



MY BROTHER'S KEEPER



P H O E N I X , A R I Z O N A



My Brother's Keeper P H O E N I X

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My Brother's Keeper P H O E N I X

THE SIX PILLARS

PILLAR ONE

All children enter school ready to learn.

PILLAR TWO

All children read at grade level by third grade.

PILLAR THREE

All youth graduate from high school.

PILLAR FOUR

All youth complete post-secondary education or training.

PILLAR FIVE

All youth out of school are employed.

PILLAR SIX

All youth remain safe from violent crime.





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MESSAGE FROM MAYOR GREG STANTON

In Phoenix, our diversity is our strength as well as our greatest competitive advantage economically. We also know that talent is distributed evenly throughout our community, but that may not always be the case when it comes to opportunity.

That is why I enthusiastically accepted President Obama's My Brother's Keeper Challenge on behalf of the City of Phoenix. MBK is an excellent avenue for our community to join arms and address persistent opportunity gaps faced by boys and young men of color.

Phoenix is home to partnerships of civic and community leaders that already are working on this issue. City departments, school districts, faith-based organizations, and local organizations throughout our city also are devoting significant time and resources to make a difference. Yet we know that we can, we must, and we will do more to address opportunity gaps that remain persistent.

Since accepting the President's challenge, I asked Councilmembers Kate Gallego and Laura Pastor to lead this effort. They are to be commended for their role in assisting the community in hosting a local action summit and several follow-up meetings to shape our MBK Initiative. We heard from our community what is working and what we can do better. With that feedback, our team conducted a policy review and formed recommendations for action. Together, our collective efforts will ensure that more boys and young men of color are receiving opportunities to be successful.

We are honored to present the City of Phoenix MBK Local Action Plan. We look forward to working with individuals, businesses and organizations throughout our great city to meet the President's MBK challenge.

Sincerely,

Greg Stanton

Mayor, City of Phoenix



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CALL TO ACTION

Millions of American youth face gaps in opportunity that prevent them from reaching their potential and contributing fully to their communities. These disparities affect not only individuals but our economy as a whole through lost productivity and economic potential.

America's youth must have the opportunity to be safe, healthy, educated, and prepared to succeed in their careers. Although advances are being made, boys and young men of color continue to face persistent challenges in our country. National statistics indicate that 23.2 percent of Latinos, 25.8 percent of African-Americans and 27 percent of Native Americans live in poverty compared to 11.6 percent of Caucasians.¹ African-American, Native American, and Latino children are between six and nine times more likely than Caucasian children to live in areas of concentrated poverty.



This compounds the effects of poverty and further limits pathways to success.²

Additional statistics demonstrate that approximately two-thirds of African-American and one-third of Latino children live with only one parent. A father's absence increases the risk of children dropping out of school. African-Americans and Latinos raised by single mothers are 75 percent and 96 percent respectively more likely to drop out of school.³



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CALL TO ACTION

During the summer months (June-August) of 2013, just 17 percent of African-American teenage boys (ages 16-19) and 28 percent of Latino teenage boys were employed compared to 34 percent of Caucasian teenage boys. Overall in 2013, half of young African-American men (ages 20-24) were employed compared to more than two-thirds of young Caucasian men. This employment gap persists as men grow older.

Crime has a significant impact on young men of color. While only six percent of the overall population, African-American males accounted for 43 percent of murder victims in 2011.⁴

Among youth ages 10 to 24, homicide is the leading cause of death for African-American males and also among the leading causes of death for Latinos and Asians.⁵ In 2012, African-American males were six times more likely to be imprisoned than Caucasian males, while Latino males were two-and-one-half times more likely.⁶

Today, millions of young people of color struggle to succeed because of obstacles.

Communities must work to improve opportunities for all youth and in particular for young men of color. Investing in young people through high-return programs can not only improve the outcomes of specific individuals and communities but can also substantially boost the U.S. economy as a whole.





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CALL TO ACTION

In September 2014, President Obama launched the My Brother's Keeper (MBK) Initiative to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential. The initiative seeks to organize and capitalize on the commitment of community leaders in order to reach that goal.⁷



The six goals of the MBK Challenge are to ensure:

- ◆ All children enter school ready to learn.
- ◆ All children read at grade level by third grade.
- ◆ All youth graduate from high school.
- ◆ All youth complete post-secondary education or training.
- ◆ All youth out of school are employed.
- ◆ All youth remain safe from violent crime.



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OUR COMMUNITY

Phoenix has a population of 1,537,058 residents who are 46 percent Caucasian, 40 percent Latino, six percent African-American, three percent Asian, one percent Native American and three percent multi-racial/other.⁸

Compared to other major metropolitan areas like Boston, San Diego, Minneapolis/St. Paul, Washington D.C. and Philadelphia, Phoenix has the highest rate of youth disconnection at 18.8 percent; nearly one of out every five young people is disengaged from the structure and meaning that school and work bring to daily life. African-American young people have the highest rate of youth disconnection at more than 25 percent.⁹



*Councilwoman
Kate Gallego*



*Councilwoman
Laura Pastor*

ANSWERING THE CHALLENGE: The City of Phoenix knows MBK is not a federal program but rather a call to action for communities to convene leadership to work towards a goal of improving life outcomes for young men of color. The City of Phoenix has programs in place that align with the six MBK pillars, and strives to leverage these existing programs and identify opportunities to create greater awareness and engagement for young men of color.

Phoenix Mayor Greg Stanton accepted the MBK challenge, and in May 2015, the Phoenix City Council authorized staff to convene key community stakeholders to create an MBK action plan. Mayor Stanton asked Councilmembers Kate Gallego and Laura Pastor to lead this effort to assist the City with developing a plan to meet the goals of the MBK challenge.

Beginning in September 2015, the City of Phoenix convened a diverse group of 100 community stakeholders, including businesses, corporations, academia, the private and public sectors, clergy, and neighborhoods for a series of community meetings to identify existing programs and discuss plans of action to address the six MBK pillars.



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OUR COMMUNITY

The community stakeholders worked together to discuss strategies to close opportunity gaps and strengthen outcomes for young men of color to achieve their full potential. Community stakeholders reviewed best practices from effective existing policies and local and national programs to develop recommendations for action with data indicators to measure future progress and success. There are many effective local government and community-based programs that support positive outcomes for youth. There is significant value in building effective partnerships and collaborations that share a mission of creating positive pathways to success for Phoenix's youth and their future. These recommendations for action reflect collective work by many stakeholders in the City of Phoenix.

The City of Phoenix is committed to hearing from the community and continuing to develop ideas over time to ensure the City adapts to changes and seeks opportunities that will lead to improved outcomes.





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PHOENIX DATA POINTS

The percentage of students in Arizona who performed at or above the NAEP Proficient level was 30 percent in 2014.

– National Center for Education Statistics, National Assessment of Educational Progress



More than one in four African-American and Latino students are not graduating from high school. One in three Native American high school students is not graduating.

– Kids Count

For students who entered one of the Maricopa County Community Colleges in the Fall of 2013, 79 percent who had been out of high school at least one year needed remedial classes, compared with approximately 54 percent of students registering within one year of high school.

Phoenix has the highest disconnection rate of African-Americans.

More than one in four African-American young people are disconnected.

Latinos have the second-highest national youth disconnection rate at 18.5 percent – more than one in five Latino young people are disconnected.

– U.S. Department of Justice



Only 7 percent of African American students, 9 percent of Hispanic students and 4 percent Native American students nationally are college ready compared to 35 percent Caucasian students.

– ACT 2014



Only 33 percent of teens nationally who are in an abusive relationship ever tell anyone about the abuse, and 81 percent of parents surveyed either believe teen dating violence is not an issue or admit they do not know if it is one.

– U.S. Department of Justice



My Brother's Keeper P H O E N I X

PILLAR ONE

ENTER SCHOOL READY TO LEARN

OVERVIEW: Ninety percent of a child's brain development happens in the first five years of life. Positive early experiences are essential to laying the critical foundation for success in school and in life. For children living in poverty, research tells us that learning gaps appear very early. For example, a child born into a family with a low income has heard approximately 30 million fewer words than their higher-income peers by the time they are three years old. Access to early learning experiences and family support may have an impact on ensuring a child's likelihood of being ready for school. Children thrive in environments with responsive families and adults, and the impact of early learning experiences has been well documented in the research. The City of Phoenix and its collaborating partners recognize that targeted, evidence-based strategies must be utilized to ensure positive outcomes for its youngest learners.



THE CHALLENGE: In Arizona as many as 50 percent of children birth through five are being cared for by relatives or neighbors. Only 34.5 percent of three and four year-olds in Phoenix were enrolled in preschool, one of the lowest rates in the nation.¹⁰

Additionally three out of four Latino children do not attend early education programs, and two out of three Native American students do not attend early education programs.¹¹



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PILLAR ONE

ENTER SCHOOL READY TO LEARN

STRATEGIES

- ◆ Promote and increase culturally responsive, family-engagement efforts that target families most in need.
- ◆ Create a parent/community guide through an asset mapping process that provides resources for early learning.
- ◆ Promote Read On Arizona's interactive mapping tool to community organizations as a "one stop" resource to improve outcomes and impact early literacy.
- ◆ Establish an early-learning engagement workgroup to coordinate and engage fathers with their child's formative years.
- ◆ Increase funding to support early learning for high-needs populations.

PERFORMANCE MEASURES

- ◆ Increase the number of four-year-olds who attain "widely held expectations" according to the State Board of Education assessment tool by five percent.
- ◆ Increase knowledge gained among parents through family-engagement efforts.
- ◆ Increase the number of children served in early-learning programs by 10 percent.



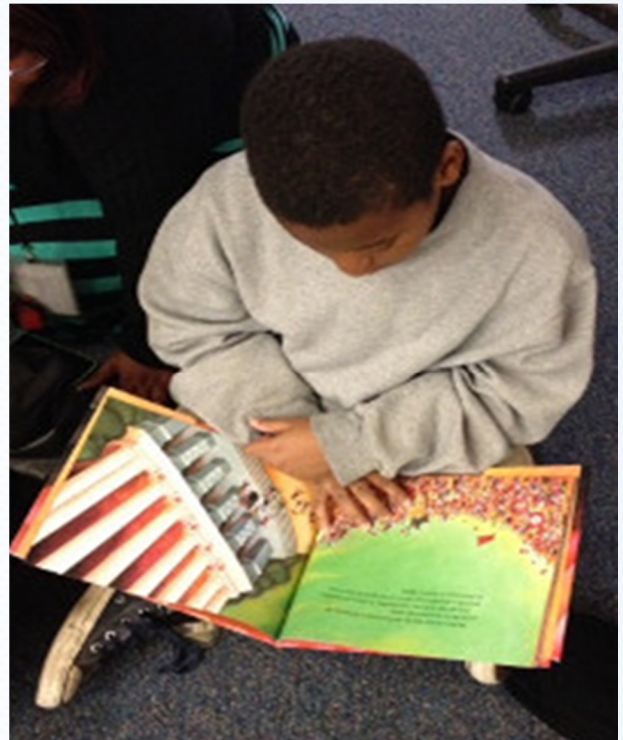
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PILLAR TWO

READ AT GRADE LEVEL BY THIRD GRADE

OVERVIEW: According to the U.S. Department of Education's National Institute of Literacy, 14 percent of U.S. adults can't read. According to Literacy Partners, the impacts of illiteracy in the U.S. are staggering; low literacy costs between \$106 billion and \$236 billion each year because millions of Americans have only a two-in-three chance of correctly reading an over-the-counter drug label or understanding their child's vaccination chart.

Low literacy also costs the U.S. \$225 billion or more each year in non-productivity in the workforce, crime, and loss of tax revenue due to unemployment. Reading with an adult is an especially important way for children to learn to read, particularly during the kindergarten through third-grade years. This strategy focuses on working with a wide range of individuals, community organizations, businesses and corporations to build and support a culture of reading at home and in communities by implementing evidence-based models that increase reading proficiency.



THE CHALLENGE: Illiteracy rates vary depending on race and ethnicity. Forty one percent of Latino adults and 24 percent of African-American adults do not reach basic reading levels compared to only nine percent of Caucasian adults. In Arizona, reading scores for Latinos and African-Americans are substantially lower – 19 percent of African-Americans, 17 percent of Latinos, and seven percent of Native Americans are reading proficient compared to Caucasians at 42 percent. The percentage of students in Arizona who performed at or above the National Assessment of Educational Progress (NAEP) was 30 percent in 2014.¹³



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PILLAR TWO

READ AT GRADE LEVEL BY THIRD GRADE

STRATEGIES

- ◆ Convene the Read On Phoenix advisory group to coordinate and increase resources for grade-level reading through mentoring, tutoring, and volunteering.
- ◆ Promote effective programs to improve grade-level reading that align with the Continuum of Effective Literacy practices.
- ◆ Promote and increase culturally responsive, family-engagement efforts that target families most in need.
- ◆ Promote Read On Arizona's interactive mapping tool to community organizations as a "one stop" resource to improve outcomes and impact early literacy.

PERFORMANCE MEASURES

- ◆ Increase community participation by 50 percent in the Read On Phoenix advisory group.
- ◆ Increase student reading proficiency by five percent.
- ◆ Increase resources to children to ensure grade-level reading by third grade.



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PILLAR THREE

GRADUATE HIGH SCHOOL

OVERVIEW: High-school graduation rates on average are 80 percent across the country. This strategy focuses on successful efforts to transform the education system in addressing the education gaps of people of color. This strategy also encourages the adoption of early-warning systems and other successful approaches that help schools and families recognize the problem, take action and put students on the path to graduation.

THE CHALLENGE: Statistics indicate that in Arizona 70 percent of Latino students, 71 percent of African-American students and 63 percent of Native American students are graduating on time in Phoenix.¹⁴

In 2015, Native Americans have the highest drop-out rate at seven percent followed by Latinos at four percent and African-Americans at four percent.¹⁵ In addition, more than one in four African-American and Latino students and one in three Native American high-school students are not graduating.¹⁶





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PILLAR THREE

GRADUATE HIGH SCHOOL

STRATEGIES

- ◆ Plan, implement, and promote resources and opportunity fairs for youth and parents to connect with community programs.
- ◆ Promote and support parent-engagement opportunities, high school events, and summer school for middle school students to assist the high school transition within the community.
- ◆ Promote awareness of professional-development opportunities regarding Adverse Childhood Experiences (ACE) through various partnerships.
- ◆ Research and apply for funding opportunities to collaboratively implement effective mentorship programs that provide leadership development, civic engagement, and wrap-around services.

PERFORMANCE MEASURES

- ◆ Increase FAFSA (student aid) completion in high school by five percent each year with a goal of 100 percent student completion.
- ◆ Increase high school graduation rates by one percent annually.
- ◆ Decrease drop-out rates by one-half percent annually.
- ◆ Increase the number of youth participating in high school transition activities and parenting engagement.
- ◆ Increase mentors for existing programs that support high school graduation.



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PILLAR FOUR

POST-SECONDARY EDUCATION & TRAINING

OVERVIEW: By encouraging college prep enrollment and supporting innovative approaches to providing access, this strategy ensures that more students graduate from high school with the tools they need to excel in college and beyond.

THE CHALLENGE: According to projections from the Georgetown University Center of Education and the Workforce, 68 percent of all jobs in Arizona will require a post-secondary certificate or degree by 2020.

Arizona has a tremendous opportunity to improve its economic performance if the current 37 percent attainment rate is increased.¹⁷

Statistics show that of the students graduating from college in Arizona in 2013, 15 percent were Latino, four percent were African-American, and three percent were Native American compared to 68 percent of Caucasian students.¹⁸





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PILLAR FOUR

POST-SECONDARY EDUCATION & TRAINING

STRATEGIES

- ◆ Establish coordination and collaboration among community organizations, schools, and colleges that have a proven track record of success.
- ◆ Create an outreach/communication plan to connect youth with post-secondary resources.
- ◆ Promote community organizations to adopt the College Access Standards for Student Success from the Arizona College Access Network (AzCAN).

PERFORMANCE MEASURES

- ◆ Increase college completion rates by five percent each year.
- ◆ Increase the number of high school students who have access to post-secondary preparation services.
- ◆ Increase AzCAN membership among MBK affiliates to 100 percent in order to become familiar with the College Access Standards for Student Success and professional-development opportunities.



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PILLAR FIVE

OUT OF SCHOOL YOUTH ARE EMPLOYED

OVERVIEW: The best way to create additional job opportunities for young people is through implementation of the broader economic agenda. Through targeted approaches, including on-the-job training, job shadowing, apprenticeships and entry-level employment options, young people gain critical career skills and strengthen pathways to employment and increased earnings.

THE CHALLENGE: Unemployment for youth between 16-24 years of age is at an astounding rate of 22.7 percent. Unemployment rates for African-American youth are 15.9 percent, Native American youth are 19.4 percent and Latino youth are 12.7 percent while unemployment rates for Caucasian youth are substantially lower at 9.5 percent.¹⁹





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PILLAR FIVE

OUT OF SCHOOL YOUTH ARE EMPLOYED

STRATEGIES

- ◆ Create an outreach/communication plan to share information and opportunities at multiple levels and layers for both young people and employers.
- ◆ Identify businesses and corporations that provide resources in areas of job readiness, career exploration, career pathways, apprenticeship, and internships.
- ◆ Assist community organizations offering workforce-development resources to better link to programs and resources in career pathways and career-lattice industry sectors.
- ◆ Create a call-to-action to local businesses and corporations to offer year-round and summer internships and career-exploration opportunities.
- ◆ Connect youth to resources on entrepreneurship and starting their own business.
- ◆ Create a job-fair summit at Phoenix Sky Harbor International Airport that connects youth to employment opportunities.
- ◆ Partner with leading companies to connect youth with job opportunities.

PERFORMANCE MEASURES

- ◆ Increase the number of public/private summer employment opportunities for youth by 10 percent each year for the next two years.
- ◆ Increase the number of businesses and corporations providing internships, work experience, career exploration and job-training by 15 percent by leveraging public/private and Workforce Innovation and Opportunity Act (WIOA) funding.
- ◆ Increase the number of youth receiving job-readiness training to enter the job market successfully.
- ◆ Increase the number of youth entering pre-apprenticeship or apprenticeship programs by leveraging WIOA partnerships and funding.
- ◆ Increase the number of youth employed by Phoenix Sky Harbor International Airport tenants by five percent each year for the next two years.



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PILLAR SIX

REMAIN SAFE FROM VIOLENT CRIME

OVERVIEW: Reducing violence in high-risk communities should be led by state and county leaders, mayors, and other community actors to further implement and scale successful anti-violence and gang-prevention initiatives already underway. This strategy will effectively work with communities and schools to build and scale-up programs that address key issues affecting the community and young men of color. When young men of color come in contact with the criminal or juvenile justice systems, we must ensure that these interactions do not occur unnecessarily and that these interactions do not adversely impact them for life.

THE CHALLENGE: In Arizona, 11.4 percent of students who participated in the Who's 2014 Youth Survey stated that they had been hit, slapped, punched, shoved or in some way physically assaulted by a boyfriend or girlfriend in the past 12 months.²⁰ Only 33 percent of teens who are in an abusive relationship ever tell anyone about the abuse,²¹ and 81percent of parents surveyed either believe teen dating violence is not an issue or admit they do not know if it is one. ²²





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PILLAR SIX

REMAIN SAFE FROM VIOLENT CRIME

STRATEGIES

- ◆ Engage youth to gather information on their safety concerns in their community.
- ◆ Evaluate the barriers to employment where employers eliminate the requirement to disclose criminal history in the application.
- ◆ Partner with the City Prosecutor's Office to implement professional development training regarding juvenile rights and responsibilities of the community.
- ◆ Identify and partner with local businesses that hire ex-offenders.
- ◆ Implement professional-development training for parents regarding juvenile rights and responsibilities in the community.
- ◆ Identify and implement evidence-based youth safety programs.
- ◆ Strengthen youth relationships with police by educating youth regarding protective factors and unsafe behaviors.
- ◆ Improve understanding and trust between youth and police through community engagement.
- ◆ Enhance the safety and quality of neighborhoods through community policing to improve relationships between the police and young men of color.



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PILLAR SIX

REMAIN SAFE FROM VIOLENT CRIME

PERFORMANCE MEASURES

- ◆ Reduce youth recidivism by five percent.
- ◆ Increase programs available to youth (ages 16-24) by five percent.
- ◆ Develop two new business partners for employment opportunities for ex-offenders.
- ◆ Serve a minimum of 500 youth with evidence-based youth-violence prevention programs.
- ◆ Survey 10 percent of high school students in Phoenix regarding safety concerns.
 - Evaluate what surveys currently exist.
 - Focus on the zip codes with the greatest need.
 - Establish what programs and resources are currently in the community.
 - Develop new programs and resources where needed.
- ◆ Develop a tracking mechanism to capture the number of youth participating in programs to help breakdown barriers between youth and officers such as Police Athletic League and Police Explorers by January 2016.
- ◆ Develop a tracking mechanism to capture police participation in community efforts such as Shop-with-a-Cop.





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