



MY BROTHER'S KEEPER



My Brother's Keeper 2016 Progress Report

Two Years of Expanding Opportunity
and Creating Pathways to Success



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Introduction

Two years have passed since the President signed a Presidential Memorandum in 2014 establishing the My Brother's Keeper (MBK) Task Force (the Task Force), a coordinated Federal effort to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential.

In response to the President's call to action, nearly 250 communities in all 50 states have accepted the President's My Brother's Keeper Community Challenge; more than \$600 million in private sector and philanthropic grants and in-kind resources and \$1 billion in low-interest financing have been committed in alignment with MBK; and new federal policy initiatives, grant programs, and guidance are being implemented to ensure that every child has a clear pathway to success from cradle to college and career.

The Task Force, which makes available evidence-based policies and practices, and leverages existing data to inform interventions and improve accountability, is organized around key life milestones that have been shown to be predictive of positive outcomes later in life:



1. **Entering school ready to learn;**



2. **Reading at grade level by third grade;**



3. **Graduating from high school ready for college and career;**



4. **Completing postsecondary education or training;**



5. **Successfully entering the workforce; and**



6. **Reducing violence and providing a second chance to justice-involved youth.**

Since MBK's first anniversary report a little more than one year ago, more than 50 additional communities have accepted the My Brother's Keeper Community Challenge, including those in seven new states, independent private sector support for grants and in-kind resources has more than doubled to more than \$600 million, and more than 80% of the recommendations the MBK Task Force sent to the President two years ago are complete or on track.

This report tracks progress achieved in the past year on efforts to make a measurable difference in the lives of young people. These priorities fall into three interdependent priorities articulated by the President: (1) engaging state and local communities; (2) increasing engagement by businesses, philanthropic organizations, and nonprofits; and (3) reviewing and reforming public policy.

Highlights of collective progress made this year include:

Federal Policy Review and Reform

- » The MBK School Success Mentor Initiative, a partnership between the Department of education and Johns Hopkins University, will pair **250,000 6th and 9th graders** with trained mentors in 30 communities that accepted the MBK Community Challenge. At full scale, when operating in grades K-12 across districts, the model aims to reach over one million students within the next 3-5 years.
- » More than **70 National Labs in 20 states opened their facilities to more than 3,500 youth** from nearby neighborhoods, including MBK Community Challenge acceptors, for the inaugural MBK & Council on Women and Girls National Week at the Labs.
- » As part of the Administration's Summer Opportunity Project, in February 2016 **DOL launched a new \$20 million grant competition** that will be awarded to approximately 10 communities for innovative approaches that provide young people with summer and year-round jobs and connect them to career pathways. **CNCS has committed \$15 million** in existing Segal AmeriCorps Education Awards over the next three years to launch Summer Opportunity AmeriCorps that will **enable up to 20,000 youth to gain new skills** and earn money for college.
- » In July 2015, ED and DOJ announced the "**Second Chance Pell**" pilot program that will enable incarcerated Americans to receive Pell Grants to finance the postsecondary education and training that may be instrumental in securing employment, stability, and self-sufficiency.

Place-Based State and Local Engagement

- » New York State – In April, with a \$20 million budget measure, New York became the first state to fund its own **statewide program** inspired by the federal My Brother's Keeper initiative.
- » Boston – the "Mayor's Mentoring Movement" has reached **90% of its goal to recruit 1,000 new mentors**.
- » Philadelphia – **10,000 teens and young adults were hired for jobs and internships** as part of the 2015 Summer Jobs Challenge.
- » Compton – the "Compton Empowered" Gang Violence intervention program resulted in a **decrease in homicides of nearly 50%** from 2014 to 2015.
- » Detroit – City leaders have outlined a plan over the next five years to employ 5,000 additional men of color in high growth industries and **enroll 90% of four-year-olds in preschool**.
- » 40 school districts across the country have committed to reforming discipline policies. Miami-Dade School District announced it will **eliminate out-of-school suspensions** beginning this school year.

Private Sector Action

- » During the 2016 White House Science Fair, more than 100 different organizations announced new, independent commitments to expand opportunity for students, including more than **\$50 million in “MBK STEM + Entrepreneurship” commitments**.
- » Opportunity Finance Network has invested more than **\$470 million** in financing for deals impacting youth of color.
- » Equal Opportunity Schools’ “Lead Higher” has invested more than **\$30 million** towards its \$100 million commitment to identify and enroll **100,000 low-income students and students of color** in AP and IB courses.
- » Foundations have **invested \$100 million** towards their \$200 million commitment.
- » In May 2015, a group of private sector leaders joined together to launch the My Brother’s Keeper Alliance (MBKA), a nonprofit that supports boys and young men of color. The founding Board of Directors collectively **committed \$80 million in in-kind and financial donations** to support the organization’s mission.

MBK continues to inspire a movement of citizens, community leaders, policy makers, corporate executives, and elected officials who are acting with intention to ensure that all youth know they matter and have every opportunity to achieve their dreams. This report and announcements are a testament to the progress and achievements that have resulted from the President’s leadership in creating MBK. The Task Force and leaders across the country remain hard at work to drive progress and ambition on behalf of our youth during the third year of this collective effort.



I. Engaging State and Local Communities

Roughly six months after establishing the MBK Initiative, President Obama issued the [My Brother's Keeper Community Challenge \(the Challenge\)](#) in September 2014 as a call to action for cities, Tribal Nations, towns, and counties to build and execute their own robust cradle-to-college-and-career MBK plans of action. The Challenge called upon public and private sector leaders to convene a local action summit within 45 days of accepting the challenge, which would bring together a wide array of local sector stakeholders to assess the community's needs, determine priorities, and decide how to make progress under the MBK milestones. Within six months of accepting the challenge, communities would create and begin implementing a local action plan, based on the action summit and a policy scan, which would include concrete goals, a protocol for tracking data, benchmarks for tracking progress, and available resources to support communities' efforts.

Before the launch of the MBK Community Challenge, there were few communities across the nation that had both identified the specific disparities boys and young men of color face and also put considerable leadership and resources to work to develop coordinated, long-term approaches rooted in evidence to address those disparities. Today, in large part because of the MBK Community Challenge, there are now hundreds of communities with committed leaders who have put this issue on the forefront, developing comprehensive plans and community goals to achieve real results.

New York became the first state to fund a statewide expansion and investment in the My Brother's Keeper initiative in April 2016 through a \$20 million budget measure.

There is now at least one MBK Community in each of the 50 states, the District of Columbia, and Puerto Rico. Additionally, there are now MBK Communities in 19 Tribal Nations, and several statewide MBK collaborations are underway. New York, for instance, became the first state to fund a statewide expansion and investment in the My Brother's Keeper initiative in April 2016 through a \$20 million budget measure. More than 140 Local Action Summits have taken place and more than 100 local action plans have been released or are in development with community, philanthropic and corporate partners, faith leaders, and youth.

The Federal Government does not sponsor, supervise, or independently evaluate the efforts of these localities. But communities themselves continue to report encouraging signs of progress and momentum. Some of those independent efforts are highlighted below, with information submitted to the Task Force from the local leaders detailing their plans, specific metrics, detailed timelines, and ambitious action steps.

MBK Communities in Action

- » In **Boston, MA**, Mayor Martin Walsh launched the "Mayor's Mentoring Movement" to recruit 1,000 new mentors, starting with city employees. Already, nearly 900 mentors have been recruited. To date, 99 of 140 (70%) supervisors managing youth employees within Boston's Department of Youth Engagement and Employment's summer and year round employment programs were trained in trauma-informed practices. In June 2015, the State Street Foundation launched "Boston WINs," a four-year \$20 million initiative aimed at advancing job readiness for low-income youth, including boys and young men of color, a key MBK Boston goal.



The initiative projects that its five partner organizations will increase the number of youth served by 61%. Each partner is on track with year-one goals, including State Street Corporation which will hire 1,000 Boston youth for entry-level positions over four years. As of February 2016, the Violence Interrupters Program maintained a client caseload of 581 individuals and experienced an increase in indirect client engagement from 3,247 to 5,400. Of these total engagements, 85% of successful mediations involved black males, where “Streetworker and Violence Interrupters” were able to suppress and stop incidents of retaliatory violence.

- » In **Detroit, MI**, city leaders have outlined a plan over the next five years to recruit and match 5,000 new mentors, employ 5,000 additional men of color in high growth industries, reduce suspensions by 50%, and enroll 90% of all four-year-olds in preschool. To achieve its goal of strengthening higher education and career pathways for young men of color, Detroit plans to establish 15 college and career academies, an evidence-based intervention, enrolling 3,000 young men of color. In February, the Skillman Foundation entered into a partnership with the Campaign for Black Male Achievement for the “MBK Detroit Innovation Challenge,” an effort that will invest \$500,000 in crowdsourced ideas that enable boys and young men of color to connect to and thrive in Detroit’s new economy. “Grow Detroit’s Young Talent” (GDYT), a summer jobs and youth employment program in the city, served more than 5,500 youth through work readiness, career exploration, and job placement programs during the summer of 2015, representing a 30% increase over the number of youth served in 2014. The system will continue to grow over the next ten years to reach the estimated need of 20,000 summer jobs identified during Detroit’s local action summit. Program partners, through Project CeaseFire, intentionally engage youth who have risk(s) associated with criminal behavior and who reside in neighborhoods with high poverty and high crime rates. Early results are promising. Most notably, violent crime and homicide rates dropped nearly 25% during the six weeks of GDYT’s operation in 2015.

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- » In **Houston, TX**, following a review of health and socio-economic outcome disparities for boys and young men of color, Houston's Health Department identified three targeted neighborhood zones in north Houston to focus its efforts. The program is conducting a neighborhood canvass of families with children five years old and younger to determine the unique strengths and needs of families and provide them with a range of supports. Working with the Houston Public Library and the Houston Area Urban League, the program conducts a parent practice night, giving parents library cards and free books, expanding their home libraries, and encouraging children to read at home. The program also created a MBK Youth Advisory Council of 30 youth who are learning leadership skills and health education to serve as ambassadors to youth and adults in the community. The city is also partnering with NASA to host MBK Houston Lab Weeks at the Johnson Space Center to inspire youth to pursue careers in science, technology, engineering, and math (STEM) fields.
- » **Los Angeles (LA) County, CA** has established a county-wide MBK Task Force made up of the five cities in that county that have accepted the MBK Community Challenge – LA City, Culver City, Compton, Long Beach, and Hawthorne. In Long Beach, the city began its “Promising Adults, Tomorrow’s Hope” (PATH) diversion and training program, which combines occupational training, life skills development, mentoring, and post-secondary education as an alternative to criminal prosecution for young adults aged 16-24. In Compton, to address the safety issues in the city that stemmed from gang violence, Mayor Aja Brown convened more than 60 ex-gang members from rival neighborhoods to call for peace. Out of that convening, Mayor Brown launched an initiative, “Compton Empowered,” focused on empowering youth through employment, leadership development, and life skills training and community unity events that have been instrumental in maintaining neighborhood truces and communication. Since the creation of Compton Empowered, some 30 ex-gang members have completed a series of leadership development courses, 13 have been hired to participate in the city funded Gang Intervention Program, and the city recorded a decrease in homicides of nearly 50% from 2014 to 2015.

Advancing an Evidence-Based Intervention for College and Career in Detroit

A core tenet of MBK is about finding, deploying and scaling the solutions that work best for boys and young men of color, and all youth. In planning to establish 15 college and career academies, Detroit recognizes the benefit of using evidence and rigorous evaluation to find what works and helping those solutions reach larger populations.

The Career Academies program prepares students of large high schools in low-income areas to enter postsecondary education and the workforce. This evidence-based intervention delivers career, academic, and technical learning through small communities of students, which studies show to be effective in increasing annual income. The Coalition for Evidence-Based Policy designated the Career Academies intervention as “Top Tier,” recognizing its work in developing a large-scale, randomized controlled trial conducted in nine U.S. school districts in urban areas that demonstrated the program’s positive impact on students.

A rigorous follow-up study carried out 11 to 12 years after the the trial found that on average, students who participated in Career Academies benefitted from an 11% increase in their annual income, or \$2,460 more than the control group.



- » In **New York City**, former Mayor Michael Bloomberg created the “New York City Young Men’s Initiative” (YMI) in 2011 in an effort to address significant inequities between black and Hispanic young men and their peers in health, developmental, and economic outcomes. In 2014, Mayor Bill de Blasio took on the MBK Community Challenge, directing his team to evaluate the focus and mission of YMI and align with MBK. Through YMI, 30 schools are participating in the Reading Rescue program, an evidence-based intervention for elementary school students which trains tutors to accelerate literacy daily in 30-minute sessions; the majority of students who receive this intervention accelerate to grade level within a semester. Because of YMI, the city will engage 5,000 students transitioning into middle or high school through mentorships, working in partnership with existing non-profits that provide these opportunities and expanding YMI mentorship sites from 25 to 40 by 2017. These expanded mentoring sites, located in NYC Housing Authority community centers, will offer a curriculum that includes not only education support but also socio-emotional development as well as college and career exploration. YMI has also set a goal of recruiting 1,000 new male teachers of color by the end of 2017. Within three months of the goal’s announcement, the city received 1,607 letters of interest and more than 1,300 completed applications from men of color interested in teaching.
- » As part of “MBK Philly,” **Philadelphia, PA**, has set rigorous goals including doubling the number of children in Philadelphia who are reading on grade level by the end of the third grade by 2020. To accomplish this and more, the city is implementing an action plan with very specific goals across key milestones and a diverse set of community organizations leading each component of the work. Steps taken so far include placing 40 literacy specialists in high-need schools, implementing a student retention program in the Community College of Philadelphia, and launching a single site for city job postings. In summer 2015, Philadelphia’s public, private,

and philanthropic sectors hired 10,000 teens and young adults for pre-professional jobs and internships. More than 8,500 of those youth received career training, designed to prepare them for the next steps in their careers. MBK Philly has also reported raising more than \$89 million for MBK-related programming. Its work is already producing meaningful outcomes. For example, Philadelphia's Police School Diversion Program has led to a 54% reduction in school-based arrests, exceeding one of its MBK goals. The Police School Diversion Program is preventing students, who are over 10 years old and who are involved in low-level offenses or misdemeanors for the first time, from being arrested. Rather than sending these children into the juvenile justice system, the School Diversion Program offers youth – and their parents and caregivers – a range of social services and counseling.

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- » In 2015, **Washington, DC**, Mayor Muriel Bowser and Chancellor Kaya Henderson announced a \$20 million commitment to launch “Empowering Males of Color” (EMOC), a comprehensive effort led by DC Public Schools (DCPS) to change the often negative narrative about boys and young men of color, improve the student experience and help young men develop the academic and social skills that lead to success. The “500 for 500: Mentoring through Literacy” program aims to recruit, train and connect 500 mentors with K–12 students by June 2017. DCPS has met its year-one recruitment goal of 250 mentors, including 19 mentors from the Metropolitan Police Department, and will connect more students with caring adults in the coming year. Working with Bank Street College of Education and the national Office of Head Start, DCPS developed a culturally responsive professional development program for classroom teachers and paraprofessionals serving 3- and 4-year-olds. More than 30 educators who teach a combined 225 boys participated in the training. DC has also offered EMOC innovation grants to schools to provide additional academic support, expand social/emotional assistance, and improve family engagement.

II. Inspiring Support From Businesses, Philanthropy, and Nonprofits

In launching MBK, the President said “government cannot play the only – or even the primary – role.” This had to be an all-hands-on-deck approach. The challenges and opportunities are too great for any one entity to go it alone. A broad base of stakeholders is essential to creating better outcomes for our youth, including boys and young men of color. Across the country, businesses, philanthropic organizations, and nonprofits are responding to the President’s call to action in significant ways, supporting communities that participate in the MBK Community Challenge as well as aiding diverse organizations with direct funding, in-kind contributions, and technical assistance. Since the launch of MBK, the private sector has committed more than \$600 million in grants and in-kind resources, along with \$1 billion in low-interest financing to support activities that are aligned with MBK priorities. These commitments do not include the substantial additional investments that are also being made at the local level.

As the investments described below illustrate, the business community, philanthropic organizations, and non-profits have played an important role in efforts to ensure that all of America’s youth have the opportunity to be safe and healthy, to receive a high quality education, and to be prepared to succeed in their careers. The Federal Government does not sponsor, supervise, or evaluate these private efforts.

With the launch of MBK in February 2014, a consortium of 11 foundations collectively committed they would seek to invest \$200 million in MBK-related priorities over the next five years. The foundations that are part of this consortium are: The Annie E. Casey Foundation, The Atlantic Philanthropies, Bloomberg Philanthropies, Ford Foundation, Kapor Center for Social Impact, The John S. and James L. Knight Foundation, Nathan Cummings Foundation, Open Society Foundations, Robert Wood Johnson Foundation, The California Endowment, and W.K. Kellogg Foundation. Their commitment of at least \$200 million over five years will be made alongside additional investments from peers in philanthropy and the business community, and focus on identifying and rapidly spreading solutions that have great potential for impact in key areas, including: early child development and school readiness, parenting and parent engagement, third grade literacy, educational opportunity, school discipline reform, interactions with the criminal justice system, ladders to jobs and economic opportunity, and healthy families and communities.

In early 2015, these foundations released [a report](#) noting that, along with its collaborating partners in the [Executive’s Alliance for Boys and Young Men of Color](#) (a philanthropic network of more than 40 foundations), they had already invested more than \$100 million toward their \$200 million commitment.

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Highlights of Investments and Commitments of the 11 Foundations

- » The W.K. Kellogg Foundation invested \$15 million to help school districts throughout the country improve school climate by moving away from punitive school discipline policies.
- » The Atlantic Philanthropies, The Annie E. Casey Foundation, and The W.K. Kellogg Foundation committed a total of \$8.5 million to launch RISE (Research, Integration, Strategy, and Evaluation) for Boys and Men of Color. Led by the University of Pennsylvania's Center for the Study of Race and Equity in Education and Equal Measure, RISE will leverage the expertise of researchers, educators, and community leaders to share knowledge about what works, spur greater innovation and identification of solutions, and create a web-based portal to disseminate information on effective interventions and policy solutions. RISE has identified scholars who conduct evaluation and research that is asset-based, community-rooted, interdisciplinary, and that aims to improve policies and systems. During RISE's inaugural convening in Chicago in April, it was announced that the scholars identified by RISE will explore partnerships with individual MBK Communities across the country. RISE is committed to supporting these partnerships to leverage data and evidence to identify what works, with the goal of shedding new light on how to create more positive futures.
- » The Open Society Foundations awarded \$2 million to the Center for Policing Equity to help create the first national database documenting police behavior, including who is stopped for questioning and who experiences use of force in over 50 major city police departments nationwide. In addition, the Open Society Foundations committed \$10 million to the Campaign for Black Male Achievement, a national membership network that seeks to ensure the growth, sustainability, and impact of nearly 5,000 leaders and over 2,500 organizations focused on improving the life outcomes of black men and boys.
- » Grants from the Robert Wood Johnson Foundation totaling more than \$1.6 million are helping improve outcomes for young men of color in often neglected rural communities throughout the South and Southwest in states including New Mexico, Texas, Louisiana, and Alabama.



Executives' Alliance members have continued to seek new opportunities to leverage both their investments and their collective leadership voice to further the funders' joint strategy to improve life outcomes.

- » **“Ban the Box” Philanthropy Challenge** – Most job applications include a mandatory yes-or-no question regarding whether the applicant has had interactions with the justice system. Some 70 million Americans have arrest or conviction records that can show up in background checks; there is evidence that this reduces by 50% the likelihood that an applicant will receive a callback interview for an entry-level job. This practice of asking about a criminal record at the first step in the application process takes a particularly heavy toll on communities of color, and especially on men of color who are disproportionately arrested, convicted, and sentenced. Inspired by the President's announcement that the Federal Government will change its practices and “ban the box” in its own hiring, the Executives' Alliance has embarked on a campaign to challenge philanthropy to do the same and is urging foundations nationwide to join the movement by “banning the box” and adopting fair chance hiring practices – more than 40 foundations had accepted the challenge at time of launch.
- » **“Places of Opportunity”** – Executives' Alliance members have also announced a plan to launch “Places of Opportunity,” an effort to assist local actors in jurisdictions that have accepted the MBK Community Challenge and have demonstrated potential and a commitment to accelerating impact. The initiative will have two major components: (1) Site-Based Investments & Activity: investments and leadership from member foundations to support local efforts in select municipalities that have accepted the MBK Community Challenge; and (2) Field-building and Technical Assistance: efforts to create a national learning community of local places engaging in comprehensive, multi-sector efforts to improve life outcomes for boys and men of color.

On November 20, 2015, the White House hosted an MBK Private Sector Roundtable with leaders from businesses and foundations that have announced commitments in support of MBK. The meeting was designed to provide a forum for the leaders to share their progress and to encourage continued collaboration and engagement. Approximately 40 attendees represented the more than 30 companies and organizations that have made commitments, including JPMorgan Chase, the Aspen Institute, Sprint, PepsiCo, AT&T, BET, News Corp, Discovery, and Prudential.



Highlights of Progress on Corporate Commitments

- » My Brother's Keeper Alliance (MBKA) – In May 2015, President Obama traveled to Lehman College in Bronx, NY to announce the formation of the [My Brother's Keeper Alliance](#). MBKA supports boys and young men of color from cradle to college and career at both national and local levels, with particular emphasis on key milestones along the life path such as early education, high school graduation, enrollment in post-secondary continuing education, and successful workforce entry and retention. The founding Board of Directors collectively committed \$80 million in in-kind and financial donations to support the organization's mission. In 2016, MBKA will advance their national and local programming initiatives to include grant making, capacity-building resource offerings, and continued activation of public-private partnerships to support boys and young men of color.
- » [The Citi Foundation's Pathways to Progress](#) initiative is working to catalyze the economic progress of 100,000 low-income urban youth in 10 cities across the United States. To date, the initiative has reached more than 60,000 young people through a variety of programs including one-on-one college and career mentoring, summer jobs, and leadership and workplace skills development through volunteering and service.
- » In March 2014, the [Opportunity Finance Network \(OFN\)](#), a performance-oriented national network of 240 Community Development Financial Institutions, launched the Youth Opportunity Pledge in support of the MBK initiative. The pledge was to make more than \$1 billion in new financing available annually to support youth of color, including \$300 million specifically for black and Hispanic male youth. Since the March 2014 announcement, OFN members have invested more than \$470 million in housing, community services, small business, and other financial agreements designed to positively impact youth of color. OFN has recently also reported exceeding its goal of investing \$300 million specifically for black and Hispanic male youth, with a reported investment total of \$308 million so far.
- » In summer 2015, Derek Jeter announced that he would expand his media company, "[The Player's Tribune \(TPT\)](#)," to include a new cause-related platform called TPT Assist, which will include a MBK specific feature. The platform allows athletes to communicate about their philanthropic work through blogs, videos, event activations, photography, and social media. TPT Assist's first series of features was inspired by, and in support of MBK, including an introduction from Derek Jeter and a feature about mentoring from NBA legend Shaquille "Shaq" O'Neal.
- » [The College Board](#) pledged to invest more than \$1.5 million for "All In," a national College Board program to ensure that 100% of African American, Hispanic, and Native American students with strong "advanced placement (AP) potential" enroll in at least one matched AP class, which means the student has the potential to receive a score of three or higher on a particular AP exam (based on PSAT data), and the school also offers the course. As part of this program, the College Board created several "All In" videos featuring boys of color, which seek to reframe the conversation on how they are viewed in and out of school. The videos are featured during conference presentations through America's Promise social media outlets and via multiple communications channels. The College Board also joined efforts with the Council of the Great City Schools (CGCS) to develop a Leadership Playbook for superintendents. The playbook provides guidance for district leaders (but can also benefit principals, counselors, and other school-level adults who influence student course placement) on ways to increase the number and percentage of students of color in AP courses. The College Board disseminated this playbook throughout CGCS districts and at additional College Board convenings.

- » [Equal Opportunity Schools \(EOS\)](#) focuses on finding, enrolling, and supporting students absent from challenging college preparatory courses. In April 2015, a consortium of education, philanthropy, and business leaders announced “Lead Higher” with commitments to spend a combined \$100 million over three years to identify and enroll 100,000 low-income students and students of color in Advanced Placement (AP) and International Baccalaureate (IB) high school classes across the country. The coalition includes Equal Opportunity Schools, the College Board, the Jack Kent Cooke Foundation, Tableau Software, Inc., the International Baccalaureate Organization, and Google.org. Since the announcement, EOS has deployed \$6M of new funding in the form of technical assistance (toward a 3-year \$10M pledge), but anticipates being able to deploy well over \$20M or double its initial 3-yr pledge. The College Board reports that \$30M of its \$90M commitment will be spent after AP exam administration this year, as the majority will be devoted to helping low-income students sit for the AP Exam. EOS has also received commitments from more than 120 superintendents to close their AP/IB race and income access gaps. By partnering with states, districts, and individual high schools, EOS helps to identify students who are not enrolled in the most rigorous classes and works collaboratively with school leaders to enroll and support these students in challenging college preparatory courses to boost academic motivation and achievement as well as to increase the likelihood of college enrollment and graduation.
- » [JPMorgan Chase & Co.](#) has committed \$10 million to expand The Fellowship Initiative (TFI), a comprehensive enrichment program for young men of color that includes academic, social, and emotional support; experiential learning opportunities; one-on-one mentorship with JPMorgan Chase employees; college planning support; and more. The expanded initiative resulted in a new class of TFI Fellows being recruited from Chicago, Los Angeles, and New York City, and the firm identified and trained some 120 employees to serve as one-on-one TFI mentors. Through TFI, JPMorgan Chase & Co. also partnered with nonprofit organizations with exemplary models for serving young men of color, such as Outward Bound, All Star Code, Groundswell, and the National Mentoring Partnership. In collaboration with these organizations, the firm provided the TFI Fellows with opportunities to experience outdoor education excursions and to learn how to work in teams to start a business. Next year, the TFI Fellows will travel to South Africa to continue their leadership development and to strengthen their communications skills and global awareness.
- » [Discovery Communications](#) invested more than \$1 million to create original programming inspired by MBK. The documentary film “Rise: The Promise of My Brother’s Keeper” featured boys and young men of color who are part of four different evidence-based programs and initiatives across the country. Programs profiled included: Youth Guidance’s Becoming a Man (B.A.M.), YouthBuild, Urban Prep Academies, and Halstead Academy of Art and Science. The documentary chronicled specific youth stories and the interventions that made a difference as an illustration of ways to impact the futures of boys and men of color. The one-hour program was simulcast on Father’s Day 2015 on Discovery Channel and other U.S. networks, including OWN: Oprah Winfrey Network, as well as Discovery’s online media platforms. In addition to airing the RISE documentary on Father’s Day, Discovery hosted two MBK town hall discussions in Chicago, IL and Philadelphia, PA (both of which are communities that accepted the MBK Community Challenge). Following the airing of RISE, Discovery Communications also joined then Secretary of Education Arne Duncan during the Department of Education’s Annual Back-to-School Bus Tour, where the documentary was screened at Crispus Attucks Medical Magnet High School and then followed by a roundtable discussion. Discovery also widely distributed copies of the documentary to

communities that accepted the MBK Community Challenge to facilitate screenings and discussions.

- » The Charles Stewart Mott Foundation, Ad Council, and Johns Hopkins University teamed up to support the Department of Education's "[Every Student, Every Day Campaign](#)", a national MBK initiative to address and eliminate chronic absenteeism. These organizations, with \$1 million from the Mott Foundation, backed the launch of the MBK Success Mentors Initiative, which will connect 250,000 students with school-linked mentors by 2018 as well as an Ad Council public awareness campaign.
- » UBS America announced a five-year, \$10 million commitment, [NextGen Leaders \(NGL\)](#), to improve college success among under-resourced populations. NGL aimed to empower students with the skills, knowledge, and experience needed to succeed in college and compete in the global marketplace. In partnership with Students for Educational Opportunity (SEO), UBS recruited their inaugural class of leaders in spring 2015, providing 125 African American and Hispanic young men with a comprehensive set of resources designed to support every step of their journey to college graduation. Every student was paired with an individual advisor who provides leadership development, internship and career support, and guidance on topics such as course selection, goal setting, and financial and time management. Recent accomplishments of these students include: 77% of UBS-SEO College Scholars are taking at least one STEM class during their fall semester and 75% are joining at least one club on campus with 13% holding a leadership position. The UBS-SEO College Scholars cohort earned an average GPA of 3.15 for the fall 2015 semester.
- » In January, MENTOR: The National Mentoring Partnership and the National Basketball Association (NBA), the NBA Players Association, and the NBA Retired Players Association launched the [In Real Life campaign](#) as part of the league's commitment to MBK. The campaign challenges adults to

become mentors so that every young person has meaningful relationships that provide networks of support and opportunity. In addition to an online action platform, public service announcements, and editorials from NBA players and legends like Steph Curry and Bill Russell, other celebrities including Kendrick Lamar and Michael B. Jordan have recorded PSA's touting the importance of mentoring. The campaign has garnered significant interest. In January 2016, after the release of Kendrick Lamar's PSA for National Mentoring Month, MENTOR saw the number of people searching for a mentoring program more than triple compared to December 2015. There was also nearly triple the number of volunteers connecting with local mentoring programs and in the process of becoming mentors through the MENTOR national mentor-matching system, compared to December 2015 (1,598 volunteer inquiries sent directly to mentoring programs, compared to 619 in December 2015). In April 2016, the weekend the PSA was released that featured President Obama and Steph Curry, Mentor.gov experienced a nearly 4,000% increase in page views (63,147 unique views) and MENTOR's mentor-matching system had more than 7,500 searches. That portal normally has an average of 350 searches per weekend, and had only 6,500 total searches for the entire month of March.

- » Inspired by the Administration's commitment to connect more young Americans to the outdoors and by President Obama's trip to Alaska last summer, IslandWood, the Sierra Club, the Children & Nature Network's Natural Leaders, and action sports retailer Zumiez announced a new project called "[Fresh Tracks](#)" in February 2016. This independent project will provide two dozen youth from underserved Los Angeles and Alaska Native communities with opportunities to travel together to both areas and to explore diverse cultures and outdoors during a three-week period in August 2016. The project focuses particularly on working with MBK Challenge Communities.

III. Public Policy Review and Reform

The Task Force has encouraged greater collaboration among Federal Government agencies, fostered the development of new policies, prompted review of existing grant programs, and created new strategic partnerships to better align efforts intended to enhance the lives of all young people. The work of the Task Force is structured around critical points of intervention that can have the greatest impact across the life continuum from birth to adulthood. Research has shown that there are key milestones in a young person's life that may be predictive of later success. During the last two years, the Task Force has focused on each of these milestones.

This section of the report will highlight some of the key policy actions within each of the six milestones and identify preliminary outcomes and achievements associated with those actions.

Entering School Ready to Learn and Reading at Grade Level by Third Grade

The beginning years of any child's life are critical for building the early foundation of learning, health, and wellness needed for success in school and later in life. During these years, children's brains develop rapidly, influenced by their experiences, including the relationships they share with their families, enriching home environments, and access to high quality early education. Unfortunately, too many young children, especially young children of color, do not have access to high quality early education and other enriching experiences that promote their development. Gaps in development begin to form in the first years of life, and if left unaddressed, grow over time and often result in pervasive achievement gaps.

The Task Force is working to address these kinds of opportunity gaps and ensure that all children are supported in their learning and enter school ready to excel. The policy work is focused on increasing access to high-quality early learning programs and eliminating harmful expulsions and suspensions from those programs; promoting early environments rich in language to bridge the word gap between children from lower and higher income households; providing universal access to developmental, health, and behavioral screenings to ensure that children who need services receive them as quickly as possible; and supporting early literacy across the settings where children learn. Combined, these efforts ensure that more children of all backgrounds are given an equal chance to thrive and are prepared cognitively, physically, socially, and emotionally to start school.

Providing Universal Access to Developmental, Health, and Behavioral Screenings

In collaboration with the Healthy Schools Campaign, in January 2016 the Departments of Education (ED) and Health and Human Services (HHS), launched the new partnership, "Healthy Students, Promising Futures." The partnership with states, communities, school districts, and families seeks to raise awareness of high-impact opportunities to better connect students with additional health-related services in schools that can ensure all children come to school able and ready to learn. These include (1) connecting students to coverage through Medicaid, CHIP, and the Marketplace; (2) expanding Medicaid-reimbursable health services in schools, including free or low-cost universal and preventive screening and services; (3) providing or expanding services that support

at-risk students, including case management; (4) promoting healthy school practices through nutrition, physical activity, and health education; and (5) helping local communities take advantage of partnerships with local nonprofit hospitals to provide expanded access to free health-care services for low-income students and their families.

As part of this initiative, ED and HHS released the “Healthy Students, Promising Futures” toolkit for states, communities, and districts that includes guidance on pursuing the five high-impact opportunities and research links for each opportunity, and community profiles that highlight how to take advantage of each opportunity.

Expanding Access to High-Quality Early Learning Programs Using Federal Funding

Task Force agencies, including ED and HHS, worked with Congress to continue expanding access to high quality early learning opportunities for young children. In 2016, Congress appropriated \$635 million for Early Head Start Child Care Partnerships; an increase of \$326 million in discretionary child care funding to help States implement the health, safety, and quality requirements of the bipartisan child care reauthorization; \$250 million to continue the third year of funding for the Preschool Development Grants; a \$389 million increase for Preschool Grants for Children with Disabilities; \$373 million for Early Intervention Program for Infants and Toddlers with Disabilities; and \$9 billion for Head Start, including \$294 million in new funding to increase the duration of Head Start services, which research shows improves children's outcomes. The President's FY 2017 Budget Request proposed to continue this progress by proposing landmark investments in both child care and preschool. These investments would ensure that all eligible working families with young children have access to high-quality, affordable child care, and that every low- and middle- income four-year-old has access to high quality preschool.



Proposed Rules to Promote Equity in the Individuals with Disabilities Education Act

The nation's special education law, the Individuals with Disabilities Education Act, aims to ensure fairness in the identification, placement, and discipline of students with disabilities. Yet racial and ethnic disparities persist, and students of color remain more likely to be identified as having a disability and face harsher discipline than their white classmates. To address these issues, ED released a Notice of Proposed Rulemaking in February 2016. Under the Department's proposal, States would be required to use a standard approach to identify significant racial and ethnic disproportionality in the identification, placement, and discipline of children with disabilities. Those districts identified with significant disproportionality using this common approach must use the comprehensive, coordinated early intervention services that best address the specific disparities in their communities.

Bridging the Word Gap

Research indicates that by the time children are three years old, low-income children typically would have heard [30 million fewer words](#) than their higher income peers. This difference in the amount of language children are exposed to has consequences for what children learn and is associated with vocabulary development and academic outcomes later in life. To address this issue, HHS announced the "[Bridging the Word Gap Challenge](#)" to spur innovative solutions to promote a rich early language environment for all children, including children from low-income families. The goal is to create a technology-based tool to help parents and caregivers talk and engage more with young children. More than 75 submissions from early childhood development and technology experts in academia and private industry were reviewed by an independent panel.

From the submissions, 10 teams were selected and are currently developing prototypes of their innovative proposals to test their methodologies. These teams represent academia, nonprofits, and entrepreneurs who submitted their ideas for a range of interventions to address the word gap. Among the winners was an app titled "Habla Bebe", developed by researchers at Emory, Columbia, and Florida International University, that promotes Spanish-English bilingualism and reduces the word gap for Hispanic children. Another is the "Wordometer"- a wearable device that tracks the number of words that children hear and gives caregivers feedback via their smartphone. In the next several months, each of these teams will create prototypes of their ideas and test their effectiveness. The Challenge will eventually award a total of \$300,000 in prizes to support innovation and problem solving around the word gap issue.

The "Wordometer" is a wearable device that tracks the number of words that children hear and gives caregivers feedback via their smartphone.

In addition to these efforts, HHS has established the [Bridging the Word Gap Research Network](#), made up of more than 140 nationally recognized researchers, practitioners, policymakers, and funders working together to develop and push forward a coordinated national research agenda that addresses the word gap. In 2015, members of the network solicited responses from a group of 1,000 diverse stakeholders to gather perspectives on the top research priorities aimed at addressing the word gap. This National Research Agenda lists the top 10 priorities for researchers and funders. In addition to the National Research Agenda, Bridging the Word Gap Research Network members continue to work on a set of research syntheses to identify evidence-based practices related to the word gap. The Bridging the Word Gap Research Network continues to work with 12 community projects around the nation and recently held the first Bridging the Word Gap summit to highlight work of the Network Emerging Research Scholars conducting innovative studies related to the word gap.



Support for Children's Social-Emotional and Behavioral Development

Strong social-emotional development is the foundation for learning and is robustly associated with academic achievement and wellness later in life. To increase the number of early educators who have the skills to support children's social-emotional development, HHS invested more than \$6 million to establish the National Center of Excellence for Early Childhood Mental Health Consultation (ECMHC). ECMHC is a professional development model that pairs early childhood mental health experts with teachers, child care providers, home visitors, and parents to build their capacity in supporting children's social-emotional and behavioral development. Research demonstrates that the model is associated with decreased teacher stress and turnover; a reduction in children's challenging behavior and risk of expulsion and suspension; and improvements in children's social-emotional skills.

This Center of Excellence will provide targeted technical assistance to states and tribal communities on how to build sustainable ECMHC systems. Paired with this funding, HHS also released recommendations to states on implementing policies that support children's social-emotional development, including building and expanding ECMHC systems. As a result of those recommendations, Ohio and Arkansas have implemented some of the boldest reforms in this area, with Ohio more than tripling and Arkansas more than doubling the number of early childhood mental health coaches deployed to train early childhood teachers. Connecticut also continues to be a leader on this issue, maintaining the only statewide universal ECMHC system in the country and, most recently, building out their services to support their new preschool classrooms funded through a Preschool Development Grant.

Impact in Action: Arkansas' Leadership Addressing Expulsion and Suspension in Early Childhood Settings

In 2013, 29% of Arkansas' children were living below the poverty line – the second highest rate in the country. About 16% of children screened in Arkansas' prekindergarten programs have significant behavior concerns, and among children ages 2-17, 22% have one or more emotional, behavioral, or developmental concerns. Arkansas has long been at the forefront of efforts to address suspension and expulsion, through their early investment in early childhood mental health consultation and through the policies they have in place to prevent expulsion in their state pre-kindergarten program. However, the release of the joint HHS and ED's Policy Statement on Expulsion and Suspension – part of the MBK initiative – prompted additional action.

Arkansas' efforts included doubling the state-funded early childhood mental health consultation program, Project PLAY, which coaches child care providers in supporting children's social-emotional and behavioral development. In addition, upon the release of this statement, state leaders convened an interagency workgroup tasked with developing a plan to address suspension and expulsion in Arkansas. Specifically, the goal of the group is to consider how Arkansas can improve its approach to each of the six areas outlined in the policy statement and emphasized in MBK Milestone I: Entering School Ready to Learn recommendations. They include establishing fair and developmentally appropriate discipline policies, setting goals and tracking data, promoting strong family partnerships, focusing on developmental and behavioral screening, building the capacity of the child care workforce, and ensuring access to specialized coaching and consultation.

The workgroup has committed to announcing several new initiatives in 2016, including expanding trainings for child care providers and directors, and embedding new non-suspension and expulsion policies in the agreement child care centers sign to accept child care vouchers.

Addressing Discipline Disproportionality in Early Childhood

HHS and ED released the first ever Federal guidance to states, communities, and early childhood programs to prevent and eliminate expulsion and suspension in early childhood settings. The guidance raised awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood settings and provided recommendations to early childhood programs and states on establishing preventive disciplinary, suspension, and expulsion policies and administering those policies free of bias and discrimination.

This year, a group of more than 30 national organizations, led by the National Association for the Education of Young Children, published a joint statement in support of those recommendations. HHS also released a new report that highlights nine states and local communities around the country that are taking important steps to address expulsion and suspension in early learning settings. Their actions range from passing new legislation to restrict expulsions and suspensions in state preschool programs and revising regulations to improve the social-emotional and behavioral supports children in child care programs receive, to investing in expanding coaching programs - such as early childhood mental health consultation- that prevent expulsions.

As a follow up to this work, in 2016 ED will support the expansion of the Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center by improving resources and professional development tools that specifically address punitive discipline practices and implicit biases in early childhood programs and to promote culturally responsive and self-reflective practices. ED's PBIS Center will use these tools to implement training at five demonstration Preschool Development Grant sites. The Center will evaluate the effects of those practices on children's social-emotional and behavioral health, rates of expulsion and suspension, and racial/ethnic and ability-based disparities in each of these areas. The demonstration sites will serve as national models to address disproportionate discipline practices in early childhood programs.

Read Where You Are: A Call-to-Action to Strengthen Early Childhood Literacy

In summer 2015, ED launched the "Read Where You Are" public awareness campaign to encourage families, educators, and communities to make reading an active part of a child's life. Children, including boys of color, who do not read over the summer fall behind their classmates and research shows that summer learning loss adds up, especially for low-income students. Read Where You Are is a national call-to-action for independent and joint reading activities. The Office of the First Lady, the National Writing Project, and First Book, a nonprofit organization whose mission is to provide disadvantaged youth and communities with books, were just a few of the partners in the Read Where You Are campaign. The campaign reached 15.7 million unique viewers and resulted in 10,000 tweets and more than 5,500 users. In January 2016, ED held a Read Where You Are event for children and families in Oakland, CA, with the National Football League, Oakland Raider Justin Tuck, Oakland Mayor Libby Schaaf, and First Book. Throughout 2016, ED will continue to engage parents, families, and students about the importance of reading and early literacy through the Read Where You Are campaign.

The Read Where You Are campaign reached 15.7 million unique viewers and resulted in 10,000 tweets and more than 5,500 users.

Strengthening Parent Engagement

In the fall of 2015, HHS launched a package of new resources for states, schools, and early childhood programs that makes it easier to find and implement parenting interventions that have a research base and are responsive to families' and communities' needs. The Compendium of Parenting Interventions along with the companion Guidebook for Implementation provides critical information about the compiled interventions as well as the steps to successfully implement a parenting intervention in an early childhood program. These resources work in connection with a wide range of tools that reflect the Administration's focus on supporting early childhood programs, so they can better partner with families on children's learning and development.

Graduating from High School Ready for College and Career and Completing Postsecondary Education or Training

The Task Force continues to work toward closing achievement gaps and holding all students to high expectations that prepare them for success in college and career. New data from ED's National Center for Education Statistics shows that students are graduating from high school at a higher rate than ever before, [reaching 82% in 2013-14](#). The gap between white students and black and Hispanic students receiving high school diplomas continues to narrow. The data also show that traditionally underserved populations, such as English learners and students with disabilities, continue to make gains with respect to graduation rates. While we remain encouraged by the progress we see at the national level, the MBK Task Force is committed to identifying evidence-based strategies that further increase school attendance, improve academic performance, and ultimately raise high school completion and college enrollment rates.

Reducing Chronic Absenteeism: Launch of the Every Student, Every Day Initiative

Five to seven and a half million children miss a month or more of school each year, putting them at significant risk of falling behind and not graduating from high school. Chronic absenteeism (missing 10% or more of the school year) is particularly prevalent among students who are low-income, of color, with disabilities, transient, and/or juvenile justice-involved—and is a primary cause of low academic achievement and a powerful predictor of those students who may eventually drop out of school. To tackle this issue, the MBK Task Force agencies launched

“Every Student, Every Day,” a national effort to support coordinated community action that addresses the underlying causes of chronic absenteeism.

One component of the Every Student, Every Day effort is the MBK Success Mentors Initiative, which aims to reduce chronic absenteeism by connecting one million students with caring mentors. The Initiative, a partnership between ED and Johns Hopkins University, uses an evidence-based mentorship model. During the coming months, MBK Success Mentors will work with students in the sixth and ninth grades in high-need school districts across their communities, with the goal of reaching more than 250,000 students over the next two years and eliminating chronic absenteeism in these grades. At full scale when operating in grades K-12 in districts across the country, the model aims to reach one million more students within the next three to five years and will include a multi-year evaluation and learning agenda. In the next phase, the initiative will be bolstered by local college students who will serve as MBK College Success Mentors, leveraging Federal work-

Impact in Action: Mentoring in Providence and Austin

Providence, RI, is in the first cohort of communities to participate in the MBK Success Mentor Program. The community has already paired 50 mentors with 150 students with a target of matching a total of 80 mentors to 300 students by the end of the 2015-16 school year. Austin, TX, has already paired 72 mentors with 72 students across three pilot schools. In the coming months, Austin will expand its program in partnership with the University of Texas, Austin, to increase the number of mentors and meet their target of reaching at least 100 at-risk students by the end of this school year.

study allocations. Miami-Dade College will be the first MBK community to launch this college-linked model. Once fully implemented, MBK Success Mentors will become the largest effort in history to expand evidence-based mentoring for high-need students.

The Ad Council, in partnership with ED and the Mott Foundation, will simultaneously launch a multi-million dollar accompanying parent engagement campaign, targeting parents of kindergarten through eighth grade students, to elevate the conversation about the devastating impact of chronic absenteeism. The campaign will include public service announcements that will be displayed in bus shelters and billboards, and posters that will be displayed in barbershops, doctors' offices, and schools. A key component of the effort will include a new campaign website offering resources for families that will focus on key factors that contribute to student absences, including an online toolkit with customizable posters, blog posts, infographics, and absence trackers. The website will also include resources for educators, community leaders, and afterschool providers.

As a part of this effort, in the spring of 2016 ED will release the 2013-14 Civil Rights Data Collection including the first-ever school-level data on all students across the nation who missed at least 15 days of school. This data will shed new light on the scope of chronic absenteeism including where it is most prevalent and whom it most affects.



Impact in Action: Rethinking Discipline in California, Houston, and Miami

Several school districts have started to take action in response to the continued Federal efforts to address disparities in school discipline policies and practices. Following the 2014 release of a joint guidance letter from ED and the U. S. Department of Justice (DOJ) advising schools that the disproportionate application of discipline to certain groups of students may violate Federal civil rights laws, advocates and educators in California began to push the California State Legislature to replace “zero-tolerance” discipline policies with alternative approaches. A recent study by the Center for Civil Rights Remedies using data from the California Department of Education, found that the total number of suspensions in California fell from 709,580 in 2011-12 to 503,101 in 2013-14 and that reductions in suspensions also resulted in a narrowing of the racial discipline gap for California.

After attending the national Rethink Discipline convening at the White House, Miami-Dade County Public Schools and the Houston Independent School District (HISD) each unveiled their plans to take a bold new approach to student discipline aimed at becoming the largest districts in the country to reduce out-of-school suspensions.

With growing evidence that calls into question the effectiveness of stringent discipline policies—and following in the footsteps of other districts like Oakland, Syracuse, and Broward County, FL, that have all taken steps toward overhauling their student discipline codes – Miami-Dade County Public Schools announced that, beginning with the 2015-2016 school year, it would eliminate out-of-school suspensions in response to a review of its own data, which showed that the district had suspended 36,000 students in the 2013-2014 school year alone. Though black students made up only 23% of the student population, they represented 38% of students suspended. The district also announced a new \$3 million investment to support student success centers, to expand the number of counselors, and to implement character development practices in the classroom.

Meanwhile, the HISD School Board passed a new policy banning suspensions altogether for young children. These new, more positive approaches to improving school climate and discipline will help to keep students in school and provide more targeted interventions and supports for students most in need.

Hands-On STEM Experiences in MBK Communities

In late February and early March of 2016, the MBK Task Force agencies opened more than 70 Federal labs in 20 states to host the first-ever MBK & Council on Women and Girls “National Week at the Labs.” More than 3,500 young people from MBK Communities, along with area schools and community-based organizations, visited Federal labs to engage in STEM-related educational opportunities. The goal of this effort was to instill a passion for STEM, entrepreneurship, and innovation in our nation’s young people by exposing them to the innovative research and development happening at national laboratories, and by engaging them in interactive STEM experiences. The effort also had a mentorship component, where students were paired with mentors who are STEM professionals who can further foster their interests.



Mayors and community leaders in cities including Boston, Orlando, Houston, Albuquerque, and Atlanta participated in events. Many of them have developed strategies to increase access to STEM training, higher education, and summer STEM jobs for area students.

Looking ahead, DOT's Federal Aviation Academy plans to host Aviation Career Education Academies across the country and offer an interactive aviation summer camp geared towards middle and high school students who are interested in aviation and aerospace.

Promoting Positive School Climate and Discipline Policies and Practices

In July 2015, the White House hosted "Rethink Discipline," a convening of representatives from over 40 school districts and a digital day of action, sparking a national dialogue around punitive school discipline policies and practices that exclude students from classroom instruction and targeted supports. At the convening, ED released new resources for schools and communities, along with analytics and research that underscore the need for further action. All school districts in attendance made commitments to further action and shared best practices to dismantle the school-to-prison pipeline by fostering safe, supportive, and productive learning environments that help to keep students in school and out of "school to prison pipeline."

In February 2016, ED hosted a follow-up Regional Rethink Discipline convening to provide in-depth technical assistance to 13 district teams from across the southeastern region facing some of the highest rates and widest disparities in punitive discipline practices. The regional convening included expert-led working sessions on topics such as revising district codes of conduct, improving classroom management, and building effective partnerships with local law enforcement. ED plans to hold a second regional convening in the summer of 2016 focused on states in the Gulf region.

Transforming the Schools and Districts Producing the Majority of the Nation's Dropouts

New data systems are providing school leaders and educators with improved insights into their schools and classrooms. In June 2015, ED analyzed national drop-out data and invited 20 school districts with high dropout rates to a two-day convening. The event was designed to support local implementation of early warning systems (EWS) that can identify and link students at risk of dropping out with appropriate supports to reduce their likelihood of dropping out. ED supplemented this convening with technical assistance on implementing and sustaining effective early warning systems on a range of topics, such as building district and school capacity and ensuring shared accountability for improving youth outcomes. Following the convening, in January 2015, the Department of Education's Regional Education Lab released *A Practitioner's Guide to Implementing Early Warning Systems*. This report summarizes the experiences and recommendations of EWS users throughout the United States, providing a resource for schools across the country to improve the quality of their early warning systems.

Supporting Postsecondary Completion at Minority-Serving Institutions

In November 2015, ED's Office of Career, Technical, and Adult Education (OCTAE) hosted the first Minority-Serving Institutions (MSIs) convening for two-year colleges with more than 120 institutions, 250 participants, and 13 Federal agencies. Participants exchanged best practices with peers and explored how philanthropy, research, and national student success initiatives intersect with their work. The convening built on the foundation of work these institutions have established to promote student success. As a result of the initiative, about 45 institutions, representing approximately 100,000 students, have signed up to be a part of virtual communities of practice. A convening is planned for the end of April 2016. These communities will continue to exchange promising practices on how best to serve their student populations, share experiences, and connect with Federal agencies throughout 2016.

Increasing Access to College Coursework for Low-Income High School Students

In October 2015, ED announced the launch of a dual enrollment pilot that will expand access to college coursework for secondary students from low-income backgrounds. For the first time, high school students will have the opportunity to access Federal Pell Grants to take college courses through dual enrollment. ED will invest up to \$20 million in 2016-17, benefiting up to 10,000 students from low-income backgrounds across the country.

Existing research suggests that dual enrollment in high school and college courses can lead to improved academic outcomes, especially for students from low-income backgrounds and first-generation college students. Participation in dual enrollment can lead to better grades in high school, increased enrollment in college following high school, higher rates of persistence in college, greater credit accumulation, and increased rates of credential attainment.

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Successfully Entering the Workforce

Since 2014, the Task Force agencies have invested significant resources to address barriers to employment and to ensure that all young people have the tools and opportunities to enter the workforce successfully. The Task Force agencies also expanded access to apprenticeship programs and launched new pilots to empower communities to help improve outcomes for disconnected youth through education, training, and other services. For example, from FY 2013 to FY 2015, there was an increase of nearly 10,000 new apprenticeships filled by African-American and Hispanic men and women in 25 states. Experiences and opportunities in teen and young adult years play a critical role in determining an individual's employment and earning potential in subsequent years. To encourage more positive career opportunities for youth, going forward the Task Force agencies will work with employers, mayors, and others to expand successful summer jobs efforts and to enhance the quality of existing programs to help young people.

Expanding Access to More Young People with Occupational Skills Training

To narrow these opportunity gaps and support additional academic and occupational skills training for at-risk youth, the U.S. Department of Labor (DOL) awarded nearly \$76 million in YouthBuild grants in FY 2014. YouthBuild is a non-residential, community-based alternative education program that provides classroom instruction and occupational skills training in construction and other in-demand occupations. The program serves 16-to-24 year-olds who have dropped out of high school and who have been in the justice system, are aging out of foster care, or are otherwise at risk of failing to reach key educational and career milestones. Young men of color are overrepresented in these categories. The grants support organizations that will serve an estimated 4,800 young people in the next three years, providing these youth with occupational training to succeed in the workforce.



Impact in Action: A Summer of Opportunity for Baltimore

Following the unrest in Baltimore in April 2015, one of the top priorities that the City of Baltimore established was to expand its long-running summer jobs program, called YouthWorks, to ensure that every young person who signed up for the program would be guaranteed a summer job opportunity.

The expansion of YouthWorks in the summer of 2015 has been one of the city's most successful efforts to increase opportunities for Baltimore's youth. In total, the city was able to secure more than \$4 million in new non-federal funds and provide more than 3,000 new jobs with public, nonprofit, and private sector employers.

MBK Task Force agencies also played an instrumental role in helping the city leverage Federal programs and resources to support the summer jobs program. For example, ED provided technical assistance to the Baltimore City Public Schools on using Title I education funds to pay for career enrichment activities or for instructors and tutors as part of summer jobs programs. In addition, grants from AmeriCorps and the U. S. Department of the Interior helped support additional summer job slots.

DOT also sponsored the National Summer Transportation Institute at Morgan State University to provide STEM education and SAT prep courses, and to promote awareness of transportation career opportunities for area high school students

As a part of the President's FY 2017 Budget, the White House and the Departments of Labor and Education also announced a new \$5.5 billion proposal to connect more than one million young people to their first jobs over the summer and year-round. The proposal also included a new \$2 billion competitive grant program designed to reconnect disconnected youth to educational and workforce pathways.

Addressing the Summer Opportunity Gap

Many black and Hispanic teenage boys lag behind their peers in summer employment and year-round jobs. This employment gap broadens as these young men get older, making them the highest percentage of the roughly six million youth ages 16 to 24 disconnected from school and work. That is one of the reasons why the Task Force recommended strengthening opportunities for summer youth employment and launching a cross-sector campaign to reduce summer learning loss, and to increase the number of job and internship opportunities for all young people. Building on this recommendation, the White House and MBK Task Force agencies launched the Summer Opportunity Project, in partnership with the National Summer Learning Association and other collaborators, to increase the percentage of youth in evidence-based summer opportunity programs, decrease the percentage of youth experiencing violence over the summer, and ensure that young Americans have the support they need to get their first job.

The Summer Opportunity Project launch featured several new public and private sector commitments. LinkedIn, the world's largest online professional network, has committed to connecting leaders of small and medium sized

businesses with local and state organizations to help young people, including disconnected youth, access summer jobs in 72 cities. CNCS has committed \$15 million in existing Segal AmeriCorps Education Awards over the next three years to launch Summer Opportunity AmeriCorps that will enable up to 20,000 youth to gain new skills and earn money for college.

In the summer of 2015, DOL awarded nearly \$22.5 million to seven communities facing high unemployment, high crime, and low graduation rates to help connect youth and young adults (ages 16 to 29) with job opportunities. Grants were awarded to: Baltimore, MD; Detroit, MI; Houston, TX; Greater St. Louis, including North St. Louis; Long Beach, CA; North Charleston, SC; and Camden, NJ. These grants are designed to help prepare young people for work in construction, manufacturing, hospitality, health care, information technology, transportation, and other growing industries. They also fund an array of services including financial literacy, apprenticeship training, leadership development, and mental health and substance abuse counseling. The grants involve partnerships with community and faith-based organizations, educational institutions, foundations, and employers.

Building on this success, in February 2016 DOL launched a new \$20 million grant competition that will be awarded to approximately 10 communities for innovative approaches that provide young people with summer and year-round jobs and connect them to career pathways.

Performance Partnership Pilot (P3) Program

In September 2015, a consortium of six Federal agencies announced the first cohort of nine pilots to give communities customized flexibility, through the blending of funds and waivers under multiple youth-serving programs, to make a difference in the lives of youths. These pilots will give state, local, and tribal governments an opportunity to test innovative new strategies for improving outcomes for low-income disconnected youth. For example, in the pilot locations, participating organizations and municipalities will have the flexibility to try interventions – such as co-locating services or working with parents and children simultaneously – that may work well but that traditional Federal funding streams might not otherwise allow.

In exchange for this flexibility, P3 pilot sites agree to do rigorous data collection and to participate in a national cross-site evaluation of how pilot sites implemented the P3 model, their strategies, challenges, and outcomes. Findings from the pilots and the review will inform future policy development and other efforts to address the needs of disconnected youth. These nine pilots together are creating opportunities for 10,000 additional youth who are not connected to education, training, or work. Federal partner agencies include the Departments of Education, Labor, Health and Human Services, and Justice, the Corporation for National Community Service, and the Institute of Museum and Library Services. In the coming year, the agencies expect to select up to 20 new pilots under two competitions.

These nine pilots together are creating opportunities for 10,000 additional youth who are not connected to education, training, or work.

The LEAP Initiative: Strengthening Communities and Breaking the Cycle of Recidivism

According to DOJ, more than 600,000 individuals are released from prisons each year in addition to the 12 million people who cycle through the nations local jails every year. Many of these individuals lack sufficient job skills and face difficult barriers to stable employment. Without a strong support system or a steady job, many formerly

incarcerated people are likely to commit new crimes and return to jail: a cycle of recidivism that recurs across the country.

In an effort to break this cycle, in the summer of 2015, DOL awarded \$10 million in grants for demonstration projects in 20 communities across 14 states to provide employment services to inmates before release and ongoing support as they regain their place in society. The grants are provided through the Employment and Training Administration's "Linking to Employment Activities Pre-Release" (LEAP) initiative. The goal of the LEAP initiative is to break down silos and integrate service delivery among correctional facilities and workforce development programs.

SBA Millennial Entrepreneurs Initiative

In early 2015, the U.S. Small Business Administration (SBA) launched the MBK Millennial Entrepreneurs Initiative, which seeks to address the challenges faced by underserved millennials, including boys and young men of color, through self-employment and entrepreneurship. SBA is working to ensure that all communities are aware of the entrepreneurial resources available to them. The initiative is largely a public awareness campaign meant to educate, inform, and promote entrepreneurship as a viable career path.

SBA's efforts included establishing a Millennial Entrepreneurship Champion (entrepreneurship ambassador), who developed the "Millennial Entrepreneurs Video Series," a series with several successful millennial entrepreneurs. The videos, six so far, have garnered national attention, including SBA Administrator Maria Contreras-Sweet and SBA's Millennial Entrepreneurship Champion Mike Muse being invited to discuss the series on the popular daytime talk show, *The Real*. The Twitter chats on the video series have reached an estimated 1.7 million accounts and has more than 18.2 million digital impressions.

SBA also developed a "Small Biz 4 Youth" campaign aimed at encouraging small businesses to create internships, apprenticeships, and mentorships, and embarked on a national tour of community colleges and minority-serving institutions to promote entrepreneurship. In the spring through fall 2015, SBA visited and engaged more than 1,000 students at 8 universities and community colleges. SBA, and its partners, has also attracted more than 130 commitments from local small businesses committed to providing apprenticeship, mentorship, or employment opportunities for youth in communities across America.

SBA developed the "Business Smart Toolkit," a free ready-to-use workshop toolkit for faith-based and community organizations to teach entrepreneurship basics and financial literacy. More than 2,000 individuals and community organizations have downloaded the toolkit across the nation.

DOL Apprenticeship Equal Employment Opportunity Proposed Rule

Apprenticeships provide workers with new skills, opportunities for advancement, and higher wages. During their careers, those who complete apprenticeships earn, on average, \$300,000 more than their non-apprentice counterparts. Yet women and minorities continue to face substantial barriers to entry. In addition to lower than expected enrollment rates, women and minorities in registered apprenticeships are also concentrated in lower-paying occupations. For example, in 2014, in manufacturing, Hispanics comprised 15.8% of the civilian labor force, yet only represented 6.3% of the apprentice workforce. In November 2015, DOL published a proposed rule to help ensure equal opportunity for all Americans to take part in apprenticeship programs including women, communities of color, and individuals with disabilities, who have been historically underrepresented.

National Guard Youth ChalleNGe and Job ChalleNGe Program

The National Guard Youth ChalleNGe Program helps at-risk youth earn their high school diploma or GED. Now operating in 27 states, Puerto Rico and the District of Columbia, the program has served more than 120,000 young people. A multi-year study found the program increased GED or high school diploma attainment by 29% and annual earnings by 20%. In April 2015, the DOL Employment and Training Administration announced \$12 million in grants to expand existing National Guard Youth ChalleNGe programs to provide court-involved youth with vocational education. Participants will receive work-based learning and real work experience through job-shadowing and other opportunities to prepare them for the labor market. Funds will also help participants create career and academic goals and better understand long-term career and education options.

USDA Onsite Pathways Application Acceptance Events

Over 360 Pathways Intern and Recent Graduate positions have either been filled or offers have been made through the onsite Pathways application acceptance method at over 20 events across the United States and Puerto Rico. USDA has accepted applications and hired both males and females from every racial and ethnic group tracked through the civilian labor force categories. More than 50% of hires either identified themselves as minorities or attended minority serving institutions. Many of the hires have attended 1862, 1890, and 1994 land grant institutions, Hispanic Serving Institutions, and other minority serving institutions. The hires also included Veterans and students with disabilities.

USDA and the Juvempleo Program

USDA negotiated an agreement to host 22 students, at no cost to USDA, through the Youth Development Program of Puerto Rico known as "Juvempleo". The program is operated by Puerto Rico's Department of Commerce and Economic Development (DCED) and is designed to offer the first job experience to students in Puerto Rico between the ages of 18 and 29. The students are generally in their last year of college or university and are allowed to work 540 hours or six months. DCED pays the salaries of the students who are considered volunteers within the organizations in which they are placed. USDA is the first Federal agency to participate in this program. The students began coming on board to gain experience in USDA's Puerto Rico offices in October 2015 and will continue to be placed in 2016. On March 1, 2016 USDA commemorated this agreement with an MOU signing ceremony between USDA's Assistant Secretary for Civil Rights and the Speaker of the House of the Commonwealth of Puerto Rico.

Reducing Violence and Providing a Second Chance to Justice-Involved Youth

Nearly one in every two black men has been arrested by the time he is 23 years old. But crime and violence are problems affecting too many young Americans. Far too many of our nation's young people are detained, imprisoned or fall victim to violence. An estimated 2.2 million people are currently incarcerated in the United States and each year, more than 600,000 individuals are released from state and Federal prisons. Persons of color disproportionately have contact with law enforcement or are victims of violent crime. In 2014, nearly 4,500 young non-Hispanic black men were victims of homicide, making homicide the number one leading cause of death for black males between the ages of 15 and 34. This Administration has taken, and will continue to take, steps to enhance public safety, improve youth and law enforcement relations, reduce youth involvement with the juvenile and criminal justice systems, reduce youth violence, and address the barriers justice-involved young people face. To achieve these goals, the Administration has issued guidance and coordinated resources across funding streams.



Reforming the Federal Use of Solitary Confinement and Banning its Use on Juveniles

In U.S. prisons, there are as many as 100,000 people held in solitary confinement — including juveniles and people with mental illnesses. An estimated 25,000 inmates are serving months, even years in a cell, with almost no human contact. In July 2015, President Obama directed the Attorney General to review the overuse of solitary confinement across American prisons. DOJ conducted a thorough review to determine how, when, and why correctional facilities isolate certain prisoners from the general inmate population and developed concrete strategies for safely reducing the use of this practice throughout our criminal justice system. That review led to a report to the President setting out guiding principles to responsibly limit the use of restrictive housing at the Federal, state, and local level, as well as specific recommendations for policies that the Bureau of Prisons can implement for Federal prisons. In January 2016, the President adopted DOJ's recommendations, issuing an executive order to ban solitary confinement for juveniles, expand treatment for the mentally ill, and increase the amount of time inmates in solitary confinement can spend outside of their cells. These steps will affect approximately 10,000 Federal prisoners held in solitary confinement – and serve as a model for what can be done in state and local corrections systems.

In January 2016, the President adopted DOJ's recommendations, issuing an executive order to ban solitary confinement for juveniles, expand treatment for the mentally ill, and increase the amount of time inmates in solitary confinement can spend outside of their cells.

Arrests Guidance for HUD-Assisted Housing & Expungement Assistance

In the past year, HUD took two important steps toward reducing systemic barriers that hinder the ability of formerly incarcerated individuals to return successfully to their homes and communities. In fall 2015, HUD released guidance to Public Housing Authorities and owners of HUD-assisted housing limiting the use of information on arrests in determining who can live in HUD-assisted properties. This guidance also clarified HUD's position that it does not have a "one strike" policy barring those charged with or found guilty of a crime from living in public housing; the decision to evict or not provide housing is discretionary. The guidance also included best practices from Public Housing Authorities on expanding access to federally subsidized housing.

HUD will also provide grants to assist eligible public housing residents under the age of 25 in expunging or sealing their records in accordance with applicable state laws. These grants are made possible through funding from DOJ's Office of Juvenile Justice and Delinquency Prevention. In support of this program, the National Bar Association committed to provide 4,000 hours of pro bono legal services, with the Division of Minority Partners in Majority Firms leading the association's efforts.

Increasing Access to Higher-Education: Second Chance Pell

Access to high-quality education in correctional facilities has been shown to measurably reduce re-incarceration rates. In July 2015, ED and DOJ announced the "Second Chance Pell" pilot program that will enable incarcerated Americans to receive Pell Grants to finance the postsecondary education and training that may be instrumental in securing employment, stability, and self-sufficiency. This initiative will allow participating higher education

institutions, in partnership with one or more Federal or state penal institutions, to provide Federal Pell Grant funding to otherwise eligible students who are incarcerated and who are eligible for release back into the community, particularly those who are likely to be released within five years of enrollment in the program. Since the pilot was announced, some 200 postsecondary institutions from across 47 states - representing a mix of public and private colleges and universities- have applied for consideration.

Access to high-quality education in correctional facilities has been shown to measurably reduce re-incarceration rates.

Improved Reentry Education: Supporting Education Attainment and Reentry Success

With funds from the DOJ Office of Justice Programs, ED will award \$8 million (over three years) to nine sites to support educational attainment and reentry success for justice-involved individuals. The “Improved Reentry Education” (IRE) grant program seeks to build evidence on effective reentry education programs and demonstrate that high-quality, appropriately designed, integrated, and well-implemented educational and related services in institutional and community settings are critical in supporting educational attainment and reentry success. The IRE grant program is intended to address the chronic issue of underemployment for re-entering individuals; provide a more constructive use of time for those under community supervision; and create an education continuum for bridging the gap between prison and community-based education and training programs.



Reforming the Juvenile and Criminal Justice System

In November 2015, [DOJ](#) awarded \$2.2 million to expand its “Smart on Juvenile Justice: A Comprehensive Strategy to Juvenile Justice Reform” initiative to South Dakota and West Virginia. This initiative supports states’ efforts to enhance public safety, hold youth appropriately accountable, reduce reoffending, maximize cost savings, and strategically reinvest those savings while supporting statewide system change. The new funding will also provide ongoing support for Georgia, Hawaii, and Kentucky, all of which received Smart on Juvenile Justice funding in 2014. Smart on Juvenile Justice aligns with the MBK Task Force recommendation to reform the juvenile and criminal justice systems by enforcing Federal civil rights laws that prohibit discrimination in the administration of juvenile justice.

Impact in Action: Helping Young People Avoid Violence and Focus on the Future in Savannah, GA

The District Attorney’s Office in Chatham County, GA manages the Youth Intercept program, one of nine demonstration sites funded through the “Minority Youth Violence Prevention: Integrating Public Health and Community Policing Approaches” program, and it is already making a difference in the lives of program participants. The Youth Intercept program provides a safe haven for students to discuss the rise of gangs in Savannah, and provides resources to program participants and their families in building a safer community. Partnering with the local schools, the program is helping at-risk young people to develop positive attitudes and encouraging them to focus on their futures and see the opportunities before them. Since the program’s inception, truancy rates among Intercept students have dropped nearly 50%.

Eliminating Unnecessary Barriers to Employment: Ban-the-Box, the SBA Microloan Program, and the Face Forward Grant Initiative

In November 2015, President Obama called on Congress to follow a growing number of states, cities, and private companies that have decided to “ban the box” on job applications, removing questions regarding criminal background history from initial application forms and delaying them until later in the hiring process. To set an example for others to follow, the President directed the Office of Personnel Management to modify its rules for Federal agencies and contractors to delay inquiries into criminal history until later in the hiring process. While most agencies have already taken this step, this action will better ensure that applicants from all segments of society, including those with prior criminal histories, receive a fair opportunity to compete for Federal employment.

In 2015, SBA published a final rule for the Microloan Program that provides SBA non-profit intermediaries with more flexibility and expands the pool of microloan recipients. The change allows intermediaries to make microloans to most small businesses that have an officer, director, owner, or key employee who is currently on probation or parole, making it easier for individuals who face significant barriers to traditional employment to reenter the workforce through small business ownership.

Additionally in 2015, DOL awarded Face Forward grants to communities totaling \$30.5 million to provide services for justice-involved youth between the ages of 14-24. Through diversion and expungement strategies, Face

Forward gives youth a second chance to succeed in the workforce by removing the stigma of having a juvenile record.

Building Trust between Young People and Law Enforcement

To build and repair relationships between law enforcement officers and the people they serve, including young people of color, DOJ launched the “National Initiative for Building Community Trust and Justice” (National Initiative). In 2015, the National Initiative launched targeted efforts in six demonstration sites (Birmingham, AL; Ft. Worth, TX; Gary, IN; Minneapolis, MN; Pittsburgh, PA; and Stockton, CA) and [unveiled a clearinghouse](#) that provides strategies and resources on the connections between procedural justice, reducing bias, and reconciliation. These strategies are consistent with those recommended in the Task Force on 21st Century Policing Report, the product of an independent bipartisan group of experts that provided comprehensive recommendations to help law enforcement agencies and communities strengthen trust and collaboration.

Expanding Opportunities for Justice-Involved Youth to Serve their Communities

In October 2015, CNCS and the DOJ’s Office of Juvenile Justice and Delinquency Prevention announced a new round of Youth Opportunity AmeriCorps grants aimed at enrolling at-risk and formerly incarcerated youth in national service projects. These grants, which include \$1.2 million in AmeriCorps funding, will enable more than 200 at-risk and formerly incarcerated youth to serve through organizations in Washington, DC, Maine, Maryland, New York, and Texas.

Supporting Male Survivors of Violence and Youth Violence Prevention

DOJ’s Office for Victims of Crime (OVC) made 12 awards to communities totaling \$14 million in 2015 to improve responses to male survivors of violence, including boys and young men of color and their families, and to dedicate technical assistance to support these efforts. OVC partnered with the Office of Juvenile Justice and Delinquency Prevention to strengthen healthcare, corrections, victim assistance, and other community stakeholders’ knowledge and skills, resulting in innovative programs and practices that foster a better understanding among criminal and juvenile justice systems to ensure that these victims receive needed services and can exercise their rights.

OVC continued to fund its “Vision 21 Linking Systems of Care” demonstration projects in 2016 in the states of Montana and Virginia. The goal is to ensure that children and youth in these states are assessed for trauma and victimization. The program is also designed to provide evidence-based services and interventions, regardless of which system a child may encounter or enter: victim services, law enforcement, child protection services, foster care, health services (physical, mental, and behavioral), juvenile justice, courts, and schools, for example.

In 2016, OVC will competitively fund (up to \$10 million) a National Resource Center on Reaching Underserved Victims. OVC’s Vision 21 Report, released in 2013, recognized the need to address obstacles to accessing services faced by many historically marginalized and underserved populations. This Resource Center will establish a one-stop shop to provide information, training and technical assistance to victim assistance providers and allied practitioners (such as law enforcement, healthcare, and mental health providers) to reach these victim populations, including boys and young men of color.

In addition, HHS and DOJ announced a new grant award in September 2014 of approximately \$3 million to help curb youth violence and improve the health and well-being of underserved and distressed communities.

Conclusion

With partners in government and the private sector, the MBK initiative continues to work on reducing the barriers to opportunity that our children face. MBK is about building strong, lasting bridges to opportunity for boys and girls, young men and young women, no matter what their background or the circumstances into which they were born. MBK is about investing in effective strategies based on available evidence, acting with a sense of urgency, and having the courage to address discrimination where it appears. After two years, we see momentum, energy, and enthusiasm all across the country. By implementing policies to address identified disparities, developing strong community initiatives that commit to nurturing and mentoring our youth, and encouraging unique public-private collaborations, MBK is helping to strengthen communities and transform lives. While much has been accomplished during the past two years, we fully expect that the positive outcomes and successes of the many collaborative partnerships and policy changes described in this report will become more visible and impactful in the coming years.



Appendix

My Brother's Keeper Leadership

The Presidential Memorandum establishing the My Brother's Keeper initiative named the following Task Force members:

- the Attorney General;
- the Secretary of Agriculture;
- the Secretary of Commerce;
- the Secretary of Defense;
- the Secretary of Education;
- the Secretary of Health and Human Services;
- the Secretary of Housing and Urban Development;
- the Secretary of the Interior;
- the Secretary of Labor;
- the Secretary of Transportation;
- the Director of the Office of Management and Budget;
- the Chair of the Council of Economic Advisers;
- the Director of the Office of Personnel Management;
- the Administrator of the Small Business Administration;
- the Chief Executive Officer of the Corporation for National and Community Service;
- the Assistant to the President for Intergovernmental Affairs and Public Engagement;
- the Director of the Domestic Policy Council;
- the Director of the Office of Science and Technology Policy; and
- the Director of the National Economic Council.

Since launching in 2014, the heads of the departments of Energy, the National Science Foundation and the Equal Employment and Opportunity Commission have all been designated as members of the Task Force by the chair as well. Assistant to the President and Cabinet Secretary Broderick Johnson serves as the chair of the Task Force. The initiative's day-to-day work in the White House is managed by Michael Smith, Special Assistant to the President and Senior Director of Cabinet Affairs for My Brother's Keeper.

The Department of Education, through the leadership of the Office of the Deputy Secretary, continues to play a principal role coordinating the Task Force's policy agenda and providing ongoing administrative support. James Cole currently serves as the Department of Education's General Counsel and has been delegated the duties of Deputy Secretary. Alise Marshall, Deputy Chief of Staff to the Deputy Secretary, serves as the principal staff lead at the Department, working alongside the Chief of Staff to the Deputy Secretary, Keia Cole, Laura Ginns, Deputy Chief of Staff to the Secretary, Raymonde Charles, Deputy Press Secretary, Mark Washington, Chief Performance Improvement Officer, and Erica Cuevas, Confidential Assistant to the Deputy Secretary.

The following White House staff work to support implementation across the key areas of focus: Addie Whisenant, Ashley Allison, Ashley Etienne, Benjamin Olinsky, David Seidman, David Wilkinson, Elias Alcantara, Erica Pincus, Gabriela Chojkier, Irene Hsu, Jeron Smith, Jesse Moore, Karen Evans, Katharine Gallogly, Laura Tomasko, Mario Cardona, Marvin Carr, Melanie Garunay, Michelle Millben, Nick Hart, Roberto Rodriguez, Roy Austin and Valentina Pereda.

The following Federal agency employees serve as deputies on the Task Force, responsible for coordinating policy implementation across the key milestone areas: Aracely Macias, Amy Solomon, Asim Mishra, Ben O'Dell, Brent Cohen, Brian Lyght, Bryant Marks, Christopher Upperman, Christy Kavulic, Demetra Nightingale, La Doris "Dot" Harris, Edward Chung, Elizabeth Reimels, Eric Duncan, Greg Darnieder, Heather Rieman, Helam Gebremariam, Isabel Soto, Jessie Buerlein, Joaquin Tamayo, Johan Uvin, John Kelly, Lul Tesfai, Joshua Skolnick, Juana Silverio, Kamau Bobb, Karol Mason, Kimberly Burgess, Kristen Harper, Larry Wexler, Leslie Cornfeld, Libby Doggett, Linda Smith, Marcus Brownrigg, Marcus Markle, Mark Mitsui, Michael Yudin, Michelle Coles, Monique Chism, Nadine Gracia, Naomi Dennis, Natalia Merluzzi, Ngozi Lawal, Norvel Dillard, Pamala Trivedi, Patricia Johnson, Quincy Brown, Ronald Ashford, Roslyn Holliday Moore, Russella Davis-Rogers, Ruth Ryder, Sanzanna Dean, Shantel Meek, Steven Hicks, Tameka Montgomery, Tammie Gregg and Ursula Wright

The efforts of those named here and many other committed men and women across the Administration remain essential to the ultimate success of this Presidential priority.

