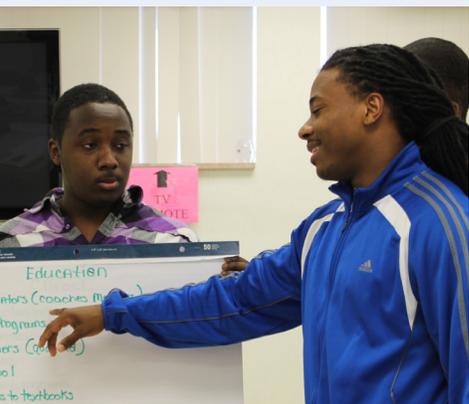


# MY BROTHER'S KEEPER INITIATIVE

## LOCAL ACTION PLAN 2016

CHATTANOOGA, TENNESSEE



OFFICE OF MAYOR ANDY BERKE  
CITY OF CHATTANOOGA, TENNESSEE



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# MY BROTHER'S KEEPER

In 2014, President Obama launched the *My Brother's Keeper* initiative to address persistent opportunity gaps faced by boys and young men of color and to ensure all young people can reach their full potential. Through this national initiative, the White House has joined with cities and towns, businesses, and foundations who are taking important steps to connect young people to mentoring, support networks, and the skills they need to find a good job or go to college and work their way into the middle class.

My Brother's Keeper is focused on six goals:

## ENTERING SCHOOL READY TO LEARN

All children should have a healthy start and enter school ready - cognitively, physically, socially and emotionally.

## READING AT GRADE LEVEL BY THIRD GRADE

All children should be reading at grade level by age 8 - the age at which reading to learn becomes essential.

## GRADUATING FROM HIGH SCHOOL READY FOR COLLEGE OR CAREER

All youth should receive a quality high school education and graduate with the skills and tools needed to advance to postsecondary education or training.

## COMPLETING POSTSECONDARY EDUCATION OR TRAINING

Every American should have the option to attend postsecondary education and receive the education and training needed for the quality jobs of today and tomorrow.

## SUCCESSFULLY ENTERING THE WORKFORCE

Anyone who wants a job should be able to get a job that allows them to support themselves and their families.

## KEEPING KIDS ON TRACK AND GIVING THEM SECOND CHANCES

All youth should be safe from violent crime; and individuals who are incarcerated should receive the education, training, and treatment needed for a second chance.



*We must commit and work together to ensure that the opportunity gaps faced by young men of color are closed.*

*Andy Berke*

## CHATTANOOGA'S CALL TO ACTION

The City of Chattanooga is one of nearly 200 communities to accept President Obama's My Brother's Keeper (MBK) challenge. The MBK is a call to action and initiative to inspire the development and implementation of local action plans that ensure all young people—regardless of their own or their family's background, location, or situation—can achieve their full potential.

Chattanooga Mayor Andy Berke and a group of dedicated community members embraced the challenge, choosing four of the six MBK goals to focus Chattanooga's effort on. These four MBK goals are defined by the White House as follows:

- All children enter school cognitively, physically, socially & emotionally ready to learn;
- All youth complete postsecondary education or training;
- All youth have opportunities for employment out of school; and
- All youth remain safe from violent crime and are provided second chances.

The MBK initiative aims to improve outcomes for Chattanooga's young men of color in a manner that is effective, efficient, and leverages, not duplicates, the incredible work being done by organizations and individuals across the community. Accordingly, throughout the past months, Mayor Berke's Department of Youth & Family Development (YFD) collaborated with volunteers from the public and private sectors in a coordinated effort to assess the current status of community and progress to support the identified MBK goals. This process included volunteer-led interviews with relevant community organizations and facilitated constituent group discussions with youth, parents and other key stakeholders as well as a community-wide survey. Through the process, the team was able to identify great work and commitment to the MBK goals and provide information to inform ongoing work towards the creation of Chattanooga's own MBK Local Action Plan.

Approximately 100 representatives from key organizations committed to the success of Chattanooga's MBK Challenge came together last November to convene the four working groups. They not only debriefed the agency interviews, constituency interviews, surveys and research, but together brainstormed potential first steps our community could take to close gaps and help empower more of our young people to succeed. This built the foundation of Chattanooga's MBK Local Action Plan.

Each working group was tasked with identifying action steps to overcome current barriers and gaps that prevent or limit success for each of Chattanooga's MBK goals. After hours of working together, each group created a list of specific short- and long-term action steps and potential community champions that could be invited to help lead a specific action forward in the coming year.

This Local Action Plan captures the action steps and potential community champions necessary in realizing the first year goals of Chattanooga's MBK Initiative.

# CHATTANOOGA'S MY BROTHER'S KEEPER GOALS



## READY TO LEARN

All children enter school cognitively, physically, socially, and emotionally ready to learn.



## POSTSECONDARY EDUCATION OR TRAINING

All youth complete postsecondary education or training.



## WORKFORCE OPPORTUNITIES

All youth have opportunities for employment out of school.



## SAFE FROM CRIME & PROVIDED SECOND CHANCES

All youth remain safe from violent crime and are provided second chances.



School

IT'S IN  
THE BIBLE

# GOAL I: READY TO LEARN



*ALL CHILDREN ENTER SCHOOL COGNITIVELY, PHYSICALLY, SOCIALLY, AND EMOTIONALLY READY TO LEARN.*

## THE CHALLENGE

In Hamilton County, **16.2%** children of color are born below a healthy birth weight, compared to 7.7% of white children.

**60.5%** of students in Hamilton County live in homes considered to be economically disadvantaged.

MBK is a data-driven initiative that focuses on identifying and supporting programs and activities that are likely to positively affect key indicators, or measures of progress/success. For this goal area, the relevant indicators are:

- Increased enrollment in quality pre-K
- Reduced low birth weight rates
- Reduced adolescent births rates
- Increased youth developmental screenings

These indicators are measures that reflect an improved likelihood a child will be prepared to succeed in kindergarten.

## INVENTORY & ASSESSMENT PROCESS

MBK volunteers began by assessing the current status of community activity and progress to support the goal area. This included an initial inventory of relevant activities and programs. The process included:

- 10 volunteer-led interviews with relevant community organizations
- Facilitated constituent group discussions with:
  - a) Mothers with Young Children;
  - b) Youth.
- A survey of stakeholders that yielded 11 survey responses related to goal area
- Structured conversations between MBK convener (Gary Rudolph) and key stakeholders

The information collected reflects input from a sample of organizations and individuals committed to supporting parents, through services for the parent or child, as they prepare their children for Kindergarten. The process helped identify and characterize the work and commitment to this goal area.

Attendees at the working group session reviewed findings from this process and augmented the inventory and assessment with their own input and insight, as described below.

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## BARRIERS & GAPS TO OVERCOME

The MBK Ready to Learn team seeks to identify and overcome the barriers and gaps that prevent or limit greater success in the indicators named above. The following is a list of all barriers identified through stakeholder interviews, surveys, discussion with youth, and active participation by attendees at the working group session.

*Collected via Interviews, Survey, & Group Discussions Prior to the Working Group Session:*

- Inconsistent parental awareness of:
  - Available resources
  - Affordable early childhood care options
- Inconsistent parental understanding of what “ready to learn” means and how they can support it
- Inconsistent parental confidence in:
  - Safe third-party childcare provision
  - Learning environments respecting differing cultures and faith perspectives
- Linguistic barriers for non-native English speakers
- Lack of transportation necessary to access additional resources and activities
- Limited supply of quality, affordable early childcare and long-waiting times for available early childcare
  - Funding limitation for existing providers
- Limited supply of quality, affordable Pre-K
- Lack of policy (and funding) to ensure universal access to Pre-K
- Limited access to role models and mentors for teenage girls and boys

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*In 2013, the birth rate in Hamilton County for African-American female teens (between the ages of 10 and 17) was 8.5 per 1000 while the birth rate for white female teens was 5.2 per 1000.*

**BARRIERS  
& GAPS  
IDENTIFIED  
BY WORKING  
GROUP  
PARTICIPANTS**

At the working group session, attendees broke out into small groups to discuss additional barriers/gaps impacting success in each indicator area. The small groups also identified the top three barriers and gaps for each indicator. The outcomes from these discussions are detailed, below:

**REDUCING ADOLESCENT BIRTHS**

*Top 3 Barriers and Gaps:*

- Youth not meeting academic benchmarks
- Lack of adequate early education and awareness (responsibility in adulthood, consequences of decision-making)
- Need for more mentorship: Adults matched with child throughout childhood

**REDUCING RATE OF LOW BIRTH WEIGHT**

*Top 3 Barriers and Gaps:*

- Inadequate substance abuse education, including information related to Neonatal Abstinence Syndrome (NAS)
- Lack of knowledge of and access to prenatal healthcare
- Lack of understanding and ownership of responsibility to prepare for pregnancy

**INCREASING PRE-KINDERGARTEN ENROLLMENT**

*Top 3 Barriers and Gaps:*

- Limited access to centers with quality curriculum
- Limited parental and community knowledge
- Limited local funding

**YOUTH DEVELOPMENT SCREENING**

*Top 3 Barriers and Gaps:*

- Inadequate knowledge of the makeup of the child's brain
- Inconsistent parental understanding of what "ready to learn" means
- Need for more parental involvement in child's education and screening



## ACTIONS ITEMS

After identifying what barriers may prevent or limit success in the indicator areas, MBK participants worked to identify ideas for action to overcome barriers and gaps and strengthen the community's collective work in relation to ensuring *all children enter school cognitively, physically, socially and emotionally ready to learn*.

The following short- and long-term action ideas were collected either in the assessment process or identified by working group participants. Those in bold were identified as tactics ready for working group members to move toward implementation.

### SHORT-TERM (WITHIN 1 YEAR)

- Publish regular data on the following key metrics:
  - Increased enrollment in quality pre-K;
  - Reduced low birth weight rates;
  - Reduced adolescent births rates; and
  - Increased youth developmental screenings.
- Host monthly "Ready to Learn" working group meetings.
- **Complete inventory of effective programs and establish resource guide.**
- **Expand access to Baby University.**
- **Expand access to mentoring.**
- **Encourage businesses to increase support for employees with kids.**
- **Research models and resources necessary to establish Parent University.**
- Promote substance abuse and prenatal / preconception awareness.
- Identify at-risk schools and match community organizations to meet needs.
- Establish reading programs and emphasis from Birth to 3rd grade.
- Educate community on the value of early childhood education.

### LONG-TERM (+1 YEAR)

- **Establish Parent University.**
- Establish resource center and training summit for individual and small private childcare providers.
- **Increase the number of Pre-K slots available in Hamilton County.**
- Increase opportunities for pre-developmental screenings for children.
- Identify children with learning disabilities early.
- Develop a community/neighborhood school system.
- Establish policy to ensure universal access to quality Pre-K.

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## ACTION PLAN

The following table captures the action items to be pursued along with the community stakeholders to move the action item forward as described.

Ready to Learn Action Plan			
Goal	Indicators	Action Steps	Champions
<b>All children enter school cognitively, physically, socially &amp; emotionally ready to learn.</b>	<ol style="list-style-type: none"> <li><b>Increased enrollment in quality pre-K</b></li> <li><b>Reduced low birth weight rates</b></li> <li><b>Reduced adolescent births rates</b></li> <li><b>Increased youth developmental screenings</b></li> </ol>	Launch an MBK dedicated website to regularly share the latest info available on indicators, and a way for partners to convene and organize around the goal areas.	YFD launches MBK dedicated website
		Complete an inventory of what existing programs are designed to influence each goal area to help inform working groups and identify where gaps need to be addressed	MBK Working Group
		Explore the potential of launching a “Parent University” type model	MBK Working Group
		Regularly convene stakeholders to review opportunities to amplify each other’s work around each indicator and the goal area.	YFD
		Explore what community members can do to better support the schools in greatest need.	MBK Working Group
		Expand access to Baby University pre-natal tips through innovative text program.	Mayor
		Expand access to Baby University program	Signal Centers
		Promote businesses committing to help employees with young kids have greater access to early learning support.	MBK Working Group
		Expand YFD Alternative Sentencing Program to reduce adolescent births.	YFD
		MBK Working group to recruit employers willing to commit to support pregnant employees with information on prenatal care.	MBK Working Group
		Request Budgeting for Outcome proposals for FY18 budget that are designed to influence these indicators and goal area.	City

**CURRENT ACTION STEPS IN PROGRESS**



**Expand Baby U**

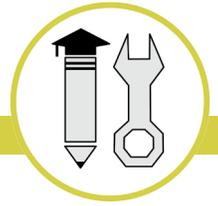
**Mentorship Collective**

**Office of Early Learning**

- Baby U is currently expanding to include more families in East Lake as well as begin serving families in Alton Park.
- The newly established Chattanooga Mentorship Collective is currently working to sign up new mentors in an effort to ensure access for every child who wants a mentor.
- Through the City’s FY2016/2017 budget, an Office of Early Learning was established to support and coordinate early learning efforts across the City.



# GOAL II: POSTSECONDARY EDUCATION OR TRAINING



*ALL YOUTH COMPLETE POSTSECONDARY EDUCATION OR TRAINING.*

## THE CHALLENGE

Educational attainment differs sharply between men and women of color and their white counterparts, with 23% of African Americans attaining less than a high school education (compared to 11% of Caucasians) and only 10% of African Americans earning a Bachelors degree (compared to 35% of Caucasians).

MBK is a data-driven initiative that focuses on identifying and supporting programs and activities that are likely to positively affect key indicators, or measures of progress/success. For this goal area, the relevant indicators are:

- Number of advanced high school degree enrollment/completion
- Number of STEM-BA dual enrollment/completion

These indicators, which reflect increased enrollment and completion in college prep courses and programs, imply that more students are prepared to successfully pursue and complete post-secondary education and professional training.

## INVENTORY & ASSESSMENT PROCESS

MBK volunteers began by assessing the current status of community activity and progress to support the goal area. This included an initial inventory of relevant activities and programs. The process included:

- 8 volunteer-led interviews with relevant community organizations
- Facilitated constituent group discussion with youth
- A survey of stakeholders that yield 8 survey responses related to goal area
- Informal and formal MBK convener (Gary Rudolph) conversations with key stakeholders

The information collected reflects input from sample of organizations and individuals committed to supporting students/youth as they prepare for life after high school, as well as input from youth themselves. The process identified and characterized great work and commitment to this goal area.

Attendees at the working group session reviewed findings from this process and augmented the inventory and assessment with their own input and insight, as described on the following page.

## BARRIERS & GAPS TO OVERCOME

The MBK goal team seeks to identify and overcome the barriers and gaps that prevent or limit greater success in the indicators named above. The following is a list of all barriers identified through stakeholder interviews, surveys, discussion with youth, and active participation by attendees at the working group session.

### *Collected Via Interviews, Survey, & Youth Discussion*

- Limited funding to support growth and outreach of effective programs
- Year-to-year nature of grant commitments make it challenging to sustain and/or grow effective programs
- Limited access to qualified, trained staff to support effective programs
- Inconsistent levels of parental support, involvement, and participation
- Lack of focus on long-term solutions
- Some effective programs lack a transportation component to ensure students can make it consistently to the program
- Low parental awareness of effective programs
- Students economic status may limit their ability to participate actively
- Limited access to commitment and qualified mentors and volunteers
- Some prospective mentors and volunteers cannot pass required background checks
- Students are sometimes responsible for siblings' care, limiting time to prepare for post-secondary education
- Students are not always taught "soft-skills" by their parents
- Students household environment may not support academic success
- Limited awareness among organizations regarding each other's programs and services hinders collaboration identification
- Limited opportunities for student to take college tours
- Students lack opportunities for exposure to new ideas and people that might broaden their perspectives and give them a bigger image of the world outside their own
- Youth/students are often not listened to or understood by their parents and other adults
- Youth/students lack adequate access to school counselors and mentors
- Youth/students are viewed as a group and not as individuals

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## BARRIERS & GAPS IDENTIFIED BY WORKING GROUP PARTICIPANTS

At the action planning session, attendees broke out into small groups to discuss additional barriers/gaps affecting success in each indicator area. The small groups identified the additional barriers and gaps listed below.

- Need for consistent quality education in elementary and middle school
- Youth are already behind in elementary or middle school
- Lack of course offerings and academic rigor
- Limited availability of school counselors and limited resources to support them
- Lack of high-quality teachers
- Closure and limited availability of school aftercare/education options
- Social promotion (advancing youth based on their age or social development, not educational performance)
- Resource disparity between schools

- Negative attitudes toward or limited expectations for boys and girls of color
- Racism and communication issues regarding cultural differences
- Inconsistency in youth empowerment, communicated expectations, and access to realistic/accurate information
- Duplication of services and/or programmatic turf issues

## ACTIONS ITEMS

After identifying what may be prevent or limiting success in the indicator areas, MBK participants worked to identify ideas for action to overcome barriers and gaps and strengthen the community's collective work in relation to ensuring all youth complete post-secondary education or training.

The following short- and long-term action ideas were collected either in the assessment process or identified by working group participants. Those in bold were identified as those that the working group's members will move forward toward implementation.

### SHORT-TERM (WITHIN 1 YEAR)

- **Share data on current status of indicators with working group.**
- **Develop inventory, resource guide, and referral network.**
- Offer apprenticeships and professional mentors to high school students.
- **Identify, engage, and convene influencers and advocates to supplement afterschool programs and add integration preparation into the school day.**
- **Aid service providers in better understanding the importance of consistent positive affirmations and attitudes toward youth.**
- Campaign to encourage qualified mentors and volunteers.
- Convene organizations to discuss their programs and identify opportunities for collaboration and partnerships.
- **Evaluate how best to empower and support high school counselors.**
- **Vote and advocate for policies that support needed programming and services as identified by Local Action Plan and working group.**
- Offer apprenticeships and professional mentors to high school students.
- **Increase student access to technology including internet.**

### LONG-TERM (+1 YEAR)

- Establish more structured mentorship programs.
- Establish a "clearinghouse" that connects youth with post-secondary education and training opportunities.
- Establish a Boys Leadership Academy.
- Establish a YFD Leadership Academy.
- Develop a community/neighborhood school system.
- Establish policy to ensure universal access to quality Pre-K.

**ACTION PLAN**

The following table captures the action items to be pursued and the community stakeholders that volunteer to move the action item forward as described.

<b>Post secondary education or training</b>			
<b>Goal</b>	<b>Indicators</b>	<b>Action Steps</b>	<b>Champions</b>
<b>All youth complete post-secondary education or training.</b>	1. Number of advanced high school degree enrollment/ completion	Launch an MBK dedicated website to regularly share the latest info available on indicators, and a way for partners to convene and organize around the goal areas.	YFD launches MBK dedicated website
		Complete an inventory of what existing programs are designed to influence each goal area to help inform working groups and identify where gaps need to be addressed	MBK Working Group
	2. Number of STEM-BA dual enrollment/ completion	Regularly convene stakeholders to review opportunities to amplify each other's work around each indicator and the goal area.	YFD
		Request Budgeting for Outcome proposals for FY18 budget that are designed to influence these indicators and goal area.	City
		Expand support for mentoring initiatives	MBK Working Group
		Expand support for internship initiatives like STEP Up	MBK Working Group
		Evaluate the possibility of Community/Neighborhood Schools Support	MBK Working Group
		Develop or support an initiative that encourages youth to have higher expectations for themselves	MBK Working Group
		Engage guidance counselors to better understand how the community can support their work.	MBK Working Group
		Increase youth access to college advising services.	MBK Working Group

**CURRENT ACTION STEPS IN PROGRESS**



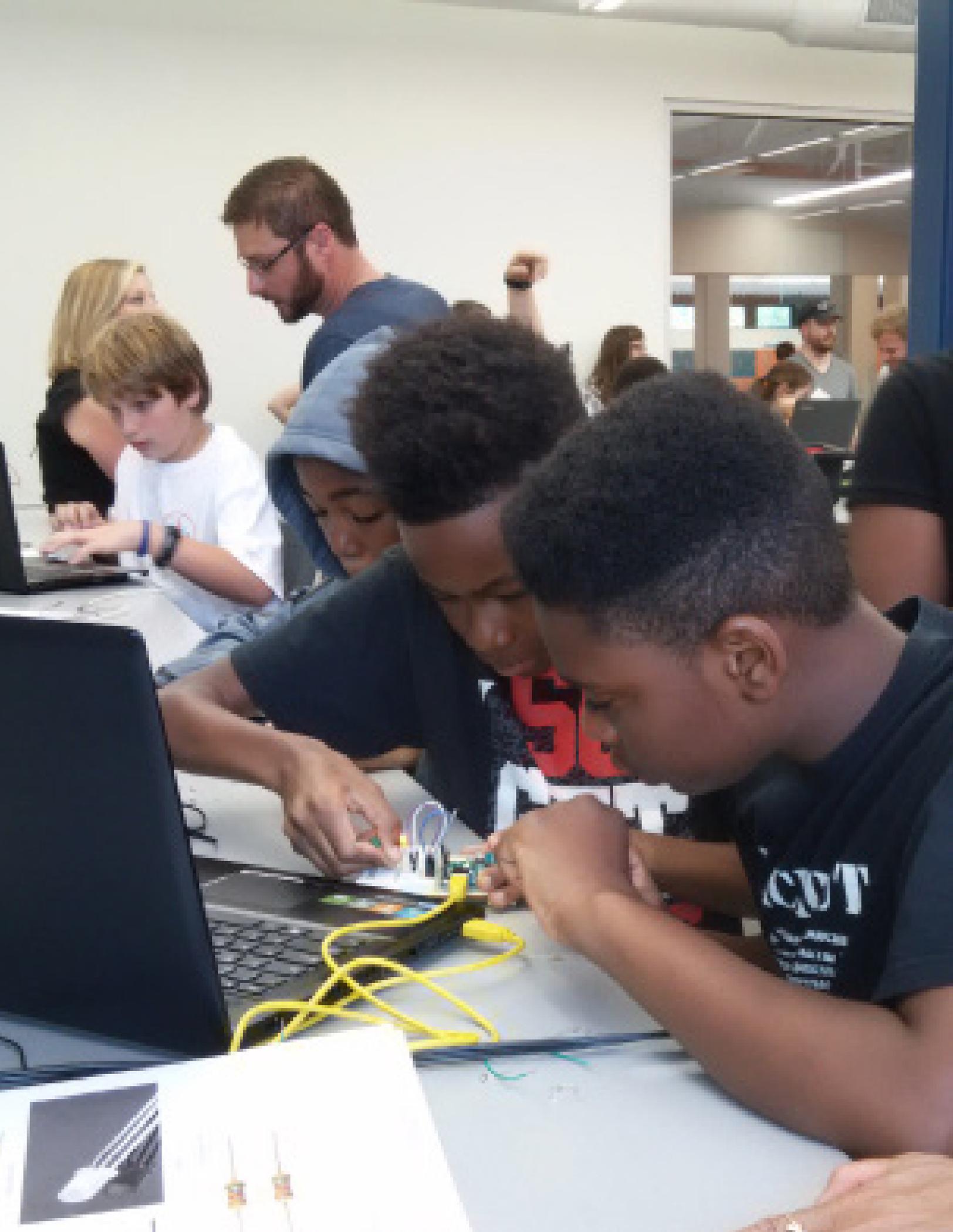
**FAFSA completion**

**NetBridge**

**Mentorship Collective**

- The City will continue the FAFSA Completion Initiative which has helped 710 seniors get one step closer to college.
- Through a partnership with EPB, families with students on free or reduced lunch is eligible for high-speed internet at the lowest price allowed by Tennessee law.
- The newly established Chattanooga Mentorship Collective is currently working to support and strengthen the numerous mentorship organizations throughout Hamilton County.





# GOAL III: WORKFORCE OPPORTUNITIES



ALL YOUTH HAVE OPPORTUNITIES FOR EMPLOYMENT OUT OF SCHOOL.

## THE CHALLENGE

Less than half (43%) of Chattanooga's young people of color between the ages of 16-19 years old have employment out of school.

MBK is a data-driven initiative that focuses intently identifying and supporting programs and activities that are likely to positively affect key indicators, or measures of progress/success. For this goal area, the relevant indicators are:

- Number of youth in school or working
- Youth labor force participation rate
- Number of youth employed in the Summer
- Median youth earnings

## INVENTORY & ASSESSMENT PROCESS

MBK volunteers began by assessing the current status of community activity and progress to support the goal area. This included an initial inventory of relevant activities and programs. The process included:

- 9 volunteer-led interviews with relevant community organizations
- A survey of stakeholders that yielded 7 survey responses related to goal area
- Informal and formal MBK convener (Gary Rudolph) conversations with key stakeholders

The information collected reflects input from a sample of organizations and individuals committed to supporting youth in obtaining employment or related skills and knowledge. The process identified and characterized great work and commitment to this goal area.

Attendees at the working group session on November 2, 2015 reviewed findings from this process and augmented the inventory and assessment with their own input and insight, as described below.

## BARRIERS & GAPS TO OVERCOME

The MBK goal team seeks to identify and overcome the barriers and gaps that prevent or limit greater success in the indicators named above. The following is a list of all barriers identified through stakeholder interviews, surveys, and active participation by attendees at the working session.

### *Collected Via Interviews, Survey, & Convener Discussions*

- Limited funding to expand effective programs and cover/increase program staff and administrative functions
- Challenges connecting programs with government and non-governmental agencies
- Emerging programs lack awareness, reputation, and volume data to illustrate success
- Lack of staff time for data tracking and analysis
- Youth employee attitudes, maturity levels, and existing working experience
- Some young black men feel “left out” of employment opportunities
- Youth knowledge of appropriate dress and compliance with employment rules (report times, etc.)
- Some youth lack access to transportation necessary for workforce development and/or employment
- Strict employment requirements that exclude some individuals from being employed
- Substance abuse issues(ex. evidenced by loud smell of marijuana)

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## BARRIERS & GAPS IDENTIFIED BY WORKING GROUP PARTICIPANTS

At the action planning session, attendees broke out into small groups to discuss additional barriers/gaps affecting success in each indicator area. The small groups identified the additional barriers and gaps listed below.

### YOUTH IN SCHOOL OR WORKING

#### *Top 3 Barriers and Gaps:*

- Youth culture: attitude, motivation, entitlement
- Limited support along career development continuum / system: mentoring, soft skills, etc.
- Limited engagement of key players and/or support for youth employment, including parental engagement, business engagement, and access to transportation

### SUMMER EMPLOYMENT

#### *Top 3 Barriers and Gaps:*

- Lack of youth and parent knowledge regarding employment opportunities and awareness of employer expectations
- Youths’ unrealistic expectation around training needs (i.e. assuming they can gain skills/knowledge with limited effort)
- Limited access to transportation

### SUMMER EMPLOYMENT

#### *Top Barrier and Gap:*

- Limited training and education for both youth and organizations / businesses they may be willing to employ them

## ACTIONS ITEMS

After identifying what may be prevent or limiting success in the indicator areas, MBK participants worked to identify ideas for action to overcome barriers and gaps and strengthen the community's collective work in relation to ensuring all youth have opportunities for employment out of school.

The following short-term action ideas were collected in the assessment process. Those in bold were identified as those that the working group's members will move toward implementation.

### SHORT-TERM (WITHIN 1 YEAR)

- Share data on current status of indicators with working group.
- Complete inventory of effective programs and activities.
- Support high school completion.
- Increase youth awareness of skilled trades.
- Provide skilled trade education.
- Increase youth awareness of earning potential.
- Provide job search training and support.
- **Strengthen partnerships with businesses.**
- **Increase summer employment opportunities.**
- **Increase internship opportunities.**
- Provide "job tours".
- Businesses commit to hiring consideration regardless of criminal background.

After reviewing the barriers identified before and during the action planning session, working group members identified transportation, parental and youth awareness, and employer engagement as the most important barriers/gaps to address in the short-term. The group also worked collaboratively to identify action items to address each barrier. This resulted in the following framework of sub-committees, which will move forward exploration and action around each of these key barriers/gaps.

Transportation Sub-Group	Parental & Youth Awareness Sub-Group	Employer Engagement Sub-Group
<ul style="list-style-type: none"> <li>• Evaluate carpools / systems for employers and youth use</li> <li>• Study employment density for youth and employers (geographical)</li> <li>• Explore private sector engagement</li> <li>• Identify organizations with resources (vans, etc.) provide training / information</li> <li>• Determine and communicate what is involved in offering transportation services</li> <li>• Evaluate reestablishing discounted drivers education program</li> </ul>	<ul style="list-style-type: none"> <li>• Assess current awareness and channels</li> <li>• Develop inventory and resource guide for youth/parents</li> <li>• Evaluate opportunities to link youth/parents with opportunities</li> <li>• Build local case statement regarding importance of jobs</li> <li>• Detail importance/value of work opportunities in way that engagement parents and respect their realities</li> <li>• Communicate/engage parents and youth via social media</li> </ul>	<ul style="list-style-type: none"> <li>• Document success stories</li> <li>• Increase employer awareness of all opportunities to support youth and the value for all involved</li> </ul>

**ACTION PLAN**

The following table captures the action items to be pursued in 2016 and the community stakeholders that volunteer to move the action item forward as described.

<b>Workforce</b>			
<b>Goal</b>	<b>Indicators</b>	<b>Action Steps</b>	<b>Champions</b>
<b>All youth have opportunities for employment out of school.</b>	<ol style="list-style-type: none"> <li>Number of youth in school or working</li> <li>Youth labor force participation rate</li> <li>Number of youth employed in the Summer</li> <li>Median youth earnings</li> </ol>	Launch an MBK dedicated website to regularly share the latest info available on indicators, and a way for partners to convene and organize around the goal areas.	YFD launches MBK dedicated website
		Complete an inventory of what existing programs are designed to influence each goal area to help inform working groups and identify where gaps need to be addressed	MBK Working Group
		Regularly convene stakeholders to review opportunities to amplify each other's work around each indicator and the goal area.	YFD
		Request Budgeting for Outcome proposals for FY18 budget that are designed to influence these indicators and goal area.	City
		Expand support for mentoring initiatives	MBK Working Group
		Expand support for internship initiatives like <u>STEP-Up</u>	MBK Working Group
		Transportation Working Group Team: Launch a working group to explore solutions to transportation challenges faced by many youth.	MBK Working Group
		Employer Engagement Working Group Team - Increase summer employment opportunities by forming a working group team to recruit employer summer job opportunities and internships.	MBK Working Group
		Expand Youth & Family Development's focus on apprenticeships and internship programs.	YFD
		Expand Work Readiness Initiative	YFD

**CURRENT ACTION STEPS IN PROGRESS**

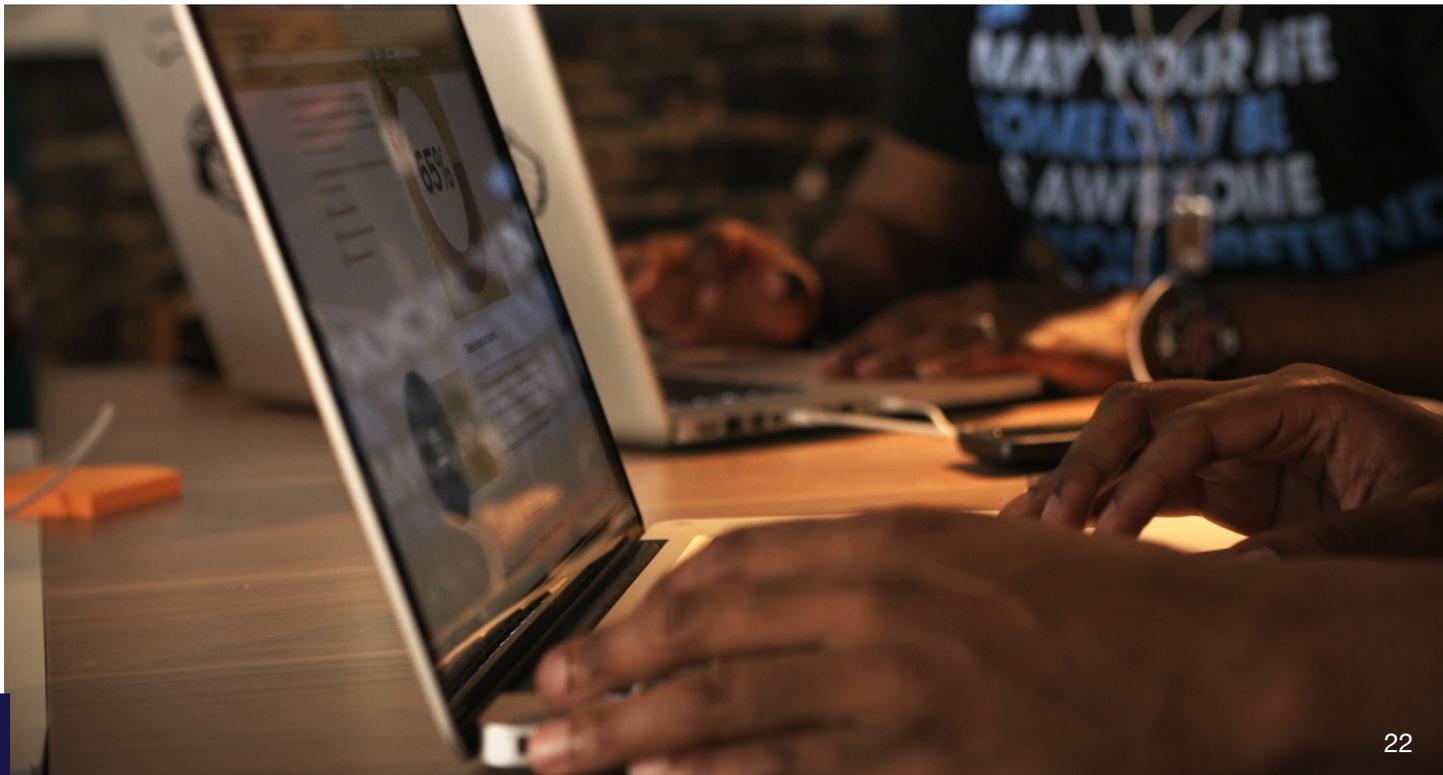


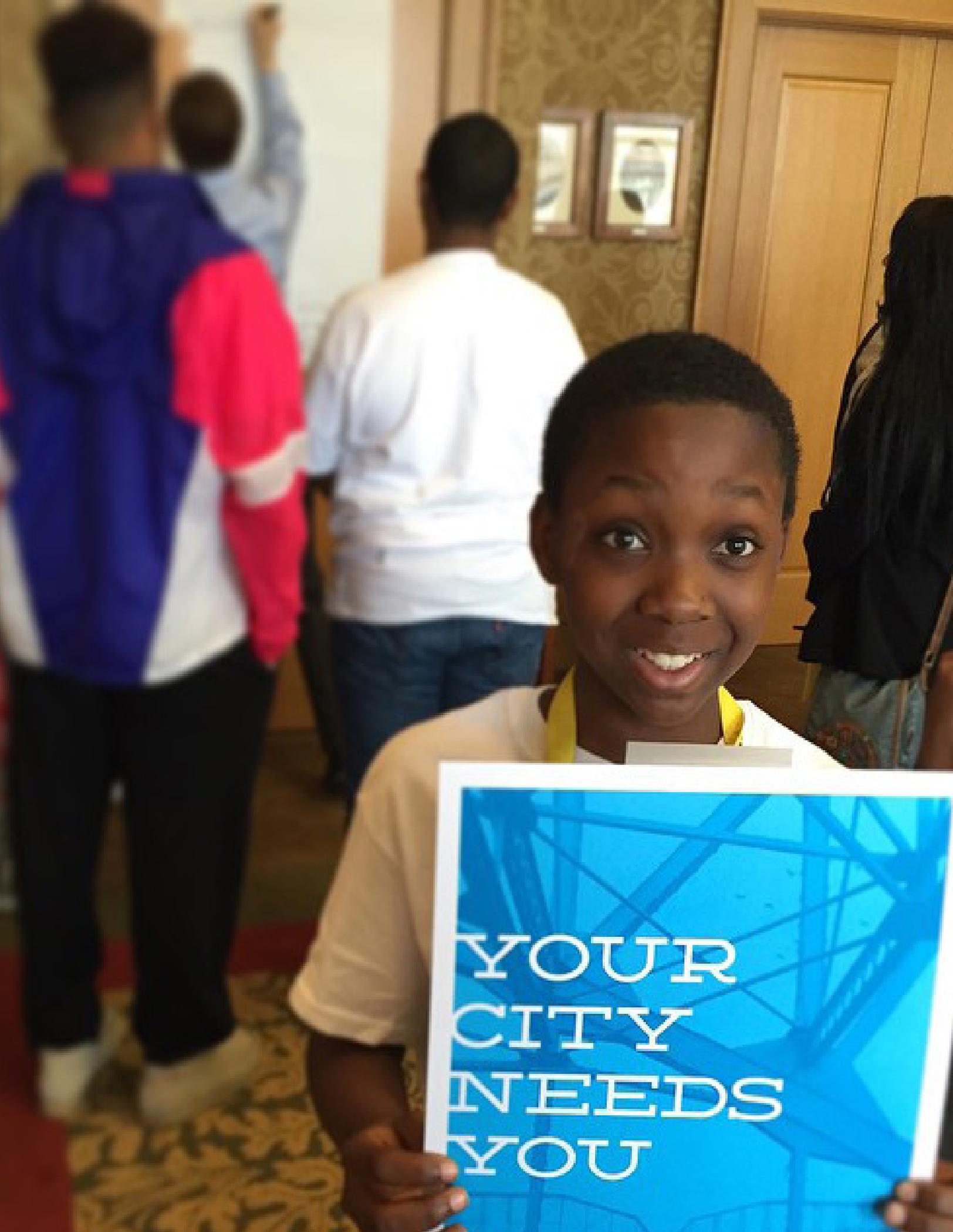
**Step Up**

**FFWC**

**TechHire**

- Through Chattanooga 2.0, partners across the city provided paid summer internships to high school students this past summer and committed to hiring even more students in 2017.
- Mayor Berke's Family Friendly Workplace Challenge (FFWC) was launched in 2016, with over a dozen companies signing on and a summit scheduled in September of 2016.
- Launched last year, TechHire is working to pair Chattanooga residents with the training they need to compete for open IT jobs.





YOUR  
CITY  
NEEDS  
YOU

# GOAL IV: SAFE FROM VIOLENT CRIME & PROVIDED SECOND CHANCES



*ALL YOUTH REMAIN SAFE FROM VIOLENT CRIME AND ARE PROVIDED SECOND CHANCES.*

## THE CHALLENGE

In 2015, Chattanooga Police Department reported 698 crimes were committed by an individual under 18 years old. Of that total number of juvenile crimes, 72.3% were committed by young men. The victims of juvenile crimes are often young men of color. Of the 598 juvenile crime victims in 2015, 51.5% were African American males.

MBK is a data-driven initiative that focuses on identifying and supporting programs and activities that are likely to positively affect key indicators, or measures of progress/success. For this goal area, the relevant indicators are:

- Arrest rate
- Exposure to violence
- Imprisonment / detention rate
- Homicide rate
- Adolescent mortality

## INVENTORY & ASSESSMENT PROCESS

MBK volunteers began by assessing the current status of community activity and progress to support the goal area. This included an initial inventory of relevant activities and programs. The process included:

- 14 volunteer-led interviews with relevant community organizations
- Facilitated group discussion with a) Youth b) Individuals previously incarcerated (second chances)
- A survey of stakeholders that yielded 7 survey responses related to goal area
- Informal and formal MBK convener (Gary Rudolph) conversations with key stakeholders

## BARRIERS & GAPS TO OVERCOME

The MBK goal team seeks to identify and overcome the barriers and gaps that prevent or limit greater success in the indicators named above. The following is a list of all barriers identified through stakeholder interviews, surveys, and active participation by attendees at the working group session.

### *Collected via Interviews, Survey, & Convener Discussions*

- Limited funding to support effective programs
- Limited number of opportunities for youth to participate in effective programs
- Youth's home life (negative interactions) and family's economic status (poverty/limited resources)
- Inconsistent parental support
- Lack of father or mentor
- Limited awareness and influence related to youth behavior and exposure after they leave a facility or program
- Duplication of services and lack of awareness/collaboration among similar (existing and emerging) organizations and initiatives
- Inconsistent engagement and information sharing between advocates and legislators
- Limited employment opportunities/readiness support for youth
- Lack of adequate transportation and qualified drivers
- Lack of qualified, committed, and consistent volunteers
- Lack of dedicated mentors for ongoing support and follow-up
- Staff member and hour reductions and early program closure times (ex. 5:30 pm)
- Youth attitudes toward school and education
- Presence / influence of gangs in the area and their recruiting of young children; Youth born into gang families
- Use of social media sparks conflict
- Lack of trust by youth (including those seeking a second chance) of organizations that seek to help
- Inconsistent access to practical resources (job, transportation, place to stay) following release

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## BARRIERS & GAPS IDENTIFIED BY WORKING GROUP PARTICIPANTS

At the action planning session, attendees broke out into small groups to discuss additional barriers/gaps affecting success in each indicator area. The small groups identified the additional barriers and gaps listed below.

### ADOLESCENT MORTALITY / EXPOSURE TO VIOLENCE

#### *Top 3 Barriers and Gaps:*

- Glorification of violence (music, games, social media)
- Lack of parental support (needing something tangible)
- Not "bringing youth to the table" (i.e. not including the youths' perspective in decision-making processes and to inform programs) to build relationship

### IMPRISONMENT / DETENTION

#### *Top 3 Barriers and Gaps:*

- Lack of access to quality education
- Broken families
- Lack of economic development opportunities (jobs)

## HOMICIDE

### *Top 3 Barriers and Gaps:*

- Mental health issues
- Lack of trust between youth and adults, service providers, and authorities
- Lack of appreciation for human life

## ARREST RATE

### *Top 3 Barriers and Gaps:*

- Mental Health issues
- Lack of support system, mentor, and/or father
- Limited employment opportunities

## ACTIONS ITEMS

After identifying what may be prevent or limiting success in the indicator areas, MBK participants worked to identify ideas for action to overcome barriers and gaps and strengthen the community's collect work in relation to ensuring all youth remain safe from violent crime and are provided second chances.

The following short-term action ideas were collected either in the assessment process or identified by working group participants. Those in bold were identified as those that the working group's members will move toward implementation.

### SHORT-TERM (WITHIN 1 YEAR)

- **Share data on current status of indicators with working group.**
- **Engage the business community around importance of providing employment opportunities**
- Identify children who are not involved in positive extracurricular activities.
- Connect youth to activities close to their home.
- Collaborate with different organizations to find transportation solutions for youth who cannot participate in after school activities.
- **Align faith community for outreach and engagement of providers.**
- Develop and train mentors (similar to Leadership University).
- Connect youth with mentors that will stay with the youth until they graduate high school.
- Provide youth education on how to select friends/peers and alternative ways to resolve conflict.
- Establish more afterschool programs and safe places to play.
- Establish community policing and police sensitivity training.
- Provide greater training and education for parents.
- **Engage mental health representative; study best practices regarding mental health and surrounding stigma; and raise awareness.**

**ACTION PLAN**

The following table captures the action items to be pursued and the community stakeholders that volunteer to move the action item forward as described.

<b>Safe from Violent Crime</b>				
<b>Goal</b>	<b>Indicators</b>	<b>Action Steps</b>	<b>Champions</b>	
<b>All youth remain safe from violent crime and are provided second chances.</b>	1. Arrest rate	Launch an MBK dedicated website to regularly share the latest info available on indicators, and a way for partners to convene and organize around the goal areas.	YFD launches MBK dedicated website	
	2. Exposure to crime	Complete an inventory of what existing programs are designed to influence each goal area to help inform working groups and identify where gaps need to be addressed	MBK Working Group	
	3. Imprisonment / detention rate	Regularly convene stakeholders to review opportunities to amplify each other's work around each indicator and the goal area.	YFD	
	4. Homicide rate	Request Budgeting for Outcome proposals for FY18 budget that are designed to influence these indicators and goal area.	City	
	5. Adolescent mortality	Expand community engagement with safety initiative		Citizen Safety Coalition
		Expand victim support.		CPD
		Improve youth alternative sentencing efforts		YFD
		Evaluate options to expand re-entry outreach and support.		MBK Working Group
		Expand Mental Health support		MBK Working Group
		MBK Working Group & Citizen Safety Coalition to take on finding ways to make it easier for youth to find safe activities to get involved with near their home.		Citizen Safety Coalition & MBK Working Group

**CURRENT ACTION STEPS IN PROGRESS**



**Citizen Safety Coalition**

**Family Justice Center**

**SHOCAP**

- The Citizen Safety Coalition has established a base of faith leaders and citizens, and are building relationships in the community through initiatives like Operation: SAFETY.
- The Family Justice Center is currently renovating a new facility to serve even more families impacted by family violence.
- In partnership with Juvenile Court, the Chattanooga Police Department is employing focused deterrence to keep more young men and women of color safe from gun violence.



# THANK YOU TO OUR COMMUNIT



AARP  
ACADEMIC SOLUTIONS  
BABY UNIVERSITY/SIGNAL CENTERS  
BENWOOD FOUNDATION  
BETHLEHEM CENTER  
BIG BROTHERS BIG SISTERS  
BLUE CROSS BLUE SHIELD  
BOYS & GIRLS CLUB OF CHATTANOOGA  
BOYS & GIRLS CLUB OF CLEVELAND  
BRIDGE SCHOLARS PROGRAM  
BRIDGE N THE GAP  
CHAMBLISS CENTER FOR CHILDREN  
CHATTANOOGA AREA URBAN LEAGUE  
CHATTANOOGA CHAMBER OF COMMERCE  
CHATTANOOGA COLLEGE  
CHATTANOOGA ENDEAVORS  
CHATTANOOGA NEWS CHRONICLE  
CHATTANOOGA STATE COMMUNITY COLLEGE  
CHATTANOOGA YOUTH BLAST  
COMMUNITY FOUNDATION OF GREATER CHATTANOOGA  
COMMUNITY VOLUNTEER  
CORNERSTONE BANK  
COULTER CONSULTING  
FATHER2FATHERLESS  
FIRST THINGS FIRST  
GIRLS INCORPORATED  
HAMILTON COUNTY PTA COUNCIL  
HOPE FOR THE INNER CITY  
HOUSE OF REFUGE CHATTANOOGA  
AVONDALE YOUTH AND FAMILY DEVELOPMENT CENTER  
CARVER YOUTH AND FAMILY DEVELOPMENT CENTER  
CHATTANOOGA AMBASSADOR PROGRAM  
CHATTANOOGA CITY COUNCIL  
CHATTANOOGA HOUSING AUTHORITY  
CHATTANOOGA POLICE DEPARTMENT

# Y PARTNERS AND CHAMPIONS

CITY OF CHATTANOOGA ATTORNEY  
CITY OF CHATTANOOGA CAREER DEVELOPMENT  
CITY OF CHATTANOOGA HEAD START  
DEPARTMENT OF YOUTH & FAMILY DEVELOPMENT  
DOWNTOWN PUBLIC LIBRARY  
EAST LAKE YOUTH AND FAMILY DEVELOPMENT  
CENTER  
HAMILTON COUNTY HEALTH DEPARTMENT  
HAMILTON COUNTY JUVENILE COURT  
HAMILTON COUNTY JUVENILE COURT JUDGE  
IMPACT1  
INDEPENDENT YOUTH SERVICES  
JOB CORPS  
KAPPA ALPHA PSI FRATERNITY  
KEEPING YOU INFORMED  
LABOR EXCHANGE  
LOOKOUT MOUNTAIN CONSERVANCY  
LYNDHURST FOUNDATION  
MANPOWER  
NEW MONUMENTAL BAPTIST CHURCH  
OLIVET BAPTIST CHURCH  
OMEGA PSI PHI FRATERNITY  
ONPOINT  
PARTNERSHIP FCA  
PHI BETA SIGMA FRATERNITY  
PREVENTION AND YOUTH DEVELOPMENT  
PROJECT SUCCESS  
PUBLIC EDUCATION FOUNDATION  
SIGNAL CENTERS BABY UNIVERSITY  
SOUTHEAST TENNESSEE DEVELOPMENT DISTRICT  
TAKE 12 MENTORING  
TECHTOWN CHATTANOOGA  
THE HOWARD SCHOOL  
UNITED WAY  
UNIVERSITY OF TENNESSEE AT CHATTANOOGA

WARNER PARK ZOO  
WESTSIDE BAPTIST CHURCH  
YPAC BOXING CLUB  
YOUTH FOR CHRIST CHATTANOOGA  
HAMILTON COUNTY SCHOOLS SUPERINTENDENT  
HAMILTON COUNTY SHERIFF'S DEPARTMENT  
HAMILTON COUNTY DEPARTMENT OF EDUCATION  
SCHOOL BOARD  
OFFICE OF ECONOMIC & COMMUNITY DEVELOPMENT  
OFFICE OF MAYOR ANDY BERKE  
OFFICE OF MAYOR PUBLIC SAFETY  
OFFICE OF MULTICULTURAL AFFAIRS  
TENNESSEE COMMISSION ON CHILDREN AND YOUTH  
YOUTH AND FAMILY DEVELOPMENT (YFD)

