



MBK DURHAM COMMUNITY UPDATE & FEEDBACK SESSION



NOVEMBER 14, 2015
MY BROTHER'S KEEPER: DURHAM, NC

EVENT



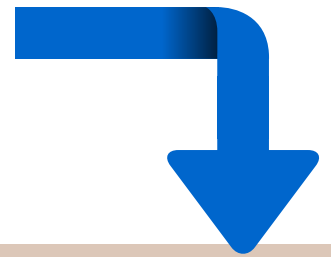
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MILESTONE ONE



HEALTH RECOMMENDATIONS

- 01 *Revitalize North Carolina Men's Health Report Card and expand data collection to include statistics for younger males and other racial / ethnic minority groups (e.g., Hispanic / Latino males and Native American males).*

Ensure BMOC, families, and educators enter school cognitively, physically, socially and emotionally ready

EDUCATION RECOMMENDATIONS

- 02 *Increase the number of boys of color who are enrolled in high-quality early childhood education programs.*
- 03 *Increase number and percent age of child care providers and school personnel who are proficient in the use of culturally competent and responsive practices and policies for boys of color.*
- 04 *Increase engagement, advocacy and support of families, peers, and community partners for educational readiness for BMOC..*

STRATEGIES

WILL THIS PLAN GUIDE US TOWARDS OUR GOAL?



SUPPORTING PROGRAMS

What local programs and organizations are already doing a portion of this work?



EVALUATION

What indicators will we use to track the success of the strategy.



TIMELINE

What is the timeline for implementation?



Revitalize Men's Health Report Card for Durham County and expand data collection to include statistics about key health status, healthcare access, and quality of healthcare for younger males and other racial/ethnic minority groups

PROBLEM

Community Feedback:

Youth expressed the need to “feel respected” by physicians and health care professionals and other challenges around receiving quality healthcare services.

Empirical Support:

Typically, mortality rates among minorities are higher in African-Americans than those observed in other minority groups. In North Carolina, the minority group has a higher percentage of African-Americans than in the U.S. minority population. Similarly, Hispanic/Latino males in North Carolina have poorer healthcare access than African-Americans and non-Hispanic Whites. This may contribute to the greater mortality rate of male racial/ethnic minorities in N.C. compared to males in the U.S.

STRATEGY

How:

- 1) Connect with contributors of the 2007 NC Men's Health Report card to assess its status and explore possibilities for revitalizing it for the entire state
- 2) Build a team of local/community stakeholders to create and update the report for Durham County
- 3) Augment Durham County's Men's Health Report card with qualitative data to assess the quality of healthcare experiences of BMOC.

Why:

- 1) Better surveillance on men's health in Durham will help inform interventions at the policy and healthcare system-level designed to improve the health of BMOC.

Suggested Resources:

- 1) North Carolina Men's Health Report Card committee
- 2) Sheps Center for Health Services Research
- 3) FirstHealth of the Carolinas
- 4) Chronic Disease and Injury Prevention Section of NC Department of Health and Human Services

Outcomes:

- 1) Increased epidemiological data on health outcomes, quality, and access aggregate by race/ethnicity, sex, and age among BMOC in North Carolina (e.g., Durham)
- 2) Enhanced understanding of healthcare experiences and barriers of BMOC in North Carolina (e.g., Durham)

SUPPORTING PROGRAMS

EVALUATION

Completion of Durham County's Men's Health Report Card by determined deadline

TIMELINE

One year



Increase the number of boys of color who are enrolled in high-quality early childhood education programs

PROBLEM

Community Feedback:

Many people in Durham understand the tremendous benefits of high-quality care on children's long-term success. Durham's challenge is how to increase public will and support for implementing high-quality early childhood education programs for all children.

Empirical Support:

According to the Children's Defense Fund, "Access to high-quality early childhood opportunities is all too often determined by parental income and geography; and federal programs designed to support high-quality early learning and development are too underfunded to serve all eligible children." There are insufficient high-quality slots to meet the needs of Durham's children.

STRATEGY

How:

1) Dis-aggregate, track and publish data that documents the number and percent of each gender/race group in high-quality early childhood education slots. **a)** Set goals for the admission and retention of boys of color in high-quality slots to ensure that they are just as ready for school as other groups of children.

2) Leverage existing Durham Partnership for Children, Durham Public Schools and the North Carolina Department of Public Instruction efforts to develop a comprehensive kindergarten readiness assessment that measures whole child well-being including: physical and emotional health, social competence, emotional maturity, cultural competence, language and cognitive development, communication and general knowledge. **a)** Use data from this new school readiness assessment to identify which early childhood education programs are producing boys of color who are ready for kindergarten. Leverage these providers' expertise to enhance other providers' skills.

3) Provide access to high-quality preschool programs for all Durham's children, beginning with increasing access for children in race/gender groups that tend to show up least ready for school.

4) Increase the number of high-quality preschool programs located in Durham, particularly in proximity to low-income, high-minority neighborhoods.

Why:

Suggested Resources:

Outcomes:



Increase the number of boys of color who are enrolled in high-quality early childhood education programs

SUPPORTING PROGRAMS

The Durham Partnership for Children received funding by the United Way of the Greater Triangle to support three collaborative partnerships that serve young children and their families:

1) Durham's Early Learning Two-Generation Alliance (DELTA),

2) East Durham Children's Initiative, and

3) Durham's Collaborative to End Family Homelessness. Durham has a wealth of programs to support high-quality early care including, but not limited to:

- Durham Public Schools
- El Centro Hispano, INC
- Private child care sites
- Durham Head Start
- Community, Family Life and Recreation Center at Lyon Park
- Child Care Services Association
- Child and Parent Support Services
- Emily Krzyzewski Family Life Center
- Durham County Cooperative Extension
- Exchange Clubs' Family Center

EVALUATION

1) Track the number and percent of high-quality child care slots used by all race/gender subgroups, including males of color in Durham.

2) Track the number and percent of schools using a comprehensive school readiness assessment

3) Track the number of children who are ready for school using a comprehensive assessment dis-aggregated by race/gender groups

4) Track the number of and reasons for suspending preschoolers by race/gender groups

TIMELINE

1) By December 2016, dis-aggregate and publish 3-year trend data on use of high-quality childcare slots by race/gender groups and the impact of attending high-quality settings on boys of color

2) By December 2016, map the number and location of high-quality slots used by boys of color

3) By December 2017, partner with key stakeholders to identify the need for high-quality slots for boys of color and develop a plan to expand access and availability

4) By December 2017, develop a comprehensive kindergarten readiness assessment and begin implementation.

5) By December 2020, increase the number of high-quality childcare slots to meet at least 50% of the current unmet need.



Increase number and percent of child care providers and school personnel who are proficient in the use of culturally competent and responsive practices and policies for boys of color.

PROBLEM

Community Feedback:

Durham males of color value teachers who show that they care, make teaching relevant, are fair, and don't engage in harsh, unforgiving discipline practices.

Empirical Support:

Most programs inadequately train early care providers and school personnel to be culturally competent and gender responsive. The U.S. Department of Education's Office for Civil Rights (OCR) 2011-12 data indicates that there are serious, well-documented racial disparities in school discipline policies and practices along the entire education continuum, with the largest number of suspensions occurring in preschool.

STRATEGY

How:

- 1) Train early childhood education and school staff to use culturally inclusive, accurate and relevant curriculum and engage in gender- and culturally competent approaches to supporting learning in boys of color.
- 2) Train early childhood education and school staff in effective classroom management techniques.
- 3) Train early childhood education and school staff to identify and utilize the intellectual, emotional, social and physical strengths of boys of color.
- 4) Provide professional development for early child care providers to recruit and maintain highly qualified professionals who are males of color.
- 5) Provide professional development for early childhood education and school staff on strategies to refrain from implicit bias.
- 6) Eliminate all preschool suspensions.
- 7) Provide professional development for early childhood education and school staff to identify and utilize the intellectual, emotional, social and physical strengths of boys of color to promote their academic progress and engagement.
- 8) Create a Durham initiative to attract more highly qualified teachers of color, particularly teachers who are males of color: a) Partner with Durham Tech and North Carolina Central University to provide incentives for males of color credentials in early childhood education.
- 9) Increase the number of credentialed, certified preschool providers.
- 10) Increase the number of early care providers and school personnel who have books, digital media and other materials that present a wide array of positive images of males of color.

Why:

Suggested Resources:

Outcomes:



Increase number and percent of child care providers and school personnel who are proficient in the use of culturally competent and responsive practices and policies for boys of color.

SUPPORTING PROGRAMS

- El Centro Hispano, INC
- Durham Public Schools
- Head Start sites
- Child Care Services Association
- Child and Parent Support Services
- Center for Child and Family Health
- Exchange Clubs' Family Center
- Bridges 2 Success, Kenan Institute for Private Enterprise

NOTE: Many of the policies and practices for school personnel that are listed in this milestone are also appropriate for K-12 school personnel. These policies and practices are not listed in Milestone 2 to avoid redundancy.

EVALUATION

- 1) Track the number and percent of early childhood educators and school teachers who are trained in using gender- and culture-based strategies with males of color.
- 2) Track the number and percent of early childhood educators and school teachers who receive implicit bias training.
- 3) Track the number and percent of preschool and school suspensions over time dis-aggregated by race/gender groups.
- 4) Track the number and percent of certified preschool teachers.

TIMELINE

- 1) By December 2016, begin professional development training on gender and cultural competency and implicit bias for early childhood educators and school personnel.
 - a) By December 2016, begin assessing the impact of the professional development on educators' practices.
 - b) By December 2017, begin assessing the impact of the professional development on boys of color academic and social-emotional outcomes.
- 2) By December 2017, review recruitment strategies for their effectiveness in increasing and retaining the number and percent of certified preschool teachers.
- 3) By December 2017, evaluate the impact of targeted recruitment strategies increasing and retaining the number and percent of male teachers of color in Durham Public Schools.



Increase families', peers', and community partners' engagement, advocacy and support for BMOC educational readiness

PROBLEM

Community Feedback:

Despite the fact that many parents of color and their children disproportionately face the stressors and traumas associated with poverty and racism, these parents maintain very high hopes for their children. Parents of boys of color need varying degrees of support. This support includes access to additional information, effective services and respectful service providers, in order to help turn parents' hopes for their boys of color into reality.

Empirical Support:

Research indicates that students whose parents are involved in their schooling have better academic performance and fewer behavioral problems and complete high school more often than students whose parents are not involved in their schooling. Parent involvement takes place at home and at school.

STRATEGY

How:

- 1) Incentivize schools to partner with organizations that provide males of color with enrichment, leadership skill training, and positive gender and racial identities. **a)** Ensure student and family input into developing enrichment programming **b)** Identify best practice strategies to increase participation of a wide array of parents, including non-custodial parents and grandparents
- 2) Use asset-based tools to develop student learning plans, linking these plans with community-based wrap around services and sharing with parents, teachers, and administrators.
- 3) Increase the number of sustainable community-school partnerships that provide families with supportive services.
- 4) Train parents and teachers in the use of effective behavior management strategies.
- 5) Develop a cadre of parents and advocates to increase boys of color and their parents' knowledge about participating in gifted/talented, honors, advanced placement and international baccalaureate programs and decrease disproportionate participation of males of color in remedial education services.
- 6) Publish number and rates of gifted and talented males of color.
- 7) Train parents and teachers to identify mental health symptoms and signs of trauma in young boys of color.

Why:

Suggested Resources:

Outcomes:



Increase engagement, advocacy and support of families, peers, and community partners for educational readiness of BMOC.

SUPPORTING PROGRAMS

- 1) Parent Teacher Associations
- 2) Early Childhood/Head Start/Durham Partnership for Children
- 3) Bridges 2 Success, Kenan Institute for Private Enterprise
- 4) Department of Parks and Recreation

NOTE: Many of the family and community engagement, advocacy and support activities that are listed in this milestone are also appropriate for K-12 schools. These activities are not listed in Milestone 2 to avoid redundancy.

EVALUATION

- 1) Track the number of asset-based tools to develop student learning plans, and link these plans with community-based wrap around services, and share with parents, teachers, and administrators.
- 2) Track the number of organizations that partner with schools to provide parents of males of color with enrichment, leadership skill training, and positive gender and racial identities.
- 3) Track the number of parents and advocates trained to increase participation in advanced education programs and decrease participation in remedial education programs by boys of color.
- 4) Track the number of and retention rates for gifted and talented males of color.

TIMELINE

- 1) By December 2017, identify asset-based tools to develop student learning plans.
- 2) By December 2017, track the number of organizations that partner with schools and parents of males of color.
- 3) By December 2016, develop training/framework for parents and advocates to increase knowledge about the process for selecting and serving gifted and talented students for parents of males of color.
- 4) By the end of 2016, assemble a cadre of parents and advocates, and develop a strategic plan and framework to increase parents' knowledge about the process for selecting and serving gifted and talented students.
- 5) By the end of 2016, publish a) gifted and talented identification and retention rates and 2) remedial/special services rates by gender/race.

HEALTH

RECOMMENDATIONS

- 01 *Revise comprehensive health education curricula in Durham Public Schools to address harmful male social norms and enhance socio-emotional competence.*
- 02 *Expand training programs for splintered police-community relationships to include school resource and police officers (e.g. implicit racial bias training for front line officers).*
- 03 *Support the development of community healing circles to address trauma, stress, mental health, and other restorative justice issues.*

EDUCATION

RECOMMENDATIONS

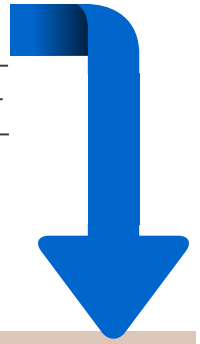
- 04 *Increase the number of boys of color in PreK-12 who have access to effective and rigorous school experiences and age appropriate, out-of-school enrichment activities.*
- 05 *Ensure that discipline policies and practices among educators, administrators, and staff are proportionate and fair.*
- 06 *Conduct research and analysis to create a re-engagement strategy for students who have dropped out.*

COMMUNITY ENGAGEMENT

RECOMMENDATIONS

- 07 *Mandate implicit bias and racial equity training for school administrators, law enforcement, court officials, and others in the juvenile and criminal justice systems to mitigate disparate impact and disproportionate minority contact.*
- 08 *Develop a web based clearing house for youth events, programs and internships.*
- 09 *Create a human services infrastructure aimed at connecting school aged youth to resources.*
- 10 *Annually review the Memorandum of Agreement between the Sheriff's office and DPS to assess whether it disproportionately impacts BMOC in middle and high schools.*
- 11 *Divert youth offenders from arrest by issuance of civil citations for misdemeanor offenses that are not eligible for the Misdemeanor Diversion Program.*
- 12 *Collect and analyze school and community based non profit referrals, juvenile complaints and arrest data to determine whether school administrators and School Resource Officers are adhering to student misconduct policies.*

MBK DURHAM MILESTONE TWO



Ensure BMOC successfully navigate through and graduate from high school

STRATEGIES

WILL THIS PLAN GUIDE US TOWARDS OUR GOAL



SUPPORTING PROGRAMS

What local programs and organizations are already doing a portion of this work?



EVALUATION

What indicators will we use to track the success of the strategy.



TIMELINE

What is the timeline for implementation?



Revise comprehensive health education curricula in Durham Public Schools to address harmful male social norms and enhance socio-emotional competence.

PROBLEM

Community Feedback:

There are logistical challenges to accessing health care in schools, including excessive paperwork, limited knowledge of resources, and limited availability of the school nurse. Youth also asked for more training on gaining autonomy in the health care system (i.e. be more assertive with health goals, improved communication with parents and health care professionals)

Empirical Support:

Existing school health policies reflect limited emphasis on male centered barriers to health promotion.

STRATEGY

How:

1) Identify and recruit working group members; 2) Identify male social norms of interest to health disparities; 3) Develop an evidence-based curriculum to address previously identified male norms

Why:

BMOC take more health behavioral risks and are at a disproportionately higher risk for adverse health outcomes than non-Hispanic White males. Addressing harmful male norms through school curriculum will enhance positive health promotion behavior for this population.

Suggested Resources:

1) Durham Board of Education 2) School Health Advisory Council 3) Durham Public Schools

Outcomes:

1) Enhanced self-efficacy regarding health decision making and help-seeking behavior 2) Increased utilization of health services and preventative health behaviors 3) Increased positive male norms related to health access

SUPPORTING PROGRAMS

EVALUATION

Data sources: Self-report student survey and focus groups with BMOC prior to and following implementation of the revised school curriculum

- # of individuals in the working group;
- # of identified male role norms
- # of identified socio-emotional competencies for health promotion
- % of DPS schools implementing curriculum
- % satisfaction of curriculum among students (particularly BMOC)
- % change in identified male role norms related to health behaviors following implementation
- % change in socio-emotional competence for health promotion following implementation

TIMELINE

This curriculum will take a year to develop, during this process we will solicit buy-in from stakeholders from the Durham Public Schools, the School Board and the Advisory Council.



Expand training programs for splintered police-community relationships to include school resource and police officers (e.g. implicit bias training for front line officers).

PROBLEM

Community Feedback:

Youth expressed concerns regarding negative police interactions and the subsequent strain on community relations. Community members also shared their general distrust of law enforcement and the fear of unnecessary escalation of force among youth. The community advocated for increased training among police officers to adequately communicate and assess situations in communities of color prior to enforcement.

Empirical Support:

Currently, the Durham County Police Department mandates implicit racial bias training for all incoming police officers to their workforce. However, school resource officers and career law enforcement employees have limited training in effectively engaging with BMO.

STRATEGY

How:

1) Recruit academic partners with an expertise in implicit bias training **2)** Conduct implicit bias training seminars for members of the Durham County Sheriff's Office, Police Department, and School Resource Officers, with select community stakeholders in attendance **3)** Develop a process in coordination with the Durham County Sheriff, Police Department, and School Resource Officers to track bias incidents **4)** Coordinate with the Durham County Sheriff, Police Department, and School Resource Officers to create a system for redressing bias incidents that is tied to performance assessments

Why:

1) Communities rely on police departments to "protect and serve" and the police, in turn, rely on community support and cooperation, but the relationship is not always harmonious. Strained relationships between police and BMO are driven by implicit racial bias and impact the life outcomes of youth as they progress through the educational system.

Suggested Resources:

1) Durham County Police Department **2)** Durham County Sheriff's Department **3)** UNC-CH and Duke academic partners **4)** Durham Public Schools

Outcomes:

1) Increased awareness of implicit bias among and more positive community contact between law enforcement and community members.

SUPPORTING PROGRAMS

- Southern Coalition for Social Justice
- FADE Coalition
- Anti-Defamation League

EVALUATION

- 1)** # of participants involved in training
- 2)** Pre/post and follow-up assessment of the Implicit Association Test among police and SRO members
- 3)** % change in Implicit Association scores among law enforcement

TIMELINE

One year



Support the development of community healing circles to address trauma, stress, mental health, and other restorative justice issues.

PROBLEM

Community Feedback:

Youth expressed concerns regarding negative police interactions and the subsequent strain on community relations. Youth reported turning to peer support to address psychological distress as opposed to accessing formal mental health care services.

Empirical Support:

Poor physical and emotional health negatively impacts academic outcomes among young males of color. BMOC are more likely to have traumatic experiences, leading to increased stress and long term psychological distress. Unrecognized/untreated trauma and other mental health problems are often at the root of poor academic performance, dropouts, and disruptive behavior.

STRATEGY

How:

1) Create community coalition to guide the creation and implementation of healing circles: **a)** determine individual and community-level experiences discussed in the healing circles **b)** establish a process for evaluating impact of healing circles **c)** train BMOC as healing circle facilitators **d)** create referral procedures for BMOC in healing circles who display signs of more significant trauma/psychological distress. **2)** Coordinate with Durham County justice system leaders to discuss the use of community healing circles as a component of diversion programs. **3)** Collaborate with Durham Public Schools to implement healing circles in schools and work with BMOC who display signs of trauma/psychological distress.

Why:

1) Community healing circles have been shown to reduce criminal offenses and foster additional cohesiveness among victims, perpetrators, and families of BMOC. **2)** Community healing circles can be safe spaces for disclosure of trauma and psychological distress among BMOC who lack formal mental health providers.

Suggested Resources:

1) Durham Public Schools **2)** Department of Criminal Justice **3)** Non-profits focused on community healing and violence prevention

Outcomes:

1) Increased community dialogue regarding trauma exposures among BMOC
2) Increased rate of diversion of youth displaying problem behavior to community healing circles

SUPPORTING PROGRAMS

The Capital Restorative Justice Program

EVALUATION

- 1)** Survey to parents of BMOC participants
 - a)** % youth with problem behavior diverted through healing circle program
 - b)** # of parents/youth involved in community healing circles
 - c)** % satisfied with community healing circles among parent participants

TIMELINE

Two years



Increase the number of boys of color in PreK-12 who have access to effective and rigorous school experiences and age appropriate, out-of-school enrichment activities.

PROBLEM

Community Feedback:

Boys and young men of color requested more art, music, and technology classes, as well as more access to mentors, meaningful community service opportunities, and well-paying jobs.

Empirical Support:

Durham has a well-documented array of activities for children, especially younger children. Families and advocates alike indicate that there are too few age, gender, and culturally appropriate activities that enhance BMOC's intellectual skills and build their social networks and economic capital while they are teenagers.

STRATEGY

How:

- 1) Train extracurricular personnel (e.g., coaches, music teachers, computer programmers) to identify, include, and retain boys of color in their programs, particularly during adolescence.
- 2) Establish access for all children to after school enrichment programs that provide meaningful experiences and connections with adults that support school completion.
- 3) Create an early warning system that tracks school attendance, behavior, and coursework completion beginning in middle school to prevent the rate of high school dropout.
- 4) Ensure Durham high schools offer equitable access to college-preparatory courses, certified and experienced instructors, and school counselors for males of color.
- 5) Establish an early support system to track males of color who show academic and intellectual gifts, early entrepreneurial talents, and community and social justice leadership.
- 6) Refine existing early warning systems to more effectively detect and remediation of males of color who need academic or social support in making the transitions between elementary, middle, and high school.

Why:

Suggested Resources:

Outcomes:



Increase the number of boys of color in PreK-12 who have access to effective and rigorous school experiences and age appropriate, out-of-school enrichment activities.

SUPPORTING PROGRAMS

- Durham Public Schools extracurricular programs
- Rites of Passage, Durham Business and Professional Chain
- El Centro Hispano
- Durham's Community Choir
- Durham Parks and Recreation
- Durham Striders
- Emily Krzyzewski Family Life Center
- Durham Arts Council
- Community, Family Life, and Recreation Center at Lyon Park
- Salvation Army Boys & Girls Club
- Forbes Foundation and other community-based non-profits

Note: Many of the teacher professional development (M1-05) and family and community engagement (M1-06) policies and practices listed in Milestone 1 are appropriate for Milestone 2. They are not listed here to avoid redundancy.

EVALUATION

- 1) Track the number of boys and young men of color participating in academically and intellectually gifted and remedial services.
- 2) Track the number and percent of male students of color who demonstrate career and college readiness in reading and mathematics at the 3rd grade, 5th grade, 8th grade level.
- 3) Track the number and percent of high school graduates who are males of color

TIMELINE

- 1) By December 2016, set benchmarks for the number of boys and young men of color who participate in academically and intellectually gifted and remedial/special services
- 2) By December 2016, map the number and location of high-quality slots used by boys of color
- 3) By December 2016, develop process to track preschool suspension in preschool settings and publish this data annually
- 4) By December 2017, develop a plan for the training of extracurricular personnel.
- 5) By December 2018, develop a strategic plan for establishing access for all children to afterschool enrichment programs that provide meaningful experiences and connections with adults that support school completion.



Ensure that discipline policies and practices among educators, administrators, and staff are proportionate and fair.

PROBLEM

Community Feedback:

Males of color felt that discipline was often too harsh and that once the males made a mistake, people always held it against them, no matter what. Males of color also felt that other groups could do the same behaviors and their parents had the resources to advocate for lesser consequences.

Empirical Support:

In Durham County, 51% of students were black but almost 73% of expelled students were black.

STRATEGY

How:

- 1) Review and amend the school discipline code using research-based solutions to reduce out-of-school suspensions, expulsions, and school arrests for students of color.
- 2) Eliminate expulsions from elementary school except in cases where there is substantial threat to persons or property.
- 3) Review policies and procedures on use of force by Student Resource Officers (SRO) and other school personnel to ensure the use of the least punitive discipline practices.
- 4) Create review panels, inclusive of students, to monitor SRO's impact on school safety.
- 5) Develop a protocol for de-escalation of school-based offenses that formerly resulted in school arrest.
- 6) Use restorative justice practices to minimize suspensions and expulsions.
- 7) Eliminate out-of-school suspensions for acts of willful defiance.
- 8) Provide intensive re-training and interventions that decrease the use of harsh discipline practices and deal effectively with mental health and trauma

Why:

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

Rebound
P.R.O.U.D program
Project BUILD
Spaulding Mediation Center

EVALUATION

- 1) Establish baseline to track and monitor in-school and out-of-school suspensions, expulsions, school arrests, other disciplinary actions, and absenteeism by males of color
- 2) Track the number and percent of students and staff trained in restorative justice practices
- 3) Survey and track parent, teacher, and student perspectives on school climate, including experiences with discipline, bias, and relationships between home, school, and community

TIMELINE

- By May 2016, track and monitor in-school and out-of-school suspensions, expulsions, school arrests, other disciplinary actions, and absenteeism by males of color
- By June 2017, track the number and percent of students and staff trained in restorative justice practices
- By June 2018, eliminate the disparities in suspensions and expulsions for males of color
- By 2018, survey and track parent, teacher, and student perspectives on school climate



Conduct research and analysis to create a re-engagement strategy for students who have dropped out in order to reconnect BMOC back to educational options and other critical services.

PROBLEM

Community Feedback:

African Americans and Latinos comprise an increasing majority of the youth and young adults in Durham. At the same time, in Durham and in the country, African-American and Latino families are suffering the most in the current economy. About one in four African Americans and one in four Latinos in Durham are in poverty

Empirical Support:

In Durham County, 51% of students were black but almost 73% of expelled students were black.

STRATEGY

How:

Conduct research and analysis to create a re-engagement strategy for students who have dropped out

Why:

- 1) Roughly 40 percent of Durham's young people are not on-track to complete high school, achieve a post-secondary credential of some kind, or gain employment
- 2) In Durham, an estimated 2,670 young people, ages 16 to 24, are out of school and lack a high school diploma or equivalency.
- 3) Though Durham is one of the 10 best-educated cities in the country, about 15 percent of its young people are completely disconnected from school and work.
- 4) The long-term cost to these young people is significant: high school dropouts make \$14,000 less annually than those who attended even one or two years of college and they experience nearly three times the poverty rate.

Suggested Resources:

Outcomes:

- 1) Develop a reengagement strategy that leads to a decreased dropout population
- 2) Better understand the educational needs of students who have dropped out of school

SUPPORTING PROGRAMS

Made in Durham Partners:

- Durham Public Schools
- Durham Technical Community College
- Alternative education programs

EVALUATION

- 1) Establish baseline to track and monitor in-school and out-of-school suspensions, expulsions, school arrests, other disciplinary actions, and absenteeism by males of color
- 2) Track the number and percent of students and staff trained in restorative justice practices
- 3) Survey and track parent, teacher, and student perspectives on school climate, including experiences with discipline, bias, and relationships between home, school, and community

TIMELINE

End of 2016



Mandate implicit bias and racial equity training for school administrators, law enforcement, court officials and others in the juvenile and criminal justice systems to eliminate disparate impact and disproportionate minority contact.

PROBLEM

Community Feedback:

School administrators, law enforcement, court officials and others practices focus on and respond differently to young men of color which in turn increases their juvenile and criminal justice involvement. Juvenile and criminal justice involvement among youth tends to interfere with pro-social development, education, and employment

Statistical Data:

STRATEGY

How:

1) Provide annual and regular implicit bias and racial equity training to eliminate disparate impact and disproportionate minority contact among youth.

2) Use data to identify schools with disproportionately high rates of court referrals for minor offenses and develop plans of action to help reduce these referrals.

Why:

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

EVALUATION

The effectiveness of the implicit and racial quality training can be measurable by examining if the number of complaints, number of suspensions and number of charges filed against young men of color by school administrators, law enforcement and court officials in comparison to other ethnic groups has decreased.

TIMELINE



Develop a web based clearing house for youth events, programs and internships.

PROBLEM

Community Feedback: • In August, 2015, the Durham County Commissioners invited four collaborative youth services initiatives to present their strategies and outcomes: Made in Durham, My Brother's Keeper, Youth Opportunity Initiative, and the Durham YouthWork Internship Program /OEWD. During the presentations, the Commissioners noted that Durham lacks a website focused on youth programs, events and services.

Empirical Support:

STRATEGY

How:

1) An informal working group with representatives of the four organizations listed above plus County IT staff proposed that: **a)** Durham County staff will create a demo site and manage site updates **b)** Made in Durham will provide initial data on youth services organizations and will work with partners to involve youth in the design, testing and research for the website **c)** Members of the working group will review, approve, publicize and evaluate the website

Why:

- 1)** Currently, Durham youth use inefficient hit-or-miss searches to find information about youth-focused events, programs and services
- 2)** Involving youth in the design, testing and research for the website will ensure that it is intuitive, relevant and useful
- 3)** The website project will provide an opportunity to identify gaps in services for BMOs and to promote collaboration and alignment among existing services

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

- Durham County Government
- City of Durham
- Durham Public Schools
- Community-based nonprofits

EVALUATION

The effectiveness of referrals will be determined by the number of visits to the website and number of youth connected to government, educational, faith, community-based nonprofit and other agencies and resources available.

TIMELINE

End of 2015



Create a human services infrastructure aimed at connecting school aged youth to resources.

PROBLEM

Community Feedback:

Too often the juvenile and criminal justice systems are the default route to connect youth with services that are in the best interest of the youth. To reduce the reliance on the juvenile and criminal justice systems for obtaining needed services, a human services infrastructure is necessary to provide assessment and connection with support services absent court-involvement.

Empirical Support:

STRATEGY

How:

Create a centralized coordinating agency for youth services with the authority and power to foster collaboration and drive measurable outcomes among youth service initiatives and community-based nonprofits. In addition, the agency would serve as a referral center for parents, teachers, mentors and the community at-large.

Why:

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

City of Durham:
Office of the City Manager -

Office on Youth
Youth Opportunity Initiative

EVALUATION

The effectiveness of referrals will be determined by the number of visits to the website and number of youth connected to government, educational, faith, community-based nonprofit and other agencies and resources available.

TIMELINE



Annually review the Memorandum of Agreement between the Sheriff's Office and Durham Public Schools to assess whether it disproportionately impacts BMO in middle and high schools.

PROBLEM

Community Feedback:

The discretion of juvenile complaints and criminal charges rest with the individual School Resource Officer and not the school administration.

The common objective of School Resource Officer and the school administration should be to help schools provide safe and nurturing environments that promote students' academic success.

Empirical Support:

Schools and communities have distinct needs and goals that should be considered when developing and revising plans for engaging officers on school campuses. School Resources Officers are responsible for detecting criminal activity and delinquent behavior while actively working towards crime prevention.

STRATEGY

How:

1) School Resource Officers and school administrators should use measurable and observable data from variety of sources that can provide a clear and accurate picture of the school's safety needs. School Resource Officers should be reserved for handling matters of a criminal nature rather than Code of Conduct matters that should be handled by school administrators. Both, School Resource Officers and school administrators should work together with other stakeholders to develop criteria that guide actions to address student misbehavior, minimize conduct with the juvenile and criminal justice systems and serve the needs of all students and staff for safe and productive classroom.

2) School Resource Officers and school administrators should be trained about when to directly involve officers with student misconduct on campus and about available alternatives to filing a juvenile complaint or charges.

3) School and law enforcement leaders need to communicate to their own personnel and to the school community a shared vision for the partnership at the start of an agreement and at the beginning of every school year.

Why:

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

- Durham Public Schools
- School Resource Officers
- Juvenile Crime Prevention Council
- Division of Juvenile Justice and Delinquency Prevention

EVALUATION

Collect and analyze school and community-based nonprofit referrals, juvenile complaints and arrest data.

TIMELINE



Divert youth offenders from arrest by issuance of civil citations for misdemeanor offenses that are not eligible for the Misdemeanor Diversion Program

PROBLEM

Community Feedback:

Empirical Support:

STRATEGY

How:

Why:

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

EVALUATION

TIMELINE



Collect and analyze school and community-based nonprofit referrals, juvenile complaints and arrest data to determine whether school administrators and SROs are adhering to policies regarding the involvement of SROs in response to student misconduct.

PROBLEM

Community Feedback:

Empirical Support:

BMOC are frequently directed to juvenile and criminal court for minor offenses at school or school-sponsored events resulting in disproportionate minority contact.

STRATEGY

How:

1) Track school based cases that come to juvenile court, determine the types of offenses with which students are most often charged, and examine how cases are handled, i.e., dismissed, diverted, adjudicated, disposed or referred). Data should be used to identify schools with disproportionately high rates of court referrals for minor offenses and develop plans of action to help reduce these referrals. In addition, develop guidelines and policies to minimize referrals to juvenile and criminal court for minor offenses.

Why:

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

Durham Public Schools
Juvenile Crime Prevention
Council

EVALUATION

Collect and analyze school and community-based nonprofit referrals, juvenile complaints and arrest data.

TIMELINE

HEALTH RECOMMENDATIONS

- 01 *Support streamlined referral processes within formal and informal systems of care (e.g., peer support networks, primary care, mental health providers, pastoral counseling, etc.) to improve detection of early signs of psychological distress.*
- 02 *Collaborate with Durham County employers and an employee assistance program coordinator to develop targeted campaigns to address mental health stigma and improve preventive / primary healthcare use for young males of color in Durham.*
- 03 *Leverage the healthcare workforce expansion initiatives of the Affordable Care Act to emphasize the training of male healthcare workers and advisers.*

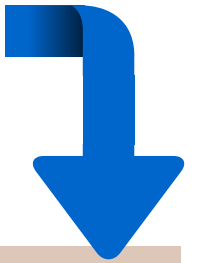
EDUCATION RECOMMENDATIONS

- 04 *Increase the number of males of color who apply, matriculate, and complete college/university education on time.*

JOB TRAINING/PLACEMENT RECOMMENDATIONS

- 05 *Develop certified regional career pathways for students to enter high-growth regional industries.*
- 06 *Assist employers and youth in building a racial equity lens into recruitment, hiring, assessment, and retention structures.*
- 07 *Engage employers and educators to provide career exploration and work-based learning opportunities through which youth can learn about a wide range of jobs while developing employability and life skills.*
- 08 *Enable career readiness, successful entry into the workforce, and job stability for court-involved youth.*

MBK DURHAM MILESTONE THREE



Ensure BMOC complete post-secondary education and achieve career readiness, successful entry into the workforce, and job stability

STRATEGIES

WILL THIS PLAN GUIDE US TOWARDS OUR GOAL



SUPPORTING PROGRAMS

What local programs and organizations are already doing a portion of this work?



EVALUATION

What indicators will we use to track the success of the strategy.



TIMELINE

What is the timeline for implementation?



Support streamlined referral processes within formal and informal systems of care (e.g., peer support networks, primary care, mental health providers, pastoral counseling, etc.) to improve detection of early signs of psychological distress.

PROBLEM

Community Feedback:

Youth reported turning to peer support to address psychological distress as opposed to accessing formal mental health care services.

Empirical Support:

BMOC are less likely to access formal health care services to address mental health needs. Co-location of physical and mental health services work to reduce the stigma of accessing services for psychological distress.

STRATEGY

How:

- 1) Gather initial data about how many of Durham's Federally Qualified Health Centers (FQHCs) and hospitals offer primary health care and mental health services.
- 2) Conduct a qualitative assessment of BMOC and their peer-networks to determine how to improve referral processes.
- 3) Meet with leaders within formal and informal systems of care to assess potential areas for resource alignment and opportunities for improvements to existing referral processes.
- 4) Create coalition between formal and informal care systems to implement improved referral processes.
- 5) Explore the cost-benefits of co-locating mental health and primary care providers within Durham County hospitals and FQHCs.

Why:

- 1) The voices of BMOC themselves are largely missing from the conversation about strategies to address psychological distress.
- 2) BMOC need multiple (traditional and non-traditional) service access points to address unmet mental health needs.
- 3) Co-location of services reduces the stigma of accessing mental health needs in addition to physical health services.

Suggested Resources:

- 1) Durham County Commissioner's Office
- 2) Durham County Manager's Office
- 3) Department of Public Health
- 4) Alliance Behavioral Healthcare

Outcomes:

- 1) Improved awareness of mental health service access points among BMOC in Durham.
- 2) Enhanced coordination of existing mental health services for BMOC.



Support streamlined referral processes within formal and informal systems of care (e.g., peer support networks, primary care, mental health providers, pastoral counseling, etc.) to improve detection of early signs of psychological distress.

SUPPORTING PROGRAMS

EVALUATION

1) Process:

- a) # of leaders/stakeholders involved in informal referral process;
- b) # of qualitative interviews conducted among BMOC and peer network contact;
- c) Collected and analyzed qualitative data regarding referral process improvement (i.e. emerging qualitative themes or content areas); d) # of formal and informal care stakeholders involved in community referral coalition.

2) Outcome:

- a) % increase of referrals to mental health services from primary care providers;
- b) # of informal resource networks (peer navigators, family advocates, pastoral counselors, etc.) connected to and embedded in formal health care system;
- c) # of formal resource networks (mental health counselors, clinicians, etc.) connected to informal mental health services networks;
- d) % satisfaction of referral process among BMOC patients and parents (survey).

3) Impact:

- a) % change in emergency hospitalization among BMOC for psychological distress in participating formal health services;
- b) % increase in more favorable perceptions of Durham's mental health services referral system and process among BMOC.

TIMELINE

Three Years



Collaborate with a Durham County employer and an employee assistance program coordinator to develop targeted campaigns to address mental health stigma and improve preventive/primary healthcare use for young males of color.

PROBLEM

Community Feedback:

Youth reported turning to peer support to address psychological distress as opposed to accessing formal mental health care services.

Empirical Support:

Men are less likely than women to voluntarily enter employee assistance programs. These embedded services provide much needed support to provide instrumental social support and address mental health needs among BMOC.

STRATEGY

How:

1) Develop and implement social marketing and other media campaigns to raise awareness about mental health among BMOC and the availability of Employee Assistance Program and other employer-sponsored mental health services 2) Update content on Durham County website pertaining to Employee Assistance Program and employer-sponsored mental health services.

Why:

BMOC experience a disproportionate amount of work-related stress which if addressed earlier through Employee Assistance Program services, may reduce absenteeism, stress-related illness, and excessive emergency services use.

Suggested Resources:

Employee Assistance Program located in Durham County.

Outcomes:

Improved use of Employee Assistance Program services among BMOC; reduced absenteeism

SUPPORTING PROGRAMS

1) Agency for Healthcare Research and Quality
(Real men wear gowns campaign:
<http://goo.gl/NnQpYc>)

2) Employee Assistance Network of North Carolina

3) National Institute of Mental Health
(Real men, real depression campaign: <http://goo.gl/LtWjXW>)

EVALUATION

- 1) % of BMOC using Employee Assistance Program services
- 2) # of people reached through Employee Assistance Program social marketing campaign.

TIMELINE

One year



Leverage the healthcare workforce expansion initiatives of the Affordable Care Act to emphasize the training of male healthcare workers and advisers.

PROBLEM

Community Feedback:

Youth expressed interest in learning more about healthcare professions and having more internship experiences where they can gain more exposure to the healthcare field.

Empirical Support:

The Patient Protection and Affordable Care Act (ACA) has increase provisions aimed at integrating community health workers (CHWs) into disease prevention and care.

However, the ACA provisions are not self-implementing, so policymakers must ensure that CHW pipelines are created that include a BMOC-represented workforce.

STRATEGY

How:

1) Creating a lobbying working group to develop a State Plan Amendment in coordination with the North Carolina Medicaid Office to add (community health workers) CHWs as approved Medicaid providers.

2) Determine and apply for (Affordable Care Act) ACA opportunities for healthcare workforce expansion initiatives (i.e. nurse navigators, lay health advisers, health coaches community health workers).

3) Identify existing training programs for CHWs that can extend recruitment to BMOC. 4) Recruit and advertise CHW training programs in schools and community organizations in Durham County serving BMOC.

Why:

1) A healthcare workforce with strong male representation will provide youth with tangible peer models within this growing career field. Additionally, increased recruitment of BMOC within health careers will increase health services utilization among BMOC seeking to identify culturally with their healthcare providers.

Suggested Resources:

- 1) NC Medicaid Office
- 2) Health services programs at North Carolina Central University, Durham Tech, and Duke University
- 3) Durham Public Schools

Outcomes:

Increased representation of men of color within the health care workforce in Durham County.

SUPPORTING PROGRAMS

- 1) City of Medicine Academy
- 2) Made in Durham

EVALUATION

Recruitment, Retention, and Graduation data from participating schools:

- 1) # of BMOC recruited to CHW training programs
- 2) # of community organizations/schools targeted for recruiting efforts
- 3) % BMOC completing health care workforce education for select fields (i.e. Nurse Navigators, lay health advisers, etc.)
- 4) % diverse healthcare workforce.

TIMELINE

Five to seven years



Increase the number of males of color who apply, matriculate and complete college/university education on time.

PROBLEM

Community Feedback:

Most BMOC aspire to careers that require degrees or certificates beyond high school. Having adults who help them pick the right courses in high school and help them get in and graduate from college is really important.

Empirical Support:

According to a national database on college/university completion (IPEDS), Durham post-secondary institutions produce males of color who graduate, but few full-time, first time students are complete their undergraduate degrees or certificates on time.

STRATEGY

How:

- 1) Encourage BMOC to get on and stay on the college preparatory high school track.
 - a) Provide guidance to BMOC and their parents to ensure they are aware of college/university requirements for admission and the impact of remedial classes on on-time completion
- 2) Assist BMOC in getting public and private financial aid to support their education.
- 3) Coordinate campus services to support the recruitment, retention, graduation and post-graduation of men of color.
 - a) Partner with undergraduate, graduate, and professional diversity recruitment colleagues a) Increase BMOC leadership, relevant career experiences, and networks
- 4) Increase the numbers for BMOC in positions of influence on campus and utilize them as mentors for students.
 - a) Increase undergraduate research opportunities and exposure.
 - c) Provide more support for students in obtaining and maintaining proper US citizenship documentation.
 - d) Leverage connections with Housing and Residential Education and Greek/Campus Life to promote strong connections to school.
 - e) Host activities that promote strong, authentic connections among BMOC while supporting differences among sub-groups.
 - f) Establish partnerships with businesses and industries to develop apprenticeship programs for men of color.
 - g) Utilize campus-wide, summer reading activities to increase BMOC networks with faculty, staff and other students
- 5) Establish a system of supports to prevent academic problems.
 - a) Expand the capacity of summer bridge/support programs to serve more students.
 - b) Host events with academic departments to expand BMOC knowledge about and interest in a wide array of college majors.
 - c) Address the needs of scholarship student-athletes holistically, especially those playing football or basketball or other sports that limit students' interactions with campus life and extracurricular activities.
 - d) Monitor the impact of "red-shirting" on on-time degree completion for student-athletes.
 - e) Support BMOC use of academic support services on campus if needed.
- 6) Identify a variety of sustainable funding sources to institutionalize the supports for BMOC on campuses.



Increase the number of males of color who apply, matriculate and complete college/university education on time.

STRATEGY

Why:

Suggested Resources:

Outcomes:

SUPPORTING PROGRAMS

North Carolina Central University Men's Achievement Center

Durham Technical Community College Vision Leadership Initiative

UNC Chapel Hill Men of Color Engagement

Wake Technical Community College Pathways Minority Male Mentoring Program (3MP)

North Carolina State University Minority Male Initiative

EVALUATION

- 1) Track admission, retention, and completion rates each year.
- 2) Track enrollment and success in remedial coursework.
- 3) Conduct program evaluations of BMOC supports to determine effectiveness and continuously improve services.
- 4) Analyze impact of specific foreign language and math courses on BMOC academic performance during their 1st year
- 5) Track access to financial aid, and impact of access to financial aid on retention.

TIMELINE

- 1) By December 2016, identify bench marks and develop plans to ensure increase number and percent of BMOC begin and complete their degrees and certificates on time.
- 2) By July 2016, work with Durham Tech and NCCU to determine the number and percent, if any, of Durham Public School (DPS) BMOC who need remedial coursework upon admission.
- 3) If needed, by July 2017, work with Durham Tech, NCCU and DPS to identify schools that graduate BMOC who are need remedial college coursework and develop a plan to decrease the need for remediation in future DPS graduates.



Develop certified regional career pathways for students to enter high-growth regional industries.

PROBLEM

Community Feedback:

- 1) Understand employer needs.
- 2) In May, 2015, the **NCWorks Commission** released state-wide criteria for establishing certified education-to-career pathways.

NCWorks is a 25-member Commission including representatives from the business community, heads of state workforce agencies, educators, community leaders and representatives from organized labor. All members are appointed by the Governor. The pathway certification criteria provide a common framework for developing, structuring and evaluating pathways.

As Durham moves forward with plans to certify new and existing pathways, it will be important to seek community feedback to ensure that the pathways are inclusive, supportive and accessible for BMOs.

STRATEGY

How:

- 1) Regional pathway certification teams have formed to establish pathways in three of our area's fastest-growing sectors: health and life sciences, information technology and advanced manufacturing. To be certified, the pathways must meet the following criteria:
 - a) Demand-driven and data informed
 - b) Employers engaged at every stage
 - c) Collaborative, including all key stakeholders
 - d) Consistent career counseling and career awareness
 - e) Efficient articulation and coordination
 - f) Work-based learning opportunities
 - g) Multiple entry and exit points associated with stack-able credentials
 - h) Comprehensive evaluation.

Why:

- 1) According to NCWorks, "North Carolina's consistent and focused effort on career pathways will help individuals be ready for work in a shorter time period because they can follow a path that leads to success without duplication of effort and added cost."
- 2) Career pathways help re-engage and retain youth in our education system by providing them with a clear, yet flexible, road map to a good job regardless of where they start or how many stops they make along the way.
- 3) Employers benefit from participating in career pathways that reduce their recruitment and training costs and ensure a reliable talent pipeline. Availability of talent is one of the most important factors businesses consider when deciding where to locate.

Suggested Resources:

Efforts are already underway to achieve this recommendation. Three pathway certification teams have been formed and have successfully applied for planning grants. The teams are in the process of developing a regional structure and pathway action plans. The teams consist of members from:

- 1) Community Colleges throughout the region including Durham Tech, Wake Tech and Johnston Community College.
- 2) Workforce Development Boards including Durham, Capital Area and Kerr-Tar.
- 3) Public School Systems including Wake, Durham, Johnston, Orange and others.
- 4) Community organizations such as Made in Durham and US2020.



Develop certified regional career pathways for students to enter high-growth regional industries.

Empirical Support:

In the upcoming months, NCWorks will require that pathway certification teams establish clear steps to ensure that pathways are:

- a) demand driven and data-informed
- b) include a plan for assessment that defines success, measures progress toward goals, investigates outcomes and points to opportunities for improvement.

Outcomes:

- 1) Significantly more BMOCs obtain a rewarding career by age 25.
- 2) A stronger talent pipeline for employers, especially those with high-demand, well-paying jobs.
- 3) Ultimately, according to NCWorks, "The result will be a stronger economy and an improved quality of life."

SUPPORTING PROGRAMS

- **North Carolina Central:** University Men's Achievement Center
- **Durham Technical Community College:** Vision Leadership Initiative
- **UNC Chapel Hill** Men of Color Engagement
- **Wake Technical Community College** Pathways Minority Male Mentoring Program (3MP)
- **North Carolina State's** Minority Male Initiative

EVALUATION

- 1) Pathway certification teams are charged with developing an evaluation strategy. They will determine how to collect and share data on student re-engagement, retention, graduation and job placement. Current thinking is that the strategy will be developed regionally and implemented locally. **Made in Durham** has recommended using a continuous improvement model to ensure that evaluation is ongoing and leads to improved implementation. However, the certification teams are just beginning their work and it is too early to provide specific details.
- 2) Regardless of the method chosen, it is critical to evaluate how well the pathways serve and support BMOCs. The data required to track the impact of pathways on re-engagement, retention and job placement for BMOCs should be included in the evaluation strategy.

TIMELINE

The certification teams are hoping to receive certification for the first three pathways before the end of the 2015-16 school year. Pathway development is an ongoing process that must continually adapt to labor forecasts and community needs.



Assist employers and youth in building a racial equity lens into recruitment, hiring assessment, and retention structures.

PROBLEM

Community Feedback:

1) At the MBK Durham Youth Summit (January 2015), young men of color shared their frustrations of being seen as thieves, drug dealers, gangbangers, thugs, lazy, dumb, rapists, etc.

2) According to the Robert Wood Johnson Foundation, there is a well-documented empathy gap in how Americans commonly perceive young men of color and the barriers they face. Through their research, they found that Americans generally see young men of color as “others” or a “them,” rather than as part of a greater “we.” This attitude suggests that overall our society lacks empathy for young men of color. Shared identity helps to facilitate empathy, and race or ethnicity is one important shared identity. When that shared identity is absent, though, people make decisions with more judgment than empathy. Because biased messages about people of color permeate our media, culture, schools, and courts, we are all susceptible to implicit bias, and research has demonstrated this includes people of color themselves .

Empirical Support:

Existing school health policies reflect limited emphasis on male centered barriers to health promotion.

STRATEGY

How:

- 1)** Identify and recruit working group members;
- 2)** Identify male social norms of interest to health disparities
- 3)** Develop an evidence-based curriculum to address previously identified male norms.

Why:

- 1)** With some notable exceptions, boys and men of color take more health behavioral risks when compared to non-Hispanic White males.
- 2)** The disproportionately higher risk behavior engagement among males observed at the national level (i.e., higher rates of intentional injuries, homicide, and substance abuse) is consistent with what is observed in the State of North Carolina.
- 3)** Risk behavior engagement is also patterned by age suggesting that it may be especially pronounced among younger boys and men of color.

Suggested Resources:

This recommendation would be achievable through the following existing resources:

- 1)** Movement of Youth
- 2)** Racial Equity Institute

Outcomes:

- 1)** Increased awareness of racial bias in work-place environments
- 2)** Increase in number of YMOC hired in area businesses



Assist employers and youth in building a racial equity lens into recruitment, hiring assessment, and retention structures.

SUPPORTING PROGRAMS

The Racial Equity Institute (REI) helps individuals and organizations develop tools and processes to change patterns of institutional power and to grow institutional equity. The REI approach has a movement orientation, always focused on organization toward institutional change with equitable and just outcomes for people of color.

EVALUATION

- # of Durham businesses that have participated in racial equity training
- # of Durham businesses that consciously implement a racial equity lens into their work
- # of youth in Durham Public Schools that attend a racial equity training
- % change of Durham businesses who attend a racial equity training post outreach
- % change of Durham businesses who state racial equity training has been beneficial toward their work post training
- Pre and post survey administered to employers and students

TIMELINE

We anticipate initial outreach and employer/youth registration for racial equity training to be completed by the end of 2016.



Engage employers and educators to provide career exploration and work-based learning opportunities through which youth can learn about a wide range of jobs while developing employability and life skills.

PROBLEM

Community Feedback:

Made in Durham has conducted small focus groups with Career Development Counselors and youth of color. The youth said that they need more opportunities to learn about careers starting in middle school. They requested more work-based learning tools and activities like career fairs and expos, job shadowing, company tours, online career tools, and internships. The counselors agreed that youth need more opportunities for work-based learning. Both groups said that families also need opportunities to learn about the career and education choices available to youth and the projected labor needs in our area.

Empirical Support:

Methods for measuring the impact of career exploration and work-based learning activities need to be developed and standardized. Discussions are underway at DPS, Durham Tech, NCCU, OEWD, YOI, Made in Durham and others about how to collect some or all of the following data:

- 1)** # of BMOs participating in work-based learning activities and the types of activities
- 2)** Impact of work-based learning on retention and completion for BMOs
- 3)** # of employers providing work-based learning and career exploration opportunities for Durham youth and the types of opportunities provided

STRATEGY

How:

- 1)** Identify opportunities for teachers to participate in externships, conferences and workshops to learn more about work-based learning and high-growth occupations in our area.
- 2)** Map existing work-based learning and internship opportunities available to Durham youth and scale those opportunities.
- 3)** Identify companies demonstrating excellence in community engagement and work-based learning and develop strategies to replicate and expand those programs.
- 4)** Coordinate and align cross-institutional efforts to engage employers.

Why:

- 1)** According to the Urban Institute, "Early and meaningful work experience can reduce youth disconnection...help young people attain higher levels of education, obtain future employment, and boost future salaries. Couple this experience with professional or soft-skills training (also linked to educational attainment and wages) and you have a blueprint for an implementable plan to help young people get into school or stable employment and on the path to long-term success." From: The Missing Pieces in Youth Employment Data Collection and Assessment
- 2)** Work-based learning and career exploration provide a structure for employers to engage more deeply with BMOs and recruit more BMO employees. Engagement may also help employers to understand and eliminate barriers that make it more difficult for BMOs to compete in specific sectors.

Suggested Resources:

This recommendation will be achieved by aligning and expanding existing efforts to engage employers and provide work-based learning in partnership with:

- 1)** Made in Durham Partners: **a)** Durham Public Schools **b)** Durham Tech **c)** North Carolina Central University **d)** Durham YouthWork Internship Program; **2)** Public Allies, Partnership for Youth Opportunity and other internship providers; and **3)** Durham Employers.

Outcomes:

- 1)** More BMOs will have work-based learning experiences that lead to stronger employability and life skills.
- 2)** More BMOs will have career exploration and career counseling opportunities that lead to better informed career planning
- 3)** Employers will actively recruit more BMOs for high-demand, well-paying jobs



Engage employers and educators to provide career exploration and work-based learning opportunities through which youth can learn about a wide range of jobs while developing employability and life skills.

PROBLEM

- 4) # of educator externships and # of Durham teachers participating
- 5) # of educators receiving training on integrating work-based learning into the classroom
- 6) # of career counseling opportunities for BMOs

SUPPORTING PROGRAMS

Nationally and locally, there are many models for excellent work-based learning programs that lead to improvements in school attainment, job retention and earnings. In North Carolina, companies like HAECO in High Point and Biogen in Durham are developing multi-stage work-based learning programs that start with career exploration activities like tours and hands-on projects, continue with job shadowing and/or mentoring and ultimately lead to internships and jobs. More and more, companies are opening their doors to a broader cross-section of younger students in order to encourage them to pursue the skills and knowledge they need to be successful at their companies.

EVALUATION

- 1) Education partners will evaluate the impact of career exploration and work-based learning on student skills and career goals. 2) Youth will evaluate how well career exploration and work-based learning help them plan and prepare for future careers. 3) Employers will evaluate the value of career exploration and work-based learning for their companies. 4) Assessment tools for measuring changes in employability skills and soft skills for youth participating in work-based learning experiences. 5) Student self-assessment of changes in career knowledge or skills following work-based learning. 6) Supervisor and teacher evaluations. 7) Skill development feedback rubrics such as those developed by MHALabs. 8) Longitudinal data on retention, completion and earnings for youth who participate in work-based learning versus those who do not.

TIMELINE

- 1) Mapping of current work-based learning, externships, teacher training and career counseling will be completed by the end of the 2015-16 school year so that targets can be set for increasing participation during the 2016-17 school year.
- 2) Concurrent with the mapping, partners are working to connect BMOs with new work-based learning opportunities during the 2015-16 school year.



Enable career readiness, successful entry into workforce, and job stability for court-involved youth.

PROBLEM

Community Feedback:

To help develop effective strategies for improving vocational training, reducing youth crime and recidivism, and improving the connections between court-involved youth and the labor market, the U.S. Department of Labor, Employment and Training Administration (ETA), and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), funded the Home Builders Institute of the National Association of Home Builders to convene a Task Force on Employment and Training for Court-Involved Youth. The Task Force consisted of researchers, program experts, market analysts, and individuals representing businesses, corporations, foundations, and Federal, State, and local agencies.

Empirical Support:

STRATEGY

How:

- 1) Develop and provide targeted supports for youth involved in the criminal justice system.
- 2) Conduct research on barriers to education and employment for opportunity and court-involved youth and develop a policy agenda based upon this research.
- 3) In year one, partners will provide supports for justice system-involved youth attending three alternative education programs: Magic Johnson Bridgescape Academy, Gateway to College at Durham Tech and Achievement Academy of Durham.
- 4) Encourage employers to ban the box altogether.
- 5) Establish wrap around services to help disconnect youth find, secure and retain jobs.

Why:

- 1) Of the more than 1,250 youth and young adults who are involved in the criminal justice system, 80 percent are African American and 75 percent are high school dropouts.
- 2) Criminal records bar many justice-involved young adults from employment, due to both legal restrictions on the jobs that they can hold as well as employers' policies not to hire individuals who have had contact with the justice system.
- 3) Low-income youth of color, particularly young men, are disproportionately affected by the justice system.
- 4) In Durham County, approximately 1 in 6 North Carolinians have a criminal record, and most of those are gained before the age of 25. As of June 2014, there were 179 Durham residents ages 16-24 in prison, 822 on probation, and 68 on parole, which doesn't include people who may have a previous record, are in the county jail, or are involved in the juvenile justice system.

Suggested Resources:

- 1) Legal Aid of North Carolina
- 2) School-based resource specialists
- 3) School-based employer engagement associates
- 4) Probation and Parole
- 5) Alternative education partners
- 6) Durham businesses

Outcomes:



Enable career readiness, successful entry into workforce, and job stability for court-involved youth.

SUPPORTING PROGRAMS

To help develop effective strategies for improving vocational training, reducing youth crime and recidivism, and improving the connections between court-involved youth and the labor market, the U.S. Department of Labor, Employment and Training Administration (ETA), and the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (OJJDP), funded the Home Builders Institute of the National Association of Home Builders to convene a Task Force on Employment and Training for Court-Involved Youth. The Task Force consisted of researchers, program experts, market analysts, and individuals representing businesses, corporations, foundations, and Federal, State, and local agencies.

EVALUATION

- 1)** Evaluation of this recommendation will be conducted using a pre/post survey, which will measure whether justice system-involved students at the three alternative education programs feel more supported.
- 2)** Focus groups will also be conducted at the conclusion of the 2016 academic school year to assess areas of improvement.

TIMELINE

We propose completion of this recommendation at the end of fiscal year 2016