MBKCLT

CHARLOTTE

My Brother's Keeper Charlotte

MBKCLT

CHARLOTTE

"Our Community is stronger when young people have opportunities to pursue and experience success. Supporting the improvement of life outcomes for our youngest citizens is the responsbility of us all."

Dan Clodfelter
Mayor of Charlotte

CHARLOTTE.

Table of Contents

My Brother's Keeper Community Challenge…… 1

My Brother's Keeper Charlotte (MBK CLT) ……... 1

MBK CLT Action Plan…….. 2

- MBK CLT Data Analysis by Goal ……. 2
- Community Outreach ……. 9
- MBK CLT Work Plan …… 10

MBK CLT Communications Plan ……. 14

MBK CLT Sustainability Plan …….. 16

Final Thoughts …….. 17

References ……. 18

My Brother's Keeper Community Challenge

In September 2014, President Obama challenged local governments across the country to join the My Brother's Keeper Community Challenge. The White House launched the My Brother's Keeper initiative to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people reach their full potential. In April 2015, a non-profit foundation, the My Brother's Keeper Alliance, was announced to support MBK (My Brother's Keeper) communities. The foundation's work focuses on key moments in young male's academic and professional lives, targeting key, symbolic milestones for intervention when boys are:

- Entering grade school
- Experiencing middle childhood
- Graduating from high school
- Finishing college, and
- Entering the workforce

My Brother's Keeper Charlotte (MBK CLT)

Before signing on to the My Brother's Keeper Challenge, Mayor Dan Clodfelter worked with civic leaders on an assessment of what was already occurring in our community that was working towards the goals of My Brother's Keeper. This approach was very intentional to ensure MBK could effectively be used as a tool in the tool box that our whole community would be able to access when implementing comprehensive cradle-to-college-and-career strategies for improving the life outcomes of all young people, with particular focus on African American males. This can't be done by a single entity; it truly takes a village. In that way, when Mayor Clodfelter signed on to My Brother's Keeper, it really was the Charlotte community signing to take on this challenge.

MBK CLT ACTION PLAN

The MBK CLT Action Plan is created based on the successes and areas of opportunity expressed by the Charlotte community. The focus is on raising the ability of Charlotte's youngest citizens to achieve great success both as youth and as they enter adulthood. Through an extensive and diverse evaluation of public engagement and outreach, the two My Brother's Keeper goals accepted by the Charlotte community are:

- GOAL: Ensure all children read at grade level by 3rd grade
- GOAL: Ensure all youth out of school are employed

The action plan outlined in the following sections is a baseline for the work the community will do with MBK CLT. While this framework is essential in identifying measurable outcomes of the Charlotte community's work, it is important this document be fluid and adjustable as the work with MBK CLT is one that is forever changing itself.

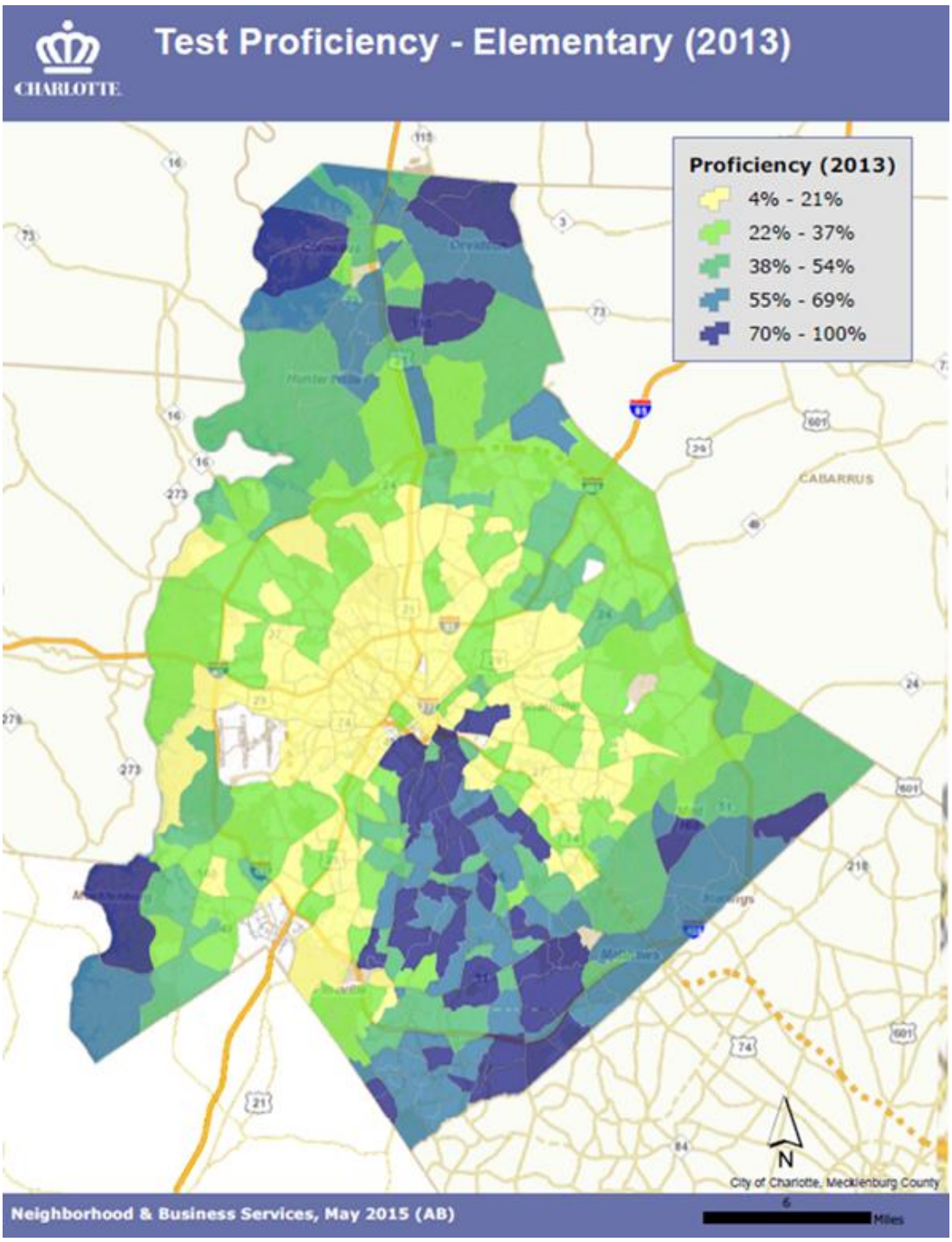
MBK CLT Data Analysis by Goal

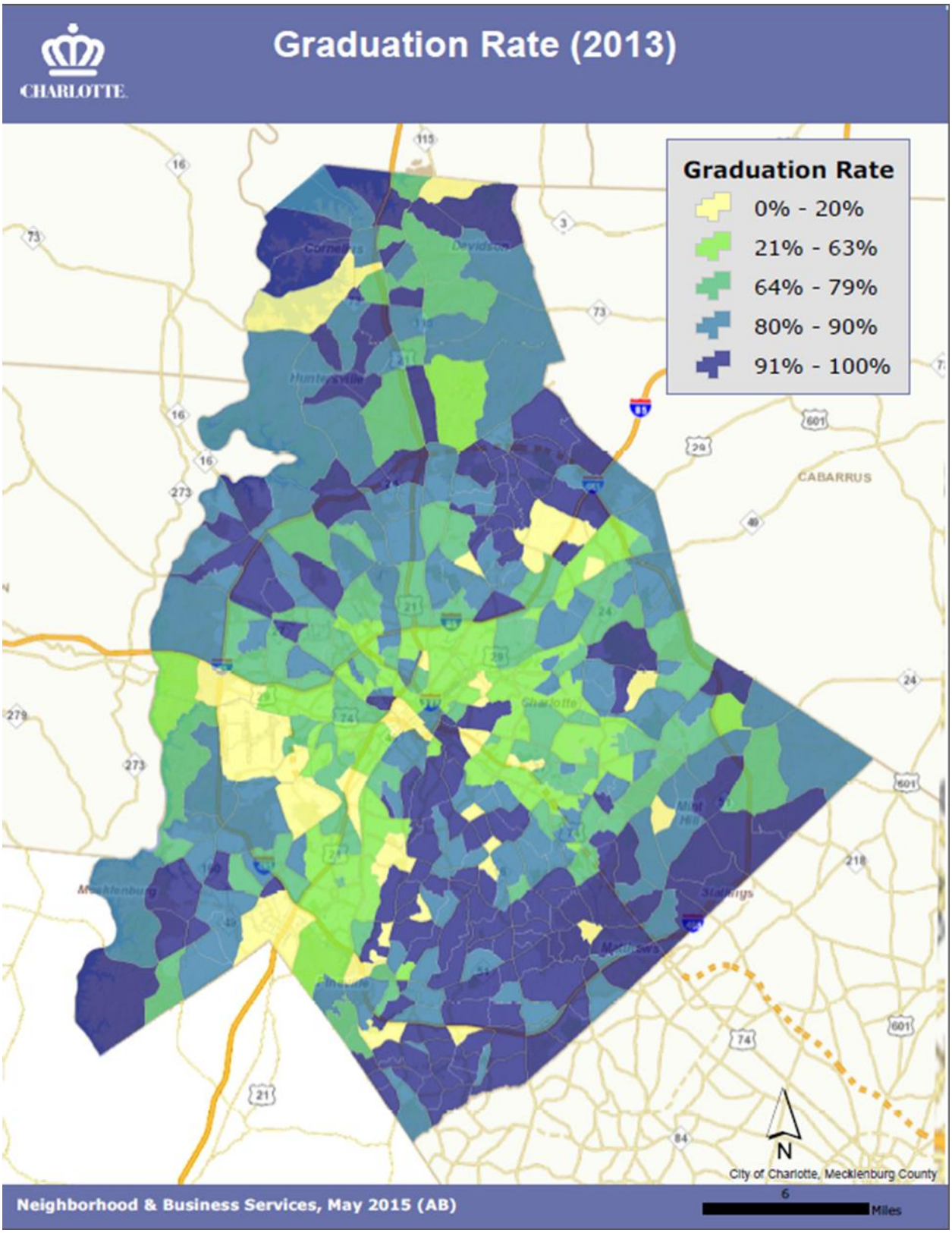
Goal: Ensure all children read at grade level by third grade

Research from the Annie E. Casey Foundation (2010) demonstrates that 16% of students who are not reading proficiently by the conclusion of third grade failed to graduate from high school on time – a rate four times greater than that for proficient readers.

- In Charlotte-Mecklenburg Schools, only 46.6% of students are reading on grade level at the end of third grade. For African American children, that percentage falls to 30.9%, and for African American males, it falls even further to 26.8% (North Carolina Department of Public Instruction, 2013).
- In the City of Charlotte, the percentage of students proficient on end-of-grade tests (reading and math) is 33.8% in elementary school (grades 3-5) and 31.3% in middle school (grades 6-8). In high school, 37.9% of students are proficient in end-of-course tests (Math I, Biology, and English II) (Charlotte-Mecklenburg Schools, 2013).

- Overall in CMS, the 4-year cohort high school graduation rate was 85.1% in 2013-14. At 82.6%, African-American students were less likely to graduate in four years than White students (93.0%). The graduation rate for African American males was 77.1% (North Carolina Department of Public Instruction, 2014).




CHARLOTTE
Graduation Rate (2013)
Graduation Rate
0% - 20%
21% - 63%
64% - 79%
80% - 90%
91% - 100%
CABARRUS
N
City of Charlotte, Mecklenburg County
6
Miles
Neighborhood & Business Services, May 2015 (AB)

But the achievement gap in school begins long before third grade. Third grade reading proficiency is influenced before school begins by factors such as family socio-economic status, healthy birth, and participation in high-quality early childhood and pre-kindergarten programs. Once school begins, the achievement gap can persist due to factors such as chronic absenteeism and lack of access to high quality out-of-school time experiences (Annie E. Casey Foundation, 2010).

- In Charlotte, 28.8% of children live in poverty. For African American children, the number soars to 48.2% (United States Census Bureau, 2013). In some neighborhoods, the percentage of the population receiving Food and Nutrition Services (a proxy for poverty) is as high as 91% (Mecklenburg County Department of Social Services, 2013).
- In Mecklenburg County, 9.6% of babies were born at low birthweight. African American women have the highest rate of low birthweight and premature infants, two times the rate for White women. In some Charlotte neighborhoods, over 30% of babies are born at low birthweight (Mecklenburg County Health Department, 2012). Low birthweight babies are at greater risk than normal-weight babies for neurodevelopmental issues, behavioral problems, and hyperactivity disorders (Annie E. Casey Foundation, 2010).
- In Charlotte, approximately 8% of students were chronically absent in the 2012-13 school year (absent 10% or more of school days). However, that number ranges as high as 23% in some Charlotte neighborhoods (Charlotte-Mecklenburg Schools, 2013).
- In 2013, over 5,500 eligible children were on the waiting list for financial assistance for early care and education programs and approximately 1,500 school-age children were on the waiting list for financial assistance (Child Care Resources, Inc., 2013). In 2011, an estimated 3,800 school-age youth were estimated to be on waiting lists for free or subsidized out-of-school time programs, including programs that are not eligible for financial assistance (Out of School Time Task Force, 2011).

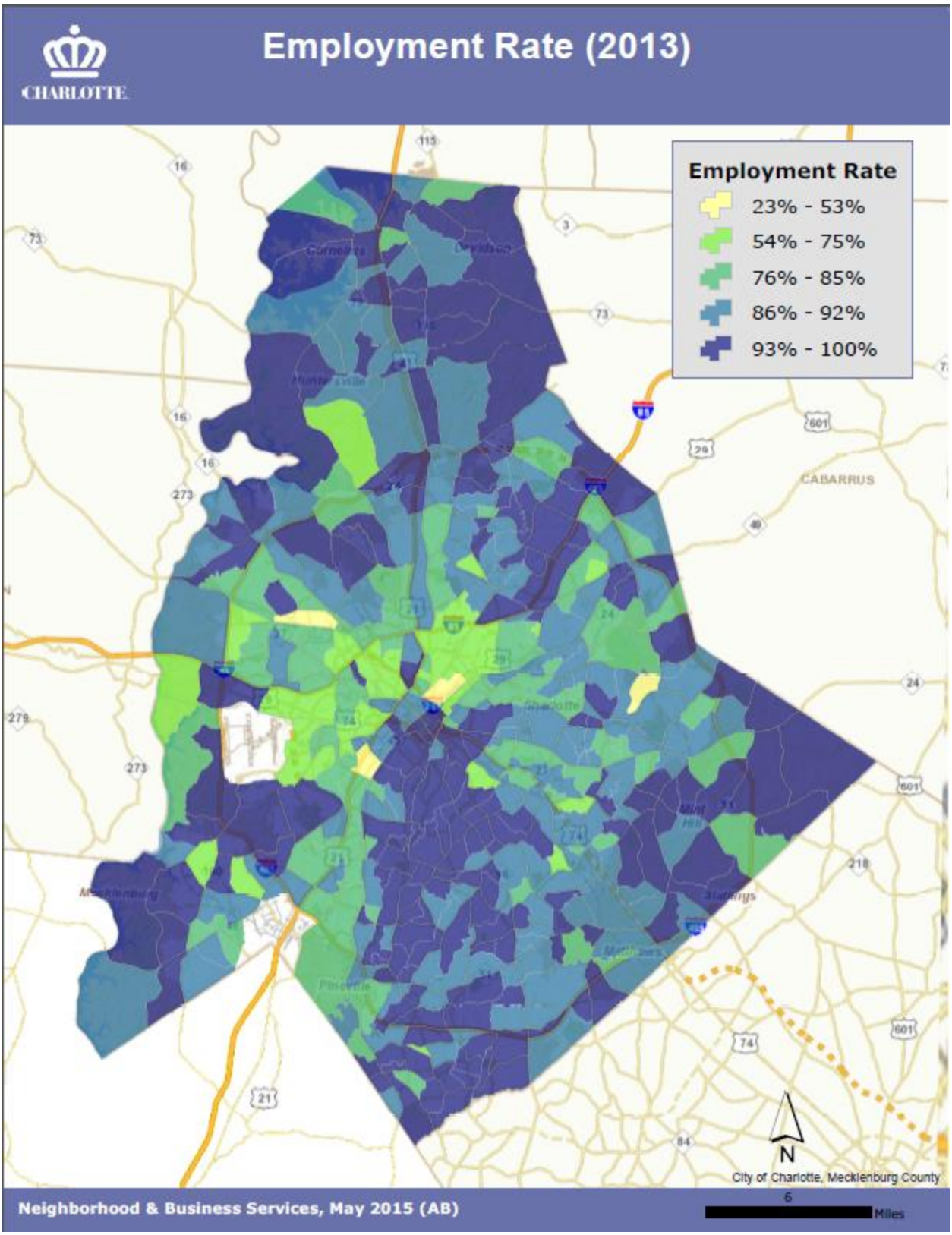
Goal: Ensure all youth out of school are employed

Gainfully employed teens have lower dropout rates, are more likely to continue their education toward long-term career goals, and ultimately have a higher lifetime earning potential than their peers without jobs – and youth unemployment rates are staggering, suggesting that many youth who need or want employment cannot find it.

In the Charlotte region, an astounding 53,000 teens and young adults between the ages of 16 and 24 are neither working nor in school. Of the nation's 25 largest metro areas, the Charlotte region has the third largest share of disconnected youth at 17.3%, trailing only Detroit (17.4%) and Riverside-San Bernardino (18.8%). Compared to other metro areas, Charlotte has a smaller racial/ethnic disparity in youth disconnection, but there is still a gap of 4.7 percentage points, with 21.4% of African-American youth not in school and not working compared to 16.7% of White youth (Measure of America, 2013).

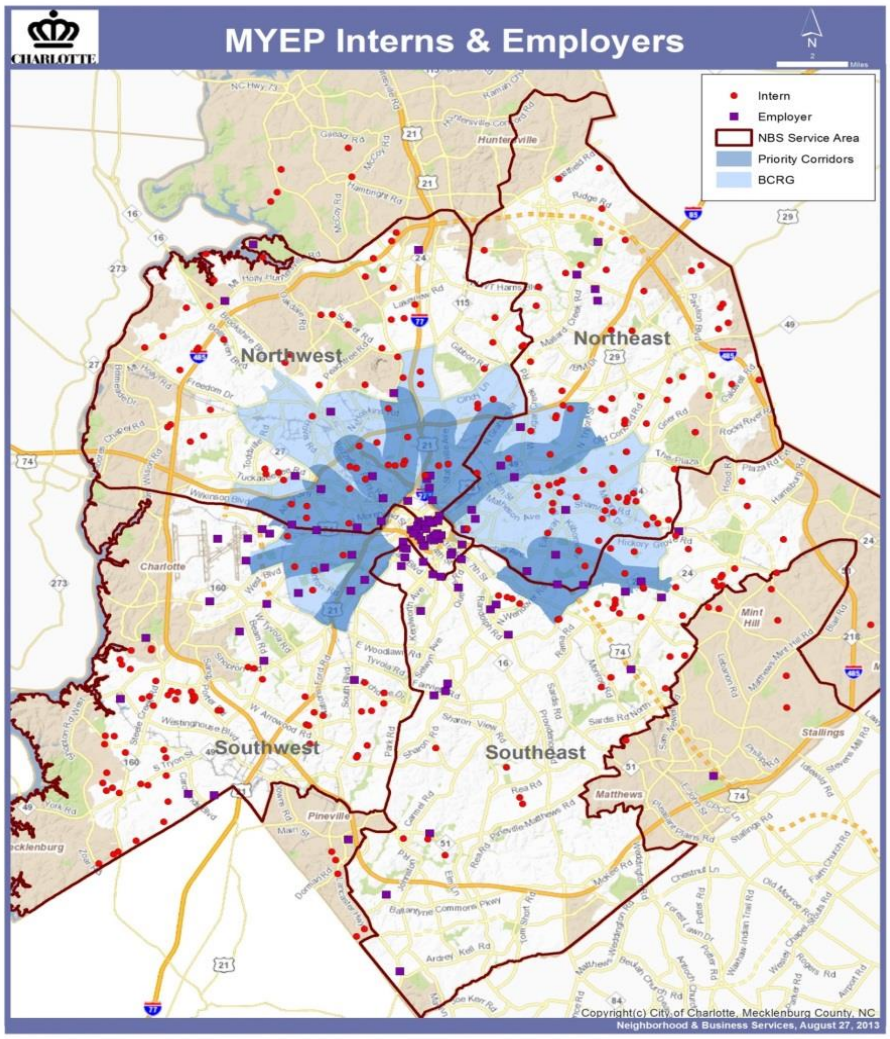
Youth unemployment in the City of Charlotte for 16-19 year olds is 35.6%, compared to 31.1% in Mecklenburg County and 25.4% nationally. For African American youths in Charlotte age 16-19, the unemployment rate is even higher at 39.9% (United States Census Bureau, 2013).

- For at-risk high school students, having a meaningful job, even for the summer, may increase school attendance, decrease dropout rates, reduce school suspensions, and increase school engagement (Medrich, Calderon & Hoachlander, 2002). One study found students who participated in work-based learning were more likely to attend college than their peers (Jobs for the Future, 2007).
- Work experience matters not just for individuals, but for the community as a whole - the teenage labor force participation rate is strongly correlated with a community's rate of upward economic mobility (Chetty, Hendren, Kline & Saez, 2014).
- Economic consequences of high youth unemployment are enduring, and failing to employ young people today will result in lost earnings, greater costs, and slower economic growth tomorrow (Center for American Progress, 2013).
- Workers who are unemployed as young adults earn lower wages for many years following their period of unemployment due to forgone work experience and missed opportunities to develop skills – Center for American Progress (2013) estimated young Americans will lose more than $20 billion in earnings over the next 10 years due to unemployment, or about $22,000 per person.


CHARLOTTE
Employment Rate (2013)
Employment Rate
23% - 53%
54% - 75%
76% - 85%
86% - 92%
93% - 100%
CABARRUS
N
City of Charlotte, Mecklenburg County
6
Miles
Neighborhood & Business Services, May 2015 (AB)

Assessment of Mayor's Youth Employment Program

Mayor's Youth Employment Program (MYEP) seeks to build partnerships with host employers in the private, public and non-profit sectors of Charlotte's economy, who are able to provide one-of-a-kind career experiences. In 2013, MYEP provided summer employment for 883 youth in Charlotte, including 322 internships with public and private sector organizations and 561 jobs through a partnership with Carowinds, a local entertainment park. This map illustrates the home locations of the MYEP interns. Nearly 75 % of MYEP interns are African-American, and many are from neighborhoods with lower median household income. Participation in the MYEP program provides critical early work experience that helps students get jobs later, exposes them to the world of work, provides access to labor market networks and mentors, builds self-efficacy, allows for career exploration, and provides exposure to new possibilities for students.



Community Outreach

The Charlotte community has been actively engaged in bringing together partners to address economic opportunity and the goals associated with MBK. In order to understand the challenges our community faces with upward mobility and economic opportunity and set the framework for MBK CLT, the following community engagement was executed:

- City data analysis of and recommendations for addressing Harvard University and University of California-Berkley study on upward mobility ranking Charlotte 50th out of 50 cities studied. Presentations of data analysis and recommendations to community stakeholder groups began in October 2014;
- Leading on Opportunity Data Analysis and Speakers Series hosted by Foundation For The Carolinas. This speaker series brought in experts from organizations like The Pew Charitable Trust and Brookings Institute to educate the community on factors impacting access to economic opportunity and engage in discussions of community solutions.
- Community meetings with local mentoring organizations, youth, parents, employers and other stakeholders on biggest challenges facing young people and their families; and
- Community collaboration investigating barriers and challenges to grade level reading.

Charlotte-Mecklenburg Opportunity Task Force

The Charlotte-Mecklenburg Opportunity Task Force will develop actionable recommendations that can broaden access to economic opportunity for all residents of Charlotte-Mecklenburg. The Task Force call to action follows results of a Harvard University and University of California-Berkeley study that looked at the upward mobility for children living in large metropolitan areas. The report revealed the Charlotte, N.C. area ranked 50th out of the 50 largest US cities (and 97th in the 100 largest US cities). Lead supporting partners of the Task Force include the Foundation For The Carolinas, Mecklenburg County, City of Charlotte, John M. Belk Endowment, and John S. and James L. Knight Foundation ("Charlotte-Mecklenburg Opportunity Task Force", 2015).

The MBK CLT Action Plan will incorporate recommendations of the Task Force into its work plan to assist with implementation.

Goal: Ensure all children read at grade level by 3rd grade

Where We Are

More than half of all CMS third graders are NOT reading at grade level and they come from every single school, neighborhood and income level in the county. If kids can't read, they lose confidence, fail in school and struggle in life.

Read CHARLOTTE
Our future depends on it.

Over fourteen major funders and community leaders in Charlotte have partnered together to address this issue. Read Charlotte is a collective impact effort designed and dedicated to improving the 3rd grade reading level in Charlotte-Mecklenburg Schools (CMS). Housed under Foundation For The Carolinas, the initiative intends to increase the percentage of third grade students reading at grade level to 80% by 2025, by starting at birth, working together, and investing only in programs that work.

A Read Charlotte Transformation Fund will promote innovation, capacity building, collaboration, and seed new programs addressing unmet early literacy needs in Charlotte-Mecklenburg. In addition, funders have committed to strategic co-funding on literacy issues. These funders will work together to learn evidence-based practices that matter to early literacy and will identify gaps in programing throughout the community. The community expects to align programing; share data and to shine a light on the elements necessary for a child to read on grade level. To date, just under $5 million has been committed by the Charlotte-Mecklenburg community to support Read Charlotte.

Public and Private Partners include: The Belk Foundation, The Duke Endowment, Duke Energy, CD Spangler Foundation, Foundation For The Carolinas, Charlotte Mecklenburg Library, Charlotte-Mecklenburg Schools, City of Charlotte, Mecklenburg County, PNC, Bank of America, PricewaterhouseCooper, Wells Fargo, and UNC Charlotte College of Education.

Addressing the Gaps

While Read Charlotte has a solid framework for success, there are areas that must be addressed to double the percentage in ten years of third grade students reading at grade level in Charlotte-Mecklenburg Schools. These include:

- Identification of appropriate data sets for measurement, recommendations for consistent application and use of data among all partners and evaluation of effectiveness.
- Implementation of professional development on early childhood literacy. Early learning as a subject and best practices are dynamic in nature. Educators state a desire to be "doctors of reading" but need the tools to be the surgeons.
- Strategies to increase community will building and parent education. Parents state repeatedly wanting to be involved in the solution of childhood literacy but need tools to be effective and feel empowered.
- Clear, measurable definition of what being ready for kindergarten means in Charlotte.

Action Plan Objectives

The objectives below will be completed by the Read Charlotte Executive Director and Governing Board.

- Create a strategic operations and marketing plan with measurable goals specific to Read Charlotte.
- Fully fund the Transformation Fund for the next five years at a minimum of $500,000 each year.
- Create working groups around the four pillars including: Talk to Me, Baby; Ready for School; Schoolhouse; and Summer Learning. These will help move the work forward and determine opportunities for action.
- Educate the community (families, care-givers, teachers, funders, service-providers, and other stakeholders) as to the key drivers of reading on grade level.
- Cultivate new and existing funding and resource partners to support Read Charlotte.
- Work with local, state and national organizations working in the grade level reading by 3rd grade focus area to learn best practices and effective ways to be the leading resource in Charlotte, NC.

GOAL: Ensure all youth out of school are employed

Where We Are

Approaching this goal must be achieved through a diversity of programs that reach our community's youth. An initial inventory of career readiness-related programs identified various methods organizations are approaching this MBK goal.

Mentoring, Academic Support and Life Skills Development: Charlotte is fortunate to have numerous mentoring organizations with complimenting missions active in the community. A common goal of these programs is to improve quality of life through a community engagement strategy that ensures children are safe, succeeding in school, and supported by their community.

Career Readiness Training Certification: The City of Charlotte trained 600+ students on job readiness, customer service and financial literacy. The certification gives students the opportunity to learn a solid foundation of professional skills needed for summer employment and their careers moving forward.

Summer Employment: Programs like the Mayor's Youth Employment Program (MYEP) meet a critical need by connecting students to paid summer internships that give Charlotte's youth an understanding of career demands, skill sets and qualifications necessary for future employment. During the summer of 2015, MYEP alone will provide 330 summer internships.

Leadership Development for Youth: Through the school system, city government and local community groups, there is a tremendous effort underway to develop youth to not only be the leaders of tomorrow but also the leaders of today. The Charlotte-Mecklenburg Youth Council is an excellent example of a local government and nonprofit partnership collaborating to develop leadership capacity of the community's youth as well as ensuring they have a voice at the table in decision-making.

Pre-Apprenticeship Pathway Program: This two-year pilot program will build upon an eight-week MYEP internship and provide 9 months of work-based learning, classroom and hands-on training at our local transit system's (Charlotte Area Transit System—CATS) facility. Specialized industry training will include transit care, repair, mechanics, refabricating, IT, operations, and finance. The program is a collaboration between several local partners: Charlotte Works, MeckEd, CATS, Transit Management of Charlotte, and the NC Department of Labor.

CHARLOTTE.
MYEP
MAYOR'S YOUTH EMPLOYMENT PROGRAM

Addressing the Gaps

- Building capacity and structure of smaller, grassroots organizations that are working tirelessly to meet demands of youth career readiness.
- Marketing Career Readiness Training Certification needs to be marketed so value to business community is recognized.
- Making connections between all community programs addressing this MBK goal to prevent unnecessary duplication of efforts, effective dissemination and use of best practices and create open, consistent dialog for support of work to reach the goal.
- Examining funding models, resource allocation practices and staffing protocols so programs can continue to thrive and grow.

Action Plan Objectives

The objectives below will be completed by the City of Charlotte and its community partners.

- Evaluate the effectiveness of Mayor's Mentoring Alliance through engagement with mentoring agencies in the community. Create strategic framework and implementation plan that strengthens the Alliance as a resource for local mentoring agencies.

- Develop a marketing strategy for the business community to recognize value of the Career Readiness Training Certification and participation in youth employment programs such as Mayor's Youth Employment Program (MYEP).
- Increase Mayor's Youth Employment Program summer employment placements with emphasis in the manufacturing sector.
- Highlight MYEP employers and local mentoring agencies in social media and newsletter.
- Develop a sustainability plan that ensures adequate staff and financial resources are available as programs like Mayor's Mentoring Alliance and MYEP continue to grow.

MBK CLT Communications Plan

CHARLOTTE.

The Office of the Mayor will regularly communicate about MBK CLT. The initiative is designed to be a tool for the entire community to access when implementing comprehensive cradle-to-college-and-career strategies for improving the life outcomes of all young people with particular focus on African American males. The two goals of MBK CLT focus on 1) ensuring all children read at grade level by 3rd grade and 2) ensuring all youth out of school are employed. The date for the public plan launch event will be early June 2015.

Goal

To ensure that stakeholders are informed about how various agencies are working on MBK CLT.

Objectives

- Communication about MBK CLT will be clear and concise.
- Communication about MBK CLT will be consistent and timely.
- Communication will focus on efforts to accomplish the two goals of MBK CLT initiative.
- Communication about MBK CLT will be a joint effort with various partner organizations.
- Communication will be disseminated through a variety of outlets.

Tactics and Strategies

- Host a public plan launch event in early June 2015.
- Invite media on a tour with the Mayor of a group of MBK CLT agencies.
- Message through GOV Delivery to Mayor's Office Updates encouraging agencies to send in story ideas about MBK CLT.
- Invite media to follow-up summit meetings with MBK CLT agencies.
- Create official branding for the initiative that can be easily recognizable/consistent and is intended to be used on all communications. Share MBK CLT branding with other agencies so they can show their support/participation.
- Pitch stories to local media about MBK CLT agencies and the work they are doing.
- Promotional Video – Mayor speaking about need for MBK CLT.
- One page Fact Sheet (available in electronic format).
- Utilize TV and Radio Resources: GOV Channel, WFAE, WBT radio, WCNC-Flashpoint
- Social media sites: City Facebook and Twitter regular postings about MBK CLT from city account and Mayor's accounts.
- Invite groups and individuals to join a "Twittersation" about MBK CLT. Ask questions about initiative goals and efforts to meet them and allow participants to tweet their thoughts using #MBKCLT.

A measure of success for MBK CLT is its full integration into the Charlotte community. This means the work done by MBK CLT partners must actively live within the foundation of their decisions over the long-term. In order to be strategic in achieving this, the following sustainability plan has been developed.

MBK CLT Sustainability Action Plan

Sustainability Strategy	Strategy Description	Practices That Enhance Sustainability
Wide Participation and Clear, Shared Purpose	Develop abundant, long-term, mutually beneficial, collaborative relationships and shared MBK CLT vision among staff and collaborators.	• Find roles for all appropriate organizations. • Make sure everyone will gain from the success of the MBK CLT. • Clearly articulate goals. • Periodically revisit goals and reaffirm consensus.
Abundant Information Available and Used to Improve Program and Reward Efforts	Use information to determine if activities are worth sustaining, continuously update and improve MBK CLT, and reward behaviors aiding the project.	• Rigorously gather information about all aspects of MBK CLT. • Involve a wide variety of social/human service organizations. • Act on the information and improve MBK CLT. • Use information to reward efforts that help MBK CLT succeed.
Abundant and Needed Resources & Resource Mobilization	Obtain necessary funding for materials, personnel, and resources for MBK CLT.	• Use existing resources as leverage. • Develop materials or processes targeted at specific markets to gather support and volunteers. • Look at methods to use existing resources to create cost-effective solutions to support services. • Research the availability of public and private support for MBK CLT.
Coordination with Current Initiatives & Local Plans	Incorporate MBK CLT into other institutional and community-wide goals and initiatives.	• Use multi-agency Steering Committee to keep abreast of current initiatives and future plans throughout Charlotte. • Collaborate with leading organizations to use existing programs to aid in the implementation of initiatives. • Anticipate future trends and act.

Final Thoughts

The underlying notion of MBK CLT is that well-informed people, working together in an effective process, can make a profound difference in the lives of Charlotte's youngest citizens. Through empowerment, accountability and collaboration, together MBK CLT partners will build a healthier, supportive community for young people while building stronger more positive relationships among each other that cross racial, geographic, interest group and ideological lines.

For more information about MBK CLT, please contact:
Mayor's Office
City of Charlotte
704.336.4332
heskridge@charlottenc.gov

References

Annie E. Casey Foundation (2010). Early warning!: Why reading by the end of third grade matters. Baltimore, MD: Fiester, L. Retrieved from http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf.

Charlotte-Mecklenburg Schools. (2013). *Quality of Life Explorer* [Data file]. Retrieved from http://mcmap.org/qol.

Center for American Progress (2013). The high cost of youth unemployment. Washington, D.C.: Ayres, S.

Chetty, R., Hendren, N., Kline, P. & Saez, E. (2014). Where is the land of opportunity?: The geography of intergenerational mobility in the United States. *Quarterly Journal of Economics 129*(4): 1553-1623.

Child Care Resources, Inc. (2013). *Quality of Life Explorer* [Data file]. Retrieved from http://mcmap.org/qol.

Jobs for the Future (2007). School-to-Career initiative demonstrates significant impact on young people. Boston: Author.

Measure of America (2013). Halve the gap by 2030: Youth disconnection in America's cities. Brooklyn, NY: Lewis, K. & Burd-Sharps, S. Retrieved from http://ssrc-static.s3.amazonaws.com/moa/MOA-Halve-the-Gap-ALL-10.25.13.pdf.

Mecklenburg County Department of Social Services. (2013). *Quality of Life Explorer* [Data file]. Retrieved from http://mcmap.org/qol.

Mecklenburg County Health Department. (2012). *Quality of Life Explorer* [Data file]. Retrieved from http://mcmap.org/qol.

Medrich, E., Calderon, S. & Hoachlander, G. (2002). Contextual teaching and learning strategies in high schools: Developing a vision for support and evaluation. In Brand, B. (Ed.), *Alternative assessment and contextual teaching and learning: Essentials of high*

school reform. Washington, DC: American Youth Policy Forum and the Institute for Educational Leadership.

North Carolina Department of Public Instruction. (2013). *Disaggregated performance data* [Data file]. Retrieved from http://www.dpi.state.nc.us/accountability/reporting/leaperformancearchive/.

North Carolina Department of Public Instruction. (2014). *Cohort graduation rates* [Data file]. Retrieved from: http://www.ncpublicschools.org/accountability/reporting/cohortgradrate.

Out of School Time Task Force. (2011). The state of out of school time in Charlotte-Mecklenburg County. Charlotte, NC. Retrieved from http://cfcrights.org/wp-content/uploads/2011/10/OST-Task-Force-Final-Report-2011.pdf.

United States Census Bureau / American FactFinder. "B17001: Poverty in the Past Twelve Months by Sex by Age." 2009-2013 American Community Survey. U.S. Census Bureau's American Community Survey Office, 2013. Retrieved from http://factfinder.census.gov/.

Charlotte-Mecklenburg Opportunity Task Force. (2015, May 7). Retrieved from http://www.opportunitycharmeck.org/.