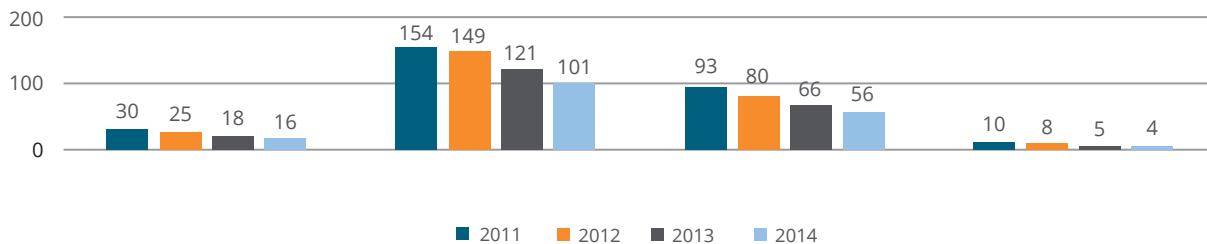
The Santa Clara County Juvenile Justice System Annual Report of 2014 shows that youth involvement across the justice system decreased in Santa Clara County between 2011 and 2014, with lower numbers of arrests, petitions filed, referrals and admissions to Juvenile Hall. The largest decrease has been in arrests, which totaled 9,720 in 2011 and fell to 5,636 in 2014.

The reasons for the decline, however, are not so evident: How much is an actual decrease in youth criminal activity and how much stems from deliberate changes in police practice when it comes to citations and arrests? The report “Juvenile Offenders and Victims: 2014,” published by The National Center for Juvenile Justice and the Department of Justice Office of Juvenile Justice and Delinquency, confirms that the reasons for the national decline in the numbers of teens in the juvenile justice system remain elusive. The report points out that how data is collected may contribute to the lack of clarity. Data that is self-reported and official statistics are the primary sources of data, yet both have limitations. Self-reported data relies on the willingness and ability of the juvenile to self-disclose and recall data, and official statistics systematically underestimate youth criminal activity because the activity may not be reported or the youth is not cited or arrested.

Juvenile Citation Rates, 2011-14

(per 1,000 in population)

Source: 2014 Santa Clara County Juvenile System Annual Report



Decreasing citation rates are seen for all racial groups, yet entrenched disparities persist. Latino and black youth remain overrepresented in arrests and citations. The disparity gap - the number of times a group is more likely to be arrested or cited than their peers - is 6.4 for black youth and 3.6 for Latino. While Latino youth represent 36 percent of the population, they accounted for 67 percent (3,767) of those arrested or cited in 2014; black youth represent 3 percent of the juvenile population, but represented 9 percent (518) of arrests or citations in the same year. This compares unfavorably with white youth, who account for 28 percent of the population yet only represented 15 percent of arrests and citations.

²⁴ Ibid.

Overview of Local Government Lead Agencies

Santa Clara County Office of Education (SCCOE)

Through its Alternative Education Department (AED), SCCOE provides educational services for students who have been unsuccessful in other settings in two ways: Juvenile Probation Department facilities (Juvenile Hall, Ranch facilities, and Alternative Collaboration Programs) and community schools.

County of Santa Clara – Department of Public Health

The Injury and Violence Prevention Program of Santa Clara County's Public Health Department "aims to prevent violence before it occurs through strategic collaboration, community mobilization and evidence-based programming." Work focuses on the following types of issues and populations: older adults; positive school climate; bullying; healthy teen relationships; social and emotional wellness; teen dating and domestic violence.

County of Santa Clara – Probation Department

With Juvenile Justice Crime Prevention Act Funding, the Probation Department funds community organizations for its Violence Reduction Program. The Program's March 2016 annual report specifies that "State law requires that counties provide programs that have been demonstrated to be effective in reducing delinquency." The following programs have been shown to lower crime rates among juveniles: family intensive interventions, after-school programs for at-risk teens, gang and truancy prevention, and job training and diversion programs.

Overview of City Programs and Policies

Parks, Recreation and Neighborhood Services

The Mayor's Gang Prevention Task Force (MGPTF) is a national model of collective impact that promotes public safety through a collaboration of stakeholder groups consisting of government, law enforcement, community youth service providers, faith-based organizations, schools and concerned residents. Established in 1991, the MGPTF is a coordinated inter-agency effort to curb gang-related activity. City services and funding are restricted to communities designated by the police department as "gang hot spots." Through an extensive community engagement, the MGPTF updated its Strategic Work Plan for the period of 2015-2017 and sets forth the following five strategic goals:

1. Strengthen the existing continuum of services;
2. Establish a community of learning;
3. Explore and implement a web-based management information system for MGPTF;
4. Leverage MGPTF resources and expertise at the local, state, federal and international levels;
5. Strengthen community education and mobilization.

Bringing Everyone's Strengths Together (BEST) is the funding arm of the MGPTF and is the program through which the MGPTF coordinates and contracts with a variety of agencies to deploy the continuum of services consisting of gang prevention, intervention, suppression and re-entry services. The program provides funding for agencies and programs that are in alignment with the following five eligible services:

1. Personal transformation through intervention and case management services, cognitive behavior change and life skills education;
2. Street outreach worker service: gang outreach, intervention and mediation;
3. Outpatient substance abuse services;
4. Vocational/job training services;
5. Parent awareness/training and family support.

San José city officials designed the Safe Summer Initiative to help San José youth remain active and positively engaged during the summer months. It provides funding for programs that target at-risk 6- to 24-year-olds. The City provides funding for activities like sports events, field trips and summer camps as a way to prevent and combat gang activity by providing fun and safe activities that encourage healthy play and positive relationships.

work2future

The SJ Works youth employment program is implemented by the city as a collaboration between work2future and PRNS. SJ Works provides at-risk youth access to job opportunities year-round, though with a focus on the summer months, in an effort to deter youth violence and develop new skills. The program works with community agencies in gang-impacted and low-income communities to provide at-risk youth with summer employment, job skills training and wrap-around services. During the summer of 2015, the program served 235 youth with a 93 percent retention rate. Additionally, work2future provided an additional 460 foster youth with employment opportunities through the

Santa Clara County Youth Employment Program. SJ Works is set to employ another 1,000 youth living in gang-impacted neighborhoods during the 2016-17 fiscal year.

San José Police Department, The School Liaison Unit

The School Liaison Unit of the San José Police Department works with the city's 19 school districts on school safety and truancy committees. The Truancy Abatement Burglary Suppression (TABS) program reduces truancy with the objective of reducing property crimes. The Together Empowering and Mentoring Kids (TEAM) program allows patrol officers to visit elementary schools with a primary goal to support crime prevention and youth safety, emphasizing gang prevention education. Senior grade students at the school are the target audience, as they are often looked upon as leaders in the school. Enlisting the group's buy-in to set a gang prevention climate can have positive ripple effects upon other students. The Department meets regularly with members of the Black Leadership Kitchen Cabinet – a group of African-American community leaders and recently hosted "Coffee with a Cop" to engage with community members and build relationships.

5. San José's MBK Local Action Plan

The local action plan for MBK: SJ (Action Plan) provides a lens by which the City of San José can examine its policies and programs against a vision with specific goals and outcomes for boys and young men of color. MBK: SJ is about a commitment and awareness, and about collaboration and leverage. It asks the question "How can we, the City of San José, do better?" And, if doing more is part of the solution, securing funding becomes part of the work.

The action plan takes a coordinated and collaborative approach that leverages existing priorities and community assets. It prioritizes efforts on City policies and related programs that have the greatest possibility for impact through direct service provision, funding opportunities and/or partnerships for engagement and advocacy.

MBK: SJ provides an opportunity to learn what is being done in other communities to close the opportunity gap for minority youth, and particularly for our boys and young men of color. It is an opportunity to learn from our peers nationally, and to apply those lessons here in San José for each of the four MBK: SJ Priority Goals:

- Entering school ready to learn;
- Reading at grade level by third grade;
- Graduating high school ready for college and career;
- Reducing youth engagement in crime and creating pathways for success.

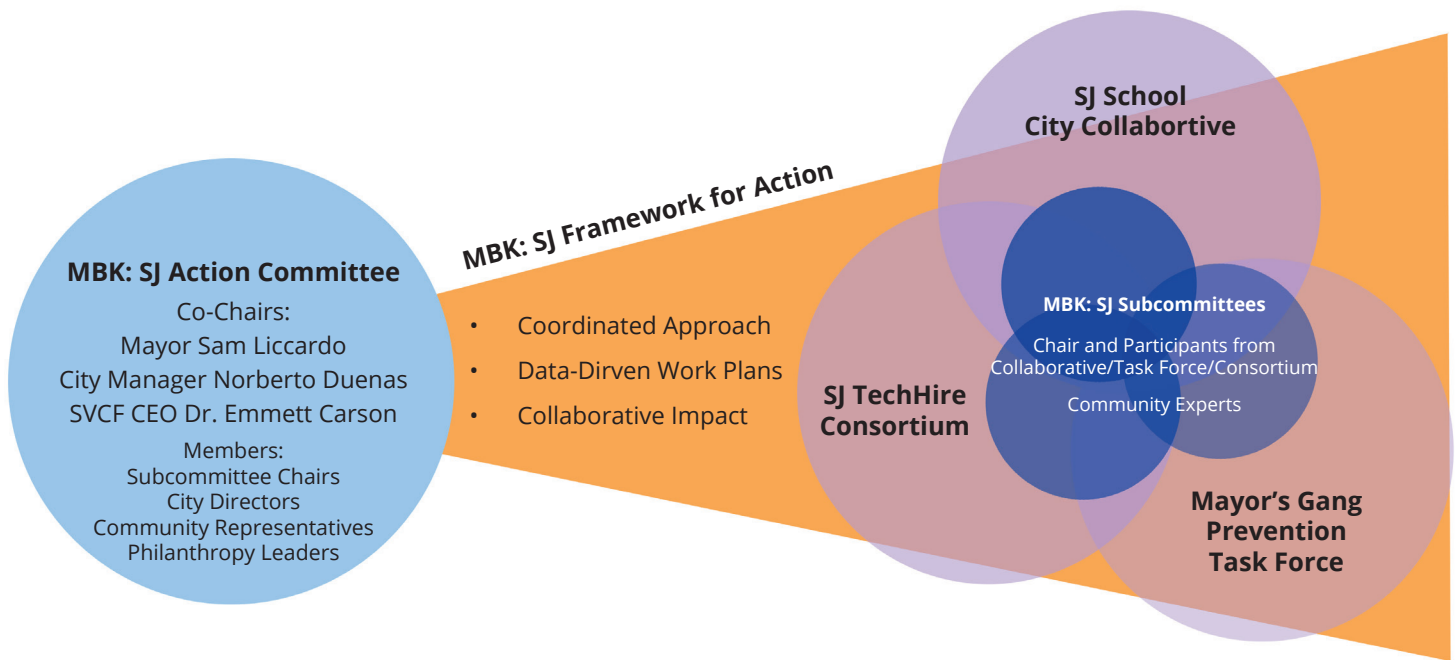
MBK: SJ Action Framework for Action

With a vision to integrate MBK: SJ goals into the City's priorities, the MBK: SJ Framework for Action can enhance existing City programs and infrastructure through data-driven work plans and a deliberate focus on outcomes. The city alone lacks the authority, resources and expertise to tackle any one of the priorities alone. However, MBK: SJ provides a platform for collaborative impact by many community partners and public entities to achieve one common aspiration: making San José a city where every child can dream, achieve and thrive.

The following diagram provides an overview of the MBK: SJ Framework for Action. Led by an MBK: SJ Action Committee, co-chaired by Mayor Sam Liccardo, City Manager Norberto Duenas and SVCF CEO Dr. Emmett Carson, the work will be driven by:

- A coordinated approach based on the MBK: SJ Action Plan;
- Development of data-driven and time-delimited work plans;
- A desire for impact in collaboration with all MBK: SJ partners and stakeholders.

Existing City Collaboratives (School-City Collaborative, Mayor's Gang Prevention Task Force and the SJ TechHire Consortium) will establish MBK: SJ Subcommittees, provide forums for discussion and oversight. All three Subcommittees, based on this Action Plan, will provide policy and program recommendations for each of the four MBK: SJ Priority Goals.



MBK: SJ Subcommittees will be tasked with developing policy recommendations that together will form the basis for an MBK: SJ Strategic Plan that:

- Identifies and remedies instances of racial bias;
- Defines specific actions that will accelerate meeting the MBK: SJ Impact Targets;
- Improves reporting on program outcomes and populations served by gender and ethnicity;
- Proposes a comprehensive data collection and evaluation strategy that allows for responsible data sharing and links program efforts to outcomes and impacts, through a “data enclave” project with a third-party research agency and/or university.

MBK: SJ Strategy

MBK: SJ is an initiative that challenges the city to better apply its leadership and resources to focus policies and actions that can have long-term impact on the MBK: SJ Priority Goals. It is a commitment to boys and young men of color to eliminate the structural and racial barriers that hold them back and to build a community in which they can thrive through an open and collaborative process that ensures the benefits of collective input.

Three city departments house the majority of the programs that align with the MBK: SJ Priority Goals: San José Public Library (SJPL); work2future (w2f), and Parks, Recreation and Neighborhood Services (PRNS). In addition, the city's Housing Department (HD) holds the responsibility for managing Community Development Block Grant (CDBG) that principally addresses housing issues, a portion of which is dedicated to neighborhood services. San José's Police Department (SJPD) also works with youth and schools through a variety of programs.

The MBK: SJ Strategy relies on setting specific, long-term quantitative impact targets (“Targets”) for each of the four MBK: SJ Priority Goals. The ten Targets are listed below.

1. Targets for entering school ready to learn:
 - 1.1. Increase percentage of students entering kindergarten demonstrating learning readiness.
 - 1.2. Expand access to and participation in quality early education programs for boys of color.

2. Targets for reading at grade level by third grade:
 - 2.1. Increase percentage of third graders demonstrating reading proficiency.
 - 2.2. Eliminate disparities among third grade boys of color in reading proficiency.
3. Targets for graduating high school ready for college and career:
 - 3.1. Increase the percentage of students of color graduating from high school.
 - 3.2. Increase percentage of students of color graduating having met entrance requirements of a California State University.
 - 3.3. Increase enrollment in high school career pathway tracks for students of color.
4. Targets for reducing youth engagement in crime and creating pathways for success:
 - 4.1. Decrease the number of youth participating in gangs and interacting with the criminal justice system.
 - 4.2. Eliminate disparities in the rate of interaction with the criminal justice system for boys and young men of color.
 - 4.3. Reduce the proportion of boys and young men of color who are disconnected from work or education (opportunity youth). Decrease chronic absenteeism and suspensions in grades K – 12.

While multiple outcomes may be needed to “move the needle” to reach any one of the impact Targets, MBK: SJ recommendations will focus on the following existing city policies and programs (direct services and funding opportunities), as well as advocacy and engagement efforts:

1. Education: SJPL and PRNS
 - 1.1. Early learning
 - 1.2. Preschool
 - 1.3. Summer learning and reading
 - 1.4. Afterschool
 - 1.5. Tutoring and homework assistance
 - 1.6. Digital literacy and inclusion
 - 1.7. High school graduation support and college readiness
2. Workforce development: work2future
 - 2.1. Youth employment
 - 2.2. Career training
 - 2.3. Minimum wage guidelines
3. Youth safety: PRNS and SJPD
 - 3.1. Recreation and open space
 - 3.2. Gang and youth violence
 - 3.3. School attendance and on-campus police programs

The recommendations produced by each committee will be reviewed by its parent collaborative. Following on its recommendations, staff will consolidate subcommittee reports and prepare the MBK: SJ Strategic Plan for review and approval by the MBK: SJ Action Committee. In order to ensure success, the MBK: SJ convening and consultation process has elevated four sets of guidelines that are outlined below.

1. Establish communication channels for participants and stakeholders

- o Quarterly MBK: SJ stakeholder conference calls.
- o Quarterly dashboard report on MBK: SJ website.
- o Quarterly report-out during City collaborative meetings – School-City Collaborative, SJ TechHire Consortium and Mayor’s Gang Prevention Task Force.
- o Monthly MBK: SJ Subcommittee meetings of each of the City collaboratives.
- o Bi-Annual MBK: SJ Action Committee meetings.

2. Expand the collection, use and coordination of data:

- o Develop baseline data and impact goals for each priority area by gender, ethnicity and geography.
- o Use data to detect trends, inform policy and programs, raise public awareness, and advocate for/support other municipal or state program or policies.
- o Collect, use and publish age, gender, and ethnicity data to design and evaluate programs.
- o Develop key performance indicators and develop public dashboards to monitor progress.

3. Align City resources to achieve goals:

- o Staff MBK: SJ adding half-time Encore Fellow with leadership from Mayor’s Office of Strategic Partnerships and support from Mayor’s Policy Team.
- o Set up cross-departmental City MBK: SJ Action Team to facilitate collaboration on data sharing, policy analysis and review and implementation of recommendations.
- o Decrease barriers to City programs and services.
- o Leverage City infrastructure by locating or co-locating services and programs closest to the target population.
- o Create the capacity and culture to get to know clients, refer to needed programs and services across departments and outside the City.
- o Develop and use technology, online platforms and mobile apps to amplify outreach and information and access to programs and services.

4. Design policy and program recommendations that align with the guidelines set out by the community:

- Address Community Core Values:
 - o Identify and address instances of structural and racial bias.
 - o Elevate restorative justice over punitive strategies.
 - o Include undocumented youth.
 - o Develop outreach and community education programs that target specific populations.
 - o Leverage technology to improve outcomes.

- **Focus on Outcomes.** Performance and outcome measures must be in place to be accountable to the community.
- **Shared Data.** Find ways that service providers can share data about mutual clients to improve services and prevent duplication of services in light of legal restrictions.
- **Sustainability.** Approaches to addressing the problem should be long-term, enabling leaders, stakeholders and service providers alike to address the complex issues of boys and young men of color.
- **Scalable Efforts.** Rather than creating new programs or services, current initiatives, programs and campaigns with demonstrated success should be scaled to meet the needs of the community.
- **Community Involvement.** Find natural leaders in the community and incorporate their input about effectively serving the community.
- **Policy Leverage.** Ensure that policies in place propel our boys and young men of color forward and not hold them back.
- **Family Engagement.** Take a family-oriented approach to addressing the needs of boys, to show respect for the child's parents and community. Recognize that children and adults do not live in isolation; address the holistic needs of the family whenever possible.
- **Cultural Competency.** Programs, services and policies should be truly culturally competent rather than culturally specific. Local leaders and stakeholders should embrace involvement of volunteers, mentors and service providers who reflect the diversity of Silicon Valley. No one is culturally competent by virtue of their ethnicity alone nor are leaders less culturally competent because they are not men of color.

MBK: SJ Implementation Timeline

August – September 2016: Finalize MBK Report and Local Action Plan, and convene a meeting of the MBK Action Committee Co-Chairs.

September - December 2016: Convene the MBK Action Committee and establish the Subcommittees.

January – May, 2017: Subcommittees prepare policy and program recommendations for review by Committees. Presentation by Subcommittee Chairs to MBK: SJ Action Committee.

June – July, 2017: Staff consolidates subcommittee reports and prepares MBK: SJ Strategic Plan for review and approval by MBK: SJ Action Committee.

August 2017 – June 2025: Implementation of 2017 – 2025 MBK: SJ Strategic Plan.