Building Place-Based Initiatives for Boys and Men of Color and Vulnerable Populations:
A Community Planning Guide

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Introduction

Finally, in communities large and small, all across the nation, leaders and residents have started discussing, documenting, and addressing the persistent opportunity gaps and barriers that exist for boys and men of color. Efforts such as Cities United, My Brother's Keeper, the Campaign for Black Male Achievement, Sons and Brothers, The Alliance for Boys and Men of Color, and the Opportunity Youth Network are building momentum, showing tremendous promise, and achieving results for boys and men of color and other vulnerable populations. For too long, many Black, Latino, Native American, and Asian boys and young men have been falling through the cracks, getting pushed out of school, ending up in juvenile detention, becoming victims of crime, having their health needs unaddressed, and finding themselves without work or prospects of livelihoods. Low-income girls and young women of color often struggle with these same issues and their challenges must also be addressed. Here,

however, we examine how communities can develop rigorous and well-planned strategies specifically targeted to help boys and men of color succeed. If done well, these efforts will enable communities to develop approaches that improve outcomes for all young people, including girls and boys and young people of all races and ethnicities.

Effective strategies require knowledge, focus, commitment, broad engagement, careful planning, and disciplined follow-through. Fortunately, promising approaches, while still developing and improving, are yielding valuable lessons that can guide other communities as they take on the challenge of ensuring that boys and young men of color reach their full potential. This guide provides access to those practices and is designed to help communities across the country get started on the important work of creating opportunity for all.

The broad principles of collective impact provide a useful framework.[1] First, it is important to acknowledge that sustained economic and civic vitality of cities, small towns, tribal lands, rural areas, and regions depends upon the contributions and success of all residents, including those who have historically been left behind. Often the latter groups are people of color. Holding a local event can galvanize momentum toward change by drawing attention to the challenges faced by these young people of color and providing an opportunity for diverse stake-holders to publicly commit to improving outcomes. At the same time, real success also requires gathering and analyzing data to determine who is being left behind, where they live, what institutions and organizations are touching them, and if and how these young people are being supported.

Engagement from a broad cross section of the community is essential to achieve success. Ultimately young people; adults; professionals; and government, civic, community, and business leaders must come together to collectively create and maintain effective practices and policies that expand opportunity. They must agree on a common agenda, and follow through with meaningful and aligned contributions from all partners. It is also important to continuously track and document the impact of the collective efforts with shared metrics. Maintaining ongoing commitment from the larger community requires regular communication about challenges and successes.

Communities across the country are organizing to address these issues. Hundreds of town hall gatherings have brought together committed stakeholders to form a common agenda. These local gatherings have yielded a great deal of information, and have enabled leaders to shape a vision for success and identify clear goals for their initiatives.

This guide provides information about how communities can implement the next phase of achieving priority outcomes for boys and men of color. It focuses on two critical areas of work: 1) how to conduct a policy review and formulate recommen-dations for action and 2) how to develop an action plan. The following sections contain specific guidelines for taking these next steps. In addition, the appendices include a template for organizing the policy review and suggested components of the action plan.

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1   http://www.ssireview.org/articles/entry/collective_impact.

Conducting a Policy Review and Formulating Recommendations for Action
Why is a policy review necessary?

A policy review looks beyond specific programs and services and assesses the larger context that shapes the life chances of boys and men of color, determining whether policies and procedures benefit all populations equitably. A purposeful analysis of who benefits and how, and from which particular policies, is critical to understanding any disproportionate impacts or gaps. The policy review should examine all policies aligned with the priority milestones a community has identified to improve outcomes for boys and men of color, and reveal specific ways that policies and systems may not be working as well as they could.

Far too often, populations of color are marginalized unintentionally by policies that appear to be universally helpful. **A long legacy of both laws and prejudices have conspired to keep boys and men of color and their families out of quality neighborhoods, schools, and jobs.**[2] Engaging in a systematic policy review with an explicit focus on race and gender promotes the conscious dialogue within local systems about populations of color. It also identifies new opportunities for multiagency strategies to help youth stay on a positive trajectory. The alignment of policies, resources, and leadership can yield fundamental changes that reduce or eliminate inequity. The entire community benefits because the intentional focus on those currently least served by systems will yield improvements of value to everyone.

Policies that could be targeted for review include legislative policies, such as the laws governing various programs and funding streams that are set by state legislatures, county supervisors, and city councils; regulatory policies established by government agencies that provide direct oversight for various programs and services enacted by law; and administrative policies established by individual agencies to govern how they approach their work and services, as defined by legislation and regulations. Each type of policy presents a significant opportunity for thoughtful analysis and change to better serve boys and men of color.

Albuquerque, New Mexico
Data from a local action forum in Albuquerque was used to develop two to three key themes to work on. The group then began to discern the issues they could feasibly focus on over the next few years; they determined that revising school discipline policies was a priority. Subsequent work has involved an examination of local policies in comparison to best practices from other places to determine how to have the greatest impact. The group is also exploring how best to involve the young people who participated in the local action forum in the policy review process. They are contracting with the Center for Education Policy Research to analyze the data collected and to move forward in their policy review.

A growing body of research points to an array of policy levers that can help remove barriers and expand opportunities for boys and men of color in ways that can significantly improve population outcomes. The Executives' Alliance[3] has focused on and is considering adopting the Integrated Outcomes and Life Course Framework.[4] This tool would specifically guide a "cradle-to-career" multigenerational approach to the process, which would take into account both the drivers of negative outcomes as well as positive developmental interventions over a man of color's life. This tool is helpful in assessing existing efforts in local communities and states that address the unique and specific obstacles facing boys and men of color, and in identifying gaps. Importantly, such frameworks are rooted in the understanding that place matters and the impact of living in neighborhoods of concentrated disadvantage must be addressed in specific ways that incorporate a firm understanding of human development and confront the intersectionality of age, race, ethnicity, gender, and socioeconomic status.

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2   Executives' Alliance, Integrated Outcomes and Life Course Framework, unpublished draft.

3   The Executives' Alliance is a group of nearly 50 foundations that have committed to improving the lives of boys and men of color.

4   See Arnold Chandler, A Life Course Framework for Improving the Lives of Boys and Men of Color (Forward Change Consulting), https://www.michiganfoundations.org/sites/default/files/resources/Arnold%20Chandler%20-%20Forward%20Change%20Consulting.pdf.

Getting Started

Step 1: Review data on milestones and indicators
The policy review should include an assessment of the local landscape for boys and young men of color. For example, if a community is using the milestones identified by My Brother's Keeper, data collection would focus on determining the status of boys and men of color with regard to the following outcomes:

1. All children enter kindergarten ready to learn
2. All children are reading at grade level by third grade
3. All students graduate from high school ready for college and career
4. All students have access to postsecondary education or job training
5. Improve access to jobs and valuable work experience
6. Prevent youth violence and provide second chances

Gathering information about how boys and men of color are faring in relationship to milestones and indicators provides key insights about the effects of current policy. These data also delineate a starting point for improvement and aid in setting realistic goals and benchmarks for assessing progress. A data-informed analysis can also ensure that recommendations for action will impact selected indicators. For all these reasons, engaging key stakeholders who understand and can work with local data is a hallmark of effective efforts. Forming a data team to select indicators, collect local data, communicate the data to the community, and provide expert analysis will significantly augment local efforts. Securing or redirecting resources toward data collection and analysis may require a shift in funding and policy priorities.[6]

Where relevant, a review of the data should include breakdowns of indicators by specific subpopulations (including age, race, national origin, gender, and individuals in households where languages other than English are spoken) or specific geographic areas within the neighborhood. The review should also include relevant information on crime dynamics or hot spots, education, barriers to employment, existing regional economic growth efforts and industries, areas of commercial blight and/or environmental concern, private economic activity, access to capital, transportation options and mobility and/or other characteristics related to connectivity and public safety. It's important to develop a summary of this information buttressed by data points and analysis that draw on sources no more than 24 months old.

Step 2: Bring together a team
Assembling a diverse, interdisciplinary team to undertake the policy analysis will ensure that the process is informed by people with varied experiences and content expertise. This group should represent those involved in developing and implementing a given policy, community-based organizations that may partner with city agencies to provide the direct services governed by the policy, advocates who have expertise on the policy or related issues, and constituents directly impacted by the policy. Throughout the policy review process, meaningful engagement of various stakeholders will require mindfulness regarding scheduling, transportation, and compensation. In addition, attention to issues of power, culture, and historical context is important to ensure all stakeholders are comfortable engaging with the group.

Rather than focusing on specific programs, the policy analysis should outline the most important life outcomes for youth of color and identify the most effective mechanisms to advance those outcomes. Communities around the country are approaching this process in a variety of ways. Some are organizing their analysis by milestones, others are organizing by different life stages, and others are organizing around broadly defined issue areas. Whatever the approach, identifying indicators and collecting local data to determine areas of need and promising practices will help ground this work in effective action.[7]

Step 3: Identify policies
The team should identify policies that can lead to changes in the community's selected milestones and indicators. Please see the appendix for a matrix that serves as a starting point for this step.

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5   Ibid.
6   See StriveTogether, Theory of Action: Creating Cradle to Career Proof Points, http://www.strivetogether.org/sites/default/files/images/StriveTogether%20Theory%20of%20Action_0.pdf.

7   Ibid.

Step 4: Analyze impact
The next step is to engage in a process of exploration and analysis about the impact of the policies in question in relation to the outcomes being sought. The following questions can help to structure this process:

1. What does the existing policy seek to accomplish?
2. Are particular racial/ethnic groups currently more advantaged or disadvantaged by the policy? How are they affected differently?
3. What data (quantitative and qualitative) is there that demonstrates the existence of inequities?
4. How did this disparity come about? What factors may be creating and perpetuating racial and/or gender inequity? Is the disparity growing or shrinking?
5. What change is sought? How will each racial/ethnic group be impacted?
6. Which policy and systems reforms can help realize this change?
7. How can internal and external support be created for this change?
8. How can the implementation of this change be adequately funded?
9. What does success look like? How can success be measured and what are the benchmarks of progress across the lifespan?
10. How will the impact of changes over time be monitored and systems held accountable?

Answering these questions will help the team identify and address existing structural barriers that hinder success as well as those systems with the potential of boosting opportunity for the community's boys and men of color.

Step 5: Develop recommendations
The team should articulate proposals for policies and systems reform actions that strengthen services, remove barriers, and foster multiagency collaboration. Based on findings from the policy analysis, there will likely be multiple recommendations for each milestone at multiple stages across the life course. In order to be relevant and effective, it is important that the recommendations take into account the scale of the issues facing boys and men of color, their families, and communities and propose solutions with the potential to bring about population-level change. The following steps and considerations can be helpful in forming recommendations that specify the level, order of magnitude, and types of reforms needed:

1. State the problem: identify and clarify the issue.
2. Identify the appropriate audience: describe the decision-maker, level of government, and whether this is a statutory or regulatory reform.
3. Include relevant background research: describe the context and need as well as outline possible solutions.
4. Form criteria to vet solutions, for example, impact, equity, cost, feasibility, and acceptability.
5. State the policy solution: provide a comprehensive description of the effort, including examples of where the reform has worked.
6. Describe the fiscal or budgetary impact: outline the cost of the reform and any resources that can be leveraged to pay for it.
7. Implement solutions: describe necessary elements for implementation to be successful.
8. Evaluate actions: outline how progress will be monitored and tracked.

Developing an Action Plan

Getting Started

Step 1: Identify a leadership organization

Among the different stakeholders and advisors at the planning table (including local government, academic experts, nonprofit service providers, youth and families, and advocacy groups), it is crucial to define a specific group that takes responsibility for moving the work forward. Deciding on the leadership entity and locus of responsibility depends greatly on local context. Emerging lessons indicate that initiatives in which government authentically engages with community organizations in robust partnerships suggest a strong likelihood of success. In some cases, the community organization may be the lead and in other cases it may be a strong partner. If the initiative is anchored by a mayor, mayors should seek the help of entities outside of city hall to ensure sustained focus and impact beyond their tenure.

The leadership organization carries out core functions of the initiative and drives implementation. In addition, this organization works to ensure accountability. Members regularly work with systems leaders to ensure progress toward implementation of relevant aspects of the plan. They determine how the data collection and policy review will be translated into implementation, by prioritizing actions and helping to keep all of the different groups involved on task. Furthermore, they are responsible for setting up the tools that are needed to keep the different pieces (data tracking, monitoring and evaluation, etc.) functioning and working in sync. They also have the authority for determining how to most effectively carry out tasks and hand off tasks among groups.

Key Characteristics of Successful Community Efforts to Improve Outcomes for Boys and Men of Color

✓ Are led by individuals who possess a deep personal commitment to and critical hope for the success of boys and men of color

✓ Take a comprehensive and multidisciplinary approach, working horizontally across the issues that affect the lives of boys and men of color, and vertically from individual transformation to systems and policy change.

✓ Leverage significant financial support and high-level political and policy leadership to improve outcomes for boys and men of color

✓ Directly engage young men of color and other members of their communities as organizers and leaders

✓ Are led and coordinated by strong, effective, local, intermediary organizations that have earned the trust of communities of color and can cultivate sustained collaboration and bring in knowledge and expertise from outside experts

✓ Engage community organizations that are led by boys and men of color

✓ Incorporate a deep understanding of the institutional racism and the barriers that boys and men of color face, the trauma this imposes, and the strategies to heal that trauma

✓ Use data disaggregated by race, age, and gender (and often by neighborhood as well)

✓ Are guided by a results framework that sets clear goals and measurable indicators for boys and men of color

✓ Have the capacity to develop, win, and implement policy and systems changes within domains that impact boys and men of color (such as child welfare, juvenile justice, probation, public schools, and workforce development)

Step 2: Broaden constituencies

Building on efforts already undertaken to establish a broad team to conduct the policy review, securing additional organizations and individuals to shape, support, and help implement the action plan increases reach and capacity. Operating at scale will require a coordinated, collaborative approach, expanding on and aligning with activities already underway that are making important gains with boys and men of color. Potential stakeholders include those advancing quality programmatic efforts contributing to the identified milestones, engaging in high-impact policy reform, and participating in effective cross-system collaboration to improve services and systems. In addition, identifying any local activities or individuals connected to national networks can add capacity to implement the action plan.

Identifying how each stakeholder is best suited to contribute to a particular milestone can be a useful approach. Shared accountability systems and processes will allow participants to see individual stakeholder contributions, performance measures, progress to date, and important lessons learned.

Philadelphia, Pennsylvania

The Mayor's Office—as the leadership organization for My Brother's Keeper (MBK) Philadelphia—has played a pivotal role in developing and advancing Philadelphia's local action plan by serving as a convener, providing staff support, and designing the plan. A key to their success has been establishing clear roles and a partnership structure that allows stakeholders outside of city hall to bring their expertise and resources to bear for the purposes of advancing a shared set of goals while the mayor's office holds all these efforts together. External partners, such as community-based organizations, local networks, or agencies, are the designated leads for each milestone area and are responsible for advancing progress toward the defined results. Each lead partner is supported by staff from the mayor's MBK working committee. The staff participate in committee meetings and bring additional resources, expertise, and national and local connections to bear, and provide other support as needed. Perhaps most important, the external leadership offers city hall an opportunity to leverage additional resources and infrastructure while the staff support provides a direct connection to the mayor's office as they oversee, track, and coordinate progress for the entire initiative.

Step 3: Establish infrastructure

Data collection and analysis, communications, policy, resource development, and outreach and engagement are all necessary for a successful local initiative. The action plan should consider how these capacities will be built or leveraged. The capacity for each of these domains of expertise will likely not be held by any one entity. In some cases, multiple organizations will have overlapping or shared expertise. The goal is to assemble a broad set of stakeholders with the collective resources and expertise to achieve success, and determine roles and responsibilities through a transparent process.

As part of this infrastructure, the partners should develop a blueprint for how various actions will be funded, including plans to use or redirect existing resources and/or obtain new public or private-sector commitments. The blueprint should specify areas where additional commitments, investments, or partnerships with national networks or initiatives could help the community achieve its goals regarding outcomes for boys and men of color.

Step 4: Target and concentrate resources

A review of the data will have revealed key information about the populations and places in greatest need. To achieve equitable outcomes, jurisdictions must target and concentrate resources accordingly. One approach is to focus on geographic areas within the community with the highest concentration of vulnerable populations of boys and men of color, based on the milestones and recommended actions identified. Another approach is to focus on subpopulations within the boys and men of color group who are particularly vulnerable, such as large immigrant populations or teenaged boys in the foster care system.

Stockton, California

With support from Data Co-op in San Joaquin County, stakeholders in Stockton began their efforts by discussing and analyzing local data regarding boys and men of color. Based on these discussions, they determined that their target populations would be youth who have or are in contact with the juvenile justice system, those involved in the child welfare system, youth who have been pushed out of schools, foster youth, and formerly incarcerated adults. The initiative is focusing its resources on these populations in the areas of south, central, downtown, east, and southeast Stockton because they are the locations with the highest need and fewest resources.

Where relevant, action plans should highlight information from the data collection undertaken earlier in the process. Depending on how efforts are being targeted, this would include breakdowns of indicators by specific geographic area or subpopulations (including age, race, national origin, gender, and individuals in households where languages other than English are spoken). Other important elements include relevant information on crime, education, barriers to employment, existing regional economic growth efforts and industries, areas of commercial blight and/or environmental concern, private economic activity, transportation options and mobility, and/or other characteristics related to connectivity and public safety.

The action plan should articulate how supports will be customized for the most vulnerable in each subgroup or place. These customized supports will depend on the relevant agencies and partner organizations aligning policy and programs and focusing resources per community or per population in collaboration with other members of the initiative.

Sacramento, California
In Sacramento, the city is engaging various stakeholders to build its boys and men of color initiative, a process facilitated by the Sierra Health Foundation, which is helping to coordinate and facilitate development of the community's focus on boys and men of color. The Sacramento leadership action summit brought together members of the public sector, community-based organizations, superintendents from six of the eight school districts, and academic experts. They discussed a framework for developing an action plan as well as best practices for meeting design and process facilitation. The second meeting convened a broader set of constituents, and was open to all people who work with boys and men of color in the age ranges of 0–11, 12–18, and 19–25 years. Finally, the third meeting will be open to the general public (500 people have been invited) and will review the strategy and policy recommendations developed so far.

Step 5: Develop an implementation strategy
To ensure positive change occurs for boys and men of color, it is important to establish timelines for tasks, targeted outcomes to work toward, and incremental benchmarks along the way. Ongoing monitoring and annual review can help keep the action plan on track. Benchmarking allows all constituencies and the community to see progress, hold key stakeholders accountable for their roles, and make adjustments to the action plan as necessary. While there are many indicators and metrics associated with the milestones that can fulfill this purpose, the best to

use are those that are publicly available, can be tracked locally and nationally, and connect to root cause issues affecting boys and men of color.

Albany, New York
Stakeholders in Albany are working with Albany Promise to collect data on the opportunity gaps that exist for boys and men—as well as girls and women—of color and to analyze potential solutions. These efforts include using data to determine whether a specific after-school mentorship program, for example, will actually improve reading levels for the targeted population and if so, by when? They are also incorporating benchmarks into their proposed actions as a way to gauge results.

Step 6: Write and disseminate the plan
A compelling and concisely written action plan specifies the commitments of all involved and the outcomes being pursued. Stakeholders should be able to reference it easily and know which components they are responsible for. Plans should include the initiative's vision, milestones, organizational chart, infrastructure plan, and implementation strategy. See the appendix for more detail on specific elements to include.

In addition, to ensure coherence in the overarching narrative, the plan should:
- address synergies and potential conflicts among identified goals, and make connections among different policy areas, as well;
- articulate a rationale for setting priorities among different goals and activities, and if necessary, address the timing of implementation of specific goals and activities;
- address activities of partners and non-partners that would have an effect on activities or success; and
- articulate the extent to which the plan will contribute to or benefit from broader regional economic development, livability, revitalization, or population-specific efforts.

The process of writing the plan can serve as an opportunity to engage the broader community. Sharing a draft version with constituents and incorporating suggestions into the final document can strengthen the plan and build support. After the plan is finalized, it should be publicly launched and disseminated widely. The plan can be used as an ongoing tool to engage the community in improving outcomes for boys and men of color.

Share your action plan with other communities by submitting it to the White House My Brother's Keeper Team at localgovernment@who.eop.gov.

Conclusion

Action plans are not meant to be static. These dynamic documents should change as the local context does. This flexibility will enable leaders charged with monitoring implementation to recalibrate and augment strategies or approaches based on real-time learning and in anticipation of new developments and needs. For example, reforms in the federal justice system could enable those with non-violent drug offenses to have reduced sentences and return home, which could drive a need for more resources for re-entry supports and services. Similarly, changes to school discipline policies that result in decreased suspension and expulsion could require shifts in education spending and resources. While this level of project planning may be atypical, initiatives should be prepared to address change with processes of transparency, trust, and clear lines of communication.

Finally, the quest for results must be driven by the fact that maintaining the status quo is an unacceptable outcome. The same practices that produced gross disparities won't be the same tools that remedy them. To change these dynamics, institutions must function in altogether new ways, punctuated by a passion to close racial gaps and build ladders of opportunity for all. This guide is intended to illustrate and provide access to a set of promising practices that communities are building in the here and now to significantly improve outcomes for boys and men of color. It is offered to provide insight and support to the ever-expanding numbers of residents, leaders, and communities who are taking on the challenge of ensuring that boys and men of color reach their full potential.

Additional Resources

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

My Brother's Keeper Community Challenge: Implementation Webinar
This official slide deck provides guidance on My Brother's Keeper (MBK) implementation, including the key steps of how to build understanding, identify leading practices, and take action with a cradle-to-college-to-career lens.
http://mbkchallenge.org/pdf/mbk-implementation-webinar-presentation.pdf

My Brother's Keeper Philadelphia
The Philadelphia, Pennsylvania, Local Action Plan.
https://mbkphilly.files.wordpress.com/2015/03/mbk-0320-finalspreads-2.pdf

Mayor's Young (MY) Lansing
The Lansing, Michigan, Local Action Plan.
http://www.lansingmi.gov/media/view/MY_Lansing_Final/6984

Bloomberg Associates, MBK (My Brother's Keeper) Community Challenge Planning
A presentation to guide the planning process.
http://www.bloombergassociates.org/content/uploads/sites/2/2015/04/MBK-Community-Challenge_Linda-Gibbs_4-9-15.pdf

Center for Law and Social Policy, A Collective Responsibility, A Collective Work
This paper presents a picture of risk and challenge for youth in distressed communities and outlines how these communities can band together to create a continuum of supportive activities to bolster youth's success in school and life.
http://www.clasp.org/resources-and-publications/files/0412.pdf

Durham, North Carolina, Managing for Results White Paper
An in-depth summary of Durham County's "Managing for Results" model, including the key components of budgeting, management, planning, evaluation, and learning.
http://www.dconc.gov/home/showdocument?id=12430

Durham County, North Carolina, Managing for Results Webpage
Additional information about the "Managing for Results" model.
http://www.dconc.gov/government/departments-f-z/public-information/managing-for-results-mfr

FSG, Collective Impact Forum
Tools, resources, and advice for those practicing collective impact. The forum is a network of individuals coming together to share experience and knowledge to accelerate the effectiveness and adoption of collective impact.
http://www.collectiveimpactforum.org/resources

Interim Report from the President's Task Force on 21st Century Policing
The task force submitted an initial report to the President on March 2, 2015. The report includes best practices and recommendations developed from a series of public listening sessions and input from key stakeholders throughout the country.
http://www.cops.usdoj.gov/pdf/taskforce/Interim_TF_Report.pdf

PolicyLink, Getting Equity Advocacy Results
Getting Equity Advocacy Results (GEAR) draws from the wisdom and experience of seasoned advocates and action researchers to provide useful benchmarks, frameworks, and tools for measuring progress in equity efforts for policy change across a range of issues.
http://www.policylink.org/gear

Promise Neighborhoods Institute at PolicyLink, Accelerating Results for Black Males: A Resource Guide
Part I is designed to help Promise Neighborhoods systematically identify and address barriers to improve the outcomes of black male children in their communities. It offers step-by-step instructions for assessing their needs and recommends a results-based framework for using this information to make a positive impact in their lives, from cradle to college to career.
http://www.policylink.org/find-resources/library/accelerating-results-for-black-males-a-resource-guide

Race Forward, Racial Equity Impact Assessment Toolkit
A Racial Equity Impact Assessment (REIA) is a systematic examination of how different racial and ethnic groups will likely be affected by a proposed action or decision. This toolkit helps guide the REIA process.
https://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit

Race Matters, Institute Toolkits
These resources are designed to help organizations get better results in their work by providing equitable opportunities for everyone. The tools can be used individually or collectively to analyze issues and develop strategies that lead to effective, measurable impact.
http://www.racemattersinstitute.org/resources/

Appendix I
Policy Review Matrix

This matrix highlights potential opportunities for policy review connected to improving outcomes for boys and men of color.
Note: Rules for local jurisdictions vary, depending on locality. Some agencies fall under local control while other may be overseen by the county or state.

Milestone	Important Issues	Target Populations	Departments/ Systems Involved	Policy Review Opportunity
1. **All children enter kindergarten ready to learn**	• Greater access to early childhood services • Improved quality of early childhood care • Flexibility of childcare subsidy for low-income families • Parental supports • Parental enrollment in public benefits • Health and developmental screenings • Harsh disciplinary practices • Social/ emotional health and reduced exposure to trauma	• Young boys in poverty • Fathers • Mothers of boys	• Health & Human Services • Childcare licensing • Education • Parks & recreation • Labor • Community college system	• Childcare subsidy eligibility regulations • Administrative policies for use of city parks by childcare programs and professional development for teachers and their support staff • Universal pre-kindergarten
2. **All children are reading at grade level by third grade**	• Literacy development • Summer reading loss • Chronic absenteeism • Punitive student retention repercussions • Teacher training • English language learners • Learning disabilities • Harsh disciplinary practices	• Boys in elementary school • Parents/ caregivers of elementary school-aged boys	• Education • School district • Library system • Parks & recreation	• Third-grade reading legislation • Third-grade student, school, and teacher accountability regulations • Administrative policies of local libraries • Administrative policies on selection of school curriculum and professional development options

Milestone	Important Issues	Target Populations	Departments/ Systems Involved	Policy Review Opportunity
3. **All students graduate from high school ready for college and career**	• High school teachers, coursework, and counselors • High school dropout prevention and recovery • High school college readiness • High school connections to work • Harsh disciplinary practices • Chronic absenteeism • Culturally responsive education and youth development	• Boys/young men in middle and high school • Parents/ caregivers of middle and high school-aged boys • High school dropouts	• Education • School district • Parks & recreation • Labor • Community college system • Local universities	• Teacher accountability regulations • Academic failure early warning system • Fair school discipline code and restorative justice • School district equity scorecard • Administrative policies on school counselor placement • Administrative policies on college preparatory course offerings • Administrative policies on dropout re-enrollment
4. **All students have access to postsecondary education or job training**	• Access to post-secondary education and training opportunities • Financing education • Cross-system partnerships	• High school graduates • High school dropouts • Incarcerated and formerly incarcerated • Parents/ caregivers of young men	• Community college system • Local universities • Labor/ Employment Office • Health & Human Services • Justice	• Administrative policies on remedial college courses • Legislation and regulations on nontraditional postsecondary options • Community college student transfers[1] • Empowering students through enhanced financial counseling • Statewide higher education initiatives
5. **Improve access to jobs and valuable work experience**	• Job training • Subsidized or transitional jobs • Summer and year-round youth employment • Wealth building strategies • Entrepreneurship and innovative employment models	• Boys/young men age-eligible for work • High school dropouts • Incarcerated and formerly incarcerated • Young parents	• Labor • Education • Parks & recreation • Transportation • Justice/ Corrections • Procurement	• Summer youth employment funding and policies • First source hiring[2] • Bid incentive programs[3] • Administrative policies on functioning of workforce investment board and use of its resources • Policies related to procurement • Policies for mass transit use and expansion • Policies for support of small business development • Cash advance, check cashing, and banking policies

Milestone	Important Issues	Target Populations	Departments/ Systems Involved	Policy Review Opportunity
6. **Prevent youth violence and provide second chances**	• Building trust and legitimacy in policing by reforming policy and increasing transparency and oversight[4] • Instituting principles of procedural justice[5] • Community policing for crime reduction • Re-entry • Juvenile record expungement • Reforms to juvenile and criminal justice systems • Mentorship • Discrimination on the basis of socio-economic status, race, gender, and sexual orientation • Remove illegal guns from communities • Eliminate group violence by targeting leaders of violent activities • Include the formerly incarcerated and ex-gang members as leaders and advisors • Rebuild neighborhoods and communities marred by violence • Invest in prevention strategies connected to targeted violence reduction strategies	• Boys/young men with arrest records • Boys/young men with juvenile or adult convictions • Incarcerated boys and young men • Boys/young men on probation or parole • Boys/young men living in high-crime neighborhoods • Boys/young men living in low-income neighborhoods	• Justice/ Corrections • Law enforcement • Parks & recreation • Labor • Health & Human Services • Housing • Department of Education • Community college system	• Collaboration of law enforcement agencies with community members to develop policies and strategies in communities and neighborhoods disproportionately affected by crime[6] • Police training on diversity, racial equity, and community sensitivity • Mandating external and independent criminal investigations in cases of police use of force resulting in death, officer-involved shootings resulting in injury or death, or in-custody deaths • Policies on use of force that require agencies to collect, maintain, and report data to the federal government on all officer-involved shootings • Medical treatment, including mental health services, for incarcerated and formerly incarcerated youth and young adults • Policies on placement of probation/parole check-in within youth-serving organizations • Regulations on post-secondary opportunities for formerly incarcerated youth and young adults

1 Requires community colleges in California to grant an associate's degree for transfer after a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

2 Provides local hiring preferences for targeted groups of city residents through "project labor agreements."

3 These programs award projects to contractors who meet the best combination of price and technical qualifications that take into account local hiring and other policy priorities, such as targeted hiring for specific populations.

4 President's Task Force on 21st Century Policing. 2015. *Interim Report of the President's Task Force on 21st Century Policing*. Washington, DC: Office of Community Oriented Policing Services, http://www.cops.usdoj.gov/pdf/taskforce/Interim_TF_Report.pdf

5 Ibid.

6 Ibid.

Appendix II
Suggested Elements to Address in Building the Action Plan

A. Vision
What is your community's vision for success?

B. Milestones
What are the milestones you hope to act on? (Check all that apply)

- ☐ Milestone 1: All children enter kindergarten ready to learn
- ☐ Milestone 2: All children are reading at grade level by third grade
- ☐ Milestone 3: All students graduate from high school ready for college and career
- ☐ Milestone 4: All students have access to postsecondary education or job training
- ☐ Milestone 5: Improve access to jobs and valuable work experience
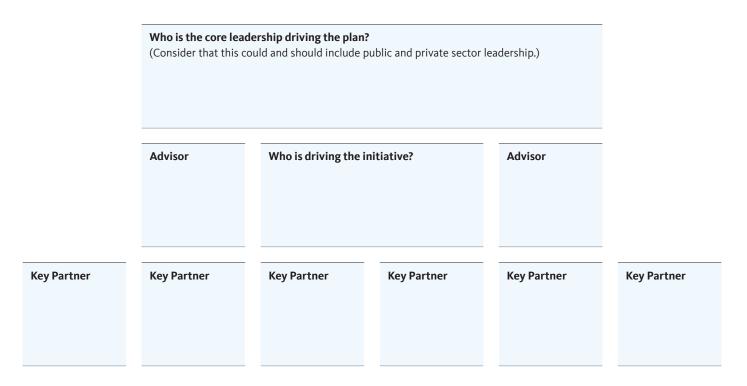- ☐ Milestone 6: Prevent youth violence and provide second chances

C. Principles
What are the principles guiding your efforts? (List any and all that apply)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

D. Organizational Chart

Who is driving the initiative? Who are the partners, advisors, and other key stakeholders? Complete a chart for each milestone.

		Who is the core leadership driving the plan? (Consider that this could and should include public and private sector leadership.)			
	Advisor	**Who is driving the initiative?**		**Advisor**	
Key Partner	**Key Partner**	**Key Partner**	**Key Partner**	**Key Partner**	**Key Partner**

E. Infrastructure Plan and Implementation Strategy (complete for each milestone)

The matrix below can help you conceptualize the components of your plan. The matrix is pre-populated with sample activities and categories. The categories are defined as follows:

Major Activities: These are the activities you will have to conduct to move indicators and make progress on milestones. Examples include:

- Milestone: Ensure all youth complete post-secondary education or training
  - ✓ Establish concurrent enrollment agreements between high schools and community colleges focused on high growth careers
- Milestone: Ensure all youth remain safe from violent crime and receive second chances
  - ✓ Launch police department wide trainings on procedural justice

As you outline your activities, don't forget to incorporate key strategies to help you execute them. Examples are shown below.
- Policy: Which policies do you plan to address?
- Communications: How are you planning to share the challenges boys and men of color face and what actions will you take to address those challenges? How will you change the public narrative about boys and men of color?
- Outreach and Engagement: What are you doing to connect with and seek input from residents, youth, families, and other stakeholders? How will you ensure they have a role to play in furthering the effort?

Responsible Party: Who is responsible for carrying out each of the activities?

Key Resources: How will you ensure each component of the plan and all of the strategies are well-resourced? What public and private funding streams can be leveraged to support this effort?

Important Dates: Decide on timelines for carrying out the activities associated with each indicator.

Performance Measures: Describe a strategy and system for tracking and reporting on progress and ensuring transparency and accountability using data. You should create disaggregated performance measures on boys and men of color or other groups served that mirror existing performance measures for all children served.

Milestone:

Indicator:

Major Activities	Responsible Party	Key Resources	Important Dates	Performance Measures
1.	*Example:* City staff, school boards, etc.	*Example:* **Cost $** **Fiscal Impact** • Short-term • Medium-term • Long-term	*Example:* • Immediate objectives • Intermediate objectives • Long-term objectives	*Example:* Introduction and passage of legislation, publishing a report, and launch of a campaign.
2.				
3.				

Milestone:

Indicator:

Major Activities	Responsible Party	Key Resources	Important Dates	Performance Measures
4.				
5.				
6.				

Notes

Notes

Acknowledgments

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