PITTSBURGH PEACE AND JUSTICE INITIATIVE
MEMORANDUM
PHASE 2: A Call to Action
This project was conducted as a contracted service provided to the Pittsburgh Black Elected Officials Coalition by HCV-Office of Research and Evaluation, an office of the Homewood Children’s Village. It was directed by Shannah Tharp-Gilliam, PhD and co-authored by Samantha Levinson, MSPPM-DA. Special thanks to the project team and HCV staff who facilitated the data collection, and to Fred Brown for his organizational leadership.

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This journey began because we, the members of the Pittsburgh Black Elected Officials Coalition (PBEOC), wanted to find ways to build our collective policy-related power on behalf of the citizens we represent. We, the entire collective community, are activating the power to transform our city and our region, helping each reach its true potential. This journey is about more than the words used in this document. It is about our collective work and process. It is about how we, the members of the PBEOC and those we represent come together, communicate our shared goals, and work together to hold each other accountable to implementing the goals.

We have begun a journey that is already showing transformational results. The commitment shown by many of you who have joined this movement has been overwhelming positive and supportive. Whether by way of attending and actively participating in one of seven community meetings which helped shape the vision for our Phase 1 report, or to those nearly 100 or so engaged citizens who signed up and answered the call to come together on July 22, 2017, working to get us focused on where we can have a more targeted impact and to prioritize what we can do and how we can measure it -- we applaud and appreciate your efforts.

This is not going to be easy or fast, but together it will be transformational. On behalf of the members of the PBEOC I want to say thank you for your time, active participation, and for your desire to want more from us. This is about the collective “we” and not the singular “me” and we hope you will continue to build with us as we move into the second phase of our journey.

PA State Representative Jake Wheatley
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<tr>
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<td>Barriers and Bridges</td>
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<td>CR</td>
<td>Community Recommendations</td>
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<tr>
<td>CRSP</td>
<td>Center for Race and Social Problems</td>
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<tr>
<td>CTE</td>
<td>Career Technical Education</td>
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<tr>
<td>MSA</td>
<td>Metropolitan Statistical Area</td>
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<td>PBEOC</td>
<td>Pittsburgh Black Elected Officials Coalition</td>
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<tr>
<td>POISE</td>
<td>Strengthening Black Families: A Case for Philanthropic Investment</td>
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<tr>
<td>PP&amp;JI</td>
<td>Pittsburgh Peace &amp; Justice Initiative</td>
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<tr>
<td>STEM</td>
<td>Science Technology Engineering and Math</td>
</tr>
<tr>
<td>SfC</td>
<td>Strategies for Change</td>
</tr>
<tr>
<td>M/WBE</td>
<td>Minority and Women owned Business Enterprise</td>
</tr>
<tr>
<td>MBK</td>
<td>My Brother’s Keeper</td>
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<tr>
<td>UIA</td>
<td>Unmade in America</td>
</tr>
<tr>
<td>LGBTQIA+</td>
<td>Lesbian, Gay, Bisexual, Transsexual, Queer, Intersex, Asexual, and all of the other sexualities, sexes, and genders</td>
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</table>
Overview

The Pittsburgh Peace and Justice Initiative (PP&JI) gathers residents from across the city with the goal to create a community-informed policy agenda. Under the direction of the Pittsburgh Black Elected Officials Coalition (PBEOC) the PP&JI was founded to “increase public safety, improve quality of life, and ensure the delivery of fair and impartial public safety services” among constituents in the City of Pittsburgh. The initiative endeavors to create or facilitate the following aims:

1. An ongoing and systematic African American community engagement process;
2. A resident-informed Peace and Justice Policy Agenda to include:
   a. An overview of the current state of Black Pittsburgh,
   b. An overview of the initial community engagement process and findings, and
   c. Specific policy recommendations.
3. The implementation of the Peace and Justice Policy Agenda utilizing all interested stakeholders and available resources; and
4. A stronger partnership between City, County and State Governments and Pittsburgh’s African-American communities to improve public safety and overall quality of life in those communities.

Organization

This document begins with an overview of Phase 1 and events that occurred between Phase 1 and 2. It then presents PP&JI Phase 2: A Call to Action Committee Meeting held on Saturday, July 22 from 9:30 a.m. - 12:30 p.m. and hosted by the PBEOC officials at the Urban League Charter School in the Larimer neighborhood of Pittsburgh, PA. The Phase 2 section describes the methods and process used in the 3-hour meeting and is followed by key findings including recommendations based on the process rating scale.

Phase 1 launched in 2016 as a series of six (6) community meetings that served as the initial community engagement process. More than 400 residents participated in this process which magnified community voices to create a broad set of recommendations to impact our region. The community’s work was summarized and presented in an all-city
gathering and findings were written up in a publicly available document. A link to the final Phase 1 report can be found at www.pbeoc.org.

PHASE 1 of the PP&JI delivered a collection of 300 recommendations for six (6) key civic areas which include public safety, affordable housing, family outcomes, business and organizations, education, and employment. The onus for executing the proposed recommendations spanned personal, community, institutional, and political responsibility, indicating that residents who contributed to the process appreciated the role that each group plays in transforming our communities and the region. Phase 1 culminated with an all-city gathering, which allowed residents to hear the summary of the PP&JI report as well as demonstrate their commitment to the process by volunteering for one of six (6) teams to support Phase 2. This second phase is the process of narrowing the list of 300 recommendations into a smaller group of high priority and actionable items.

Following the all-city gathering at the conclusion of Phase 1, the PBEOC leaders shared the community’s concerns and suggestions with other policy makers, public safety and business leaders, and agencies poised to support regional efforts. Highlights include the following initiatives to meet residents’ concerns about housing, employment, safety, business opportunities, and the livelihoods of African Americans and other minority groups in our region:

- PBEOC leaders met with Mayor William Peduto to discuss citizens’ concerns about affordable housing.
- Allegheny Conference leaders and businesses met with PBEOC leaders regarding inclusion, diversity, and minority suppliers to discuss developing a systems response to these issues. Business leaders welcomed strategies to diversify their employees and to develop a highly-skilled minority workforce for 21st century opportunities.
- PBEOC leaders met with County Executive Rich Fitzgerald. His office has indicated continued support for the PP&JI initiative and is committed to uphold efforts that raise additional support from other regional and state leaders.
- The PP&JI and PBEOC leadership are opening lines of communication with the Pittsburgh Chief of Police and the Fraternal Order of Police on the critical issues of equity, respect, and regard for Black lives and all lives.
- Partners for Work [aka: Three Rivers Investment Board (TRIB)] is also partnering with the PP&JI. While the specifics of this partnership are still in progress, some promising areas of engagement include using the PBEOC to identify new local talent and develop connections to long-term career opportunities.
Most importantly, the PP&JI recommendations which came from the community were used to start these processes and conversations. Today, PBEOC leaders are ready to implement the next phase of work through a transparent and inclusive process.
PHASE 2 of PP&JI used a collaborative process to further refine community voice into recommendations for the good of the community and the region. Specifically, Phase 2 prioritized recommendations from the six community meetings and key regional reports that were summarized in the Phase 1 report. The process used to accomplish this task is described below.

Participants. Phase 2 began by convening a group of volunteers to collaboratively prioritize the Phase 1 recommendations. The volunteer group was comprised of interested citizens along with content area experts and members of the PBEOC. After the orientation and opening, teams broke out into different rooms where each topic area was assigned a facilitator and larger groups were also assigned a facilitator's assistant.

Materials. Each topic area team received a set of task materials and a complete set of recommendations for that topic area on pre-printed index cards. Recommendations were taken from the Phase 1 PBEOC PP&JI report and include both those from the community during the six community meetings and those from the key reports referenced in the document. Teams also received the following materials to support the tasks:

- Sharpie Markers (2 per team)
- Pre-Printed task posters [(1) Bullseye, (1) X-Y Matrix, (4) SWOT Litmus posters]
- Sticker dots (4 per person)
- Scotch / Transparent Tape (2 rolls)

Method. Each topic area team was led through four (4) tasks that assisted in prioritizing the recommendations. These tasks are described below.

Task 1: Quick Cut (15 minutes). This activity was designed to reduce the number of recommendations based on a quick, double-elimination approach. The main task was to thin the recommendations list of those that are unlikely or infeasible based on the team's experience and expertise. Instructions given were: "In order to give the most time in later tasks, we will need to cut recommendations that are not likely to be most impactful. Take a minute and look through these recommendations. Based on your experiences, are there any recommendations that are less likely to have the impact we desire in comparison to the others in the card set? This is up to your judgment, so please reflect for a moment and decide which of these recommendations is least useful to make a significant impact of the
area of interest. (e.g. public safety, employment or education of minority populations, etc.). Put those deemed least useful to the side. Are there any recommendations that duplicate a strategy or that will lead to impacts that are ‘covered’ or included under another recommendation? Put it to the side.” After the first discard, topic area members reviewed the recommendations his/her teammates had cut to see if they agreed that they should be removed for the rest of the session. If there was disagreement, then the recommendation was put back into the deck and included so that no recommendation was cut that any member thought should be included. Finally, the discarded recommendations were stacked and clipped together. Table 1 describes the number of recommendations with which each topic area began the task and the number that remained at the end of the task. The complete list of recommendations, including those that were cut, can be found in Appendix A.

Table 1. Initial number of total recommendations by Topic Area.

<table>
<thead>
<tr>
<th>Topic Area</th>
<th>Initial # of Recs</th>
<th># of Recs After Task 1</th>
<th># of Recs that Received Community Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing</td>
<td>21</td>
<td>21</td>
<td>13</td>
</tr>
<tr>
<td>Business</td>
<td>78</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Education</td>
<td>46</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>Employment</td>
<td>43</td>
<td>41</td>
<td>22</td>
</tr>
<tr>
<td>Family Outcomes</td>
<td>45</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Public Safety</td>
<td>69</td>
<td>29</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>196</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

Task 2: Bulls Eye Diagramming (25 minutes). This activity was designed to rank recommendations based on their projected impact on the respective topic area issue. The main task was to plot the recommendations on a bullseye target based on each team’s discussions. Facilitators led the teams through a discussion of the recommendation to determine a general consensus on the recommendations’ impacts. Instructions given were: “The inner circle is for the most important recommendations for right now, and the importance decreases as you get further outside the center ring. Recommendations placed in the outside circles are not irrelevant or wrong, they are just less critical than those in the center or they may be recommendations that could be taken up at a later date. If there is disagreement as to placement of a given recommendation, put it in
between the two categories.” The team members then taped their recommendations to the bullseye in the appropriate ring indicating one of the following: the recommendation was (1) “critical,” (2) “important,” (3) “less important” to the initiative’s success, or (4) “undertaken only if all else was accomplished.” Figure A shows an example of the bullseye after Task 2 is complete. In each group there was spirited discussion in evaluating the recommendations and weighing each recommendations relative importance with respect to others.

Task 3: Visualize the Vote (VtV) (15 minutes). VtV allows each member to vote for his/her top three (3) recommendations or to place all three (3) votes on one (1) recommendation if desired. At the conclusion of the task, groups were expected to end up with the Top 10 recommendations for that topic area. At the start of the task, each member was given three (3) stickers. Using the bullseye diagram from Task 2, each member was instructed to place his/her stickers on the recommendations he/she believed would, if implemented, have the greatest impact on the topic area. Specifically, each member was to select the top three recommendations he/she felt the group should move forward with. Everyone voted more-or-less simultaneously, with the facilitator placing his/her votes at the end to cut down on bias. The facilitator then tallied votes on each recommendation and thus identified the group’s Top 10. There were many tie-votes for this task. In those cases, both recommendations were selected for the tasks going forward.
Figure A. Sample bullseye poster after Visualize the Vote task.
Task 4: Importance / Difficulty Matrix (15 minutes). This task ranked recommendations by plotting them in a matrix according to feasibility and importance. The Top 10 recommendations from Task 3 were taken off of the bullseye poster and placed in order of importance along the X-axis of the matrix. (See Figure B) Next, teams ranked each recommendation by difficulty on the Y-axis. Participants were instructed to consider difficulty as “anything that would make it harder to implement [ex. cost, people needed, lack of resources (people, laws, money)].” This task also involved spirited debate as members discussed and sometimes argued their reasoning. When this happened, members were instructed that this was not a scientific cost-benefit study; rather the placement of the recommendations should be relative and based on subjective as well as objective input. They were also instructed to discuss the placement of all recommendations and make any adjustments that might be needed. After the team had agreed upon the placement of the recommendations, facilitators explained how each quadrant of the grid was categorized for our purposes.

**Rating 1** recommendations were those in the lower right quadrant and are relatively easy to implement with the highest relative impact. These low-hanging fruit are the recommendations that should be implemented first.

**Rating 2** recommendations were those in the lower left quadrant and were considered relatively easy to implement but were slightly less important than Rating 1 recommendations. These recommendations were second in priority.

**Rating 3** recommendations were in the upper right quadrant. These were considered high impact but were potentially more difficult to implement.

**Rating 4** recommendations were those in the upper left quadrant that were deemed to have a low impact and great difficulty implementing. Recommendations in this quadrant were the least likely to be acted upon.

*Figure B. Example of Importance / Difficulty Matrix and Priority quadrants.*
Task 5: S.W.O.T. Litmus Test (30 minutes). Up to this point and even with a standard set of tasks, conversations varied across teams in regard to the emphasis teams placed on characteristics that contribute to the importance and feasibility of each set of recommendations. The final task was designed to assist in our ability to compare the recommendations from all the topic area teams on a level playing field. The main task of the S.W.O.T. analysis was to evaluate the Strengths, Weaknesses, Opportunities, and Threats of the selected Top 10 recommendations from each group using the group’s experiences and insights. Specifically, teams were instructed to discuss issues regarding resources, leadership, feasibility, timeliness, and sustainability. Teams were instructed to select up to four (4) Rating 1 or Rating 2 recommendations from the previous exercise. Unfortunately, many teams needed more time than was remaining in the 3-hour session to complete this task. Therefore, one limitation is that teams did not spend equal amounts of time and therefore some S.W.O.T. analyses are more complete or less complete; and varying numbers of recommendations were thoroughly analyzed across topic area teams. To help in the S.W.O.T. analysis, teams were prompted with the following questions:

**Strength:** Why is this a strong recommendation?
- Are there available resources to implement it?
- Are the necessary leaders available to support it? If so, who?
- Is it doable? Can “we” do this?
- Are there other time sensitive factors that support this recommendation being successful (e.g., election cycles, funding cycles, other program timelines)?
- Is it sustainable?

**Weakness:** What are the weak points that need to be strengthened?
- Is there a lack of necessary resources? Leadership gaps?
- Is it event-based rather than focused on long-term solutions?
- Are relevant time-based cycles not aligned for this effort? (e.g., Has the ship already sailed?)

**Opportunities:** What are the natural and potential opportunities associated with this recommendation?
- What opportunities open up if we carry out this recommendation?
- Are there other areas that we can influence or leverage through our efforts?

**Threats:** What potential downsides are there to accomplishing this recommendation?
- Could it potentially slow down progress in another area?
- Could there be political pushback?
- What are some unintended consequences?

**Findings.** Data from the five tasks resulted in a condensed and prioritized list of the original 300 recommendations from Phase 1. Of the four tiers, only Ratings 1 through 3 were considered high priority and there were 79 of these:
- Rating 1 Recs: Great Impact & Easiest to accomplish
- Rating 2 Recs: Less Impact & Easiest to accomplish
- Rating 3 Recs: Great Impact & Hardest to accomplish

Note that Rating 4 Recs, deemed as having “Less Impact & Hardest to accomplish” were also recorded but were not prioritized for implementation.

All recommendations are included in this document and outlined in the next section, Summary of Findings.
Summary of Findings & Recommendations

The following section presents both context and recommendations from Phase 1 and Phase 2 for each of the six topic areas.

Contextual Summary presents findings from Phase 1 including selected survey responses from the baseline PP&JI community survey and highlights of the key issues.

Rated Recommendations are those from Phase 2 that were considered highest priority.

More Recommendations include both those from Phase 2 that received community votes and also recommendations carried over from Phase 1 but that were not voted on.

Recommendations are categorized by acronyms that refer to the source for the given recommendation. For example, PBEOC refers to recommendations generated by the Pittsburgh Black Elected Officials, CR refers to Community Recommendations, and the other acronyms refer to specific reports (e.g. MBK = My Brother’s Keeper). Recommendations that were cut from the Phase 1 list in Task 1 are listed in Appendix A.
Contextual Summary

Selected Survey Response:

Key Public Safety Issues:
- High crime, guns, and drugs in our neighborhoods
- Poor relations between police and our communities
- Lack of diversity in police force
- Non-criminal behaviors that are nuisances to peace and quiet, like fights, yelling, noise, and pests
- Black on Black crime
- Unsupervised youths

Regarding Public Safety, residents want....
- “The right” police in high crime areas & more of them
- Revamped hiring policies, officer training, and better communication between police and community
- More Black officers IN our communities and FROM our communities
- Peace & Calm - No nuisances, noise violations, fights, loud music, broken security cameras
- Better relationships between young black males and police
- Activities and supervision for youth to help them stay out of trouble
**Rated Recommendations: Public Safety**

**Rating 1 Recs: Great Impact & Easiest to accomplish**
- Refer all petty/non-violent/first-time offenders to community mediation as a pre-trial diversion and dismiss criminal charges. (SfC)
- Expand opportunities for quality employment for youth. (CR)

**Rating 2 Recs: Less Impact & Easiest to accomplish**
- Continue public safety training: reconciliation, procedural justice, and implicit bias. (PBEOC)

**Rating 3 Recs: Great Impact & Hardest to accomplish**
- Work with established neighborhood councils & other community groups in determining alternatives to detention/incarceration. (SfC)
- Create a youth advisory council to empower youth voice. (MBK)

**More Recommendations**

*From Phase 2, listed from most votes to least votes:*

- Change policy so that criminal records do not exclude participation. (CR)
- Expand policies that support incarcerated or formerly incarcerated men to address needs of Black females with similar records. (NBW)
- Encourage juvenile justice system agencies and programs to collaborate to provide/expand holistic support services to those in detention facilities. (SfC)
- Increase diversity of police force to be representative of the community it serves. (CR)
- Invest in programs and projects that eliminate neighborhood blight. (PBEOC)
- Increase participation in the jail collaborative and reentry services for men of color involved in the criminal justice system. (MBK)
- Promote belief in second chances among young men of color by increasing the numbers of employers that hire ex-offenders. (MBK)
- Educate citizens on their rights during traffic stops. (CR)
- Monitor public safety policy priorities that lead to accountability & transparency. (PBEOC)

*Carried over from Phase 1:*
- Adopt a trauma informed care approach for clients, staff, and partners. (MBK)
- Advertise for women and minorities to work as public officials. (CR)
- Create programs exposing 6th, 7th, and 8th grade students to police careers. (CR)
● Encourage early intervention, in-home intervention, and alternatives to detention/incarceration programs, including Afro-centric mental health treatment options. (SfC)
● Host quarterly conversations with local leaders and youth to build trust and community healing. (MBK)
● Increase accessibility to grants/loans to pay for education for minorities and women to increase their likelihood to pursue careers in public safety. (CR)
● Mandate background checks on all gun sales or transfers. (SfC)
● Have more police presence at bus stops, especially at night and around schools at the beginning and end of each school day. (CR)
● Increase neighborhood crime watch: Equip neighbors to be the first responders. (CR)
● Police can increase good will by monitoring public events and keeping them safe. (CR)
● Police should be trained to use the gun as the very last resort, after all other possibilities have been exhausted. (CR)
● Prosecute and seek maximum sentencing for all gun-related crimes. (SfC)
● Revoke the licenses of retail gun dealers who violate state requirements for licensing. (SfC)
● Support a Community-Oriented Police Department focused on reducing implicit bias, facilitating procedural justice, and promoting reconciliation. (MBK)
● Use faith-based communities to engage with Violence Prevention programs. (MBK)
Affordable Housing

Contextual Summary

Selected Survey Responses:

Key Affordable Housing Issues:
- Lack of affordable housing and homeownership
- Lack of community-driven development strategies
- Poor maintenance and upkeep of neighborhoods
- Lack of community organizing
- Limited housing meeting needs of special populations. (e.g., elderly, large families)

Regarding Affordable Housing, residents want....
- Accessibility to information and resources so we can thrive in our own neighborhoods
- Affordability to stay in our homes, despite changes in our community
● Accountability to ensure developers, landlords, policy makers and residents are responsible to meet housing needs
● Adaptability to preserve the traditional housing structures and ensure that new housing developments are of quality and style that match the character of the neighborhood

**Rated Recommendations: Affordable Housing**
Rating 1 Recs: Great Impact & Easiest to accomplish
● Prioritize the creation of affordable housing. (CR)
● Develop a Homeowner Rehabilitation Program to assist existing homeowners with health and safety-related concerns. (PBEOC)
● Establish continuous measurements of housing policy that lead to accountability & transparency. (PBEOC)

**More Recommendations**
*From Phase 2, listed from most votes to least votes:*
● Create land use plans that promote accessibility, homeownership, and accountability. (CR)
● Prioritize mixed-income development in low- and moderate-income communities. (PBEOC)
● Establish a sustainable funding stream for the Affordable Housing Trust Fund. (PBEOC)
● Promote rehabilitation efforts over demolition. (CR)
● Fund a program to purchase and rehabilitate vacant homes for sale to moderate-income homebuyers. (PBEOC)
● Increase accessibility to affordable housing. (CR)
● Create accountability/retribution access, resources for older home restoration, and continue charter of City of Pittsburgh (CR)
● Expand opportunities to be financially literate involving understanding the banking and mortgage systems. (MBK)
● Increase the use of 4% Low-Income Housing Tax Credits to build more affordable housing. (PBEOC)
● Hold developers accountable for building quality housing. (CR)
● Work with property managers to make existing government housing policies and programs more accessible, transparent, and enforceable. (CR)

*Carried over from Phase 1:*
- Allow for vacant lots to be easily sold and repurposed. (CR)
- Fund the Priority Communities model for comprehensive neighborhood planning. (PBEOC)
- Make homeownership and home improvement more affordable in changing neighborhoods. (CR)
- Prioritize the need to find safe and affordable housing for LGBTQIA+ residents under the age of 35. (PBEOC)
- Provide more accountability and community oversight for those involved in homeownership at each level. (CR)
- Replicate the HELP Initiative process of comprehensive resident-driven development in low- and moderate-income communities. (PBEOC)
- Work with developers to make existing housing policies and programs more accessible & transparent. (CR)
- Work with renters and homeowners to make existing housing policies and programs more accessible & transparent. (CR)
Family Outcomes

Contextual Summary

Selected Survey Responses:

Key Family Outcomes Issues:
- Families are struggling
- Limited access to health care & supportive services
- Job instability
- Family fragmentation due to incarceration, drug & alcohol use, trauma
- Few safe spaces for children and families

Regarding Family Outcomes, residents want....
- Businesses, health care centers, mental health services, pharmacies, accessible transportation, schools and childcare centers
More

Family Recommendations:
Rated
Carried
Close
Encourage
Support efforts to achieve universal access to comprehensive health care
Hire more police of color
Forums to increase knowledge of law and legal proceedings
Have police walk the streets to get to know the community
Hire police in the zones in which they live

Rated Recommendations: Family Outcomes
Rating 1 Recs: Great Impact & Easiest to accomplish
Engage Black families around what is needed to strengthen family units. (POISE)
Increase access and funding to high quality early childhood programming. (PBEOC)
Create job opportunities and job skills training so that residents can attain gainful employment and stable incomes. (CR)
Increased access to quality health care. (PBEOC)

Rating 3 Recs: Great Impact & Hardest to accomplish
Continuous measurement of family outcomes policy to increase accountability and transparency. (PBEOC)

More Recommendations
From Phase 2, listed from most votes to least votes:
Support and fund high quality out-of-school time and mentorship programs. (PBEOC)
Recruit foster families for teens, particularly teens of color, in communities where they live. (MBK)
Support efforts to achieve universal access to comprehensive health care regardless of insurance coverage or the ability to pay. (SfC)
Encourage the building of affordable mixed-income housing. (CR)
Close the wage gap; raise the minimum wage. (BW)

Carried over from Phase 1:
Build and support recreation centers that serve as safe spaces for youth and families. (PBEOC)
• Create sustainable faith-based & community-based organizations to provide support. (PBEOC)
• Encourage faculty providing clinical services to individuals impacted by violence to partner with existing local community agencies and organizations to bring needed services into the communities affected by violence. (SfC)
• Encourage health insurance carriers to provide comprehensive mental health and social services to people transitioning from prison or institutional settings. (SfC)
• Encourage the development of publicly funded mental health and wellness care services in communities, especially those most impacted by violence. (SfC)
• Ensure immunizations are up to date. (MBK)
• Expand WIC enrollment for most vulnerable communities. (MBK)
• Focus on strategies that embrace the concept of living well that include physical health, mental wellness, personal and community safety, prevention, and preparedness. (MBK)
• Fund mental health case management services to increase continuity of care and reduce non-compliance with the treatment plan. (SfC)
• Increase access to and use of mental health services. (PBEOC)
• Have police walk the streets to get to know the communities. (CR)
• Help parents/caregivers develop positive parenting skills and habits to provide loving and caring environments for children. (SfC)
• Host forums to increase knowledge of law and legal proceedings. (CR)
• Identify services desired by community members and to design culturally sensitive programs to address community needs. (SfC)
• Increase the diversity of health care professionals by providing needs-based financial assistance for education and hiring people of color. (SfC)
• Learn more about, and adopt, approaches that are culturally and contextually driven. To strengthen the Black family, we must also strengthen institutions, build the community, increase network connections, and challenge pernicious systems, policies, and practices. (POISE)
• Make access to transportation a priority in all areas of development and city planning. (PBEOC)
• Increase presence and access to elected officials. (CR)
• Improve physical environment via beautification, community gardens, and environmental upkeep. (CR)
• Improve physical environment through public service--fix potholes, collect trash, mow lots, etc. (CR)
• Provide families with opportunities to support offenders; and provide support for children and families of people who are incarcerated. (SfC)
- Recognize the intersectional needs of Black women by pushing for paid family and medical leave and paid sick leave. (BW)
- Strengthen and build capacity in aspects of the family that have been weakened by situational factors. (e.g. resilience and mutual support). (POISE)
Business & Organizational Development

Contextual Summary

Selected Survey Responses:

Business & Organizational Development Issues:
- There are no thriving business districts in black neighborhoods
- Districts that exist are missing basic services found in other neighborhoods
- Black entrepreneurs need technical, business, and policy supports
- Youth lack business and professional skills for their futures

Regarding Business & Organizational Development, residents want:
- Technical support and mentoring to creating strong business plans
- Affordable business spaces such as incubators and co-working spaces in the community
● The removal of barriers to existing supports for entrepreneurs and business owners. (e.g., high membership fees for business organizations)
● Designated business zones in each low income community
● Efforts focused on equipping youth with entrepreneurial skills & mindset
● Any effort to build businesses and business mindsets that especially target women and girls where the need is even greater

Rated Recommendations: Business & Organizational Development
Rating 1 Recs: Great Impact & Easiest to accomplish
● Encourage established business organizations to aggressively pursue working relationships with current, new, and emerging businesses in the African American community. (SfC)
● Strengthen the monitoring, reporting, and enforcement of M/BWE participation. (PBEOC)
● Create access to creative lending and funding practices like financial intermediaries or foundation program-related investment funds. (B&B)

Rating 2 Recs: Less Impact & Easiest to accomplish
● Develop school-based programs that explore business and entrepreneurship and expand the mindset of young women. (CR)
● Support existing small business mentorship programs to connect established companies with smaller businesses, newer businesses, or even potential clients to provide guidance when starting a new venture. (MBK)

Rating 3 Recs: Great Impact & Hardest to accomplish
● Replicate best practices from other low-income communities. (CR)
● Work with the research community to develop proxy measures for barriers to financial equity to build the knowledge base on these important barriers to financial equity. (B&B)
● Generate greater government support for vendor training and support of startup & small businesses. (PBEOC)
● Utilize youth workforce initiatives sponsored by agencies, schools, community and/or faith-based organizations that provide education, training, internships, apprenticeships, and/or employment. (SfC)

More Recommendations
From Phase 2, listed from most votes to least votes:
● Create additional minority business opportunities. (PBEOC)
Build and strengthen the relationships between businesses and community youth by providing mentorship, training, and employment. (SfC)

Create a growth fund to subsidize retail/commercial space for local & small businesses. Invest in an entity that provides technical and economic resources to emerging or small M/WBE's. (PBEOC)

Create programs that provide coaching and technical assistance to new businesses and a corporation that helps some of its minority contractors improve their performance and increase their business connections. (B&B)

Provide opportunities for African Americans and other people of color who wish to start their own businesses including start-up information, business plan development, and funding. (SfC)

Increase grants and low-interest loans to startups and expanding minority businesses. (PBEOC)

Advocate for new and emerging, or current, African American businesses to avail themselves of the opportunities offered by professional business organizations. (SfC)

Develop a coordinated Community Business Development Network within the African American communities most impacted by violence. (SfC)

Earmark government grants for businesses in low income communities. (CR)

Create a mentoring system to increase capacity of current and future business owners. (CR)

Establish continuous measurement of business & organizational development policy to increase accountability and transparency. (PBEOC)

**Carried over from Phase 1:**

- Advertise job openings and other opportunities in media used by the Black community. (SfC)
- Advocate for community efforts to support businesses through education, funding, or other community resources. (CR)
- Demand accountability for funds distributed to new and existing grant recipients, including reports of services provided and results, including job placements and the financial status of each business venture. (SfC)
- Expand federal, county, and city funded youth employment services. (MBK)
- Expand the number of youth served by the Learn and Earn Summer Youth Employment Program especially in jobs related to STEM. (MBK)
- Focus on rebuilding local neighborhood business districts in low & moderate income communities. (PBEOC)
- Identify, promote, and fill the gaps of local E-commerce tutoring and mentorship aimed at small business owners. (MBK)
• Implement the responsible banking initiative by incentivizing banks to invest in low-income communities by only depositing City funds in those financial institutions. (MBK)
• Increase homeownership among the Black community to build collateral for investment and loans. (B&B)
• Establish investment packages that allow small businesses to compete. (CR)
• Create policies that aim to increase access to funding, networks, entrepreneurship, mentors, coaching, and technical assistance for Black males and increase access for Black women. (BW)
• Prioritize youth from low income communities for employment opportunities. (CR)
• Provide black female entrepreneurs with access to options when it comes to education and job hunting/startups. (CR)
• Provide safety support systems that will allow African American businesses to operate successfully in an atmosphere of peace and security. (SfC)
• Provide training opportunities to bridge gap between skill and employment needs. (CR)
• Increase quality business development trainings across neighborhoods. (CR)
• Reduce financial barriers to existing supports for entrepreneurs and business owners. (CR)
• Start local business incubators and co-working spaces in the community. (CR)
Education

Contextual Summary

Selected Survey Responses:

![Pie charts showing survey responses]

Key Education Issues:
- Limited resources to meet the high need in our communities
- Students are not prepared for employment or college
- High levels of suspension among Black students and those with disabilities
- Need more teachers who reflect the community, especially Black males, and those who came from the community

Regarding Education, residents want....
- Access to high-quality early childhood education programs and schools within the community
- Accountability for schools, teachers and parents for educating students
- Better communication from schools to families & an open door to talk with schools about our kids
- Relevant curricula to better meet our students’ needs now and for employment after graduation
• Tutors, mentors, volunteers, and support services. (like social workers) to meet student need
• Information on services that already exist among community members, students, and teachers
• Bridge the technology gap and provide better equipped music and arts programs

**Rated Recommendations: Education**

Rating 1 Recs: Great Impact & Easiest to accomplish
• Hire more teachers who reflect diverse cultures and races of the community, particularly more African American male teachers. (SfC)
• Establish continuous measurement of education policy to increase accountability and transparency. (PBEOC)
• Provide internet to early childhood programs to use technology and media wisely.
• Provide an individualized curriculum that takes into account student learning styles. (CR)
• Increase availability and accessibility of high-quality affordable preschool programs. (MBK)

Rating 2 Recs: Less Impact & Easiest to accomplish
• Provide an inviting environment for parents, especially those who have been incarcerated. (CR)

Rating 3 Recs: Great Impact & Hardest to accomplish
• Open school buildings for community use during non-school hours. (MBK)
• Establish reward programs that recognize students and teachers who demonstrate leadership and achievement for their work in the community and in the schools. (MBK)
• Increase distribution of age appropriate books to children both in print and online. (MBK)
• Fund community outreach specialists to work in tandem with our schools to increase supports to students and their families. (PBEOC)

**More Recommendations**

*From Phase 2, listed from most votes to least votes:*
• Assist in ensuring the efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible. (PBEOC)
• Teach diversity and cultural competence to those in school buildings. (CR)
Carried over from Phase 1:

- Address specific barriers faced by LGBTQIA+ students. (PBEOC)
- Assist in creating safe and orderly environment for all students and employees. (PBEOC)
- Assist in providing efficient and effective support operations for all students, families, teachers, and administrators. (PBEOC)
- Increase communication and access to available resources. (CR)
- Bring on more volunteers/mentors at school, especially those that reflect the community. (CR)
- Build a better transportation to and from schools. (CR)
- Create a support system for students of color in colleges that increases affordability, admittance and graduation rates. (MBK)
- Educate parents and students about benefits of college degree via outreach and workshops. (MBK)
- Encourage students who plan to go to college to take college courses while in high school. (SfC)
- Encourage the implementation of restorative justice programs rather than suspension or detention as a means of behavioral control. (SfC)
- Ensure smaller class size. (CR)
- Expand healthy meals to children in afterschool programs. (MBK)
- Expand introduction to Career and Technical Education to elementary and middle schools. (PBEOC)
- Expand Pittsburgh Public School's Career and Technical Education (CTE) offerings to ensure existing and new offerings align with the jobs of the future. (PBEOC)
- Focus specifically on high school counselors to support, advocate, and prepare young boys and men of color for careers after graduation. (MBK)
- Increase internet access by mapping free Wi-Fi hotspots and providing wireless internet through public locations. (MBK)
- Increase the number of people of color in managerial and administrative positions. (SfC)
- Increase the number of students enrolled in community college training programs and/or military service. (PBEOC)
- Invest in playgrounds and green spaces. (MBK)
- Provide arts, physical education, music, and Science, Technology, Engineering, Math (STEM). (CR)
- Provide effective cultural sensitivity training to all teachers, counselors, administration, and staff. (SfC)
- Recruit more mentors of color for young men of color. (MBK)
- Require community service opportunities in order to graduate. (SfC)
• Require guidance counselors to provide individualized career counseling and track progress towards educational goals. (SfC)
• Review current textbooks and resources, replace them with those that provide multicultural approach, and develop curriculum that addresses needs of African American students. (SfC)
Employment Opportunities

Contextual Summary

Selected Survey Responses:

Key Employment Opportunities Issues:
- Residents’ job skills don’t match with those needed for employment opportunities
- Current policies keep good people from jobs. (e.g., ex-offenders)
- Limited access to transportation greatly reduces options
- Black residents don’t hear about higher wage and full time opportunities
- Black youth are unprepared for employment

Regarding Employment Opportunities, residents want....
- Environments and support that encourage entrepreneurship in Black communities
- Businesses to move into the community
- Increased bus routes and bike lanes in Black communities
- Arbitrary barriers removed and employment avenues created for young people, ex-convicts, and single mothers
• Incentives for employers to diversify workplaces
• Job training/workforce development mentor and career guidance programs for inexperienced workers and youth
• Access to information that leads to consistent employment
• Opportunities in industries with a shortage
• Training opportunities for employable skills and employment opportunities
• Increased utilization of the social media that community uses to share information

**Rated Recommendations: Employment Opportunities**

**Rating 1 Recs: Great Impact & Easiest to accomplish**
• Inform the community about potential opportunities in industries with a shortage. (CR)
• Remove arbitrary barriers to employment. (e.g. driver's license requirement). (CR)

**Rating 2 Recs: Less Impact & Easiest to accomplish**
• Expand apprenticeship programs for high-skilled labor and manufacturing. (UiA)
• Fully fund summer youth employment programs that provide diverse occupational experiences. (PBEOC)
• Expand networks in the Black community to better share information about employable skills & opportunities. (CR)

**Rating 3 Recs: Great Impact & Hardest to accomplish**
• Create a mechanism to provide communication about jobs. (CR)
• Increase representation of Black women in business and political office, which can in turn result in more opportunities for jobs, promotions, mentorship, and advancement. (BW)
• Partner successful employees with newly hired African American employees. (SfC)

**More Recommendations**

*From Phase 2, listed from most votes to least votes:*
• Create avenues for ex-offenders to gain employment. (CR)
• Create incubators to encourage entrepreneurship in Black communities. (CR)
• Invest in training programs tailored to living-wage job opportunities for neighborhood residents. (PBEOC)
• Provide leadership and skills development programs and seminars to community leaders by utilizing corporate internal training staff and/or encouraging their training vendors to volunteer their services. (SfC)
• Create job training/workforce development programs for inexperienced workers and youth. (CR)
● Implement intentional strategies & incentives to employ minorities and diversify workplaces. (CR)
● Establish continuous measurement of employment policy to increase accountability & transparency. (PBEOC)
● Create partnerships with skills training organizations and large companies and organizations for community-based jobs. (CR)
● Provide training in "soft skills" needed for success in the work environments. (e.g., timeliness, listening skills, conflict resolution). (B&B)
● Offer career exploration opportunities to economically disadvantaged students. (SfC)
● Move business, including manufacturing, into Black communities. (CR)
● Create an alliance among workforce development entities to best connect clients to all of the county's resources. (PBEOC)
● Expand the number of youth served by the Learn and Earn Program, especially in jobs related to Science, Technology, Engineering, and Math. (MBK)
● Actively support workers' right to form a union without interference or intimidation. (PBEOC)

Carried over from Phase 1:
● Adopt the implementation of the P4 matrix with a focus on community groups in need. (PBEOC)
● Create an equal playing field in employment for LGBTQIA+ residents. (PBEOC)
● Decrease barriers to job training and preparation programs by addressing the financial and time costs often associated with these programs. (B&B)
● Develop effective workplace intermediaries who have the right skills to bridge the gap between the African American community and the training opportunities available that can lead to gainful employment. (B&B)
● Develop policies that decrease the effect of unconscious bias. (B&B)
● Encourage corporations to adopt a school or school district in areas serving the economically disadvantaged. (SfC)
● Establish or enforce a Local Hire Ordinance for construction and ongoing operations. (PBEOC)
● Establish strong linkages with Career and Technical Certification programs and post-secondary institutions to align workforce development programming with career pathways and labor market demand. (MBK)
● Increase accessibility of job applications, which are often lengthy and sometimes only available via the internet. (B&B)
● Increase the number of youth acquiring "digital badges" in competencies related to the digital economy. (MBK)
• Prepare local residents to work on infrastructure investment projects. (PBEOC)
• Provide childcare options for single mothers seeking employment. (CR)
• Provide mentoring and career guidance programs to children and youth. (CR)
• Set a target goal of contracting dollars going to M/WBE businesses. (PBEOC)
• Support comprehensive outreach campaigns and financial support programs aimed at ensuring robust participation by communities of color in the future manufacturing workforce. (UiA)
• Support the colleges and universities that provide critical training for middle and high-skill manufacturing jobs. (UiA)
• Support workers' fight for living wages in line with the costs of the City of Pittsburgh. (PBEOC)
• Urge employers to take non-discrimination employment pledge(s) specifically towards the previously incarcerated & the LGBT community. (PBEOC)
• Utilize more African American and minority employees to facilitate outreach efforts in the minority communities. (SfC)
Appendix A. Removed Recommendations by Subject Area

Recommendations were removed from the original list based on the Quick Cut activity as described in Task 1 in the main document. This helped narrow the list of 300 recommendations collected in Phase 1 so that group activity and discussions in Phase 2 could be more effectively utilized to rank recommendations into actionable items.

Public Safety
Removed Recommendations:

- Better training of the officers in the community concerning Communication / understanding of African American culture, Crisis management, De-escalation. (CR)
- Provide police officers with sensitivity & cultural diversity training. (SfC)
- Provide sensitivity training for public safety personnel on LGBTQIA+ and racial minority communities. (PBEOC)
- Change laws to allow the records of non-violent criminals to be expunged after a probationary period. (SfC)
- Pass legislation rescinding mandatory sentencing laws. (SfC)
- Remove questions regarding prior convictions from employment applications. (MBK)
- Create a community directory to promote locally owned businesses. (CR)
- Establish a Public Safety Academy to better advertise careers in Public Safety. (MBK)
- Provide training and exam preparation assistance for the police exam targeted to minority recruits. (SfC)
- Develop smartphone application for community reporting. (PBEOC)
- Encourage each other to participate in the policy making process and vote. (CR)
- Encourage jails & prisons to establish a reentry program that is tailored to the needs of each individual, including family support & risk of recidivism. (SfC)
- Establish and support services for offenders, including Reentry programs. (MBK)
- Give greater authority to the Civilian Police Review Board to oversee police procedure and handling of misconduct. (SfC)
- Establish a community review board that reviews credentials, background, etc. of all potential police officers PRIOR to hire. (CR)
- When police engage in criminal behavior, someone other than the District Attorney should prosecute. (CR)
- Improve accountability & transparency for all involved in public safety, not just citizens. (CR)
- Transparency in high-stake cases involving police (charges, evidence, convictions). (CR)
● Improve community understanding of police processes. (CR)
● Include community voices in identifying ways to improve and evaluate police policies & practices (SfC)
● Increase community understanding of police force infrastructure (CR)
● Improve police communication and engagement (CR)
● Purchase body camera video systems for officers (CR)
● Expand ShotSpotter and camera surveillance (PBEOC)
● Identify safe routes with crossing guards trained to serve as “keepers”. (MBK)
● Provide effective training and supervision to ensure that all staff will use demonstrated best practices throughout the juvenile justice system. (SfC)
● Support collaboration from all community members and institutions in preventing youth from entering/re-entering the Juvenile Justice System. (SfC)
● Provide group homes and foster care families with support services as alternatives to detention. (SfC)
● Repopulate multi-family properties that have become neighborhood crime hotspots. (PBEOC)
● Support research focused on violence and community drivers of high levels of localized violence. (SfC)
● Support restorative justice practices that train teachers on how to improve learning and reduce suspensions. (MBK)
● Teach youth the importance of violence prevention through community engagement. (MBK)
● Use mentors to help youth build self-esteem and self-discipline. (SfC)

**Removed Due to Duplication:**

● Develop diverse hiring and accountability practices, particularly in the Department of Public Safety. (PBEOC)
● Partner with corporations to foster the hiring and retention of young men of color and provide a “second chance”. (MBK)
● Support Workforce Opportunities for Formerly Incarcerated Persons. (MBK)
● Organize more recreational activities with law enforcement to increase rapport. (CR)
● Integrate trauma informed care into services. (MBK)
● Track the source of guns, including assault weapons, used in crimes and prosecute the criminals who illegally manufacture, distribute, and/or sell these weapons. (SfC)
Affordable Housing Removed Recommendations:
None; the Quick Cut exercise was not completed with the Affordable Housing group due to the small number of recommendations with which they began the exercise.

Family Outcomes
Removed Recommendations:
- Build bus shelters and benches for residents. (CR)
- Close the wage gap; raise minimum wage. (BW)
- Encourage the building of affordable grocery stores, pharmacies, & health care centers. (CR)
- Encourage the building of affordable mixed-income housing. (CR)
- Encourage the development of tracking systems to evaluate the adequacy of mental health and violence screening programs and the effectiveness of referrals. (SfC)
- Greater access to and use of drug and alcohol treatment programs. (PBEOC)
- Help build a business district and encourage hiring within the community. (CR)
- Hire more police of color. (CR)
- Hire police in the zones in which they live. (CR)
- Intentionally encourage and build a pipeline of Black women legislators and judges. (BW)
- Invest in research into family-centered approaches, particularly those that engage Black families as key stakeholders and unique experts. (POISE)
- Strengthen anti-discrimination laws based on race, sex, or pregnancy. (BW)

Removed Due to Duplication:
- Make access to healthcare for the LGBTQIA+ community a policy priority. (PBEOC)
- Make buses and bike sharing more accessible. (CR)
- Support efforts to achieve universal access to comprehensive health care regardless of insurance coverage or the ability to pay. (SfC)

Business & Organizational Development
Removed Recommendations:
- Allocate more funding to support female entrepreneurs on the local, state levels. (CR)
- Allow women to apply first to job opportunities. (CR)
- Corporate internships for Black women. (CR)
- Churches should allow use of facilities for functions that are outside of church. (CR)
- Create a growth fund to provide capital to high growth companies founded by M/WBE’s. (PBEOC)
• Create a Resident Employment Database initiative that identifies the talents, abilities, and capabilities of each community resident. (SfC)
• Create directories for businesses and resources. (CR)
• Create accountability for strategies that aim to reduce barriers to business development in the Black community by using employment, homeownership, and prevalence of minority-owned businesses as metrics for success. (B&B)
• Increasing professional services contracts awarded to M/WBE firms. (PBEOC)
• Creating incentives for increasing number of contracts awarded to M/WBE firms. (PBEOC)
• Document and increase the government’s annual spending for M/WBE’s (PBEOC)
• Explore opportunities to consolidate and/or better coordinate government’s M/WBE process. (PBEOC)
• Increase access to start-up capital for African Americans interested in starting or supporting businesses. (B&B)
• Pool smaller businesses into structure that could accommodate larger contracts. (CR)
• Create a point system to prioritize M/WBE firms during government contract bidding process. (PBEOC)
• Hold forums on business ownership and entrepreneurship to connect business owners to resources. (CR)
• Making business & entrepreneurial opportunities for LGBTQIA+ residents a priority. (PBEOC)
• Establish consulting supports for current and future business owners in our communities. (CR)
• Design policies to support local businesses based on community feedback (CR)
• Offer incentives for businesses to stay in the community. (CR)
• Politicians can host events to support all businesses in collaboration with churches. (CR)
• Politicians host business expos introducing local business. (CR)
• Politicians host cross-neighborhood events to share resource information. (CR)
• Politicians should provide funding to faith-based organizations meet community needs. (CR)
• Provide international experience opportunities to encourage diverse and new thinking. (CR)
• Provide scholarships/ grants to organizations for admission to professional groups. (CR)
• Seek to employ the employable, and to encourage and train community residents who have been deemed “unemployable.” (SfC)
• Turn existing property into low cost spaces for community businesses. (CR)
Removed Due to Duplication:

- Resources and money for female-owned businesses. (CR)
- Provide partnering and mentoring opportunities for existing and emerging businesses owned by African Americans and other people of color. (SfC)
- Establish training for every employee to nurture professionalism and professional behavior within their business surroundings. (SfC)
- Expand minority business mentoring programs. (PBOC)
- Encourage and strengthen youth workforce initiatives to allow increased placement of youth with African American owned businesses. Such support will allow Black businesses to expand and become more productive. (SfC)
- Expand centralized city-wide internship program by giving youth an opportunity to solve municipal problems. (MBK)
- Fund programs providing business education, leadership training and work experience directed toward area student populations. (SfC)
- Designate business zones in each low-income community. (CR)
- More programs like Urban Innovations/ grant programs. (CR)
- Provide financial literacy education to community. (CR)
- Provide help with writing business plans. (CR)
- Provide support to help minority businesses through the contract bidding process. (CR)

Education

Removed Recommendations:

- Expand youth input and empower youth "voice." (MBK)
- Encourage the development of social emotional learning programs that teach students how to manage their own emotions and behaviors. (SfC)
- Provide students opportunities to gain life skills and critical thinking skills. (CR)
- Provide students opportunities to learn about postsecondary option. (CR)
- Support parental engagement in early childhood centers through expansion of the use of "Message from Me" application. (MBK)

Removed Due to Duplication:

- Provide enough books & materials for all students to take home. (CR)
- Create more local affordable before- and after-school and preschool programs. (CR)
Employment Opportunities

Removed Recommendations:

- Provide more transportation options in Black communities. (CR)
- Recruit more African American and other minority managers and executives to serve on corporate boards. (SfC)
Appendix B. Summary of Results by Topic Area
Notes:

Data from the research process resulted in a list of 79 recommendations, including those who received ratings ranging from 1 to 3.

#1 Rating recommendations are those deemed by each group to be both the most impactful and the easiest to accomplish. #2 Rating recommendations are those with less perceived impact as #1 Rating recommendations, but were still very easy to accomplish. Recommendations with a #3 Rating were very impactful but difficult to accomplish.

The recommendations without ratings received votes from group members, but were not perceived to be impactful or viable enough to be considered for implementation.
<table>
<thead>
<tr>
<th>No. Votes</th>
<th>Recommendations</th>
</tr>
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<tbody>
<tr>
<td><strong>Most</strong></td>
<td>Refer all petty/non-violent/first-time offenders to community mediation as a pre-trial diversion and dismiss criminal charges. (SfC)</td>
</tr>
<tr>
<td></td>
<td>Change policy so that criminal records do not exclude participation. (CR)</td>
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<tr>
<td></td>
<td>Policies that support incarcerated or formerly incarcerated men should be expanded to address needs of Black females with similar records. (NBW)</td>
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<tr>
<td></td>
<td>Encourage juvenile justice system agencies and programs to collaborate to provide/expand holistic support services to those in detention facilities (SfC)</td>
</tr>
<tr>
<td><strong>Least</strong></td>
<td>Expand opportunities for quality employment for youth (CR)</td>
</tr>
<tr>
<td></td>
<td>Continue public safety training: reconciliation, procedural justice, and implicit bias (PBEOC)</td>
</tr>
<tr>
<td></td>
<td>Invest in programs and projects that eliminate neighborhood blight (PBEOC)</td>
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<td></td>
<td>Increase participation in the jail collaborative and reentry services for men of color involved in the criminal justice system. (MBK)</td>
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<tr>
<td></td>
<td>Promote belief in second chances among young men of color by increasing the numbers of employers that hire ex-offenders. (MBK)</td>
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<tr>
<td></td>
<td>Educate citizens on their rights during traffic stops (CR)</td>
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<tr>
<td></td>
<td>Monitor public safety policy priorities that lead to accountability &amp; transparency (PBEOC)</td>
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<td></td>
<td>Create a youth advisory council to empower youth voice (MBK)</td>
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<td></td>
<td>Work with established neighborhood councils &amp; other community groups in determining alternatives to detention/incarceration. (SfC)</td>
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<td>Increase diversity of police force to be representative of the community it serves (CR)</td>
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#1 Rating recommendations are the most impactful and the easiest to accomplish.
#2 Rating recommendations are less perceived impact but also very easy to accomplish.
#3 Rating recommendations were very impactful but difficult to accomplish.
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<tbody>
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</tr>
<tr>
<td></td>
<td>Engage Black families around what is needed to strengthen family units. (POISE) #1 Rating</td>
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<tr>
<td></td>
<td>Increase access and funding to high quality early childhood programming (PBEOC) #1 Rating</td>
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<tr>
<td></td>
<td>Support and fund high quality out-of-school time and mentorship programs (PBEOC)</td>
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<td></td>
<td>Recruit foster families for teens, particularly teens of color, in communities where they live. (MBK)</td>
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<tr>
<td></td>
<td>Create job opportunities and job skills training so that residents can attain gainful employment and stable incomes (CR) #1 Rating</td>
</tr>
<tr>
<td><strong>Least</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increased access to quality healthcare (PBEOC) #1 Rating</td>
</tr>
<tr>
<td></td>
<td>Continuous measurement of family outcomes policy to increase accountability and transparency (PBEOC) #3 Rating</td>
</tr>
<tr>
<td></td>
<td>Support efforts to achieve universal access to comprehensive health care regardless of insurance coverage or the ability to pay. (SfC)</td>
</tr>
<tr>
<td></td>
<td>Encourage the building of affordable mixed-income housing (CR)</td>
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<td></td>
<td>Close the wage gap; raise the minimum wage (BW)</td>
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<td>Strengthening the monitoring, reporting, and enforcement of M/BWE participation (PBEOC)</td>
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<tr>
<td>#1 Rating</td>
<td>School-based programs that explore business and entrepreneurship, expand the mindset of young women (CR)</td>
</tr>
<tr>
<td>#2 Rating</td>
<td>Replicate best practices from other low-income communities (CR)</td>
</tr>
<tr>
<td>#3 Rating</td>
<td>Create additional minority business opportunities (PBEOC)</td>
</tr>
<tr>
<td>#3 Rating</td>
<td>Build and strengthen the relationships between businesses and community youth by providing mentoring, training, and employment. (SfC)</td>
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<td><strong>Least</strong></td>
<td>Create access to creative lending and funding practices like financial intermediaries or foundation program-related investment funds. (B&amp;B)</td>
</tr>
<tr>
<td>#1 Rating</td>
<td>Supporting existing small business mentorship programs to connect established companies with smaller businesses, newer businesses, or even potential clients to provide guidance when starting a new venture. (MBK)</td>
</tr>
<tr>
<td>#2 Rating</td>
<td>Create a growth fund to subsidize retail/commercial space for local &amp; small businesses. Invest in an entity that provides technical and economic resources to emerging or small M/WBE’s (PBEOC)</td>
</tr>
<tr>
<td>#3 Rating</td>
<td>Create programs that provide coaching and technical assistance to new businesses and a corporation that helps some of its minority contractors improve their performance and increase their business connections. (B&amp;B)</td>
</tr>
<tr>
<td>#3 Rating</td>
<td>Provide opportunities for African Americans and other people of color who wish to start their own businesses including start-up information, business plan development, and funding. (SfC)</td>
</tr>
<tr>
<td>#3 Rating</td>
<td>Increase grants and low-interest loans to startups and expanding minority businesses (PBEOC)</td>
</tr>
</tbody>
</table>

**Recommendations**

- **#1 Rating** recommendations are the most impactful and the easiest to accomplish.
- **#2 Rating** recommendations are less perceived impact but also very easy to accomplish.
- **#3 Rating** recommendations were very impactful but difficult to accomplish.
<table>
<thead>
<tr>
<th>No. of Votes</th>
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<tbody>
<tr>
<td><strong>Most</strong></td>
<td>Hire more teachers who reflect diverse cultures and races of the community, particularly more African American male teachers. (SfC)</td>
<td>#1 Rating</td>
</tr>
<tr>
<td></td>
<td>Assist in ensuring the efficient and equitable distribution of resources to address the needs of all students, to the maximum extent feasible (PBEOC)</td>
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<tr>
<td></td>
<td>Continuous measurement of education policy to increase accountability and transparency (PBEOC)</td>
<td>#1 Rating</td>
</tr>
<tr>
<td></td>
<td>Teach diversity and cultural competence to those in school building (CR)</td>
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<tr>
<td></td>
<td>Provide internet to early childhood programs to use technology and media wisely.</td>
<td>#1 Rating</td>
</tr>
<tr>
<td></td>
<td>Provide an individualized curriculum that takes into account student learning styles (CR)</td>
<td>#1 Rating</td>
</tr>
<tr>
<td></td>
<td>Open school buildings for community use during non-school hours. (MBK)</td>
<td>#3 Rating</td>
</tr>
<tr>
<td></td>
<td>Establish reward programs that recognize students and teachers who demonstrate leadership and achievement for their work in the community and in the schools. (MBK)</td>
<td>#3 Rating</td>
</tr>
<tr>
<td><strong>Least</strong></td>
<td>Increase availability and accessibility of high-quality affordable preschool programs. (MBK)</td>
<td>#1 Rating</td>
</tr>
<tr>
<td></td>
<td>Provide an inviting environment for parents, especially those who have been incarcerated (CR)</td>
<td>#2 Rating</td>
</tr>
<tr>
<td></td>
<td>Increase distribution of age appropriate books to children both in print and online. (MBK)</td>
<td>#3 Rating</td>
</tr>
<tr>
<td></td>
<td>Fund community outreach specialists to work in tandem with our schools to increase supports to students and their families (PBEOC)</td>
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<td>Prioritize the creation of affordable housing (CR) #1 Rating</td>
</tr>
<tr>
<td></td>
<td>Develop a Homeowner Rehabilitation Program to assist existing homeowners with health and safety-related concerns (PBEOC) #1 Rating</td>
</tr>
<tr>
<td></td>
<td>Create land use plans that promote accessibility, homeownership, and accountability. (CR)</td>
</tr>
<tr>
<td></td>
<td>Prioritize mixed-income development in low- and moderate-income communities (PBEOC)</td>
</tr>
<tr>
<td></td>
<td>Establish a sustainable funding stream for the Affordable Housing Trust Fund (PBEOC)</td>
</tr>
<tr>
<td></td>
<td>Promote rehab efforts over demolition (CR)</td>
</tr>
<tr>
<td><strong>Least</strong></td>
<td>Fund a program to purchase and rehabilitate vacant homes for sale to moderate-income homebuyers (PBEOC)</td>
</tr>
<tr>
<td></td>
<td>Increase accessibility to affordable housing. (CR)</td>
</tr>
<tr>
<td></td>
<td>Continuous measurements of housing policy that lead to accountability &amp; transparency (PBEOC) #1 Rating</td>
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<tr>
<td></td>
<td>Expanding opportunities to be financially literate involving understanding of the banking and mortgage systems. (MBK)</td>
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<td>Increase the use of 4% Low-Income Housing Tax Credits to build more affordable housing (PBEOC)</td>
</tr>
<tr>
<td></td>
<td>Developer accountability for building quality housing (CR)</td>
</tr>
<tr>
<td></td>
<td>Work with property managers to making existing (included by participant: government) housing policies and programs more accessible, transparent, &amp; (added by participant: enforceable). (CR)</td>
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<td><strong>Expand apprenticeship programs for high-skilled labor and manufacturing (UiA)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Fully fund summer youth employment programs that provide diverse occupational experiences (PBEOC)</strong></td>
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<tr>
<td></td>
<td><strong>Inform the community about potential opportunities in industries with a shortage (CR)</strong></td>
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<tr>
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<td><strong>Remove arbitrary barriers to employment (e.g. driver’s license requirement) (CR)</strong></td>
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<tr>
<td></td>
<td><strong>Create job training/workforce development programs for inexperienced workers and youth (CR)</strong></td>
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<tr>
<td></td>
<td><strong>Create a mechanism to provide communication about jobs (CR)</strong></td>
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<tr>
<td></td>
<td><strong>Offer career exploration opportunities to economically disadvantaged students. (SIC)</strong></td>
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<tr>
<td><strong>#2 Rating</strong></td>
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<tr>
<td></td>
<td><strong>Create avenues for ex-offenders to employment (CR)</strong></td>
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<tr>
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<td><strong>Create incubators to encourage entrepreneurship in Black communities (CR)</strong></td>
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<td><strong>Expand networks in Black community to better share information about employable skills &amp; opportunities (CR)</strong></td>
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<td><strong>Implement intentional strategies &amp; incentives to employ minorities and diversify workplaces (CR)</strong></td>
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<td><strong>Increase representation of Black women in business and political office, which can in turn result in more opportunities for jobs, promotions, mentorship, and advancement. (BW)</strong></td>
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<td><strong>Move business, including manufacturing, into Black communities (CR)</strong></td>
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<td><strong>Create an alliance among workforce development entities to best connect clients to all of the county’s resources (PBEOC)</strong></td>
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<td><strong>Partner successful employees with newly hired African American employees. (SIC)</strong></td>
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<td><strong>Provide training in “soft skills” needed for success in the work environments (e.g., timeliness, listening skills, conflict resolution). (B&amp;B)</strong></td>
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<td><strong>Create partnerships with skills training organizations and large companies and organizations for community-based jobs (CR)</strong></td>
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<td><strong>Actively support workers’ right to form a union without interference or intimidation (PBEOC)</strong></td>
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<td><strong>Invest in training programs tailored to living-wage job opportunities for neighborhood residents (PBEOC)</strong></td>
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<td><strong>Provide leadership and skills development programs and seminars to community leaders by utilizing corporate internal training staff and/or encouraging their training vendors to volunteer their services. (SIC)</strong></td>
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<td><strong>Expanding the number of youth served by the Learn and Earn Program especially in jobs related to Science, Technology, Engineering, and Math. (MBK)</strong></td>
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<td><strong>Actively support workers’ right to form a union without interference or intimidation (PBEOC)</strong></td>
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