

# A Review of Economic Opportunity and Criminal Justice Programs for Boys and Men of Color

PREPARED FOR



---

THOMAS LAVEIST, PhD  
KIMBERLY T. ARNOLD, MPH  
ROLAND J. THORPE, JR., PhD



## RESEARCH | INTEGRATION | STRATEGIES | EVALUATION

**RISE for Boys and Men of Color is a field advancement effort that aims to better understand and strategically improve the lives, experiences, and outcomes of boys and men of color in the United States.**

Support for this study was provided by a grant funded by The Atlantic Philanthropies, The Annie E. Casey Foundation, Marguerite Casey Foundation, WK Kellogg Foundation, and members of the Executives' Alliance to Expand Opportunities for Boys and Men of Color. The conclusions and opinions expressed in this study are of the author(s) alone and do not necessarily represent the views of RISE for Boys and Men of Color or its funders.

# Table of Contents

<b>INTRODUCTION.....</b>	<b>4</b>
<b>METHODS.....</b>	<b>6</b>
<b>FINDINGS.....</b>	<b>7</b>
Criminal Justice Findings .....	8
Economic Opportunity Findings .....	10
<b>DISCUSSION .....</b>	<b>13</b>
<b>RECOMMENDATIONS.....</b>	<b>14</b>
<b>REFERENCES.....</b>	<b>15</b>
<b>APPENDIX.....</b>	<b>17</b>
Summary of Economic Opportunity and Criminal Justice Interventions and Programs for Males of Color.....	17
<b>ABOUT THE AUTHORS .....</b>	<b>24</b>

# Introduction

Social problems tend to travel in tandem. Where one social problem exists, you will typically find others. Persons who lack access to quality schooling tend to have fewer employment opportunities. Communities with limited economic opportunity tend to have higher rates of incarceration. Involvement in the criminal justice system decreases the likelihood of graduating from high school (Kirk & Sampson 2013) and gaining employment (Bernburg, Krohn, & Rivera 2006), and increases the chances of future involvement in the criminal justice system (Lieberman, Kirk, & Kim 2014; Huizinga & Henry 2008). It is a dismal cycle.

While no demographic group in the United States is spared social problems, boys and men of color disproportionately face them. This is particularly the case for black youth (Piquero 2008). Among men aged 18 and older, the national incarceration rate is 9.4 per thousand for white men, 27.8 per thousand for Hispanic men, and 66.6 per thousand for black men. Incarceration is particularly concentrated among poor and less well educated black men. Among male high school dropouts ages 20 to 40, the incarceration rate is 32.4 percent for black men, 6 percent for Hispanic men, and 6.7 percent for white men. By age 30, the lifetime risk of imprisonment for black male high school dropouts is 59 percent compared to only 9 percent for Hispanics and 11 percent for whites (Western 2006). Black youth are twice as likely as white youth to be referred to juvenile court, and they are twice as likely as whites to be sent to secure detention (Bernard 2006). By age 23, nearly one 50 percent of black males, 44 percent of Hispanic males, and 38 percent of white males have been arrested (Brame et al. 2014).

Social problems often emanate from structural inequalities within societies. The specific social problems that are the subject of this report—incarceration and lack of economic opportunity—are the outward manifestations of these inequalities.

Boys and men of color face a litany of societal inequities that limit their opportunities to fully participate in the economy. These inequalities are linked to broad themes in American society, rooted in a history of exploitation and bolstered by both custom and unjust government policies: slavery, Jim Crow Laws, separate and unequal services such as schools, the exclusion of domestic workers from social security, redlining, and mass incarceration—to name a few.

These policies are structural impediments to racial equity culminating in the geographic and social isolation we see today, perhaps best illustrated by racial residential segregation (LaVeist, Gaskin, & Richard 2011). Segregation limits access to help and increases exposure to harm. It limits access to resources that can serve as the “ladder” out of poverty such as quality schools, jobs, and vocational training opportunities. Segregation also increases exposure to hazards such as aggressive policing and the hyper-availability of illicit drugs. Boys and men of color face persistent discrimination in hiring practices, substandard primary and secondary education, lack of career or higher education guidance, and, as a result, lower earnings and higher rates of unemployment compared to their white counterparts.

This cycle can be intergenerational, passed from one generation to the next. Lieberman & Fontaine (2015) pointed out that millions of children have been exposed to parental arrest, and youth of color are at a higher risk of this exposure. Immigration enforcement actions against parents also affect hundreds of thousands of youth, particularly those from Latin American countries. Witnessing parental arrest, through police or immigration enforcement agencies, is a traumatic experience for children, particularly because arrests can include handcuffing, drawing a weapon on or subduing the parent.

The trauma of parental arrest is further exacerbated by the possibility of a lengthy period of separation of the parent from the child. In the case of a lengthy prison term or deportation, the separation can last for the entire childhood. Numerous studies have linked parental incarceration to a variety of outcomes that negatively affect economic opportunity, including financial hardship, residential instability, poor academic performance, substance abuse, and delinquency (Foster & Hogan 2007; Geller et al. 2009; Glaze & Maruschak 2008; Murray & Farrington 2008; Murray, Janson, & Farrington 2007; Phillips & Gleeson 2007; Phillips et al. 2002; Smith et al. 2007; Walker 2003; Wildeman 2011).

Each of these outcomes associated with children of incarcerated parents increase the risk that the child will have limited economic opportunities. It is often assumed that poverty is a “root cause” of involvement in the criminal justice system. But the causal relationship runs in the opposite direction as well. Incarceration can be a root cause of poverty, and the dismal cycle is passed to a new generation.

What can be done to break the dismal cycle? This is a key question for policymakers and all who are concerned about creating a more just society. This report is a review of the evidence on programs and other interventions to address the vexing problems of incarceration and lack of economic opportunity for boys and men of color. We review programs and interventions published in the scientific literature as well as reports, white papers, briefs, and other documents from the gray literature. We conclude the report with a set of recommendations for action and for research.

# Methods

We conducted a comprehensive review of both the academic and gray literature for the years 1996–2016. Our search strategy focused on programs and interventions to expand economic opportunity and stem incarceration for men of color, which we have defined as black or African American, Latino or Hispanic, Asian American, and American Indian or Native American. We held a brainstorming session to identify an initial set of search terms. After acquiring the list, we met with librarians at the Johns Hopkins Welch Library to discuss and refine the list of terms. This iterative process resulted in the following search words:

- **Concept 1: Males of Color**
  - Black or African American, Latino or Hispanic, Asian American, American Indian or Native American; male(s), boy(s), men, youth, teen(s), adolescent(s), minority(ies), inner-city, urban, disadvantaged, at-risk, underserved
- **Concept 2: Interventions**
  - Intervention(s), program(s), trial(s), outreach program(s), prevention program(s), youth program(s), prevention
- **Concept 3a: Criminal Justice**
  - Criminal justice, juvenile justice, juvenile delinquency, prison, jail, recidivism, reentry, gangs, police
- **Concept 3b: Economic Opportunity**
  - Economic opportunity, vocational training, entrepreneurship, economic development, career training, employment training, microenterprise development

We assessed both academic and gray literature using the following databases: Academic Search Complete, Academic Search Premier, Business Source Complete, Business Source Premier, Child Development & Adolescent Studies, Criminal Justice Abstracts with Full Text, Econlit with Full Text, Psycinfo, Social Sciences Full Text, American Doctoral Dissertations, and Google Scholar.

**Inclusion/Exclusion Criteria:** Studies that specifically described or evaluated criminal justice or economic opportunity interventions/programs for males of color were included in our review. Relevant studies that reported outcomes for male of color were also included. Studies were extracted from peer-reviewed journals, reviews, reports (e.g., government, foundation, etc.), and trade publications. Exclusion criteria included studies that did not include males or report study outcomes for males, and studies focused exclusively on violence prevention. Interventions and programs that were not exclusively designed to prevent criminal justice involvement or promote economic opportunity among males of color were excluded. For example, a study with the explicit objective to prevent substance abuse among justice-involved youth would be excluded because the focus is not to prevent involvement in the juvenile justice system.

It is noteworthy that the Google Scholar interface posed difficulties in trying to conduct advanced searches (e.g., use of filters, excluding irrelevant articles, etc.). However, Google Scholar did unearth several reports in the gray literature that were very helpful to our field scan. These reports were published in 2015 by the Urban Institute and focused on strategies to increase economic opportunity and decrease criminal justice involvement among males of color. Entries from these reports, along with other findings from gray and academic literature, can be found in the Appendix.

# Findings

Using the search methods indicated above, we obtained the results in Table 1 from the peer-reviewed literature. Across the four racial/ethnic groups (black/African American, Latino/Hispanic, Native American/American Indian, Asian American) for males of color, a total of 39 criminal justice articles and 10 economic opportunity articles were selected for in-depth review by the authors. Upon completion of in-depth review, a total of 7 criminal justice articles and 2 economic opportunity articles fit the inclusion/exclusion criteria.

**TABLE 1**

## SEARCH RESULTS

CRIMINAL JUSTICE ARTICLES	
RACIAL/ETHNIC GROUP	SEARCH RESULTS
Black or African American	<ul style="list-style-type: none"> <li>Starting Universe: 1,355 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 286 articles</li> <li>Total: 12 potentially relevant articles selected for in-depth review</li> </ul>
Latino or Hispanic	<ul style="list-style-type: none"> <li>Starting Universe: 635 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 157 articles</li> <li>Total: 3 potentially relevant articles selected for in-depth review</li> </ul>
Native American or American Indian	<ul style="list-style-type: none"> <li>Starting Universe: 136 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 18 articles</li> <li>Total: 12 potentially relevant articles selected for in-depth review</li> </ul>
Asian American	<ul style="list-style-type: none"> <li>Starting Universe: 46 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 17 articles</li> <li>Total: 12 potentially relevant articles selected for in-depth review</li> </ul>
ECONOMIC OPPORTUNITY ARTICLES	
Black or African American	<ul style="list-style-type: none"> <li>Starting Universe: 550 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 41 articles</li> <li>Total: 8 potentially relevant articles selected for in-depth review</li> </ul>
Latino or Hispanic	<ul style="list-style-type: none"> <li>Starting Universe: 2,415 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 27 articles</li> <li>Total: 1 potentially relevant article selected for in-depth review</li> </ul>
Native American or American Indian	<ul style="list-style-type: none"> <li>Starting Universe: 608 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 5 articles</li> <li>Total: 1 potentially relevant article selected for in-depth review</li> </ul>
Asian American	<ul style="list-style-type: none"> <li>Starting Universe: 299 articles</li> <li>Limited results to journals, academic journals, dissertations, and applied male filter: 99 articles</li> <li>Total: 0 potentially relevant articles selected for in-depth review</li> </ul>

## CRIMINAL JUSTICE FINDINGS

A total of seven criminal justice interventions for males of color met the criteria specified in the Methods section. Three of the interventions were Afrocentric (Harvey & Coleman 1997; King et al. 2001; Watson, Washington, & Stepteau-Watson 2015); two utilized a community-based cultural arts approach (Rapp-Paglicci et al. 2011; Shelton 2008); and two used a multilevel approach (Harrell et al. 1999; Freudenberg 2010). The majority of the interventions were for African American males. None of the interventions were exclusively for Latino, Native American, or Asian American males; however, one evaluation was conducted to determine the impact of the Prodigy Cultural Arts Program on Hispanic youth participants (Rapp-Paglicci 2011). All of the programs/interventions were designed for youth. We will discuss the criminal justice findings in the following categories: Afrocentric programs, community-based cultural arts programs, and multilevel interventions.

### ***Afrocentric Programs***

The Rites of Passage Afrocentric Program (Harvey & Coleman 1997), Community Corrections Partnership Afrocentric Program (King et al. 2001), and Umoja (Watson, Washington, & Stepteau-Watson 2015) utilized an Afrocentric approach to prevent juvenile delinquency among young African American males. Umoja and Rites of Passage Afrocentric Program had relatively small sample sizes, 34 and 57 respectively. Rites of Passage provided social and psychological services to African American adolescent males (between ages 11.5 and 14.5) and their families based on an Afrocentric approach (Harvey & Coleman 1997). The program included in-home family therapy and individual adolescent counseling; adolescent afterschool groups (once a week for two hours in the evening); and family enhancement and empowerment interventions (Harvey & Coleman 1997). Adolescents in the program learned life skills, strategies to avoid the juvenile justice system, and social responsibility. Group module sessions were used to teach youths the Nguzo Saba principles (African name for Seven Principles) of spirituality, culture, family, education, economics, community, and youth activities to help them understand themselves, others, and the world (Harvey & Coleman 1997). Family enhancement and empowerment included monthly Afrocentric parent training seminars and a family therapy retreat. Although Rites of Passage is considered to be a promising culturally sensitive intervention for young African American males (Harvey & Hill 2004), no formal evaluation was conducted to determine the intervention's impact on juvenile delinquency.

Umoja was a mentoring program that provided culturally appropriate mentoring services to 34 African American male youths between the ages of 11 and 19 (Watson, Washington, & Stepteau-Watson 2015). The purpose of the intervention was to prevent violence and juvenile delinquency. No formal evaluation of the effect of the intervention on juvenile delinquency was conducted.

Community Corrections Partnership (CCP) Afrocentric Program was designed in 1991 by the Hamilton County Juvenile Court to prevent nonviolent, juvenile African American male felony offenders in Cincinnati, Ohio, from being incarcerated (King et al. 2001). The juvenile court formed a partnership with five community agencies that could provide services for CCP youths. Youths that received the CCP Afrocentric treatment program were taught the following subjects by Afrocentric African American CCP staff members: drug and alcohol abuse and prevention; life skills (including money management); positive behavioral modification; cultural regrounding (exposed youth to positive aspects of their African heritage to increase community responsibility); and sober leisure (group activities like sports, going to museum, or movie) to show youth how to have fun without drugs or delinquent activities (King et al. 2001). Classes were taught Monday through Friday after school; groups met for up to 22 times per month (King et al. 2001). The recidivism rates of 281 youths that received the Afrocentric treatment program were compared to the outcomes of 140 youths on probation (comparison group). The youths that received the Afrocentric program performed slightly better than the comparison group on 4 out of 15 measures of juvenile and adult criminality. However, the positive effects of the intervention dissipated in adulthood—the CCP youths had recidivism rates that were similar to those of the comparison group (King et al. 2001). A formal evaluation of CCP was not conducted because the study failed to create and define common indicators of success versus outcomes to conclude if predetermined positive changes last over time (King et al. 2001). The lack of sufficient funds devoted to evaluation also inhibited the ability of the researchers to evaluate the program (King et al. 2001).



### **Community-Based Cultural Arts Programs**

Prodigy Cultural Arts Program was a community-based, cultural arts program delivered in Tampa Bay, Florida, to participant groups, including heavy Hispanic representation, to increase self-regulation skills and prevent delinquency (Rapp-Paglicci et al. 2011). Hispanic youth participating in this program ( $n=69$ ; 55 percent male) showed statistically significant improvements in internalizing behaviors (depression, anxiety, etc.), externalizing behaviors (aggression, disruptive behaviors, etc.), academic self-efficacy (beliefs that they can do well in academics), and family functioning (communication, family rules, etc.) at the end of the program. However, no follow-up study was conducted to see if changes were sustained over time or if Hispanic Prodigy program participants subsequently avoided involvement with the juvenile or criminal justice systems.

LEAD is a theoretically designed community-based, expressive arts program aimed to reduce the risk of first-time involvement by minority youth with the juvenile justice system (Shelton 2008). A quasi-experimental design with a nonrandomized sample of 146 African American youth tested the LEAD expressive art curriculum with an afterschool control group (Shelton 2009). Outcome measures included protective factors, behavioral self-control, self-esteem, and resilience. Over the three years, 90 males and 56 females participated. All four of the outcomes were statistically significant for the LEAD group over the control group (Shelton 2009). Youth evaluated the LEAD program very high, so it can be viewed as a promising prevention program. Plans for replication, with larger samples and a longitudinal design, are needed to examine the effects of the development of African American youth along with other variables that relate to later acquisition of offending behaviors.

### **Multilevel Interventions**

Children at Risk (CAR) Program is a two-year drug and delinquency prevention program for high-risk adolescents, 11 to 13 years of age, who lived in neighborhoods with the highest rates of crime, drug use, and poverty in five cities: Austin, Texas; Bridgeport, Connecticut; Memphis, Tennessee; Savannah, Georgia; and Seattle, Washington. CAR delivered integrated services to the youths and all members of their household (Harrell, Cavanagh, & Sridharan 1999). Case managers collaborated closely with staff from criminal justice agencies, schools, and other community organizations to provide comprehensive, individualized services that targeted neighborhood, peer group, and individual risk factors. Six substantive services became part of the CAR intervention: 1) family services (including therapy, skills training, and advocacy with other agencies), 2) afterschool and summer activities, 3) educational services (including tutoring and homework assistance), 4) mentoring, 5) a system of behavioral incentives, and 6) community policing activities in CAR neighborhoods and with CAR families (Hay et al. 2015). The impact evaluation of CAR conducted one year after the end of the program used experimental and quasi-experimental comparisons (Harrell, Cavanagh, & Sridharan 1999). A total of 338 youths participated in the intervention (52 percent male; 58 percent black; 34 percent Hispanic; remaining 8% were white or Asian). Youths in the treatment group, compared with youths in the control (333) and comparison groups (203), participated in more social and educational activities, exhibited less antisocial behavior, committed fewer violent crimes, and used and sold fewer drugs in the year after the program ended. They were also more likely to report attending a drug or alcohol prevention program (Harrell et al. 1999).

Returning Educated African American and Latino Men to Enriched Neighborhoods (REAL MEN) Program was a jail and community program to reduce drug use, HIV risk, and recidivism for incarcerated young men (16 to 18 years old) in New York City who were eligible for release within 12 months of intake (Freudenberg 2010). The 30-hour intervention began in jail and continued in the community during the month after young men were released (Freudenberg, 2010). REAL MEN combined elements from categorical, systemic, and reentry program models, and operated at multiple levels (cognitive, emotional, and sociopolitical realms) (Freudenberg 2010). The intervention sought to increase young men's chances of good health, economic and social stability by linking them to employment and educational opportunities after being released from jail (Freudenberg 2010). The intervention also sought to engage participants in a critical examination of how dominant social constructions of masculinity and race influence the contexts that men of color encounter, as well as their own actions and health risks (Freudenberg 2010). Assignment to REAL MEN and, independently, use of CBO services, significantly reduced the odds of substance dependence (odds ratio [OR] = 0.52,  $p \leq 0.05$ ; OR = 0.41,  $p \leq 0.05$ , respectively) one year after release. Those assigned to the intervention spent 29 fewer days in jail compared with the comparison group ( $p \leq .05$ ). Compared to non-community-based organization (CBO) visitors, those who visited the CBO were more likely to have attended school or found work in the year after release (OR = 2.02,  $p \leq 0.01$ ).

## ECONOMIC OPPORTUNITY FINDINGS

The majority of the programs and interventions focusing on economic opportunity for boys and men of color have appeared in the gray literature. Our search led us to only two peer-reviewed studies that focused on increasing economic opportunity for males of color (Kourilsky & Esfandiari 1997; Foley et al. 2010). There are considerably more economic opportunity interventions reported in the academic and gray literature for African American and Latino boys and men compared to Asian American and Native American boys and men. The overall finding among this literature is that the majority of the interventions focused on providing employment and/or job skills training for youth, and there were very few economic opportunity interventions and programs for adults. We will discuss the economic opportunity intervention findings in the following categories: programs that integrate college and career preparation, programs specifically focused on employment, and programs focused specifically on entrepreneurship. The majority of the interventions discussed in the following sections are from the 2015 Urban Institute report entitled, *Expanding Economic Opportunity for Young Men and Boys of Color Through Employment and Training* (Spaulding et al., 2015).

### ***Programs that Integrate College and Career Preparation***

Roder and Elliott (2011) developed Year Up—a one-year intensive training program that used hands-on skill development, college credits, and corporate internships to help low-income youth become self-sufficient. Two years after random assignment, these investigators conducted a small-scale impact study. Findings indicated that Year Up participants had annual earnings about \$3,461 higher than the control group. Also, the average hourly wage for Year Up participants was higher than the control group, and Year Up participants more often engaged in full-time work. Approximately two years later, in another study, Martin and Broadus (2013) tested the GED Bridge to College and Careers program, which offers intensive career contextualized GED instruction reinforced by counseling support that focused on college. In this small, randomized study, MDRC found that one year after enrolling in the program, participants were considerably more likely to have completed the course, passed the GED exam, and enrolled in college than students in the college’s standard GED preparation course. These two studies present strong evidence that focusing on career development can lead to benefits among low-income youth.

Using the Integrated Basic Education and Skills Training Program, which incorporates basic skills content within occupational classes, Ziedenberg and colleagues (2010) reported that this program had an impact on credit accumulation, certificate or degree attainment, and gains on basic skills tests. These authors did note that this program did not find an effect on college persistence, wages earned, or hours worked after completion of the program. In another study, Schochet and colleagues (2001) examined the impact of the Job Corps program on participants’ long-term earnings, employment, and other outcomes. These authors reported that Job Corps participants made significant gains in earning high school credentials and vocational certificates compared to the control group. Also, Job Corps participants with criminal histories had reduced recidivism rates relative to those participants who were not in the Job Corps program. The significant gains in earnings, high school credentials, and vocational certificates were observed two years after random assignment. These gains were particularly seen among older participants; however, this relationship did not remain over a four-year period. Although these investigators noted that the Job Corps program is a high-cost intervention, the benefits outweigh the costs for older participants and taxpayers. These two job skills training programs appear to have the potential to be useful for low-income youth.

We identified three other programs that seem to hold promise with regard to providing combined college and career preparation for males of color; however, as of the writing of this report, no formal evaluations have been completed for these programs. Accelerating Opportunity is a program that seeks to change the way in which lower-skilled education adults approach and matriculate postsecondary education. This program has two objectives (Spaulding et al. 2015). First, the program seeks to improve community colleges through contextualized, integrated, and accelerated for-credit pathways that provide valued occupational credentials and enhanced supportive services. Second, the program aims to change perceptions of adult education students. While this program seems exciting, a formal evaluation has not yet been conducted. Currently, the Urban Institute is leading an impact evaluation of the program in four states.

Philadelphia Youth Network is another program that appears to have the potential to benefit youth (Spaulding et al. 2015). This program uses comprehensive programs and services to support local disadvantaged youth as they progress from secondary to postsecondary education, and into the workforce.

Baltimore Youth Opportunity Program is a program that uses a caring adult model to provide comprehensive support services to achieve participants' academic and employment goals. In an internal evaluation of its program, YO! Baltimore saw higher earnings for its participants—out of school youth ages 16 to 21—who earned 35 percent higher than their comparison group and had greater labor force attachment (Spaulding et al. 2015).

These programs that focused on college and career preparation appear to be promising for increasing economic opportunity for low-income youth.

### ***Employment-Focused Interventions and Programs***

Foley and colleagues (2010) examined 102 American Indian men who were in a substance use treatment program and unemployed who were randomized to either a 12-hour job search training program or job interview videos. In this between-group study, investigators evaluated the effectiveness of the 12-hour job training program compared to the job interviewing videos, and assessed the effectiveness of the two interventions for increasing rates of employment for the study participants. There were no significant differences observed between the two groups for the time to finding a new job or enrollment into a job-training program. This was the only article we found that specifically focused on American Indian/Native American males.

Gaspar and Henderson (2014) provided an evaluation of sector-based career centers. These American job centers provide industry-specific job services and training. Using a quasi-experimental evaluation, these investigators showed positive impacts for participants on employment, work stability, and earnings, with those who participated in training receiving the largest benefits from the program. The Urban Institute (2015) identified these sector-based career centers as promising economic opportunity programs for males of color.

There is evidence that summer youth employment programs provide positive health or behavioral outcomes. For example, a well-designed study of New York City's program found about a 3 percent increase in school attendance for students at high educational risk (Leos-Urbel et al. 2012). Another study provided evidence that combining summer jobs with cognitive behavioral therapy in the One Summer Plus program contributed to a 51 percent decrease in violent-crime arrests in the seven months after the program (Heller 2014). Finally, an evaluation of a Boston summer jobs program for youth found evidence that the program reduced risky and violent behaviors (Sum et al. 2012).

The Center for Employment Opportunities is a program that assists former prisoners find and sustain employment through subsidized jobs, support services, and job placement assistance. Redcross and colleagues (2012) conducted a random assignment study and found that the program increased employment and earnings initially, but gains were attributable to subsidized jobs. Employment and earnings gains relative to the comparison group were not sustained. The program significantly reduced recidivism, with the most promising impacts occurring among former prisoners who enrolled shortly after release from prison (Redcross et al. 2012).

The Fathers at Work program helps young low-income, noncustodial fathers support themselves and their children through employment, child support, and parenting services, and is operated by experienced workforce organizations. Using quasi-experimental design and propensity-score matching, Spaulding et al. (2009) found that participants increased their earnings by about \$4,600 and earned twice as much as the comparison group. Participants paid \$52.19 more in child support monthly on average than the comparison group. Visitation with children did not change, and fathers had more arguments with the mothers of their children (Spaulding, Grossman, & Wallace 2009).

Employment Works Program provides transitional jobs and intensive job search and readiness assistance to help probationers find longer-term, unsubsidized employment (Henderson et al. 2013). Although a formal evaluation has not yet been conducted, Henderson and colleagues (2013) have conducted an assessment of the program. Findings indicated that participants who received more services were more likely to be placed in a job (26 percent placement rate in Brooklyn and 33 percent placement rate in Queens) than those in the general population being served by the city's one-stop centers. Those placed in a job decreased their odds of being arrested again by 80 percent (Henderson et al. 2013).

The following four additional programs that focus on employment are currently underway but have not yet been evaluated. The Urban Institute (2015) has identified these programs as promising for increasing economic opportunity among males of color. Work Advance is a program that includes pre-employment and career readiness services, occupational skills training, job development and placement, and postemployment retention and advancement services. One unique aspect of this program is that it combines sector-focused approaches with retention and advancement strategies for up to two years. An experimental evaluation is currently under way (Tessler et al. 2014). Primavera Works provides worker training and advancement services, and advocates to improve job quality and employment outcomes in Tucson, Arizona. A formal evaluation has not yet been conducted. Restaurant Opportunities provides worker training and advancement services, and advocates to improve job quality and employment outcomes in the restaurant industry nationwide. A formal evaluation has not yet been conducted. Paraprofessional Healthcare Institute provides worker training and advancement services, and advocates to improve job quality and employment outcomes for the direct care workforce nationwide (Spaulding et al. 2015). A formal evaluation has not yet been conducted.

### ***Programs Focused on Entrepreneurship***

Kourilsky and Esfandiari (1997) tested the New Youth Entrepreneur (NYE) Curriculum. This 12-module curriculum provides entrepreneurship knowledge and skills that help black high school students who live in low socioeconomic environments to begin business ventures on their own. The overall goal of this study was to evaluate the effectiveness of the experience-based NYE curriculum as an entrepreneurship education intervention for black youth in lower socioeconomic environments. Findings indicate that the NYE curriculum had a significantly positive impact on both basic and advanced entrepreneurship knowledge. Students in the treatment group outperformed those in the control group on all aspects of entrepreneurship that were tested.

## Discussion

In the last 30 years, the number of incarcerated Americans has exploded (National Academy of Sciences 2014). According to the Bureau of Justice Statistics, there were approximately 503,000 persons incarcerated in federal, state prisons or local jails. By 2014, that number had increased more than four-fold to over 2.26 million. The impact of mass incarceration has fallen disproportionately on boys and men of color, and particularly on black males and the less well educated. Historically, boys and men of color have experienced great difficulty in the labor market resulting from employer racial discrimination, under investment in human capital, and geographic isolation. But perhaps there is no impediment to economic opportunity that is as impactful as mass incarceration.

In many cases, the juvenile justice system is used to address problems that are best handled elsewhere, such as school discipline, mental health issues, or addiction. Involvement in the justice system interferes with school completion and increases the likelihood of further involvement with the justice system.

Boys and men of color are more likely to live in neighborhoods of concentrated disadvantage, communities that lack informal social networks that can help with employment and are replete with informal social networks that offer pathways into crime rather than ladders out of poverty. Underperforming schools, limited economic opportunity, lack of recreation, and gangs form a formidable “infrastructure” in support of involvement in criminal behavior. Given this reality, it should not be surprising that boys and men of color are disproportionately the perpetrators of violent crime (Piquero 2008). However, it is also true that boys and men of color are disproportionately the victims and witnesses of violent crime (Finklehor et al. 2009). The trauma of victimization or witnessing violent crimes has been well documented as a risk factor for numerous mental and behavioral health problems, including anxiety, depression, behavioral problems, and violent behavior (Boivin et al. 2012; Buka et al. 2001; Kilpatrick, Saunders, & Smith 2003).

After reviewing the gray and peer-reviewed literature, we have identified several gaps. First, there is a general lack of rigorous evidence on the effectiveness and cost-effectiveness of many of the interventions and programs. Many of the programs yielded a positive impact, but lack the cost-to-benefit analysis, which is important for scaling up interventions and creating relevant policies. Second, there is a paucity of peer-reviewed articles on interventions that focus exclusively on boys and men of color. This is particularly true for economic opportunity interventions and programs. Third, there seems to be a lack of interventions focusing on adult men over 21 years of age. The majority of the literature that was reviewed focused largely on boys and young men of color. Not much is known about what criminal justice and economic opportunity interventions work best for older men of color. Fourth, additional interventions need to be conducted on Asian and Native American boys and men. We found very little work being conducted on these groups of men with respect to economic opportunity and criminal justice. As expected, the majority of the work has been conducted on African American and Latino/Hispanic boys and men. However, we found very few articles that specifically focused on Latino/Hispanic males. In many cases, interventions are designed for both African American and Latino/Hispanic males or for males of color in general. Fifth, interventions and programs should ensure sufficient sample sizes for each racial/ethnic group so that evidence-based inferences can be made for those particular groups. Finally, longitudinal study designs should be considered, when possible, to better understand the lasting effect of these programs/interventions on males of color.

# Recommendations

The social problem of juvenile delinquency continues to place resource strain on the juvenile justice system and related institutions. Given the disproportionate representation of minorities in the justice system, generally, and the pronounced increase regarding system contact with Hispanics, specifically, there is a dire need for culturally competent prevention and early intervention efforts in terms of individual rehabilitation, public safety, and system relief.

- Economic opportunity interventions could serve dual roles of increasing economic opportunities for males of color and also preventing them from involvement with the criminal or juvenile justice systems. There is a need for rigorous evaluation of existing programs to demonstrate effectiveness.
- There is a need to replicate evidence-based interventions within different community contexts. For example, can interventions effective in urban areas be effective in suburban or rural areas?
- There is a need for the creation of programs culturally targeted to each group, but there is a particular need for culturally targeted programs for Native American and Asian boys and young men.
- There is a need to allocate sufficient funds to appropriately evaluate criminal justice and economic opportunity programs and interventions for males of color.
- There is a need for more interventions that focus on the cultural, psychosocial, socioeconomic, and health issues that influence successful reentry.
- Reentry programs should provide services both inside jail or prison and in the community post-release, especially for males of color who disproportionately face economic challenges within their community.
- There is a need for more intersectional and segmental analysis. That is, do interventions for Latino boys in urban areas work for Latino boys in rural areas?
- There is a need to increase recruitment within Asian and Latino subgroups to better appreciate the cultural and behavioral differences within these heterogeneous populations of boys and men of color.
- There is a need to document successful recruitment strategies for each racial/ethnic group of boys and men of color.

## References

- Bernard, T. J. 2006. *Serious Delinquency: An Anthology*. Los Angeles: Roxbury.
- Bernburg, J. G., M. D. Krohn, & C. J. Rivera. 2006. "Official Labeling, Criminal Embeddedness, and Subsequent Delinquency: A Longitudinal Test of Labeling Theory." *Journal of Research in Crime and Delinquency* 43(1): 67–88.
- Boivin, S., F. Lavoie, M. Hébert, & M. H. Gagné. 2012. "Past Victimization and Dating Violence Perpetration in Adolescence: The Mediating Role of Emotional Distress and Hostility." *Journal of Interpersonal Violence* 27(4): 662–84.
- Brame, R., S. D. Bushway, R. Paternoster, & M. G. Turner. 2014. "Demographic Patterns of Cumulative Arrest Prevalence by Ages 18 and 23." *Crime & Delinquency* 60(3): 1–6.
- Buka, S. L., T. L. Stichick, I. Birdthistle, & F. J. Earls. 2001. "Youth Exposure to Violence: Prevalence, Risks, and Consequences." *American Journal of Orthopsychiatry* 71(3): 298–310.
- Daniels, J., M. Crum, M. Ramaswamy, & N. Freudenberg. 2011. "Creating REAL MEN: Description of an Intervention to Reduce Drug Use, HIV Risk, and Rearrest Among Young Men Returning to Urban Communities from Jail." *Health Promotion Practice* 12(1): 44–54. doi: 10.1177/1524839909331910.
- Finkelhor, D., H. Turner, R. Ormond, S. Hamby, & K. Kracke. 2009. *Children's Exposure to Violence: A Comprehensive National Survey*. Washington, DC: US Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
- Foster, H., & J. Hagan. 2007. "Incarceration and Intergenerational Social Exclusion." *Social Problems* 54(4): 399–433.
- Foley, K., D. Pallas, A. A. Forcehimes, J. M. Houck, M. P. Bogenschutz, L. Keyser-Marcus, & D. Svikis. 2010. "Effect of Job Skills Training on Employment and Job Seeking Behaviors in an American Indian Substance Abuse Treatment Sample." *Journal of Vocational Rehabilitation* 33(3): 181–92.
- Fraser, G. C. 1994. *Success Runs in Our Race: The Complete Guide to Effective Networking in the Black Community*. New York: W. Morrow.
- Freudenberg, N., M. Ramaswamy, J. Daniels, M. Crum, D. C. Ompad, & D. Vlahov. 2010. "Reducing Drug Use, Human Immunodeficiency Virus Risk, and Recidivism Among Young Men Leaving Jail: Evaluation of the REAL MEN Re-Entry Program." *Journal of Adolescent Health* 47(5): 448–55. doi: 10.1016/j.jadohealth.2010.01.008.
- Gasper, J., & K. Henderson. 2014. *Sector-Focused Career Centers Evaluation: Effects on Employment and Earnings After One Year*. Rockville, MD: Westat.
- Geller, A., I. Garfinkel, C. E. Cooper, & R. B. Mincy. 2009. "Parental Incarceration and Child Wellbeing: Implications for Urban Families." *Social Science Quarterly* 90(5): 1186–1202.
- Glaze, L. E., & L. M. Maruschak. 2008. *Parents in Prison and Their Minor Children*. Washington, DC: US Department of Justice, Bureau of Justice Statistics.
- Harrell, A., S. Cavanagh, & S. Sridharan. 1999. *Evaluation of the Children at Risk Program: Results 1 year after the End of the Program. Research in Brief*. Washington, DC: National Institute of Justice.
- Harvey, A. R., & A. A. Coleman. 1997. "An Afrocentric Program for African American Males in the Juvenile Justice System." *Child Welfare: Journal of Policy, Practice, and Program* 76(1): 197–211.
- Harvey, A. R., & R. B. Hill. 2004. "Afrocentric Youth and Family Rites of Passage Program: Promoting Resilience Among At-Risk African American Youths." *Social Work* 49(1): 65–74.
- Hay, C., X. Wang, E. Ciaravolo, & R. C. Meldrum. 2015. "Inside the Black Box Identifying the Variables That Mediate the Effects of an Experimental Intervention for Adolescents." *Crime & Delinquency* 61(2): 243–70.
- Heller, S. B. 2014. "Summer Jobs Reduce Violence Among Disadvantaged Youth." *Science* 346(6214): 1219–23.
- Henderson, K., J. Gasper, E. Chen, & W. Stickle. 2013. *Assessment of the Employment Works Program*. Rockville, MD: Westat.
- Huizinga, D., & K. L. Henry. 2008. "The Effect of Arrest and Justice System Sanctions on Subsequent Behavior: Findings from Longitudinal and Other Studies." In *The Long View of Crime*, edited by A. M. Liberman. New York: Springer Science+Business Media.
- Kilpatrick, D. G., B. E. Saunders, & D. W. Smith. 2003. *Youth Victimization: Prevalence Implications—Research in Brief*. Washington, DC: US Department of Justice, Office of Justice Programs.
- King, W. R., S. T. Holmes, M. L. Henderson, & E. J. Latessa. 2001. "The Community Corrections Partnership: Examining the Long-Term Effects of Youth Participation in an Afrocentric Diversion Program." *Crime & Delinquency* 47(4): 558–72.
- Kirk, D. S., & R. J. Sampson. 2013. "Juvenile Arrest and Collateral Educational Damage in the Transition to Adulthood." *Sociology of Education* 86(1): 36–62.
- Kourilsky, M. L., & M. Esfandiari. 1997. "Entrepreneurship Education and Lower Socioeconomic Black Youth: An Empirical Investigation." *Urban Review* 29(3): 205–15. doi: 10.2462/9027806.
- LaVeist T. A., D. Gaskin, & A. T. Trujillo. 2011. *Segregated Spaces, Risky Places: The Effects of Racial Segregation on Health Inequalities*. Washington, DC: Joint Center for Political and Economic Studies.
- Leos-Urbel, J. 2012. "What Is a Summer Job Worth? The Causal Impact of Summer Youth Employment on Academic Outcomes: Evidence from a Large-Scale Lottery." *Journal of Policy Analysis and Management* 33(4): 891–991.
- Liberman, A. M., D. S. Kirk, & K. Kim. 2014. "Labeling Effects of First Juvenile Arrests: Secondary Deviance and Secondary Sanctioning." *Criminology* 52(3): 345–70.
- Liberman A., & J. Fontaine. 2015. *Reducing Harms to Boys and Young Men of Color from Criminal Justice System Involvement*. Washington, DC: Urban Institute.
- Martin, V., & J. Broadus. 2013. *Enhancing GED Instruction to Prepare Students for College and Careers: Early Success in LaGuardia Community College's Bridge to Health and Business Program*. New York: MDRC.
- Murray, J., & D. P. Farrington. 2008. "The Effects of Parental Imprisonment on Children." In *Crime and Justice: A Review of Research*, vol. 37, edited by M. Tonry, 133–206. Chicago: University of Chicago Press.
- Murray, J., C. G. Janson, & D. P. Farrington. 2007. "Crime in Adult Offspring of Prisoners: A Cross-National Comparison of Two Longitudinal Samples." *Criminal Justice and Behavior* 34(1): 133–49.
- National Academy of Sciences. 2014. *The Growth of Incarceration in the United States: Exploring Causes and Consequences*. Washington, DC: National Academies Press.
- Piquero, A. R.. 2008. "Disproportionate Minority Contact." *Future of Children* 18(2): 59–80.



- Phillips, S. D., & J. P. Gleeson. 2007. *What We Know Now That We Didn't Know Then About the Criminal Justice System's Involvement in Families with whom Child Welfare Agencies Have Contact*. Chicago: Center for Social Policy and Research, University of Illinois at Chicago.
- Phillips, S. D., B. J. Burns, H. R. Wagner, T. L. Kramer, & J. M. Robbins. 2002. "Parental Incarceration Among Adolescents Receiving Mental Health Services." *Journal of Child and Family Studies* 11(4): 385-99.
- Rapp-Paglicci, L., C. Stewart, W. Rowe, & J. M. Miller. 2011. "Addressing the Hispanic Delinquency and Mental Health Relationship Through Cultural Arts Programming: A Research Note from the Prodigy Evaluation." *Journal of Contemporary Criminal Justice* 27(1): 110-21.
- Redcross, C., M. Millenky, T. Rudd, & V. Levshin. 2011. *More Than a Job: Final Results from the Evaluation of the Center for Employment Opportunities (CEO) Transitional Jobs Program*. OPRE Report 2011-18.
- Roder, A., & M. Elliott. 2011. *A Promising Start: Initial Impacts of Year Up on Low-Income Young Adults' Careers*. New York: Economic Mobility Corporation.
- Schochet, P. Z., J. Burghardt, & S. Glazerman. 2001. *National Job Corps Study: The Impacts of Job Corps on Participants' Employment and Related Outcomes*. Princeton, NJ: Mathematica Policy Research, Inc.
- Shelton, D. 2008. "Translating Theory into Practice: Results of a 2-Year Trial for the LEAD Programme." *Journal of Psychiatric and Mental Health Nursing* 15(4): 313-21.
- , 2009. "Leadership, Education, Achievement, and Development: A Nursing Intervention for Prevention of Youthful Offending Behavior." *Journal of the American Psychiatric Nurses Association* 14(6): 429-41.
- Smith, R., R. Grimshaw, R. Romeo, & M. Knapp. 2007. "Poverty and Disadvantage Among Prisoners' Families." Joseph Rowntree Foundation, May 21. <https://www.jrf.org.uk/report/poverty-and-disadvantage-among-prisoners-families>.
- Spaulding, S., J. B. Grossman, & D. Wallace. 2009. "Working Dads: Final Report on the Fathers at Work Initiative." Public/Private Ventures.
- Spaulding, S., R. I. Lerman, H. J. Holzer, & L. Eyster. 2015. *Expanding Economic Opportunity for Young Men and Boys of Color Through Employment and Training*. Urban Institute, February 3. [http://www.urban.org/research/publication/expanding-economic-opportunity-young-men-and-boys-color-through-employment-and-training/view/full\\_report](http://www.urban.org/research/publication/expanding-economic-opportunity-young-men-and-boys-color-through-employment-and-training/view/full_report).
- Sum, A., M. Trubsky, W. McHugh, Center for Labor Market Studies, & Northeastern University. 2015. *The Summer Employment Experiences and the Personal/Social Behaviors of Youth Violence Prevention Employment Program Participants and Those of a Comparison Group*. Boston: Northeastern University.
- Tessler, B. L., M. Bangser, A. Pennington, K. Schaberg, & H. Dalporto. 2014. *Meeting the Needs of Workers and Employers: Implementation of a Sector-Focused Career Advancement Model for Low-Skilled Adults*. New York: MDRC.
- Walker, C. A. 2003. *Parents Behind Bars Talk About Their Children: From a Survey of Allegheny Jail Inmates, April 2003*. Pittsburgh, PA: Pittsburgh Child Guidance Foundation.
- Watson, J., G. Washington, & D. Stepteau-Watson. 2015. "Umoja: A Culturally Specific Approach to Mentoring Young African American Males." *Child and Adolescent Social Work Journal* 32(1): 81-90.
- Western, B. 2006. *Punishment and Inequality in America*. New York: Russell Sage Foundation.
- Wildeman, C. 2011. "Parental Incarceration, Child Homelessness, and the Invisible Consequences of Mass Imprisonment." Fragile Families Working Paper 09-19. New Haven, CT: Yale University.
- Zeidenberg, M., S. Cho, & D. Jenkins. 2010. "Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness." CCRC working paper no. 20 for Community College Research Center, Columbia University.



# APPENDIX

## SUMMARY OF ECONOMIC OPPORTUNITY AND CRIMINAL JUSTICE INTERVENTIONS AND PROGRAMS FOR MALES OF COLOR

**TABLE 1** PEER-REVIEWED CRIMINAL JUSTICE INTERVENTIONS AND PROGRAMS FOR MALES OF COLOR (N=7)

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>AFROCENTRIC PROGRAMS</b>			
<b>Rites of Passage Afrocentric Program</b>	Social and psychological services were provided to high-risk African American adolescent males (between ages 11.5 - 14.5 years old) and their families based on an Afrocentric approach that incorporates the principles of spirituality (i.e., living a life grounded in virtue and morality) and collectivity (i.e., exhibiting behaviors that enhance one's group of origin). The MAAT Center for Human and Organizational Enhancement developed and implemented a rites of passage program to serve adolescent African American males at risk for exhibiting delinquent behaviors(s) and their families. This program teaches African American males and their families from an Afrocentric orientation how to build character, self-esteem, and unity (G. Fraser, 1994). This program includes (1) in-home family therapy and individual adolescent counseling, (2) adolescent after-school groups, and (3) family enhancement and empowerment interventions. From this program, these adolescents learn life skills that they are able to use as long-term behaviors to avoid the juvenile justice system, to maintain themselves as productive members of their families, communities, and society. (Harvey & Coleman, 1994).	Three-year evaluation of outcomes of 57 African American male adolescents indicated that "the program produced significant gains in the youths' self-esteem and accuracy of knowledge about drug abuse. Participating youths had higher gains in self-esteem and accurate knowledge than comparison youths. On the other hand, there were no significant gains on racial identity, cultural awareness, and academic orientation. The participating parents exhibited sizable gains between the pretests and posttests in parenting skills, racial identity, cultural awareness, and community involvement, although none of those differences was statistically significant....These results demonstrate that African American young boys who have contact with the criminal justice system can be reclaimed and transformed into productive citizens when culturally sensitive interventions are implemented to empower them and their families" (Harvey & Hill, 2004).	Harvey, A. R., & Coleman, A. A. (1997). An Afrocentric program for African American males in the juvenile justice system. <i>Child Welfare: Journal of Policy, Practice, and Program</i> , 76(1), 197-211.  Fraser, G. C. (1994). <i>Success runs in our race: The complete guide to effective networking in the African-American community</i> W. Morrow.  Harvey, A. R., & Hill, R. B. (2004). Afrocentric youth and family rites of passage program: Promoting resilience among at-risk African American youths. <i>Social Work</i> , 49(1), 65-74.
<b>Community Corrections Partnership Afrocentric Program</b>	Afrocentric treatment program for African American male, juvenile, felony offenders in Cincinnati, Ohio. All intervention personnel were Afrocentric African Americans. Intervention components included the following weekly classes that were taught from an Afrocentric perspective: drug and alcohol abuse and methods of prevention; life skills to improve their ability to perform daily activities, such as managing money and maintaining employment; norms and standards, a basic behavioral modification program; and Cultural Regrounding (exposed youths to the positive aspects of their African heritage in the hopes of increasing their sense of community responsibility)	Evaluation of the program used a 2-group, quasi-experimental design to compare the 281 African American youths in the Afrocentric treatment program (called the Community Corrections Partnership) with a comparison group of 140 probation youths. Overall, the youths assigned to the Afrocentric treatment program performed slightly better than the probationers on 4 out of 15 measures of juvenile and adult criminality. Unfortunately, the positive effects of CCP are not evident during adulthood—CCP youths had recidivism rates as control youths.	King, W. R., Holmes, S. T., Henderson, M. L., & Latessa, E. J. (2001). The community corrections partnership: Examining the long-term effects of youth participation in an Afrocentric diversion program. <i>Crime &amp; Delinquency</i> , 47(4), 558-572.
<b>Umoja: A culturally specific approach to mentoring young African American males</b>	This article reports that urban inner-city African American male youth residing in communities of color are at-risk and warrant interventions custom tailored to meet their unique cultural needs. Umoja is a promising community and school-based intervention and prevention program utilizing Washington's (J Soc Work Gr 2006:14, 2007) pyramid mentoring model designed to foster the positive development of this group, prevent violence, and to reduce contacts with the juvenile and criminal justice system. African drumming, Spirhythms, was used as an Afrocentric cultural arts tool to engage, establish rapport, and provide pyramid group mentoring experiences for African American male youth. Intervention mentors sought to provide positive social support to youth and youth's caregivers, improve healthy life skills of participants, and to educate, train and support community institutions to enhance their individual, group, family, and culturally-centered group mentoring capacity.	The Umoja mentoring program provided culturally appropriate mentoring services to 34 African American male youths (11-19 years old) to prevent violence and juvenile delinquency. Youths were engaged in an ongoing process to identify their assets, strengths and needs. Anecdotal evidence from participants suggests that Umoja equipped youths to make good decisions and "stay out of trouble." Formal evaluation was not conducted due to weaknesses in the design and implementation of the intervention.	Watson, J., Washington, G., & Stepteau-Watson, D. (2015). Umoja: A culturally specific approach to mentoring young African American males. <i>Child and Adolescent Social Work Journal</i> , 32(1), 81-90.

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>COMMUNITY-BASED CULTURAL ARTS PROGRAMS</b>			
<b>Prodigy Cultural Arts Program</b>	A community-based, cultural arts program delivered in Tampa Bay, Florida to participant groups, including heavy Hispanic representation, to increase self-regulation skills and prevent delinquency.	Hispanic youth participating in the Prodigy program (n=69; 55% male) showed statistically significant improvements in internalizing behaviors (depression, anxiety, etc.), externalizing behaviors (aggression, disruptive behaviors, etc.), academic self-efficacy (beliefs that they can do well in academics), and family functioning (communication, family rules, etc.) on completion of the program. There is a need for further research on cultural arts programming configured for Hispanic delinquency prevention. No follow-up study was conducted to see if changes were sustained over time or if Hispanic Prodigy program participants subsequently avoided involvement with the juvenile or criminal justice systems	Rapp-Paglicci, L., Stewart, C., Rowe, W., & Miller, J. M. (2011). Addressing the Hispanic delinquency and mental health relationship through cultural arts programming: A research note from the prodigy evaluation. <i>Journal of Contemporary Criminal Justice</i> , 27(1), 110-121.
<b>Leadership, Education, Achievement, and Development (LEAD) Program: A Nursing Intervention for Prevention of Youthful Offending Behavior</b>	LEAD is a theoretically designed community-based program aimed to reduce the risk of first-time involvement by minority youth with the juvenile justice system.	A quasi-experimental design with a nonrandomized sample of 146 African American youth (90 males) tested an expressive art curriculum with an after school control group. Outcome measures include protective factors, behavioral self-control, self-esteem, and resilience. Ninety males and 56 females participated over the 3 years. All four of the outcomes were statistically significant for the LEAD group over the control group. Youth evaluate the LEAD program higher. LEAD can be viewed as a promising prevention program. Plans for replication, with larger samples and a longitudinal design are needed to examine the effects of the development of African American youth along with other variables that relate to later acquisition of offending behaviors.	Shelton, D. (2008). Translating theory into practice: Results of a 2-year trial for the LEAD programme. <i>Journal of Psychiatric and Mental Health Nursing</i> , 15(4), 313-321.  Shelton, D. (2009). Leadership, education, achievement, and development: A nursing intervention for prevention of youthful offending behavior. <i>Journal of the American Psychiatric Nurses Association</i> , 14(6), 429-441.

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>MULTILEVEL INTERVENTIONS</b>			
<b>Children at Risk (CAR) Program</b>	A 2-year drug and delinquency prevention program for high-risk adolescents 11-13 years of age who lived in neighborhoods with the highest rates of crime, drug use, and poverty in five cities—Austin, Texas; Bridgeport, Connecticut; Memphis, Tennessee; Savannah, Georgia; and Seattle, Washington. CAR delivered integrated services to the youths and all members of their household (Harrell, Cavanagh, Sridharan, 1999). Case managers collaborated closely with staff from criminal justice agencies, schools, and other community organizations to provide comprehensive, individualized services that targeted neighborhood, peer group, and individual risk factors. Six substantive services became part of the CAR intervention: family services (including therapy, skills training, and advocacy with other agencies), after-school and summer activities, educational services (including tutoring and homework assistance), mentoring, a system of behavioral incentives, and community policing activities in CAR neighborhoods and with CAR families (Hay et al., 2015). Under a new name, (Striving Together to Achieve Rewarding Tomorrows [CASASTART]), this program continues to operate in more than 120 sites spanning 50 US cities and counties.	The impact evaluation of CAR conducted 1 year after the end of the program used experimental and quasi-experimental comparisons (Harrell, Cavanagh, Sridharan, 1999). A total of 338 youths participated in the intervention (52% male; 58% black; 34% Hispanic; remaining 8% were white or Asian). Youths in the treatment group, compared with youths in the control (333) and comparison groups (203), participated in more social and educational activities, exhibited less antisocial behavior, committed fewer violent crimes, and used and sold fewer drugs in the year after the program ended. They were also more likely to report attending a drug or alcohol prevention program (Harrell et al., 1999).	Hay, C., Wang, X., Ciaravolo, E., & Meldrum, R. C. (2015). Inside the black box identifying the variables that mediate the effects of an experimental intervention for adolescents. <i>Crime &amp; Delinquency</i> , 61(2), 243-270.  Harrell, A., Cavanagh, S., & Sridharan, S. (1999). Evaluation of the children at risk program: Results 1 year after the end of the program. Research in brief.
<b>Returning Educated African American and Latino Men to Enriched Neighborhoods (REAL MEN) Program</b>	A jail and community program to reduce drug use, HIV risk, and rearrests (recidivism) for incarcerated young men (16-18 yrs. old) in New York City that were eligible for release within 12 months of intake; intervention began in jail and continued in the community after release	Assignment to REAL MEN and, independently, use of CBO services, significantly reduced the odds of substance dependence (odds ratio [OR] = .52, $p \leq .05$ ; OR = .41, $p \leq .05$ , respectively) 1 year after release. Those assigned to the intervention spent 29 fewer days in jail compared with the comparison group ( $p \leq .05$ ). Compared to non-CBO visitors, those who visited the CBO were more likely to have attended school or found work in the year after release (OR = 2.02, $p \leq .01$ ).	Freudenberg, N., Ramaswamy, M., Daniels, J., Crum, M., Ompad, D. C., & Vlahov, D. (2010). Reducing drug use, human immunodeficiency virus risk, and recidivism among young men leaving jail: Evaluation of the REAL MEN re-entry program. <i>Journal of Adolescent Health</i> , 47(5), 448-455. doi:10.1016/j.jadohealth.2010.01.008  Daniels, J., Crum, M., Ramaswamy, M., & Freudenberg, N. (2011). Creating REAL MEN: Description of an intervention to reduce drug use, HIV risk, and rearrests among young men returning to urban communities from jail. <i>Health Promotion Practice</i> , 12(1), 44-54. doi:10.1177/1524839909331910

**TABLE 2** PEER-REVIEWED ECONOMIC OPPORTUNITY INTERVENTIONS AND PROGRAMS FOR MALES OF COLOR (N=2)

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>New Youth Entrepreneur Curriculum</b>	The 12 modules of the curriculum provides entrepreneurship knowledge, skills, and attitudes that will allow black high school students who live in low socioeconomic environments to begin ventures on their own. The high school students construct their own knowledge, make decision, and bear the consequences of their decision; to enable these largely self-actuated processes, students are guided through actual entrepreneurship experiences by the teacher who assumes the role of the facilitator.	The overall goal of this study was to evaluate the effectiveness of the experience based New Youth Entrepreneur curriculum as an entrepreneurship education intervention for black youth in the lower socioeconomic environments. Findings indicate that the NYE curriculum had a significant positive impact on both basic and advanced entrepreneurship knowledge. Students in the treatment group outperformed those in the control group on all aspects of the entrepreneurship that was tested.	Kourilsky, M. L., & Esfandiari, M. (1997). Entrepreneurship education and lower socioeconomic black youth: An empirical investigation. <i>The Urban Review</i> , 29(3), 205-215. doi:10.24629027806
<b>Job Seekers Workshop study</b>	There were 102 American Indian men who were in a substance use treatment program and unemployed who were randomized to either the 12 hour job search training program or the Job interview videos. This between group study was evaluated for acceptance of 12 hour job training program and the job interviewing videos and the effectiveness of the two interventions for increasing rates of employment for this group of men.	There were no significant differences observed between the two groups for the time to finding a new job or enrollment into a job training program.	Foley, K., Pallas, D., Forcehimes, A. A., Houck, J. M., Bogen-schutz, M. P., Keyser-Marcus, L., & Sviki, D. (2010). Effect of job skills training on employment and job seeking behaviors in an American Indian substance abuse treatment sample. <i>Journal of Vocational Rehabilitation</i> , 33(3), 181-192.

**TABLE 3** ECONOMIC OPPORTUNITY INTERVENTIONS AND PROGRAMS FOR MALES OF COLOR FROM THE GRAY LITERATURE (N= 17)

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>PROGRAMS THAT INTEGRATE COLLEGE AND CAREER PREPARATION</b>			
<b>Year Up (strong evidence)</b>	Focuses on professional development through a one year, intensive training program that uses hands-on skill development, college credits, and corporate internships to help low-income youth become self-sufficient.	In the second year after random assignment, in a small-scale impact study, Year Up participants had annual earnings about 30 percent higher than the control group, a difference of \$3,461. The average hourly wage for Year Up participants was higher than the control group, and Year Up participants more often engaged in full-time work. Over half the study participants were male, and more than 84 percent were people of color (Roder and Elliott 2011).	Roder, Anne, and Mark Elliott. 2011. A Promising Start: Initial Impacts of Year Up on Low-Income Young Adults' Careers. New York: Economic Mobility Corporation. <a href="http://www.socialimpactexchange.org/files/Evaluation_Study.pdf">http://www.socialimpactexchange.org/files/Evaluation_Study.pdf</a> .
<b>GED Bridge to College and Careers (strong evidence)</b>	Offers intensive career contextualized GED instruction buttressed by counseling support oriented toward college. Served participants who were two-thirds female, 85 percent African American or Latino, and half receiving public assistance.	In a small, random-assignment study, MDRC found that one year after enrolling in the program, participants were far more likely to have completed the course, passed the GED exam, and enrolled in college than students in the college's standard GED preparation course. The small sample prohibited researchers from analyzing program impacts for subgroups, including young men of color (Martin and Broadus 2013).	Martin, Vanessa, and Joseph Broadus. 2013. "Enhancing GED Instruction to Prepare for College and Careers." New York: MDRC.
<b>Integrated Basic Education and Skills Training (evidence)</b>	Integrates basic skills content within occupational classes taught by two instructors.	An evaluation found that the program had an impact on credit accumulation, certificate or degree attainment, and gains on basic skills test, but it had no effect on college persistence, wages earned, or hours worked after completing the program (Zeidenberg, Cho, and Jenkins 2010).	Matthew Zeidenberg Sung-Woo Cho Davis Jenkins "Washington State's Integrated Basic Education and Skills Training Program (I-BEST): New Evidence of Effectiveness" September 2010 CCRC Working Paper No. 20

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>Job Corps (evidence)</b>	Provides vocationally focused education and training in a residential setting to help participants succeed in the workplace and become more productive, responsible citizens.	A national impact study found that Job Corps participants made significant gains in earning high school credentials and vocational certificates; those with criminal histories also had reduced recidivism rates. Significant earnings gains were found in the two years after random assignment, but those gains did not persist after four years. The gains were concentrated among the older participants. Job Corps is a high-cost intervention, but the benefits outweigh the costs for older participants and taxpayers (Schochet, Burghardt, and Glazerman 2001)	Schochet, P., Burghardt, J., & Glazerman, S. (2001). National Job Corps Study: The impacts of Job Corps on participants' employment and related outcomes. Princeton, NJ: Mathematica Policy Research.
<b>Accelerating Opportunity (promising)</b>	Aims to improve community colleges through contextualized, integrated and accelerated, for-credit pathways that provide valued occupational credentials and enhanced supportive services. Aims to change perceptions of adult education students.	A formal evaluation has not yet been conducted. The Urban Institute is leading an impact evaluation of the program in four states.	Shayne Spaulding, Robert I. Lerman, Harry J. Holzer, and Lauren Eyster. "Expanding Economic Opportunity for Young Men and Boys of Color through Employment and Training" February 2015, Urban Institute <a href="http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf">http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf</a>
<b>Philadelphia Youth Network (promising)</b>	Uses comprehensive programs and services to support local disadvantaged youth as they progress from secondary to postsecondary education and into the workforce.	A formal evaluation has not yet been conducted.	Shayne Spaulding, Robert I. Lerman, Harry J. Holzer, and Lauren Eyster. "Expanding Economic Opportunity for Young Men and Boys of Color through Employment and Training" February 2015, Urban Institute <a href="http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf">http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf</a>
<b>Baltimore Youth Opportunity Program (promising)</b>	Uses a caring adult model to provide comprehensive support services to achieve participants' academic and employment goals.	In an internal evaluation of its program model, YO! Baltimore saw higher earnings for its participants (outlearning a comparison group by 35 percent) and greater labor force attachment	( <a href="http://www.yobaltimore.org/yo_impact.html">http://www.yobaltimore.org/yo_impact.html</a> ).

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>EMPLOYMENT-FOCUSED INTERVENTIONS AND PROGRAMS</b>			
<b>Summer Youth Employment Program (evidence)</b>	Provides summer jobs.	A rigorous study of New York City's program found about a 3 percent increase in school attendance for students at high educational risk (Leos-Urbel et al. 2012). Evidence indicates that combining summer jobs with cognitive behavioral therapy in the One Summer Plus program caused a 51 percent decrease in violent-crime arrests in the seven months after the program (Heller 2014). An evaluation of a Boston summer jobs program also found evidence that the program reduced risky and violent behaviors (Sum et al. 2012)	Leos-Urbel, Jacob, Amy Ellen Schwartz, Meryle Weinstein, and Beth C. Weitzman. 2012. "More than a Paycheck? The Impact of Summer Youth Employment on Students' Educational Engagement and Success." New York: Institute for Education and Social Policy, New York University.  Heller, Sara. 2014. "Summer Jobs Reduce Violence among Disadvantaged Youth." <i>Science</i> 346 (6214): 1219–23.  Sum, Andy, Mykhaylo Trubskyy, and Walter McHugh. 2013. "The Summer Employment Experiences and the Personal/Social Behaviors of Youth Violence Prevention Employment Program Participants and Those of a Comparison Group." Boston: Center for Labor Market Studies, Northeastern University.
<b>Center for Employment Opportunities (evidence)</b>	Helps former prisoners find and sustain employment through subsidized jobs, support services, and job placement assistance.	A random assignment study found that the program increased employment and earnings initially, but gains were attributable to subsidized jobs. Employment and earnings gains relative to the comparison group were not sustained. The program significantly reduced recidivism, with the most promising impacts occurring among former prisoners who enrolled shortly after release from prison (Redcross et al. 2012).	Redcross, Cynthia, Megan Millenky, Timothy Rudd, and Valerie Levshin. 2012. "More Than a Job: Final Results from the Evaluation of the Center for Employment Opportunities (CEO) Transitional Jobs Program." New York: MDRC.
<b>Sector-based Career Centers (evidence)</b>	American job centers that provide industry-specific job services and training.	A quasi-experimental evaluation showed positive impacts for participants on employment, work stability and earnings, with those who participated in training receiving the largest benefits from the program (Gasper and Henderson 2014).	Gasper, Joseph, and Kathryn Henderson. 2014. <i>Sector-Focused Career Centers Evaluation: Effects on Employment and Earnings After One Year</i> . Rockville, MD: Westat.
<b>Fathers at Work (evidence)</b>	Helps young low-income noncustodial fathers support themselves and their children through employment, child support, and parenting services; operated by experienced workforce organizations.	An evaluation using quasi-experimental design and propensity-score matching found that participants increased their earnings by about \$4,600 and earned twice as much as the comparison group. Participants paid \$52.19 more in child support monthly on average than the comparison group. Visitation with children did not change, and fathers had more arguments with the mothers of their children (Spaulding, Grossman, and Wallace 2009).	Spaulding, Shayne, Jean Baldwin Grossman, and Dee Wallace. 2009. <i>Working Dads: Final Report on the Fathers at Work Initiative</i> . Philadelphia, PA: Public/Private Ventures.
<b>Employment Works (promising)</b>	Provides transitional jobs and/or intensive job search and readiness assistance to help probationers find longer-term, unsubsidized employment.	Though a formal evaluation has not yet been conducted, an assessment of the program found that participants who received more services were more likely to be placed in a job (26 percent placement rate in Brooklyn and 33 percent placement rate in Queens) than those in the general population being served by the city's one-stop centers. Those placed in a job decreased their odds of re-arrest 80 percent (Henderson et al. 2013).	Henderson, Kathryn, Joseph Gasper, Eva Chen, and Wendy Stickle. 2013. <i>Assessment of the Employment Works Program</i> . Rockville, MD: Westat.

PROGRAM/ INTERVENTION NAME	OVERVIEW	COMMENT	REFERENCE
<b>Work Advance (untested)</b>	Combines sector-focused approaches with retention and advancement strategies for up to two years. Includes preemployment and career readiness services, occupational skills training, job development and placement, and postemployment retention and advancement services.	An experimental evaluation is currently under way (Tessler et al. 2014).	Tessler, Betsy L., Michael Bangser, Alexandra Pennington, Kelsey Schaberg, and Hannah Dalporto. 2014. Meeting the Needs of Workers and Employers: Implementation of a Sector-Focused Career Advancement Model for Low-Skilled Adults. New York: MDRC.
<b>Primavera Works (untested)</b>	Operates a social purpose business, provides worker training and advancement services, and advocates to improve job quality and employment outcomes in Tucson, Arizona	A formal evaluation has not yet been conducted.	Shayne Spaulding, Robert I. Lerman, Harry J. Holzer, and Lauren Eyster. "Expanding Economic Opportunity for Young Men and Boys of Color through Employment and Training" February 2015, Urban Institute <a href="http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf">http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf</a>
<b>Restaurant Opportunities Centers United (untested)</b>	Operates a social purpose business, provides worker training and advancement services, and advocates to improve job quality and employment outcomes in the restaurant industry nationwide.	A formal evaluation has not yet been conducted.	Shayne Spaulding, Robert I. Lerman, Harry J. Holzer, and Lauren Eyster. "Expanding Economic Opportunity for Young Men and Boys of Color through Employment and Training" February 2015, Urban Institute <a href="http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf">http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf</a>
<b>Paraprofessional Healthcare Institute (untested)</b>	Operates a social purpose business, provides worker training and advancement services, and advocates to improve job quality and employment outcomes for the direct care workforce nationwide.	A formal evaluation has not yet been conducted.	Shayne Spaulding, Robert I. Lerman, Harry J. Holzer, and Lauren Eyster. "Expanding Economic Opportunity for Young Men and Boys of Color through Employment and Training" February 2015, Urban Institute <a href="http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf">http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000097-Expanding-Economic-Opportunity-for-Boys-and-Young-Men-of-Color-through-Employment-and-Training-1.pdf</a>

## ABOUT THE AUTHORS



### Thomas A. LaVeist, PhD

Thomas A. LaVeist, PhD is chairman of the Department of Health Policy and Management at the George Washington University, Milken Institute School of Public Health. He joined GWU after 25 years on the faculty of the Johns Hopkins Bloomberg School of Public Health where he was the William C. and Nancy F. Richardson Professor in Health Policy and Director of the Hopkins Center for Health Disparities Solutions. He has published more than 125 scientific articles. In addition to his scholarly writing, Dr. LaVeist has written articles for *Newsweek*, *Black Enterprise*, and the *Baltimore Sun* among other outlets.

Dr. LaVeist's dissertation on racial disparities was awarded the Outstanding Dissertation Award by the American Sociological Association. He is the recipient of the "Innovation Award" from the National Institutes of Health, and the "Knowledge Award" from the DHHS, Office of Minority Health. In 2013 he was elected to membership in the National Academy of Medicine of the National Academy of Sciences (formerly Institute of Medicine).



### Kimberly T. Arnold, MPH

Kimberly T. Arnold, MPH is a doctoral student in Health and Public Policy at the Johns Hopkins Bloomberg School of Public Health (JHBSPH). Ms. Arnold assisted with the literature search and writing of the report. Although she is not a male of color, she is interested in the identification, adoption, and implementation of innovative strategies to improve the health of African American boys and men. Ms. Arnold works as a Research Assistant for the Center for Health Disparities Solutions in the Department of Health Policy and Management (HPM) and the Poverty and Inequality Research Lab in the Department of Sociology. She currently serves as the Co-Chair of HPM's Student Coordinating Council, a member of HPM's Diversity Committee, and Vice President of the JHBSPH Black Graduate Student Association. She is interested in racial and ethnic health disparities, social determinants of health, and the impact of social and public policies on the health of African Americans.

Ms. Arnold is an African American female that grew up in a low-income household on a small farm in a rural county in South Carolina. As an undergraduate student at the College of Charleston, Ms. Arnold majored in biology with two minors in African Americans Studies and Health. The desire to learn why African Americans in the United States often carry the heaviest burden of morbidity and mortality led Ms. Arnold into the field of public health. After being formally introduced to health disparities research while interning at the Medical University of South Carolina Center for Health Disparities Research, Ms. Arnold pursued a Master's in Public Health degree at Drexel University. As an MPH student, Ms. Arnold was a trainee in the Opening Doors Health Disparities Research Training Program; worked as a Research Assistant on diabetes prevention studies; and interned at the Center for Hunger-Free Communities. Her master's thesis explored the impact of adverse childhood experiences on educational attainment among low-income women with young children. Upon graduating in 2014, Ms. Arnold secured a position at the University of South Carolina Prevention Research Center as the Project Coordinator of Faith, Activity, and Nutrition—a CDC-funded intervention focused on promoting healthy policies and practices in underserved South Carolina churches.





## Roland J. Thorpe, Jr., PhD, MS

Roland J. Thorpe, Jr., PhD, MS, is an Associate Professor in the Department of Health, Behavior, and Society, Founding Director of the Program for Research on Men's Health in the Hopkins Center for Health Disparities Solutions, and Deputy Director of the Hopkins Center for Health Disparities Solutions at Johns Hopkins Bloomberg School of Public Health. He holds a joint appointment in the Johns Hopkins School of Medicine, Department of Medicine, Division of Geriatric Medicine and Gerontology, and the Department of Neuroscience, and in the Undergraduate Program in Public Health Studies Program in the Johns Hopkins Krieger School of Arts & Sciences. He is a Faculty Associate in the Johns Hopkins Center to Reduce Cancer Disparities at the Johns Hopkins Bloomberg School of Public Health. Dr. Thorpe is also a Visiting Research Fellow at Duke University's Center on Biobehavioral Research on Health Disparities. He is a social epidemiologist and gerontologist whose research agenda focuses on understanding how key social determinants of health such as race, socioeconomic status, and segregation affect health and functional outcomes among men across the life course. His interest sparked in men's health during graduate school after losing both grandfathers to cardiovascular disease. He serves as principal investigator of Stress and Longevity among African American Families, Race Disparities in Mobility Disability Among Men Project, National Black Men's Health Pilot Study, the Black Men's Health Project, and the Disparities in Prostate Cancer Treatment Modality and Quality of Life: Baseline Study. His work appears in flagship journals including, *Journals of Gerontology Medical Sciences*, *Social Science and Medicine*, *American Journal of Men's Health*, and *International Journal of Men's Health*. He serves on the American Psychological Association Working Group on Health Disparities for Boys and Men, and the federally appointed Department of Health and Human Services Office of Minority Health Advisory Committee for Minority Health. Dr. Thorpe has served as Guest Editor of 5 journals focusing on the health and well-being of boys and men of color. He is the Editor in Chief of *Ethnicity and Disease*. Dr. Thorpe's research has been supported by the National Institute on Minority Health and Health Disparities and the National Institute on Aging.

RISE is a joint initiative co-led by Equal Measure and  
Penn GSE Center for the Study of Race and Equity in Education.

---

**R**ESearch **I**NTegration **S**TRATEGIES **E**VALUATION

**RISE for Boys and Men of Color**

[www.risebmoc.org](http://www.risebmoc.org)