

**A REPORT PREPARED FOR THE FORD FOUNDATION**

Prepared and Edited by  
Marcus J. Littles, Ryan Bowers and Micah Gilmer



**WHY WE  
CAN'T WAIT**

**A Case for Philanthropic Action: Opportunities for  
Improving Life Outcomes for African American Males**

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Improving Life Outcomes for African-American Males**

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## Introduction

Opportunity in America continues to be stratified by gender and race. As Americans seriously consider a black male candidate for president, unemployment rates among young black men exceed 50 percent as jobs have left many urban areas. No Child Left Behind—the Bush administration’s education reform policy to improve national academic performance, increase local control and expand parental choice—has yet to impact high school dropout rates for black males, which hover at 50 percent in several major urban areas. It follows that rates of college attendance are also in decline among this group, and in a knowledge economy that spells bad news for those who are the least educated and skilled. We also know that individuals who drop out of school earn less, pay less in taxes and are less likely to vote over their life span. Further, the real wages of men with this profile have dramatically decreased over the last two decades. Finally, emerging research suggests that one of the primary reasons black children are less likely than white children to receive child support payments is that their fathers are less likely to be consistently employed. In very real terms, the well-being of families, communities and the nation is inextricably linked to improving the trajectory of young black males.

The declining life outcomes of young, less-skilled black males have received significant national news coverage and have generated animated dialogue and new initiatives among lawmakers, corporate leaders, foundation officials and the general public. The labor market misfortunes of young black men have been front-page and cover-story material in major news outlets. In other media venues, commentators have expressed concern over gender and racial disparities in educational achievement, rates of incarceration and health outcomes, particularly the prevalence of HIV/AIDS. Community and household violence, driven in part by gang violence and violence against women, have also received a fair share of inquiry and public notice.

There are myriad explanations for these results: failing schools; employer discrimination in the labor market; shifts in the American economy to service-oriented jobs and away from the industries that employed black men a generation ago. One might also examine the impact of public policies on the labor force participation among these men. As documented in this report, child support enforcement rules offer perverse incentives for work in the formal economy among less skilled men at the bottom of the wage distribution. It is also important to acknowledge the snare of survival crimes (drug trafficking, property crimes, etc.) that interrupt the freedom, earning capacity and educational pursuits of young black men. These standby explanations also serve as the centerpiece of much social science research, which attempts to explain the disproportionately poor life experiences of many young black men. Less explored, but no less important, is the influence of gender roles on the way men understand and engage in educational opportunity, the labor force and relationships with women and other men. This report is intended to help open a dialogue of both the individual and structural factors that lead to poor life outcomes among black males.

Against this backdrop, the Ford Foundation has initiated grant making to stimulate discourse about the confluence of gender and race as factors shaping the contours of opportunity. Across the Ford Foundation, staff working in diverse contexts and with various programmatic mandates are exploring how social marginalization is rooted in gender, sexual and racial/ethnic oppression. For example, in the field of Sexuality and Reproductive Health, we place funding priority on efforts that address unequal relationships between men and women. Gender inequalities are frequently played out through repressive sexual norms and gender-based violence, resulting in health and social burdens that fall disproportionately on women. Men also suffer the adverse consequences of rigid gender roles that limit conceptions of opportunity and success and expose some men to stigmatization, abuse and violence.

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The focus on young black males in this report is grounded in these concerns and the interests of the foundation's Asset Building program, which invests in strategies that enable people and communities to expand opportunities, exert control over their lives and participate in their societies in meaningful and effective ways.

Our concern with the state of black males is far from a suggestion that our work to promote gender equity is complete or that similarly situated men of other groups are not in need. Rather, by directly engaging issues with black males we are simultaneously challenging narrow notions of gender roles, particularly masculinity, that are broadly applied to men and women, and identifying strategies that help reduce poverty among families and communities. The work of our grantee partners offers concrete examples of strategies to reduce poverty and injustice by increasing educational attainment for young women and men, improving livelihoods and labor market attachment and empowering women and men to control their bodies and lives. At its core, grant making in the Asset Building program addresses both the conditions and root causes of social marginalization, which lead to and exacerbate poverty.

Why We Can't Wait is a product of due diligence conducted to inform our grant making related to these issues. The report highlights the work of researchers, direct service providers and policy advocates working to turn around the life prospects of young men who are frequently left behind. Much of the documented activity is not funded by the Ford Foundation. The efforts described on these pages provide a representative sample, rather than summative listing, of the range of local, state and national projects focused on policy, practice and knowledge production. We are optimistic that this report will raise the profile of these activities and pique the interest of individuals and institutions with the means to examine these efforts for themselves, raise critical questions and, ultimately, invest in these endeavors or others that advance work in these areas.

We thank the authors for their efforts and acknowledge that they faced several constraints in the preparation of this report. Historically nonprofit groups committed to explicitly serving black males have been challenged to secure adequate funding to sustain their efforts over time. As a consequence the life cycle of such efforts is severely constrained, as is the capacity to capture lessons learned, conduct rigorous evaluations and use new knowledge to inform policy decisions impacting black males and their communities. This report reflects this shortcoming of the broader area of practice. The report is also limited by time. We attempted to complete the report in time to share at key gatherings of grant makers in the coming year and therefore curtailed further exploration in the field. To be sure, our deadlines have led to incomplete documentation of practice in this area. With these limitations in mind, we view this report as an opportunity to share our knowledge of practice.

Section 1 describes trends in social science research related to black males, reports on the challenges of conducting research with black males and offers case studies of research being used as part of an iterative process to improve programs. Section 2 deals with the state of direct practice in the field and offers reflections from individuals running programs, provides case studies of promising practice and highlights the challenges of sustaining work in the field. Section 3 rounds out the report with a discussion of public policy advocacy efforts on behalf of black males. The public policy section substantially attends to the policies of public agencies that disproportionately impact black males and gaps in policy research. Each section closes with recommendations for philanthropic individuals and institutions.

The authors took stock of activity around the country and offer their analysis using a framework familiar to foundation officers. Grant makers commonly refer to the "three-legged stool" as a metaphor for funding strategies that advance a set of aims using the tools of public policy analysis and advocacy, knowledge

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building and direct practice. Each sphere of activity represents a leg on the stool and a pillar of a grant maker's plan for realizing success. A scan of the local, state and national efforts focused on improving outcomes for black males reveals that applying this framework to these activities requires creativity.

Though the elements of field of practice exist, there is hardly coordination among direct service practitioners, scholars and policy advocates doing work in this arena. The report maintains that the architecture needed to advance efforts with black men and boys would be minimally comprised of a national resource center, a practitioners' network, a clearinghouse for scholarly work and a permanent fund to support the field of practice in perpetuity. Fortifying efforts in this way would allow donors and other stakeholders to discern the capacity of extant organizations, understand the state of knowledge related to the target population and assess the cost and benefit of efforts. Constructing this capacity would also raise the profile of emerging scholars, innovative advocates, promising practitioners and others.

Thank you for taking the time to review *Why We Can't Wait*. For quick reference, an executive summary follows; additional detail regarding findings can be found in the appendix. I look forward to being in discussion with you regarding these important issues.

Loren Harris  
Program Officer  
Ford Foundation

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## Executive Summary

Why We Can't Wait is an examination of programs, policies and services that impact the life outcomes of African-American males. This scan identifies programs and initiatives, gathers reflections from the field, and assesses needs and opportunities according to scholars, policy makers, advocates and organizational leaders. The work documented is presented across three categories:

1. **Academia/Research**—identification of some of the pervading trends in research on African-American men and boys by tenure-track academics, independent institutions, government agencies and practitioners.
2. **Practitioners/Civil Society**—reflections from practitioners and data that lay out some of the challenges of these organizations and profiles of relevant organizations and initiatives.
3. **Public Policy/Advocacy**—a scan of public policies that disproportionately affect African-American men and boys and of the institutions that advocate around these policies.

### Academia/Research

The research section of Why We Can't Wait examines the academia/research sector to identify trends and analyze research on African-American men and boys by tenure-track academics and independent research institutions.

Researchers are producing valuable contributions to the field of African-American men and boys (Appendix 2 of the report provides a selected bibliography of research on African-American men and boys from 1996 to 2006). In addition to providing critical insight into the challenges faced by black males, research must assert the importance of addressing these challenges to society at large. In the past 10 years, researchers have been successful in both of these areas. However, despite the recent successes

of both crisis literature and other research on African-American males, the field of research on African-American males still lacks a robust interdisciplinary conversation and a central clearinghouse for delivery of research to policy makers, practitioners and advocacy groups.

There are several trends or classifications of research on black males:

- **Crisis Literature**—Crisis literature on black men and boys is characterized by quantitative analysis highlighting the grim opportunities and outcomes faced by black men and boys. This literature has been absolutely critical in attempting to keep the issues facing black males in the public realm. However, over the past 20 years, rather than engaging specifically with the issues facing black males, this crisis literature has often been focused on larger umbrella groups like “disadvantaged,” “at risk,” “disconnected” or “out-of-school” youth. As a result, these studies influence the distribution of government and philanthropic resources under those umbrella terms.
- **Analytical Literature**—While crisis literature utilizes academic methods to call attention to the challenges facing African-American men and boys, much of the research on black males does not fall neatly into this category. In particular, some exciting trends in research focus on understanding individual agency and the social and cultural contexts surrounding disconnected black males.
- **Research by Practitioners**—Service providers produce some of the most innovative, engaging and practical research on black men and boys. As people working “on the ground,” practitioners are motivated to produce research that has immediate practical application. Likewise, the subset of service providers that take the time to develop and publish curriculum, best practices and institutional philosophies tend to be innovative thinkers concerned with continually refining their approach to working with youth.

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Despite consistent and valuable contributions, the field of research on African-American men and boys remains limited in its ability to effectively impact the experience of black males. Scholars are often discouraged from producing influential research by academic institutions and are largely disconnected from scholars in other disciplines and geographic areas. Practitioners are often too busy to publish research and best practices and are sometimes disconnected from the research produced by scholars. Additionally, problems persist with distributing research to practitioners, advocacy groups and policy makers.

Infrastructure exists within academic institutions and other research venues for playing an important role in connecting black males to positive life outcomes. As is the case in other sectors (practice and policy), philanthropy has tremendous opportunity to strengthen the research infrastructure. The authors recommend the following issues and needs of the research sector for the philanthropic community to consider:

- Fund grants for research about African-American males (universities are responsive to fields that appear fundable). Most of the studies and data that have come out of academia around black males have not been a result of host academic institutions validating or stimulating this work. Accordingly, few academic grants exist to support such research.
- Create a national research center to be a central clearinghouse for research (useful to academicians, practitioners, advocates, funders and policy makers). There is currently no central clearinghouse for information and data.
- Develop a forum for scholarly exchange.
- Support opportunities for scholars to transmit their research into policy briefs that could benefit local, state and federal policy makers and lawmakers.

### **Practitioners/Civil Society**

This section of the report focuses on the frontline of engagement, namely, nonprofits that are direct service providers to black males. The researchers conducted numerous site visits and interviews and reviewed sets of publications, periodicals and articles to distill reflections from practitioners and data that lay out some of the challenges of these organizations.

Initially this section attempts to address and acknowledge the expansiveness of the “field.” Who is “the field”? The span of issues that constitute the “field” of African-American men and boys is expansive. The subfield areas can be divided by issues such as criminal and juvenile justice, voting rights, fatherhood, education, health care, economic development and empowerment, etc. They can also be segmented by academic disciplines such as psychology, anthropology, sociology, political science or law. Thus the “field” is robust, complex and extremely varied. “Practitioner” can have myriad meanings. For the purposes of this report, practitioners are direct service providers, not researchers, policy makers or politicians. These are members of civil society—nonprofit organizations, educational institutions, community-based organizations and funders—that implement programming specifically to connect black men and boys to better social, economic, character, or educational opportunities and outcomes.

The interactions between the authors of this report and the practitioners were broad-reaching. Although each conversation took on a healthy life of its own, a common set of themes arose:

- The Capacity Catch-22—The way in which practitioners talked about issues such as capacity building and technical assistance was very striking. It is important to note that the authors did not use the word “capacity” when talking with practitioners but instead talked in terms of internal challenges. Yet, nearly every interview often centered on capacity issues, most notably fund development, technology and succession planning.



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- **The Necessity of Networks**—The majority of the organizational leaders with whom the authors interacted expressed a sentiment of professional isolation and the need for support and learning networks.
  - **Sector Silos**—As the authors spoke to numerous actors in the research, practice and policy sectors, practitioners were the most outspoken about their working relationship (or in many instances their lack of a working relationship) with policy makers, advocates and academicians. Many practitioners spoke about being disconnected from policy makers and elected officials and the inaccessibility of expert academicians whose institutions are just blocks from the distressed communities in which some of these practitioners work.

Another important theme lifted up from the interviews is further validated by a review of a 1995 Urban Institute report published by the W.K. Kellogg Foundation scanning a set of programs that served black men and boys. This section examines the Urban Institute publication and in particular makes some observations about the organizations that the report described just over 10 years ago and tracks their current work with African-American males. After reading the Urban Institute publication, the authors determined it to be important to ascertain the current operational status and programmatic focus of each of the 51 programs to which the Urban Institute conducted a site visit as part of its 1995 research. Each of the organizations fell into one of three categories. Just over a quarter of the organizations no longer exist (they could not be contacted via telephone or e-mail, nor did they have a current Web or telephone directory presence). Approximately 50 percent of the organizations are still in operation, but less than a quarter of the organizations studied currently have programming that focuses on African-American males.

There are volumes of reports and periodicals that present and explain sets of data that indicate great

social and economic disparities among black men and boys. However, it is also a significant finding that approximately 75 percent of the 51 organizations that the Urban Institute study profiled are not currently engaging in programming that focuses specifically on black male youth. This alarming finding evidences a grave disproportion of a different kind. The life cycles and capacity of organizations that serve African-American men and boys are significant issues that the philanthropic community must address.

In this analysis of the Urban Institute publication, the authors asked of the 51 organizations: “Where are they now?” The findings echo the voices of numerous practitioners who cite crisis mode as a normative way of operating. These issues of capacity and the observations of field leaders are similar to the reflections offered by some of the leaders of the 51 organizations that the Urban Institute studied. How can philanthropy strategically invest in building the capacity of institutions and initiatives serving black males to combat their organizational and programmatic sustainability crisis?

#### **Public Policy/Advocacy**

Public policies that impede progress for black males can be products of discrimination, design flaws and faulty research in previous studies, poor implementation, political posturing and myriad other factors. These and other elements have led to discriminatory laws, programs and practices that often retard progress, waste public resources and hinder the public will to pursue change. This report examines five aspects of public policies that disproportionately and negatively impact black males: 1) practices in calculating high school graduation rates; 2) investment in workforce training programs; 3) child support collections processes; 4) sentencing penalties for crack versus cocaine; and 5) laws restricting ex-offenders from voting.

The research process for this report was also instructive in identifying policy research gaps that impact the ability to extract the most accurate picture and data around policy implications pertaining

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to African-American males. Several prevalent observations include:

- Most state and local information sources on social services, education or law enforcement policies did not disaggregate by race and gender simultaneously, and where they did, they did not disaggregate on a particular topic across an entire state or across all states.
- Reports on funding changes, public funding trends and how they affect black males were difficult to find or completely unavailable. The current tendency to focus on static numbers often leaves out an analysis of change over time, which is important for gauging progress, regression and the success or failure of advocacy efforts.
- The research found the most data on black males in the areas of law enforcement, sentencing and other criminal justice policies. Other areas such as social services, health care, economic justice and education had significantly fewer comprehensive advocacy initiatives and publications that explicitly articulate the public policy impact on black males.

The policy section of this report outlines some of the various approaches to policy advocacy by profiling six advocacy organizations engaged in policy activities that target life outcomes of African-American males, their advocacy activities, issues of focus and products and publications. This scanning demonstrates that policy advocacy institutions working to address issues that disproportionately affect African-American males are varied in structure, issue area, advocacy activities and products.

These institutions provide both obvious opportunities and challenges for philanthropy. Foundations stand to play a unique role in these and other policies by influencing the available levers for change. This report highlights some of the significant work that has been done by think tanks, commissions and coalitions. But the research findings also indicate that these organizations collectively lack the coordination,

organizational blueprint and resources to mount campaigns targeted enough to significantly improve the quality of life for black males in this country.

There are several questions that the philanthropic community must grapple with in an effort to make the most strategic investments in supporting and creating sound policy advocacy initiatives that both dismantle existing oppressive policies and develop and propose more equitable alternatives:

- If a community of policy/advocacy institutions already exists, what are the barriers that impede a steady progression of “policy wins” that improve African-American males’ access to positive life outcomes? How can philanthropy identify opposing forces, strategically allocate funding, etc.?
- If the aggregate infrastructure of policy advocacy institutions extends from civil rights organizations to academic institutions, is the current policy advocacy apparatus sufficient? How well has philanthropy resourced the current policy advocacy institutions and initiatives?

### **Conclusion**

This report covers just a few of the key areas and vantage points through which the well-being of American males of African descent can be framed. Issues ranging from public policies and institutional biases to destructive behavioral patterns and the consequences of a slave-based capitalist society in this country have contributed to the current challenges faced by black men and boys. The progress, or power base, from which the aforementioned range of causal issues and realities are addressed vary from the remnants of the civil rights movement and current local organizing efforts to practical progressive research, dynamic institutions and leaders, and the faith of many fathers, sons, mothers, daughters and elders. African-American males embody strengths and assets that the world envies, yet they face global, national and local challenges. Whether one frames these complex paradoxes, issues, relationships etc. as poverty alleviation, asset-based community

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development or cultural anthropology, the authors of this paper are asserting that the challenges black males face as well as the assets they exemplify present just cause for substantial, thoughtful yet urgent philanthropic investment.

The authors are not attempting to define the role of philanthropy. Rather, this report seeks to provide information, offer frameworks and, most important, highlight and encourage opportunities for philanthropy to invest in three key communities that we contend are vital to substantial community change: the community of organizers, advocates and policy makers; the community of practitioners; and the community of academicians and researchers.

The authors do not attempt to provide answers but rather hope that this report plays the role of a springboard for ideas, strategies and programs that smart and committed philanthropy professionals, nonprofit leaders and civil society generally can nurture to the point of outcomes that improve the quality of life for black men and boys. Dr. Martin Luther King Jr. asserted that “our lives begin to end the day we become silent about things that matter.”

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## Background

The ambit of this paper is the constellation of programs, policies and services that impact the well-being of Afro-descendant males in the United States. The authors intend to connect extant research efforts, policy initiatives and community organizations explicitly focused on African-American men and boys, and, in doing so, suggest architecture for the relationships among these elements. This scan identifies programs and initiatives, gathers reflections from the field and assesses needs and opportunities according to scholars, policy makers, advocates and organizational leaders. The process of documenting this interest has been informed by a varied field of work, including special initiatives commissioned by elected officials, projects led by faith organizations and philanthropic funds developed to address issues facing black men and boys. The work documented is presented in four groups:

Academia/Research—identification of some of the pervading trends in research on African-American men and boys by tenure-track academics, independent institutions, government agencies and practitioners; exploration of some of the challenges to conducting research on black males; and profiles of several research initiatives on African-American males.

Practitioners/Civil Society—reflections from practitioners and data that lay out some of the challenges of these organizations; profiles of organizations and initiatives that serve as clear examples of different issue areas, mediums and strategies; lessons learned from organizations that have sustained a programmatic focus on black men or boys.

Public Policy/Advocacy—a scan of public policies that disproportionately affect African-American men and boys and of the institutions that advocate around these policies.

Appendices—catalogue sets of nonprofit, community-

based and national or regional organizations whose programming is mission-focused on black men or boys; a selected bibliography of research on African-American men and boys from 1996 to 2006.

In the last year there have been numerous reports, studies and media attention devoted to the quality of life of African-American males in terms of education, economics, health and other key indicators. Possibly the most notable has been Tavis Smiley's "The Covenant with Black America" publication and tour, as well as the New York Times' coverage spawning Ronald B. Mincy's "Black Males Left Behind" (Urban Institute Press, 2006), and Peter Edelman, Harry J. Holzer and Paul Offner's "Reconnecting Disadvantaged Young Men" (Urban Institute Press, 2006). There has been some public debate over whether these publications and press coverage are indicative of an increased public appetite for addressing the plight of marginalized black men. Some in academia, the media and other sectors have questioned whether the latest data defines a new reality or one that has persisted over the life of Africans in America. Regardless of whether the latest research depicts a new reality for African-American men or a familiar historical narrative, the data clearly communicates that the life trajectories of black men in America face substantial challenges:

- By 2004, 50 percent of black men in their 20s who lacked a college education were jobless, as were 72 percent of high school dropouts.<sup>1</sup>
- 42 percent of all African-American boys have failed an entire grade at least once and only 18 percent of black men ages 20-21 are enrolled in college.<sup>2</sup>
- The HIV/AIDS infection rate among black men is six times that of white men; AIDS now accounts for one in three deaths among black men ages 25 to 44.<sup>3</sup>
- The Bureau of Justice Statistics projected that 28 percent of black males in America will serve some time in state or federal prison, compared with 16 percent of Hispanic males and 4 percent of white males.<sup>4</sup>

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The image of African-American males has been presented in various ways. Some researchers and media have structured their focus from a broad context, connecting the identity of African-American males to the concept of “disconnected” men or youth (which is not specific to black men or boys, but identifies them as disproportionately represented among the marginalized population in this country). Others have approached these issues focusing specifically and exclusively on African-American men and how culture, policy, discrimination, governance and programs impact (positively or negatively) black men in America.

Institutions, policy and advocacy initiatives and media campaigns have developed and begun to implement policy, program and research strategies that target marginalized men or youth. One example is Public/Private Ventures (P/PV), which is a national nonprofit organization whose mission is to improve the effectiveness of social policies, programs and community initiatives, especially as they affect youth and young adults. P/PV’s Ready4Work initiative serves approximately 5,000 formerly incarcerated people throughout the United States by testing the concept that different sectors—faith- and community-based organizations, businesses and the criminal justice system—can collaborate to reduce recidivism. Ready4Work’s re-entry program does not specifically target African-Americans; however, the vast majority of the program’s participants are young African-American men.

According to our research, informal local programs exist in most communities that we explored. The majority of these informal operations do not have Web sites, and some lack mission statements, an articulated “theory of change” or full-time staff. These informal community-based organizations, whose core operations have a significant impact on African-American men and boys, range from men’s ministries at faith institutions to Boy Scout troops and athletic leagues. These groups also include efforts like a coalition of small grass-roots organizations in Philadelphia that developed a rites-of-passage

program model for young men in several of the city’s most distressed neighborhoods and the Men’s Ministry of Brooklyn’s Emmanuel Baptist Church, which comprises over 100 African-American men promoting spiritual development, community service and mentoring for black boys. While this scan does not focus on these informal programs and neither does extant research offer an assessment of the quality of the efforts, the authors believe it advisable for stakeholders to further assess the extent to which these programs are community assets and whether and how they can be learned from, built upon and supported.

It is important to note that this report has been supported by the Ford Foundation as a tool for the greater philanthropic community. The objective is several-fold: a) to compile existing research and frame it so that foundations see the necessity and opportunity to respond by investing strategically in the challenging realities faced by black men and boys; b) to suggest priorities for philanthropic investments that respond to the disparities documented by scholars and highlighted by media; and c) to offer information, analysis and reflections from the field that provide the philanthropic community with a strategic starting place to mobilize ideas and resources.

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## Academia/Research

### Introduction

Despite significant societal and institutional challenges, researchers continue to produce valuable contributions to the field of African-American men and boys. This research takes place within the often less-than-supportive structure of academia. Thus, this research must at once serve two purposes: In addition to providing critical insight into the challenges black males face, research must assert the importance of addressing these challenges to society at large. In the past 10 years, researchers have been successful in both of these areas. However, despite the recent successes of both crisis literature and other research on African-American males, the field of research on African-American males still lacks a robust interdisciplinary conversation and a central clearinghouse for delivery of research to policy makers, practitioners and advocacy groups.

The following description and analysis draws on interviews with leaders in the field and leans heavily on their analysis of which publications are particularly important contributions to the field. Appendix 2 provides a selected bibliography of research on African-American men and boys from 1996 to 2006.

### Trends in Research on African-American Men and Boys

#### Crisis Literature

Crisis literature on black men and boys is characterized by quantitative analysis highlighting the grim opportunities and outcomes faced by black men and boys. This literature has been absolutely critical in attempting to keep the issues facing black males in the public realm. However, over the past 20 years, rather than engaging specifically with the issues facing black males, this crisis literature

has often been focused on larger umbrella groups like “disadvantaged,” “at risk,” “disconnected” or “out-of-school” youth. As a result, these studies influence the distribution of government and philanthropic resources under those umbrella terms. While African-American males figure largely within each of those groups, the challenges unique to African-American males are often not addressed by these policies. As Ron Mincy, an expert on African-American fatherhood, noted in an interview for this report, “Often, these programs do not effectively reduce problems for African-American males.” A concrete example of this dilemma is the initiative Moving to Opportunity, which gave mothers vouchers to move from areas where the poverty rate was 40 percent to areas where it was 20 percent. “The moms did better, the girls did better, but the boys did worse,”

Moving to Opportunity and countless similar efforts demonstrate the need to develop research specifically targeted to the unique situations of black men and boys in the United States. Such crisis literature highlights the importance of addressing black males as a population and seeks to bring the issue to the forefront of the popular discussion. The most recent exemplar of this black male-specific crisis literature, “Black Males Left Behind,” demonstrates the critical importance of this kind of work. This volume, edited by Mincy, served as the impetus for the recent media attention around the crisis of the black male, which in turn helped spur a concerted response within the philanthropic and policy-making arenas.

#### Analytical Research

While crisis literature utilizes academic methods to call attention to the challenges facing African-American men and boys, much of the research on black males does not fall neatly into this category. In particular, some exciting trends in research focus on understanding individual agency and on the social and cultural contexts surrounding disconnected black males. Alford A. Young Jr.’s “The Minds of Marginalized Black Men” focuses on the lives of 26 low-income African-American males. Young explores the diverse ways these men conceptualize their

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life opportunities, drawing connections between life experiences and the extent to which these men see institutional racism and class privilege to be of critical importance. Young concludes, perhaps counterintuitively, that belief in the American dream is undermined, rather than reinforced, by men who regularly leave their neighborhoods for work. While these individuals have more opportunities, they also have a more in-depth experience of the racism and hostility that provide institutional barriers for African-American males.

This important work on the intersection of race and class was pioneered by scholars like William Julius Wilson, who recognized the increasing significance of class and urban geography in determining the life outcomes of low-income African-Americans. Wilson's landmark works, "The Declining Significance of Race: Blacks and Changing American Institutions" (1978) and "The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy" (1987), increased awareness of the unique set of issues facing the urban poor. His notions of spatial mismatch and salary expectations are widely used and debated in much of the more recent work on black males.

Similarly detailed, complex understandings of the inner workings of the lives of low-income black males have been offered by scholars like Sudhir Venkatesh (gangs and the local economy), Devah Pager (employment discrimination), Marc Mauer (incarceration), Bruce Western (incarceration), Jeremy Travis (incarceration), Lee Baker (immigration), Gary Orfield (education), Charles Payne (education), Kevin Michael Foster (education), Ron Mincy (fatherhood), Vivian Gadsden (fatherhood), Harry Holzer (employment) and William M. Rodgers III (employment). A more comprehensive bibliography of research on African-American males can be found in Appendix 2.

### **Research by Practitioners**

Service providers produce some of the most innovative, engaging and practical research on black men and boys. As people working "on the ground,"

practitioners are motivated to produce research that has immediate practical application. Likewise, the subset of service providers who take the time to develop and publish curricula, best practices and institutional philosophies tend to be innovative thinkers concerned with continually refining their approach to working with youth. To cite one example, "Best Practices Guide for Organizations Serving Highly At-Risk Youth," created by a team led by David Muhammad of The Mentoring Center in Oakland, Calif., presents 10 in-depth practices for successful programs. The publication is clear and concise, focusing on providing maximum practical impact while being as brief as possible.

There have also been a few research-based models produced for practitioners. This is by no means the same as service providers conducting practical research themselves. However, it is important to note the existence of publications such as Dr. James B. Hyman's "Men in Communities: African-American Males and the Well-Being of Children, Families and Neighborhoods." In this publication, Hyman proposes a framework to explore "factors that affect how men themselves develop, and to examine the implications of that development—and of men's subsequent behaviors—for the process by which child, family, neighborhood and community well-being outcomes may be affected."

## **Challenges for Research on African-American Men and Boys**

Despite consistent and valuable contributions, the field of research on African-American men and boys remains limited in its ability to effectively impact the experience of black males. Scholars are often discouraged from producing influential research by academic institutions and are largely disconnected from scholars in other disciplines and geographic areas. Practitioners are often too busy to publish research and best practices and are sometimes

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disconnected from the research produced by scholars. Additionally, problems persist with distributing research to practitioners, advocacy groups and policy makers.

### **Lack of Institutional Support**

While the significant time for research afforded tenure-track academics promotes thorough and thoughtful work, academic institutions are often very hostile environments in which to produce work that has immediate policy or practical application. As Ron Mincy noted, universities utilize an “incentive structure which poses very high costs for scholars to do policy work.” Mincy’s own work, which is now considered groundbreaking, was at first discouraged by even well-meaning colleagues, who warned that it “wouldn’t count for tenure.” In an academic environment where “up or out” policies eliminate as much as 50 percent of hired faculty by design, competitive pressure to conform remains significant.

### **Lack of Interdisciplinary Connection**

Despite gestures toward interdisciplinary synergy, tenure practices may actually discourage connection between scholars in different disciplines. In order to gain influence in their respective disciplines, scholars are required to be conversant in cutting-edge research on subjects within their disciplines but outside their areas of expertise. As a result, scholars often have little time for reading research and developing connections with scholars who share their focus on black males but work within different disciplinary frameworks. This lack of interdisciplinary synergy presents serious problems to the development of holistic research. For example, a sociologist interviewed for this report lamented a lack of synergy between debates on black fatherhood taking place in sociology and research done by developmental psychologists. “We have all sorts of theories for what a mother contributes to a child,” he noted, “but I am not aware of a psychological theory for what a father contributes. I think we can all agree that fathers provide something valuable to their children, but the theory from the developmental side just isn’t there yet.” Given the fact that no interdisciplinary working

group or professional association for scholars working exclusively on black males exists, the space for such critical interdisciplinary discussions is often severely limited.

### **Lack of Practitioner Input**

Practitioners face several limitations in publishing influential and informative research. Most important, the demands of running a direct service organization monopolize a tremendous amount of time for nonprofit executives. This reality leads to a research reality in which, as one practitioner put it, “folks who do the work don’t publish, and folks who publish don’t do the work.” Additionally, the demands of on-the-ground leadership often prevent nonprofit executives from consistently engaging with the vast field of published research. Likewise, practitioners may lack savvy about academic publishing, as well as the contacts in academia to effectively pursue publication in leading research venues. The dearth of practitioner input in the body of research on African-American men and boys constitutes the loss of a critical voice that could greatly encourage the creation of practical, applicable work by their tenure-track counterparts.

### **Lack of Research Deliverability**

While the quality of research may suffer somewhat due to the lack of working groups and other venues specifically targeted toward black males, the impact of that research is perhaps most greatly limited by deliverability. While policy advocates may be able to remain abreast of trends in current research, practitioners and policy makers often struggle to keep up with the steady flow of research produced by scholars. This problem is compounded by the fact that no central clearinghouse or database exists for research on African-American men and boys. The Twenty-First Century Foundation’s Black Men and Boys National Resource Center, for example, does not attempt to provide a listing of current research. As this research is published in dozens of different academic journals, the lack of a central clearinghouse provides a significant determinant to engaging with this body of scholarship. As a result, academicians



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often feel unable to provide direct impact on the lived experiences of black males due to the limited circulation of their work. As one researcher put it, “I’m as close as most academics get to [policy] conversations, but I don’t think that’s very close at all.”

## Success Stories in Building Synergy for Research on African-American Men and Boys

### **The Center for African-American Research and Policy/Brothers of the Academy Institute**

Brothers of the Academy (BOTA) is an organization designed both to provide support for African-American males in tenure-track positions and to provide a venue for the production of collaborative scholarship. BOTA is committed to the personal and professional development of its members as well as the continued uplift of the greater African-American community. Toward that end, the research arm of BOTA, the Center for African-American Research and Policy (CAARP), seeks to impact policy along the full spectrum of issues facing African-Americans. The group conducts national conferences on higher education, hosts graduate student colloquiums and publishes journals, occasional papers and policy briefs. While the members of BOTA are black men, the research produced by this group reflects a diversity of interest in issues pertaining to African-Americans more generally. BOTA is housed at Morehouse College and Auburn University, but its members span the United States.

BOTA is primarily an affinity group of researchers and is not an affinity group for research. The organization provides an important opportunity and venue to support black males in the academy, who are grossly underrepresented. It is important to note that BOTA has fostered important collaborative research. However, it is not designed, nor is its current mission, to be a working group for all (black, white, Latino) scholars working on black male issues. It is also essential to highlight the existing institutional

infrastructure of organizations such as BOTA and the opportunity to support their potential to become a leading research venue for scholarly work around issues pertaining to African-American males.

### **Call Me MISTER**

The Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) program is an effort to address the critical shortage of African-American male teachers particularly among South Carolina’s lowest-performing schools. Program participants are selected from among underserved, socioeconomically disadvantaged and educationally at-risk communities. The program seeks to place 200 African-American males in South Carolina elementary schools, more than double the number teaching currently in elementary schools statewide. By successfully placing 200 MISTERS in elementary schools, would impact over 4,000 schoolchildren annually, or 20,000 children over just a five-year period.

According to the National Education Association, only 2.4 percent of the nation’s three million K-12 public school teachers are African-American men. In South Carolina, which has the fewest men in the classroom, less than 1 percent of the elementary teachers at the more than 600 elementary schools are African-American men.

The project provides:

- Tuition assistance for admitted students pursuing approved programs of study at participating colleges.
- An academic support system to help assure their success.
- A cohort system for social and cultural support.

The program, housed at Clemson University, is a collaboration among Clemson; private, historically black colleges (Benedict College, Claflin University and Morris College); and two-year technical colleges. Approximately 160 students are enrolled in the program at one of these institutions.

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As a direct result of a national conference hosted by Clemson University in March 2005 attended by 300 individuals and institutions from 15 states, the Call Me MISTER program has actively explored creating opportunities to share its model beyond South Carolina.

Call Me MISTER is a striking example of the multiple roles that academia can play, in that Clemson University provides research support to the program, disseminates lessons learned by hosting conferences and engages with other research organizations to explore model replication.

- Develop a forum for scholarly exchange.
- Support opportunities for scholars to transmit their research into policy briefs that could benefit local, state and federal policy makers and lawmakers.

## Research Recommendations for Philanthropy

Academic institutions and other research venues have infrastructures that can play an important role in connecting black males to positive life outcomes. As is the case in other sectors (practice and policy), philanthropy has tremendous opportunity to strengthen the research infrastructure. The authors recommend the following issues and needs of the research sector for the philanthropic community to consider:

- Fund grants for research on African-American males (universities are responsive to fields that appear fundable). Most of the studies and data that have come out of academia around black males have not been a result of host academic institutions validating or incentivizing this work. Accordingly, few academic grants exist to support such research.
- Create a national research center to be a central clearinghouse for research (useful to scholars, practitioners, advocates, funders and policy makers). There is currently no central clearinghouse for information and data on African-American males.

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## Practitioners/Civil Society

### Introduction

This section of the report will focus on the frontline of engagement, namely, nonprofits that are direct service providers to black males. The authors conducted numerous site visits and interviews and reviewed sets of publications, periodicals and articles to distill reflections from practitioners and data that lays out some of the challenges facing these organizations. The research findings also allowed the authors to profile organizations and initiatives that serve as clear examples of different issue areas, mediums or strategies; to pose important questions about organizational capacity and sustainability; and to collect some lessons learned and conclusions.

### Who Is the “Field”?

The span of issues that constitute the “field” of African-American men and boys is expansive. The subfield areas can be divided by issues such as criminal and juvenile justice, voting rights, fatherhood, education, health and health care, economic development and empowerment, etc. They can also be segmented by academic disciplines such as psychology, anthropology, sociology, political science or law. Some thought leaders assert that there must be a more collective recognition of connections between the life of black males in America and external factors to which they have not previously been linked. For instance, Alvin Starks, associate director of the Racial Justice Initiative and Fellowship Programs at the Open Society Institute, contends that the field must look at the connection between who sits on this country’s Supreme Court and the quality of life of black men and boys. Others pose the argument that one cannot limit the access to employment opportunities for black males to the American context, but rather that the employment crises and opportunities of black men is an issue inextricably tied to the global economy.

Thus the “field” is robust, complex and extremely varied. “Practitioner” can have myriad meanings. For the purposes of this report, practitioners are direct service providers, not researchers, policy makers or politicians. These are members of civil society—nonprofit organizations, educational institutions, community-based organizations and funders—that implement programming specifically to connect black men and boys to better social, economic, character or educational opportunities and outcomes.

This working definition of a practitioner for the purposes of this report is important. However, it remains essential that one not ignore the heterogeneity of this broad field. Among the subfield areas of black males, identifiable distinctions exist in how issues are being framed and addressed. For instance, organizations that focus on fatherhood have developed a network across the country. Philanthropic investments played a big role in the coalescing and peer cohort development among these institutions, which work around fatherhood issues involving black males.

The same cannot be said of many other types of organizations that serve black boys. Several practitioners articulated how professionally isolating their work often is. One individual said in an interview:

*I have gone to local nonprofit leader meetings and when I talk about my work, and our focus on improving the lives of black boys, people ask me, ‘Why just black boys?’ ... Or they say, ‘We work with all kids regardless of color.’ I have no colleagues. I don’t have a network. Tell me where to go and I’ll find the money to travel wherever I have to go to just get some collegial support, give and take, conversation.*

The community of practitioners whose work and programs target black males shares a common experience in the criticality of their work and in the unpredictable and often unsupportive external environment. Yet, these practitioners who share the

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same target demographic differ in significant ways in terms of the sub-issues, geography and access to colleagues, etc. This field is expansive, complex and dynamic by nature, thus it is important that philanthropy not add another level of ambiguity and complexity. Foundations must be clear in their message, strategic in their communications and targeted in their intended points of impact.

## Reflections from the Field

Dozens of practitioners were engaged via face-to-face meetings, phone interviews and e-mail correspondence as part of the data collection process for this report. The interactions between the authors of this report and the practitioners were broad-reaching. Although each conversation took on a healthy life of its own, each interview explored several common questions and themes:

- Who does the program serve? What is the history of the organization? What is the institution's scope of services? What is the geographic scope of the organization or initiative? How many individuals staff the program? How is the organization funded?
- How connected is the institution to other organizations with a similar constituent focus? What other organizations are engaged in this work (nationally, regionally, and locally)? Whom do you consider your colleagues? Who are your professional mentors? From what venues do you seek professional development?
- What are the greatest internal challenges that your institution faces in carrying out your mission around black men and boys? What are the greatest external challenges?

As varied as the stories, and as distinct each of the programs are that the authors explored, a set of common themes arose from the interviews:

### 1. The Capacity Catch-22

The way in which practitioners talked about issues such as capacity building and technical assistance was very striking. Perhaps surprisingly, institution leaders' view of internal challenges most often had a different vantage point than that of funders. Most interviewees spoke clearly about their capacity challenges and needs. One leader said,

*Our organization didn't start eight years ago because our infrastructure was as together as it could be, or because we knew where our funding was going to come from for the next three years. We responded to a need that our neighborhoods had. ... And of course we know that we need to utilize technology better, train staff more and evaluate our work. And now as we try to grow and expand and keep our doors open, we find our good intentions and zeal for being responsive to our people not always enough to keep up with technology, or raise funds and pay bills, or satisfy the board. ... By the grace of God, we figured out how to start an organization, but maintaining it is a whole other story. We started out just wanting to help young brothers get off the streets. ... Now we're trying to figure out how to evaluate our work and [develop] a fundraising strategy. We'd be in better shape if we didn't start out just looking to start a program. ... We should have been looking to build an institution from the beginning. Now we're trying to play organizational catch-up [and] keep our young brothers off the street.*

It is important to note that the authors did not use the word "capacity" when talking with practitioners but instead talked in terms of internal challenges. Yet, nearly every interview often centered on capacity issues, most notably fund development, technology and succession planning.

### 2. The Necessity of Networks

Many of the larger, more established institutions with the more substantial annual budgets articulated how

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important and beneficial colleague organizations and networks have been to their organizations' ability to achieve their mission. However, the majority of the organizational leaders with whom the authors interacted expressed a sentiment of professional isolation and a need for support and learning networks. While some said that they were not aware of the venues that exist to plug in with colleagues, others explained the barriers of budgets and proximity. One institution leader said, "I have read books and articles about powerful work being led by powerful men, but they are in California and Philadelphia and Chicago. ... I'm in rural Georgia. I don't exactly run into those guys." Similarly, one executive director talked about the difficulty of prioritizing his limited budget toward going on site visits or to conferences, when he passes young black males on his block every day who need "suits for job interviews, a warm meal or a major health concern without the money to see a doctor."

Practitioners mentioned two types of topical spaces that they have found to be extremely useful in tapping into relevant networks:

- a. **Disconnected Youth (and other populations)—** Several of the practitioners interviewed mentioned conferences, summits and affinity groups that work around "disconnected youth" as venues within which they have been able to develop partnerships and collegial relationships with other institution leaders.
- b. **Fatherhood and Prisoner Re-entry Organizations—** Many of the interviewees said local and neighborhood policy and advocacy gatherings around prisoner re-entry have been effective venues to link up with other institutions whose work targets African-American males. Similarly, the national network of institutions working on fatherhood issues has been referenced by several practitioners as an example of a strong, useful network.

### c. Sector Silos

As stated earlier, this report divides the work on connecting African-American males to greater opportunity into three sectors: research, practice and policy. As the authors spoke to numerous actors in each of these sectors, practitioners were the most outspoken about their working relationship (or in many instances their lack of relationship) with policymakers, advocates and scholars. Academicians most often indicated they were working closely with local practitioners and policy makers. Policy makers often cited research of academicians in the field and mentioned practitioner organizations in their local constituency. In some instances the assertions of working effectively across sectors were validated by the local practitioner community. However, many practitioners spoke about being disconnected from policy makers and elected officials. Some practitioners talked about the inaccessibility of expert scholars whose institutions are just blocks from the distressed communities in which some of these practitioners work.

One of the greatest sources of the power of philanthropy is its unique ability to bridge divides. A chasm between policy makers and practitioners or between practitioners and academicians is not a new phenomenon, nor is it specific to work concerning black men and boys. However, according to the practitioners who were engaged as part of this research, the silos of these sectors is a tangible issue that should be addressed, and philanthropy has the opportunity and the wherewithal to help deal with this matter.

The practitioners engaged as part of the research for this scan were extremely astute in their assessments about their greatest challenges and needs. The capacity challenge, importance of networks and sector silos were all issues that the interviewees mentioned. However, no issue was more discussed than capacity and capacity building. Thus, the remainder of this section of the report will continue to explore this issue.

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## The Challenge of Building Institutional Capacity

Numerous interviews were conducted with practitioners and with some funders in the research for this report. Several interviewees talked about the issue of organizational capacity in a conflicted way. While acknowledging the apparent necessity to build the capacity of organizations serving black males, one practitioner candidly asked the question, "... but what does that mean?" Similarly, one of the funders interviewed talked about the importance of "an uncompromising and focused effort to build, support and sustain strong institutions as opposed to a vague, nonspecific typical funder capacity-building initiative."

One practitioner offered the following response to the question of his organization's capacity needs:

Capacity is subjective. According to whom or what standard is an organization deemed "strong"? What are the measures? My institution has won numerous community awards for our work; we've been featured in numerous media outlets; and whenever there is a study or story or book about black males, the phone rings to speak to one of the staff here. But we barely met payroll last month. We serve 30 percent more kids than we have the space and staff to manage. And I don't really have the time to groom others on my staff to take my place or to develop some sort of succession plan, because we're all doing the jobs of two people already. But does my organization have capacity? You tell me! All I know is we're opening our doors tomorrow, just like we did today, and we'll keep being youth developers, leadership developers, social workers, tutors, mentors and even fathers ... because that's what we do, capacity or no capacity.

Paul Connolly, Peter York and others have contributed important research and writings on the topic of organizational capacity. These scholars have developed and adapted models that explore

organizational capacity and its linkage to an organization's life cycle. This report will briefly present the four components of Connolly and York's organizational capacity model to more specifically frame findings about the capacity of institutions and programs serving black males.

According to Connolly, "Capacity is an abstract term that describes a wide range of capabilities, knowledge and resources that nonprofits need in order to be vital and effective in staying true to [their] mission."<sup>5</sup> Connolly and York's Nonprofit Organizational Capacity Model has four interrelated components: adaptive capacity, leadership capacity, management capacity and technical capacity.

Connolly further describes these four components of capacity with the following illustration:

Think of it as the core abilities that allow one to drive a car in order to reach a chosen destination: Leadership capacity is the driver's ability to determine where he wants to go and to set a course to get there. Adaptive capacity is his proficiency in making adjustments—and even changing directions—when weather, traffic or fuel availability shift. Management capacity is the driver's ability to address problems as they arise, such as running low on gas or getting a flat tire. Finally, technical capacity is the driver being licensed and knowing the rules of the road, as well as having some mechanical skills necessary to diagnose and repair a vehicle competently.

There are numerous studies concerning organizational life cycles, capacity building and why nonprofits don't work. James Irvine Foundation, W.K. Kellogg Foundation, Twenty-First Century Foundation, Annie E. Casey Foundation, C.S. Mott Foundation and even the defunct Village Foundation all offer lessons on funding initiatives that have focused on either organizational capacity building or institutions serving black males. Philanthropy has a tremendous opportunity, as it is the only venue that can take all of these segments of information, best practices and

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knowledge resources and creatively develop strategic frameworks to build strong, effective institutions that connect black males in America to greater opportunity and to build tools that enable these institutions to be sustained over time.

## Capacity Case Study: Pfizer Foundation Example

The Pfizer Foundation committed \$3 million over three years to support a targeted domestic HIV/AIDS grant-making initiative called the Southern HIV/AIDS Prevention Initiative.<sup>6</sup> Beginning in 2003, the foundation funded 22 prevention programs in the American South and has been implementing a strategy to strengthen the capacity of these community-based organizations to better serve their constituents and communities.

Grantees each received financial support, capacity-building services and registration to the U.S. Conference on AIDS. Pfizer hosts a conference for grantees and finalists annually. In 2004, and again in 2005, each of the grantees was funded to participate in an organizational assessment to determine its specific capacity needs. The tool used was an organizational assessment tool based on the Connolly research cited previously in this section. Each organization received the findings from its assessment and worked with an intermediary institution to determine its most critical capacity-building needs.

In January of 2006, the intermediary institution solicited proposals to provide grantees with executive coaching and consulting on specific topics such as strategic planning, succession planning, human resource policies, marketing and financial management. In February 2006 the intermediary provided each participating organization with a set of proposals so the organizations could select one consultant or technical assistance provider. Then, in April 2006, the intermediary institution contracted

with the selected providers to make consulting services available for the organization(s) that selected the specific service providers.

This example offers several important characteristics from which the greater philanthropic community can learn when designing a capacity-building initiative:

1. Be specific about the characteristics of the organizations that the grant maker wants to target in the initiative. Note that Pfizer specified the size of the organization, the types of programs (education and/or prevention), the environment in which the organization operated (vulnerable communities) and the specific geographic region where the organizations were located.
2. Provide multiyear support to institutions in which the grant maker is investing in building capacity. Capacity building (no matter how you define it) is generally a multiyear process, necessitating a multiyear investment. The Pfizer Foundation committed to supporting its cohort of grantees for at least three years.
3. Communicate clearly with the nonprofit organizations about the standards and measures by which their capacity is being assessed. Pfizer used an organizational assessment tool, and the intermediary organization explained to each of the organizations the components of adaptive, leadership, management and technical capacity. This is an important characteristic of Pfizer's capacity-building initiative.
4. Capacity building involves more than merely giving grant money. Pfizer developed a cohort of colleagues, provided membership to a key national/international network (U.S. Conference on AIDS), provided research-driven tools through which the organizations could assess their capacity needs and provided financial resources for the organizations to allocate toward custom-made capacity-building tools and assistance providers.

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## Sustainability Case Study: A Kellogg-Funded Study 10 Years Later

This section looks at capacity through a study that was conducted 10 years ago of institutions providing service to black males. While researching this report, the authors identified a notable report entitled “Programs That Serve African-American Male Youth.” This section will take a closer look at that report and will in particular make some observations about the organizations in the report as well as track their current work with African-American males.

The report was published in 1995 by the Urban Institute, with W.K. Kellogg Foundation funding, to scan a set of programs that were serving black boys. The report utilized a twofold methodology: the results of a mail survey of 282 programs and more in-depth case studies of 51 programs in 10 cities around the country. The report summarizes a set of “fundamental needs” that respondents agreed were important to young black males. These needs, say the report’s authors, are security, love, high expectations, time to listen and to trust, relevance, alternatives for choice, and time and commitment over the long run. The report also outlines several program areas “critical in developing African-American male youth for the future.” These program components focus on entrepreneurship, financial management, computer technology, interpersonal skills, “negotiating the system” and teen father sessions. The report also outlines four perspectives that underlie the approaches of these programs: Afrocentric approaches; spirituality and the black church; apprenticeship; and the surrogate model.

The report identifies four barriers to program success: funding and staffing; institutional racism and discrimination; neighborhood environment and lack of parental involvement; and “kids coming with their own baggage.” Interestingly, only one of these barriers deals directly with the program and its staff. Rather, each of these factors deals with environmental difficulties external to the actual program. The report talks at length about the financial barriers to program

success, asserting that many program staffers lack knowledge of fund-raising and time to prepare good proposals for funding. Also noted in the report is that the funding environment does not cater to newer, innovative approaches to working with African-American males and encourages competition, rather than cooperation, between programs.

Sixteen percent of the programs in the case study targeted only African-American male youth. The programs that served only males focused on a relatively narrow range of services: mentoring, education, counseling, sports and health. Programs that served both males and females added job/career preparation, advocacy/legal services and other components. These programs were spread throughout 10 major cities: Los Angeles, San Francisco and Oakland in California; Madison and Milwaukee in Wisconsin; Minneapolis and St. Paul, Minn.; Newark, N.J.; Philadelphia.; and Washington, D.C.

After reading the Urban Institute publication, the authors determined it to be important to ascertain the current operational status and programmatic focus of each of the 51 programs to which the Urban Institute conducted a site visit as part of its 1995 research. Each of the organizations fell into one of three categories. Just over a quarter of them no longer exist (they could not be contacted via telephone or e-mail, nor did they have a current Web or telephone directory presence). Approximately 50 percent of the organizations are still in operation, but less than a quarter of the organizations studied have programming that targets black males.

There are volumes of reports and periodicals that present and explain sets of data that indicate great social and economic disparities among black men and boys. However, it is also a significant finding that approximately 75 percent of the 51 organizations that the Urban Institute study profiled are not currently engaging in programming that focus specifically on black male youth. This alarming finding evidences a grave disproportion of a different kind. The life cycles and capacity of organizations that serve African-



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American men and boys are significant issues that the philanthropic community must address.

This cursory scan of these 51 organizations, 10 years after the Kellogg-funded report, does not attempt to produce hard data that shows why so many of these institutions are either no longer in existence or no longer targeting black male youth in their work. Nor do the authors attempt to measure the level or nature of philanthropy's support of the 51 groups over the last 10 years and thus make judgments about the "responsibility" of philanthropy to these institutions and others like them. However, in asking the question, "Where are they now?" regarding this sample of organizations, the findings echo the voices of numerous practitioners who cite operating in crisis mode as normative. Regarding issues of capacity, the reflections from field leaders are similar to some of the reflections offered by some of the leaders of the 51 organizations that the Urban Institute studied. How can philanthropy strategically invest in building the capacity of institutions and initiatives serving black males to combat their current organizational and programmatic sustainability crisis?

## Organizational Profiles

In conducting this scan, the authors read about an array of innovative institutions and met with their leaders. Even as this section has framed challenges that many of these institutions have faced, it is important to emphasize that in spite of these challenges there are numerous examples of innovative practitioners and unique program approaches to connecting African-American men and boys to tools and opportunities that lead to more positive life outcomes. This report does not offer an assessment of specific programs or assign a qualitative value of which programs are "good." However, in this section the authors will profile several of these organizations and share some of the lessons learned from these practitioners.

## The Mentoring Center

The Mentoring Center (TMC) is a direct service and training organization that focuses on developing effective models for working with most highly at-risk youth and on sharing those insights with other mentoring programs in the Bay Area and beyond. Founded in 1991, TMC was created to serve as a technical assistance and training provider for Bay Area mentoring programs. It has served more than 800 such programs.

TMC's direct service work with black men and boys centers on the African-American Male Transition Program (AAMTP), a group-mentoring program that has worked with youth incarcerated by the California Youth Authority (CYA) since 1994. The AAMTP serves groups of 25 to 35 youth, ages 15-25, for 20 four-week sessions. Upon their release from CYA, TMC continues to serve graduates of the program. Caseworkers help them find housing and employment and further their education. The AAMTP curriculum addresses aspects of the personal, social and psychological state of the African-American male experience and condition.

TMC was created at a time when some researchers were suggesting that mentoring programs were not effective. Indeed, says David Muhammad, the longtime TMC director who left the organization in 2006, "The basic one-on-one model doesn't work for the highly at-risk black male population." Instead, TMC pioneered what is now called transformative mentoring. This mentoring model begins with an intensive group curriculum that focuses on changing destructive thought patterns. Participants can then transition organically to one-on-one relationships with facilitators. Transformative mentoring has proved successful in effectively addressing the program's core goals of reducing violence and recidivism. TMC's belief is that programs for black males work only if they do more than simply provide employment or training. "If all I do is get you a job," says Muhammad, "you may not be robbing someone on the streets, but you may be stealing from the register. ... We want

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them to do more than just get a job and have goals; we want them to be excellent and to have character.” This commitment to personal transformation and excellence has made TMC a national leader in working with highly at-risk black males.

## The Cross-Cities Learning Circle: To Improve the Educational Achievement of Young Urban Males of Color

The Cross-Cities Learning Circle (CCLC) is an initiative of the D.C. Children and Youth Investment Trust Corporation, in collaboration with the After-School Institute, the National Organization of Concerned Black Men, United Way of Southeastern Pennsylvania and other organizations.

The work of the CCLC targets the cities of Philadelphia, Baltimore and Washington, D.C., seeking to improve graduation rates and increase the educational attainment of young males of color by examining data and partnering with the public education system, public and private sectors, philanthropy, political leaders, nonprofit community-based organizations and concerned citizens. There are plans to examine other factors linked to education, including the juvenile justice, foster care and employment/training systems in those cities.

The main activities of the Cross-Cities Learning Circle are to:

- Convene local political, education, business, philanthropic and other leaders to raise awareness of the issue and discuss possible solutions.
- Develop an “asset map” highlighting local efforts that have successfully provided programs and services working with young males of color.

- Convene various segments of the general target population and engage them in a series of focus groups to better understand their needs and preferences.
- Engage fraternal organizations, professional organizations and professional sports players/franchises to discuss how each can contribute to remedying the problem.
- Provide mini-grants to community-based organizations for professional development opportunities to learn more about the issue.
- Craft a plan on how community-based organizations in each city can implement programs specifically designed to address the issue.
- Develop and implement a parent-training module that combines the best practices of effective parenting that is culturally specific and infused with youth development principles.<sup>7</sup>

Through the Cross-Cities Learning Circle, D.C. Children and Youth Investment Trust funded 17 grantees with mini-grants of up to \$10,000 for the grant period of Jan. 31 through Sept. 30, 2006.

The United Way of Southeastern Pennsylvania is issuing a Request for Proposals for out-of-school time providers to recruit and match professional male mentors of color and to share best practices in effectively engaging young males of color. The United Way will convene, build capacity and disseminate research and best practices in supporting the work of the Learning Circle.

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## Twenty-First Century Foundation

The Twenty-First Century Foundation (21CF) is a national, public foundation with a mission to advance strategic black philanthropy aimed at having a positive impact on social and economic issues in the black community. 21CF has funded more than 350 community-based organizations throughout the country that work on issues facing African-American communities. In 2004, the foundation received initial funding from the Ford Foundation to begin the Black Men and Boys Initiative (BMB). The initiative has initially targeted four major cities: Chicago, Los Angeles, New York City and Oakland. The primary objectives of the BMB initiative are to:

1. Provide strategic grants aimed at addressing the root causes of problems facing black men and boys.
2. Raise the visibility of critical issues facing black men and boys nationally in a way that leads to substantive action.
3. Leverage additional financial support dedicated to strategies that view black men and boys as assets.

According to the 21CF Web site, the Black Men and Boys Fund has invested in 10 community organizations. Additionally, in partnership with the Charles Hayden Foundation, 21CF has developed a Black Men and Boys National Resource Center Web site ([www.bmbnrc.org](http://www.bmbnrc.org)). The goal of this Web site is to “compile a ‘living’ list of organizations that provide proven, effective programming for black men and boys and to share best practices with all who are interested.”

21CF’s work in the area of African-American males has been important over the last two years. It has strategically utilized philanthropy’s power to convene important stakeholders, raise the profile of important issues and provide a venue for civil society to coalesce, learn and develop networks vital for effective organizations and initiatives. 21CF’s BMB initiative is perhaps one of the most explicit and targeted grant-making initiatives for black males in operation today.

## Practitioner Recommendations for Philanthropy

The community of practitioners and array of programs that seek to connect black males to positive life outcomes are diverse in their approaches. There is ample evidence that many of the organizations conducting work in this area face organizational instability, capacity deficiencies and/or isolation. The authors recommend the following issues for the philanthropic community to consider:

- Make larger and longer-term grants to programs that target improving life outcomes of black males. In light of the data that demonstrated the short organizational life spans of many of these organizations and programs, we maintain that larger and longer-term investments would help nurture a field composed of stronger and more sustainable direct-service efforts.
- Provide pools of funding to be allocated toward building the organizational capacity of direct-service practitioner groups.
- Develop forums, both regionally and nationally, for practitioner networks and peer exchanges.
- Provide support for projects that integrate related social justice concerns. For instance, programs that work at the intersection of racial justice and gender equity could be given priority. Explicit funding at the intersection of related issues affecting black males, such as education and employment, health and criminal justice, and education and masculinity, also could help sustain this work.

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## Public Policy/Advocacy

### Introduction

The purpose of this section is to provide an analysis of the policies, government initiatives and public practices that often disproportionately impact black males.

The five public policies examined in this report are 1) practices in calculating high school graduation rates; 2) investment in workforce training programs; 3) child support collections processes; 4) sentencing penalties for crack versus cocaine; and 5) laws restricting ex-offenders from voting.

Public policies that impede progress for black males can be products of discrimination, design flaws and faulty research in previous studies, poor implementation, political posturing and myriad other factors. These and other elements have led to discriminatory laws, programs and practices that often retard progress, waste public resources and hinder the public will to pursue change.

Philanthropy stands to play a unique role in these and other policies by influencing the available levers for change. This report will highlight some of the significant work that has been done by think tanks, commissions and coalitions. But the research findings also indicate that these organizations collectively lack the coordination, organizational blueprint and resources to mount campaigns targeted enough to significantly improve the quality of life for black males in this country.

### Scan of Public Policies that Disproportionately Affect Black Men and Boys

This section highlights several issue areas and policies that research indicates are linked to the life outcomes of black males with specific public policies. This is by no means an exhaustive list; in fact, the examples that follow barely scratch the surface of the impact that local, state and federal policies have on the lives of African-American men and boys. However, these examples provide a broad view of several types of policy issues in an attempt to make a case for the necessity of investment in both advocacy efforts to dismantle such policies and in institutions to propose and draft new policies that do not marginalize black men and boys in this country.

#### 1. Different high school graduation rate calculations downplay the extent of educational issues facing black males.

**Policy Overview:** Inaccurate reporting of graduation rates undermines one of the main tools the general public and civil society have to hold government accountable in educating high school students.

The federal government recognized and reinforced the role of graduation rates as a fundamental tool for public accountability in the bipartisan passing of the No Child Left Behind Act (NCLB) in 2001. This legislation was in part created to provide accountability and transparency with high school graduation rates and test scores, as well as each state's own progress toward those goals. The Government Accountability Office, which serves as the investigative arm of Congress charged with auditing and evaluating government programs and activities, views graduation rate reporting as a central part of NCLB. On the local level, these figures are used to judge "whether schools meet federal requirements for school progress. If schools do not meet such requirements, their students may be eligible to transfer to another school or receive tutoring."<sup>8</sup> Public policies are in place to track and intervene when and where public education fails the public.

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A recent article notes that schools have “developed a reluctance to classify students as ‘dropouts’ when other categories were available in which to report them and became creative in reporting why students were no longer enrolled.”<sup>9</sup> Likewise, the Task Force on Graduation, Completion and Dropout Indicators, convened by the National Center for Education Statistics in 2003, found that schools are not held responsible for how they track and report students who transfer to other schools, which would inflate graduation figures.<sup>10</sup>

### **Evidence of Impact on Black Males:**

When examining dropout rate calculations through alternative methods, findings reveal that young black males are graduating at significantly lower rates than government reports have shown.

Previously, when the federal government used the National Center for Education Statistics (NCES) method to calculate a 2001 national graduation rate as well as rates for each subgroup, black males were found to be graduating at a rate of 80.4 percent. However, the Harvard University Civil Rights Project calculated the 2001 graduation rate for black males at 42.8 percent. The Urban Institute calculated the 2001 graduation rate with its own methodology and found the rate for black males to be 56.2 percent.<sup>11</sup> Similarly, the Manhattan Institute counted the class of 2003 graduation rate for black males at 48 percent. On average, these three prominent researchers found rates that were 31 percentage points lower than the rate reported by the government.

The methods and research outcomes that provide “evidence” of the performance of students in the secondary education system seem to be inaccurate and at the very least not uniform. The lack of uniformity and questionable accuracy in the reporting of graduation rates make it difficult to assess the effectiveness of policies such as NCLB. Since the graduation rate collection method connected with NCLB is not applied consistently in each state, it is difficult to report with any validity that NCLB has positively impacted the graduation rates of students,

particularly African-American males compared with their white counterparts. The variance in the reporting of graduation rates is not only problematic because of the uncertainty of what data is correct, but it also allows for potentially false claims of progress. A seemingly minor measuring construct such as graduation rates is significant, because if not regulated and applied consistently, the effectiveness of education reform policies becomes all the more difficult to evaluate. Without measures in place to ensure more accountability in data collection and evaluation indices, the public dialogue is even more susceptible to being myopically framed around specific policies such as No Child Left Behind, instead of around the gross disparities that exist in public secondary education outcomes among African-American males in contrast to other demographic groups in this country. Thus, the role of race is likely downplayed in the public conversation and policy discussions, to the detriment of advancing policies that do not further marginalize black males.

## **2. Underinvestment and disinvestment in federal workforce training programs have significantly impacted black men.**

**Policy Overview:** Current funding levels of workforce training are at an all-time low and well short of meeting national demand.

The Workforce Investment Act of 1998 (WIA) reformed federal employment, training, adult education and vocational rehabilitation programs by creating an integrated “one-stop” system of workforce investment and education services for adults, dislocated workers and youth. WIA “represents the largest single source of federal employment and training funding, with a Congressionally authorized budget in 2002 of about \$3.5 billion for adult and youth programs combined.”<sup>12</sup> However, according to numerous experts, WIA serves only a fraction of the need. Some studies estimate that between 1 and 2 percent of eligible persons have been served through WIA and its similarly funded predecessor, the Job Training Partnership Act (JTPA).

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In 2000, the Department of Labor awarded Youth Opportunity (YO) Grants totaling more than \$1 billion to 36 high-poverty communities—urban, rural and Native American. The Youth Opportunity Grants—ranging from \$3.1 million to \$43.8 million over five years—provided the resources to put in place comprehensive approaches at considerable scale, as provisioned in the 1998 WIA legislation. However, the appropriation was dramatically decreased and not renewed or expanded.

According to David Browne, executive director of the National Youth Employment Coalition, “All of the full-time federally funded education, employment and national service programs combined (Job Corps, YouthBuild, Service Corps, Challenge, AmeriCorps, Workforce Investment Act, Youth Opportunity Grants) are barely scratching the surface of the need and demand. There are less than 300,000 full-time training and educational opportunities for 2.4 million low-income 16- to 24-year-olds who left school without a diploma or got a diploma and can’t find a job.”

**Evidence of Impact on Black Males:** Last decade, the employment statistics for black males were significantly worse than for their white and Latino counterparts. During that same time, for black men ages 16 through 24, employment rates actually dropped. In fact, this group’s employment declined more during the 1990s (when it fell from 59 percent to 52 percent) than during the preceding decade (when it fell from 62 percent to 59 percent). By 2000, young black men worked at only about two-thirds the rate of comparable white and Latino men.<sup>13</sup>

Research suggests that shortages in workforce training programs disproportionately affect black males in light of their comparable employment needs. Studies also reveal that the success, welfare and well-being of black males in areas such as fathering, housing, health and economic independence—and avoidance of other less desirable actions such as criminal activity, noncustodial fatherhood, recidivism and drug use—are directly correlated to the availability of training and workforce development resources and opportunities.

The disinvestment and underinvestment by the federal government in policies such as WIA, YO Grants, Job Corps and others are significant policy issues that dictate the allocation of resources toward improving systems (and creating new infrastructures) that seek to level or reverse the downward slope of employment opportunities and outcomes for African-American males.

### 3. Extreme child support penalties significantly impact the ability of low-income black men to participate in the labor market.

**Policy Overview:** Approximately 25 percent of the total noncustodial father population is low income. Another study found that noncustodial fathers are, on average, 34 years old.<sup>14</sup> In 2002, slightly over one-third of low-income noncustodial fathers paid child support, although though their median annual earnings were only \$5,000.<sup>15</sup> Furthermore, the size of child support orders for this population have been estimated at 20 to 35 percent of their income.<sup>16</sup>

Past-due child support orders—referred to as arrears—are accompanied by myriad penalties of varying sizes. Past-due child support can automatically be reported to credit reporting bureaus. Similarly, financial institutions may freeze accounts and assets. Driver’s licenses, both professional and recreational, may be suspended. Such actions would clearly impede the efforts of many low-income fathers to obtain or maintain legitimate work. The child support enforcement arm of the federal government, the Administration for Children and Families, notes that criminal actions can even be filed against “chronic delinquent parents” with large past-due child support debts.<sup>17</sup>

Elaine Sorensen, in her analysis of 1997 data on noncustodial fathers, found that nearly 30 percent of low-income noncustodial fathers were incarcerated in 1997. Furthermore, a 2004 report by the American Bar Association notes that in many states when men are incarcerated, they continue to accrue child support debt, despite the fact that their earnings cease. The report found that “incarceration is insufficient to justify

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elimination or reduction” of an existing child support obligation in 18 states: Arizona, Alaska, Delaware, Florida, Indiana, Kansas, Kentucky, Louisiana, Maryland, Nebraska, New Hampshire, New York, Ohio, Pennsylvania, South Carolina, South Dakota, Utah and Vermont.<sup>18</sup>

**Evidence of Impact on Black Males:** One-quarter of less-educated black males between the ages of 16 and 24 and nearly half between 25 and 34 are noncustodial fathers. In 1998, “less-educated young black men were about four times as likely as other less-educated young men to be non[resident] fathers.”<sup>19</sup>

Some research has indicated that the participation of young black men in the labor market is highly sensitive to the “perceived risks and returns in the legal and illegal (or ‘underground’) economies.” If child support agencies continue to impose such extreme taxes on the incomes of poor black men, Dr. Ronald Mincy asserts that this group could just as easily drop out of the labor market. The 18 states that require noncustodial fathers to pay child support during incarceration are essentially making it difficult for low-income fathers, particularly black males who have been incarcerated, to ever to dig their way out of child support arrears.<sup>20</sup>

As several research-based reports have pointed out, African-American men are in the lowest income and wealth bracket in this country, thus policies such as child support enforcement disproportionately affect black men, as well as their children. This statistical evidence makes a case for revisiting the economic efficacy of punitive penalties that create conditions that make it even less likely that custodial mothers receive financial support. Thus, revisiting the effectiveness of child support policy should not be rooted in lessening the financial burden of noncustodial fathers, but rather in creating more access to economic resources available to support custodial mothers in raising children.

#### 4. Black males are disproportionately affected by disparities between crack and cocaine sentencing policy.

**Policy Overview:** The Anti-Drug Abuse Act of 1986 created mandatory minimum penalties in regard to federal drug trafficking offenses “requiring 100 times less crack cocaine than powder cocaine to trigger five- and 10-year mandatory minimum penalties.”<sup>21</sup> The United States Sentencing Commission found several pieces of evidence supporting policy reform:

- a. Crack is not significantly more dangerous than cocaine.
- b. Current penalties sweep too broadly and apply most often to lower-level offenders.
- c. Current quantity-based penalties overstate the seriousness of most crack cocaine offenses.

In July of this year the Drug Sentencing Reform Act of 2006 would have reduced the ratio from 100-to-1 to 20-to-1; it was referred to committee, where the legislation died.

**Evidence of Impact on Black Males:** The U.S. Sentencing Commission found large racial disparities in sentencing. “Nationwide statistics compiled by the Commission revealed that blacks were more likely to be convicted of crack cocaine offenses, while whites were more likely to be convicted of powder cocaine offenses.” “The overwhelming majority of crack cocaine offenders consistently have been black: 91.4 percent in 1992 and 84.7 percent in 2000.”<sup>22</sup>

#### 5. Withholding the voting rights of felony offenders disproportionately impacts black males.

**Policy Overview:** The United States prohibits inmates from voting while incarcerated for a felony offense. Thirty-six states prohibit felons from voting while they are on parole, and 31 of these states exclude felony probationers as well. An estimated 5.3 million Americans, or one in 41 adults, have currently or permanently lost their voting rights as a result of a felony conviction.<sup>23</sup>

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**Evidence of Impact on Black Males:** According to a 1998 Human Rights Watch report, 1.4 million, or 13 percent, of black men have been legally disallowed to exercise the right to vote, a rate seven times the national average. In the six states that deny the vote to ex-offenders, one in four black men is permanently disenfranchised. According to the report, three in 10 of the next generation of black men can expect to be disenfranchised at some point in their lifetime. In states that disenfranchise ex-offenders, as many as 40 percent of black men may permanently lose their right to vote. In two states, the data shows that almost one in three black men is disenfranchised. In eight states, the figure is one in four. Assuming constant trends of incarceration from the last decade, the rate of disenfranchisement for black men could reach 40 percent in the states that disenfranchise ex-offenders.<sup>24</sup>

This is a policy issue that has a tangible impact on black men in this country. It is important to note that the above data specifies “ex-offenders,” thus the African-American men who are being deprived of their right to vote are in many cases working, taxpaying individuals who no longer hold a debt to society. Yet, in many states, these policies have managed to marginalize the citizenship of many black men.

## Identifying Gaps in Policy Research on African-American Males

This section seeks to document some lessons learned from the authors’ process of researching the data for this report, in particular the above section. It is important to acknowledge information that was not accessible, or just may not exist, that would allow for a more accurate picture and data around some of the issues this report is exploring.

1. There is very little state or local policy information on black males, possibly because these reports don’t exist or may not be publicly available. Most state and local information sources on social services, education or law enforcement policies did not disaggregate by race and gender simultaneously and, where they did, they did not

disaggregate on a particular topic across an entire state or across all states.

2. Reports on funding changes and public funding trends and how they affect black males were difficult to find or completely unavailable. The current tendency to focus on static numbers often leaves out an analysis of change over time, which is important for gauging progress, regression and the success or failure of advocacy efforts. The most comprehensive analysis identified on how funding changes impact black males was a Justice Policy Institute study on funding inequality between higher education and corrections.<sup>25</sup> Monitoring how public funding is allocated and the extent to which allocations target some of these policy issues that are impacting black males is imperative. For instance, in some states, ex-offenders are made to go through lengthy administrative measures to “earn” their voting rights back. Some states make ex-offenders apply for reinstatement of these rights through a state elections board. Yet, some of these application processes have a two- to three-year waiting list. How much state funding is spent in a year for one state to administer this application process, which can include paperwork, interviews and personnel? How much and in what ways do state, federal and local governments allocate funds to prisoner re-entry programs? What have been the returns on these investments? The authors of this report found this information in short supply but deem it vital to emphasize the necessity of accessing such data to more accurately frame these issues.

3. The research found the most data on black males in the areas of law enforcement, sentencing and other criminal justice policies. Those areas had the strongest national and state reporting systems. Those areas also tended to have the strongest advocacy organizations. For example, the Sentencing Project, NAACP Legal Defense Fund, Vera Institute for Justice, the Advancement Project, Justice Policy Institute and other organizations all have clear, targeted and comprehensive initiatives or reports focused on criminal justice policies and African-American males. Other areas such as social services, health care, economic justice and education had



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significantly fewer comprehensive advocacy initiatives and publications that explicitly articulate the public policy impact on black males.

## Approaches to Policy Advocacy

For the purposes of this report, policy advocacy is defined as “the process by which individuals and organizations attempt to influence public policy decisions.”<sup>25</sup> Ashley Snowdon divides the range of policy advocacy activities as follows:

- Community Organizing
- Directly Influencing Policy Makers
- Litigation
- Media
- Public/Private Partnerships
- Research and Analysis
- Coalition Building

The authors of this report conducted research of periodicals, interviews and surveys of public sector officials and organizations that are engaged in policy advocacy via one or more of the activities listed above. Each interview and survey explored several common questions and themes:

1. What are the specific issues around which your institution advocates for black men and boys (education policy, criminal justice issues, health policy, etc.)?
2. What are the specific activities you engage in to affect policy (i.e., community organizing, research and analysis, media campaigns, etc.)?
3. What other organizations that focus on African-American policy issues would you suggest be contacted as part of this research?

This section will summarize these research findings by profiling six advocacy organizations engaged in policy advocacy activities that target life outcomes of African-American males, including a description their advocacy activities, issues of focus and products and publications.

### Institute for Urban Research (IUR) at Morgan State University

**Advocacy Activities:** Research and Analysis, Directly Influencing Policy Makers

**Organizational Profile:** The Maryland State Legislature established the Institute for Urban Research at Morgan State University in 1978. The institute engages in research, academic and community service activities. It provides technical assistance to Morgan State University and the Baltimore urban community. It also allows research opportunities for faculty and students of Morgan State University. Funded grants provide opportunities for outside researchers to be hired on a contractual basis to assist in fulfilling the mandates stipulated in the grants. The institute continues to collaborate with numerous colleges and universities in holding conferences, seminars and educational forums.

**Issues:** Substance Abuse, AIDS, Infant Mortality, Inner City Youth and Development, Single Parent Families, Adolescent Pregnancy, Economic Development and Mental Health

**Products, Publications, Current Initiatives:**

- IUR has trained teachers and community leaders across the country on a program model based on a book by one of the institute’s staff, Raymond A. Winbush— “The Warrior Method: A Program for Rearing Healthy Black Boys” (New York: Amistad/HarperCollins, 2001). To date IUR has trained nearly 1,500 teachers in several school districts, including Baltimore; Columbus, Ohio; Dallas; and Philadelphia. The core teaching of the Warrior Method is to examine and challenge all institutions that impact black men and boys.

- The institute has also hosted public lectures by Dr. Frances Cress Welsing, held numerous seminars around the country (approximately 60 since 2002) and recently received funding from the W.K. Kellogg Foundation on an initiative that will establish a national commission on African-American men and boys.
- Conferences are planned for 2007 at Morgan State on black males. Instead of simply citing the data, which is the traditional way of discussing black males, IUR will offer policy makers (primarily school superintendents) solutions to the problems faced by black males. The state of Maryland recently funded a charter school initiated by a local school administrator that will be based entirely on the principles outlined in “The Warrior Method.”

### The University of Denver Center for African-American Policy

**Advocacy Activities:** Research and Analysis, Media

**Organizational Profile:** The University of Denver Center for African-American Policy (CAAP) is a unique blend of academics, public policy and community and public service. The center was formed to encourage public discourse and to increase the flow of information on issues, policies and trends that affect African-Americans. The goal of the center is to achieve a positive change in the present and future lives of African-Americans through academics, the arena of public discourse and community and public service.

**Issues:** Public Policy, Political Issues Relating to African-Americans, Black Elected Officials

**Products, Publications, Current Initiatives:**

- ASCENT Live Radio: A unique Internet-based weekly public affairs show, ASCENT Live is a live one-hour broadcast consisting of a public policy news roundup from CAAP’s correspondent in Washington, D.C., exclusive live interviews with leading public

personalities and panel discussions.

- Mental Health Disparities Project: Funded by AstraZeneca and jointly sponsored by the lieutenant governor, the Center for African-American Policy held two summits addressing mental health disparities in Colorado. The vision was to build existing work being done in Colorado communities for a better understanding of issues relating to mental health services for minorities.
- ASCENT PRESS is a project of CAAP and is a newly established publishing division distributing books focused on public policy issues impacting the African-American community. Funded by the University of Denver, ASCENT PRESS represents a larger effort by CAAP to create a continuum of unique information-driven properties, including publishing and CAAP’s BlackPolicy.org project. “Standing in the Gap,” written by Colorado state Senator Peter C. Groff and Denver City Councilman Michael B. Hancock, is the first in a lineup launch of cutting-edge titles acquired and promoted by ASCENT PRESS.
- BlackPolicy.org ([www.blackpolicy.org](http://www.blackpolicy.org)) is an online project that encourages public discourse and increases the flow of information, policies and trends affecting African-Americans. The Web site is a clearinghouse of public policy and political information.
- A town hall meeting was also held entitled “Disparity and Criminal Justice” where participants discussed issues on criminal justice, the background of bills, efforts made nationally and the history of racial profiling.

### Dellums Commission–Joint Center for Political and Economic Studies

**Advocacy Activities:** Media, Public/Private Partnerships, Directly Influencing Policy Makers, Research and Analysis, Coalition Building

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**Organizational Profile:** The commission, chaired by former Congressman Ronald Dellums, is analyzing the impact of several key policies on the physical, emotional and social health of youth and their communities and recommending corrective actions to be taken by local, state and national policy makers. The commission is comprised of national and local leaders, including current and former elected officials, members of the judiciary, educators, representatives from the faith community, the corporate community and academia. Building on current data, Dellums and his colleagues commissioned 15 research papers that address critical issues such as correctional policy, education policy and literacy, health policy, family support child welfare, drug policy and incarceration.

**Issues:** State Children’s Health Insurance Program (CHIP), Federal and State Welfare Reform, State Disinvestment in Mental Health Services, Juvenile Justice, Education

**Products, Publications, Current Initiatives:**

- The Dellums Commission hosted a joint symposium with the National Bar Association to highlight how juveniles are transferred to adult criminal court and other issues of disproportionate minority confinement.
- In October 2006 the Joint Center for Political and Economic Studies released the report, “Dellums Commission: Better Health Through Stronger Communities: Public Policy Reform to Expand Life Paths of Young Men of Color.” The commission’s report is a two-year study that focuses on policies at the federal, state and local levels that limit the life options of young men of color.

**Africana Criminal Justice Project (ACJP)**

**Advocacy Activities:** Community Organizing, Research and Analysis

**Organizational Profile:** The Africana Criminal Justice Project was established by Dr. Manning Marable to further develop and stimulate engagement with the intellectual tradition and identify its implications for an “Africana Theory of Justice.” It also supports research, education and initiatives seeking to address the contemporary crisis of racialized criminal injustice, especially through the promotion of black civic capacity and leadership in communities affected by mass criminalization and incarceration.

**Issues:** Racial Inequity in Criminal Justice, Mass Incarceration

**Products, Publications, Current Initiatives:**

- The Africana Criminal Justice Project supports two major research projects on crime and justice in the black experience, one focusing on printed works, and the other on original oral history research. The projects are intended to expand the understanding of crime and justice in the black experience, including how historical and contemporary patterns of racialized criminal social control have affected African-American individuals, families and communities.
- ACJP conducts organizing civic leadership, especially among former prisoners, and within communities burdened by mass criminalization and imprisonment.
- ACJP recently began designing a “Multimedia Educational and Organizing Environment” (MEOE) for Africana Criminal Justice. MEOE will provide users with options for engaging multimedia informational resources (in text, video, photography and other mediums) on crime and justice in the black experience, through pedagogic strategies suitable for a range of user abilities and interests—for example, by identifying source material and other resources related to public policy, political economy, literature and the arts, women and gender and youth issues.

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## National African-American Drug Policy Coalition

**Advocacy Activities:** Directly Influence Policymakers, Research and Analysis

**Organizational Profile:** A unique collaborative initiative to address the problem of drug abuse in the African-American community with each member organization contributing distinct intellectual content, practices and procedures for eradicating the deleterious societal effects of drug abuse. The coalition, initiated by the National Bar Association in 2003, consists of 23 member organizations—most of which are African-American professional associations representing over 250,000 individuals across the nation.

**Issues:** Public Health, Criminal Justice, Literacy, Child Care, Mental Health

### **Products, Publications, Current Initiatives:**

- The coalition convenes a National Summit on Drug Policy Involving African-Americans annually. Participants include judges, lawyers, doctors, pharmacists, nurses, social workers, sociologists, psychologists and other social scientists.
- It also reviews and monitors federal and state laws and makes recommendations for more effective laws and policies, including alternatives to criminal sanctions, in education, prevention, treatment and research best practices; and it trains and educates policy makers, judges and community members on implementation of effective programs, including diversion and therapeutic programs.

## State of the African-American Male Initiative, Congressional Black Caucus (CBC) Foundation

**Advocacy Activities:** Directly Influencing Policy Makers, Coalition Building, Research and Analysis

**Organizational Profile:** The Congressional Black Caucus Foundation launched the State of the African-American Male (SAAM) Initiative in 2003, under the leadership of Rep. Danny Davis, to take a proactive stance in determining policy initiatives to facilitate the economic and social well-being and wellness of black men in the United States. SAAM was conceived and implemented as a regional exercise, with conferences taking place in Washington, D.C., Houston, Miami, Chicago, Detroit, Memphis, Atlanta, Los Angeles, New York, Oakland and the Virgin Islands, under the leadership of CBC members representing those areas. The initiative seeks to better understand the historical, psychological, economic and social challenges prohibiting upward mobility for many African-American males. In addition, it seeks to assess the impact of the larger society on the current condition of African-American males, and the role it should play in empowering these men and boys to overcome barriers.

**Issues:** Health, Education, Economic Empowerment, Criminal Justice and Civic Participation

### **Products, Publications, Current Initiatives:**

- SAAM has convened numerous conferences and meetings on black males.
- SAAM has developed a free, online database of scholarly studies, reports and analysis of policy and legal and civic conditions that affect this population. Dozens of such articles are available to download for free in PDF format.

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## Public Policy and Advocacy Recommendations for Philanthropy

This report documents and analyzes some examples of public policies that disproportionately impact the life outcomes of black males. Efforts to bring about changes in these policies through advocacy initiatives and social justice campaigns have yet to demonstrate effectiveness. Leading policy research and advocacy organizations also face resource and organizational capacity challenges with regard to advancing more just and equitable public policies. Philanthropy stands to play a unique role in educating policymakers, shifting power dynamics and identifying the levers of social change. To advance such strategies, local, regional and national foundations could support:

- The identification of public policy best practices (local, state, and national) and replication strategies for policies that have effectively created more access to opportunity for black males.
- New and existing advocacy institutions to develop the capacity and resources to mount advocacy initiatives and/or campaigns to influence public policy that helps address the disparities in quality of life outcomes for black males.
- Research and advocacy that lead to the creation of policies that improve life outcomes among black males.

## Conclusion

The aforementioned advocacy efforts are just a few of many policy initiatives and programs that the authors came across in this scan. As these efforts verify, the policy advocacy institutions working to address issues that disproportionately affect African-American males are varied in structure, issue area, advocacy activities and products. These institutions provide both obvious opportunities and challenges for philanthropy. There are several questions that the philanthropic community must grapple with in an effort to make the most strategic investments in supporting and creating sound policy advocacy initiatives that both dismantle existing oppressive policies and develop more equitable alternatives:

- If a community of policy/advocacy institutions already exists, what are the barriers that impede a steady progression of “policy wins” that improve African-American males’ access to positive life outcomes? How can philanthropy identify opposing forces, strategically allocate funding, etc.?
- If the aggregate infrastructure of policy advocacy institutions extends from civil rights organizations to academic institutions, is the current policy advocacy apparatus sufficient? How well has philanthropy resourced the current policy advocacy institutions and initiatives?

To be sure, these are important matters to be considered by grant makers and other stakeholders committed to strengthening the nation’s capacity to meet the needs of African-American males. As clear as the authors have attempted to be in framing some of the public policy issues and advocacy initiatives and strategies, it is extremely important to encourage the philanthropic community to commit a collective investment of time, thinking and financial resources to developing a more cohesive and credible infrastructure to respond to these complex policy issues.

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## Appendix 1

The following is a set of organizations, programs and initiatives that the authors researched or whose leaders they interviewed while preparing this report. (This list comprises some of the initiatives striving for positive life outcomes for black males in this country.)

### 100 African-American Men

Helps the African-American individual, family and community reach a greater state of well-being through the delivery of community-based, culturally specific chemical health, mental health and family preservation services.

**Issues:** Social Services, Health  
**Geography / Scope:** Minneapolis  
**Contact Information:**  
2616 Nicollet Ave.  
Minneapolis, Minn. 55408  
(612) 871-7878

### A Father Forever

Promotes responsible fathering to African-American men. Mission: Educating, motivating and inspiring men of all ages to be productive and responsible fathers.

**Issues:** Fatherhood  
**Geography / Scope:** Los Angeles  
**Contact Information:**  
P. O. Box 470143  
Los Angeles, Calif. 90047  
www.afatherforever.org  
(323) 810-1952

### AAMUAA – African-American Men United Against AIDS

Provides community-based HIV prevention services and capacity-building assistance to organizations serving African-American gays, bisexuals and transgendered individuals at risk for HIV infection.

**Issues:** Health  
**Geography / Scope:** National  
**Contact Information:**  
www.aamuaa.org/contact.cfm

### African-American Images

Under the direction of Dr. Jawanza Kunjufu, publishes books and hosts conferences on black male issues, such as the 2006-2007 “Educating the African-American Male Child” national seminar series.

**Issues:** Advocacy, Youth Development  
**Geography / Scope:** National  
**Contact Information:**  
P.O. Box 1799  
Sauk Village, Ill. 60412  
www.africanamericanimages.com

### Africana Criminal Justice Project

Supports two major research projects to expand understanding of crime and justice in the black experience, including how historical and contemporary patterns of racialized criminal social control have impacted African-American individuals, families and communities.

**Issues:** Juvenile Justice, Criminal Justice  
**Geography / Scope:** National  
**Contact Information:**  
www.columbia.edu/cu/ccbh/acjp/

### African-American Leadership Institute

Sponsors Expanding the Visions, a statewide annual program for African-American male students in grades 5-12, their parents, guardians, teachers and counselors, to increase interest in post-high school education and career planning.

**Issues:** Education, Mentoring  
**Geography / Scope:** Denver  
**Contact Information:**  
700 E. 24th Ave., Suite 8  
Denver, Colo. 80205  
(303) 299-9055/9035  
Fax (303) 299-9064

### American Cancer Society Let’s Talk About It Program

Helps communities organize prostate cancer awareness events for African-American men to reduce their risk of prostate cancer and to help them make informed decisions about detecting and treating the disease. The free community-based program was developed by the American Cancer Society and 100 Black Men of America.

**Issues:** Health  
**Geography / Scope:** National  
**Contact Information:**  
American Cancer Society  
1-800-ACS-2345  
www.cancer.org

### Black AIDS Institute

Sponsors, among other activities, an annual three-day retreat in which black gay and bisexual men who are leaders in their respective fields share their experiences and ideas on improving the health of their community. In between retreats, the Black Gay Men’s Mobilization Network helps participants move from discussion to action, responding to breaking political or social developments. It also supports the work of individuals and organizations in the community.

**Issues:** Health  
**Geography / Scope:** National  
**Contact Information:**  
1833 W. 8th St., Suite 200  
Los Angeles, Calif. 90057  
(213) 353-3610  
Fax: (213) 989-0181  
www.blackaids.org

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### **Blackstar Project**

Strives, through its Fathers Club, to educate black children and all children, with the involvement, investment, support and advocacy of their fathers, grandfathers, foster fathers, stepfathers, uncles, cousins, big brothers and other significant male caregivers.

**Issues:** Fatherhood

**Geography / Scope:** Chicago

**Contact Information:**

1333 S. Wabash Ave.  
P.O. Box 20  
Chicago, Ill. 60605  
(312) 842-3527  
www.blackstarproject.org

### **The Brotherhood/ Sister Sol**

Seeks to develop a cadre of youth who are informed and critically aware; who have positive, mutually supportive relationships with their peers and elders; and who have reflected on their beliefs and goals, including responsibility for themselves and their community. The Brotherhood offers academic assistance tutoring, a mentoring program, summer programming, a venue for community organizing and community-service opportunities for black and Latino youth (some of the programming is specific to males).

**Issues:** Mentoring, Tutoring, Activism

**Geography / Scope:** New York City

**Contact Information:**

512 W. 143rd St.  
New York, N.Y. 10031  
www.brotherhood-sistersol.org  
(212) 283-7044

### **Brothers Against Guns**

Provides an intensive job skills training program to black men and San Francisco's Bay View/Hunter's Point area.

**Issues:** Mentoring, Tutoring, Activism

**Geography / Scope:** San Francisco

**Contact Information:**

8 West Point Rd.  
San Francisco, Calif. 94124  
(415) 920-7030

### **Call Me MISTER**

Focuses on addressing the critical shortage of African-American male teachers, particularly among South Carolina's lowest-performing schools.

**Issues:** Education

**Geography / Scope:** South Carolina

**Contact Information:**

203 Holtendorff  
Clemson University  
Clemson, S.C. 29634  
(800) 640-2657  
MISTER@clemson.edu

### **Chesapeake Center for Youth Development**

Operates an alternative school for teenagers referred by governmental agencies, such as the Department of Juvenile Services and an after-school program for middle school youth.

**Issues:** Incarceration, Education

**Geography / Scope:** Baltimore

**Contact Information:**

301 E. Patapsco Ave.  
Baltimore, Md. 21225  
(410) 355-4698  
Fax: (410) 354-8160  
www.ccyd.org

### **Chicago Urban League**

Operates the Boys Leadership Institute, a Saturday school for 60 African-American males in grades K-4 at the University of Chicago's Donoghue Charter School, in partnership with the University of Chicago's Center for Urban School Improvement. Its mission is to ensure the healthy development of African-American boys so that each has the knowledge and skills to be successful in an ever-changing world. The Urban League also has a larger Male Involvement Program.

**Issues:** Education, Tutoring

**Geography / Scope:** Chicago

**Contact Information:**

4510 S. Michigan Ave.  
Chicago, Ill. 60653  
David McCaskill  
Male Involvement Coordinator  
(773) 624-8807  
dmcaskill@cul-chicago.org  
www.cul-chicago.org

### **Community College of Allegheny County**

Provides funding through its African-American Male Initiative for black men to prepare for entry-level careers in high-demand fields. Students can train to become biotech lab technicians, court reporters, certified nursing assistants and paralegals, among other opportunities. The grant also provides assistance for textbooks, mentoring, tutoring and job placement.

**Issues:** Education, Employment and Training

**Geography / Scope:** Allegheny County, Pa.

**Contact Information:**

Office of Multicultural Affairs  
Allegheny Campus  
808 Ridge Ave.  
Pittsburgh, Pa. 15212  
Annie Pettway, director  
(412) 237-4659  
apettway@peoplepc.com  
www.ccac.edu/default.aspx?id=138090



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### **Congressional Black Caucus Foundation**

Started the State of the African-American Male (SAAM) Initiative in 2003, under the leadership of Rep. Danny Davis, to take a proactive stance in determining policy initiatives to facilitate the economic and social well-being and wellness of black men in the United States.

**Issues:** Health, Economic Development, Education

**Geography / Scope:** National

**Contact Information:**

1720 Massachusetts Ave. NW  
Washington, D.C. 20036  
(202) 263-2800  
www.cbcfinc.org

### **D.C. Children and Youth**

#### **Investment Trust Corporation**

Aims, through its Cross-Cities Learning Circle to Improve Educational Achievement Outcomes for Young Urban Males of Color, to improve graduation rates and increase educational attainment by examining relevant social systems, establishing key cross-sectorial partnerships and issuing RFP for local providers.

**Issues:** Education, Mentoring, Advocacy, Youth Development

**Geography / Scope:**

Philadelphia, Baltimore, Washington, D.C.

**Contact Information:**

1400 16th St. NW  
Suite 500  
Washington, D.C. 20036  
202-347-4441  
mail@cyitc.org

### **Dellums Commission**

Addresses, through the commissioning of research papers, critical issues pertaining to African-American males such as correctional policy, education policy and literacy, health policy, family support child welfare, drug policy and incarceration. Chaired by former Congressman Ron Dellums.

**Issues:** Policy, Research, Public Health, Education, Juvenile Justice

**Geography / Scope:** National

**Contact Information:** www.jointcenter.org

### **Eagle Academy for Young Men**

Runs an urban charter school of mostly African-American boys and offers a one-on-one mentoring program that matches up students, based on their career interests or social needs or both, with a member of 100 Black Men for the duration of high school.

**Issues:** Education

**Geography / Scope:** Bronx, N.Y.

**Contact Information:**

Eagle Academy for Young Men  
244 E. 163rd St.  
Bronx, N.Y. 10451  
(718) 410-3952

### **Edward Waters College**

Sponsors the Black Male College Explorers Program, a pre-college intervention program for black males in grades 7 through 11 who are at risk or likely to drop out of high school. The program provides year-round Saturday tutoring in math and English on the college's campus as well as summer enrichment and cultural activities.

**Issues:** Education

**Geography / Scope:** Jacksonville, Fla.

**Contact Information:**

College Explorers Program  
1658 Kings Rd.  
Jacksonville, Fla. 32209  
(904) 470-8001  
www.ewc.edu

### **Endowment for Youth Committee**

Operates the Yes I Can Scholarship and Mentoring Program to assist African-American males at the elementary school level. Students in the program are provided with tutorial services, college field trips, mentoring, educational conferences and scholarship funding for college or vocational school.

**Issues:** Mentoring, Tutoring, Education

**Geography / Scope:** Santa Barbara, Calif.

**Contact Information:**

Denise M. Daniels  
Executive Director  
(805) 730-3347  
Fax: (805) 730-3349  
ddaniels@eyc4kids.org  
www.eyc4kids.org

### **Fatherhood and Families**

Participates in a network of 13 programs in South Carolina dedicated to the re-engagement of fathers in the lives of their children.

**Issues:** Fatherhood

**Geography / Scope:** Florence, Darlington and Marion counties of South Carolina

**Contact Information:**

(843) 679-5350  
www.flofathers.com

### **Forwardever Media Center**

Provides unconventional writing workshops and media literacy training to at-risk black youth, particularly males, ages 14-24

**Issues:** Media, Mentoring

**Geography / Scope:** Oakland, Calif.

**Contact Information:**

1221 Preservation Park  
Suite 200  
Oakland, Calif. 94612

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**Future Black Men of America Inc.**

Works with black males ages 7-17 through its Project Brotherhood to teach acknowledgment of self-worth, conflict resolution and combating peer pressure. Through life skill sessions, group mentoring and educational field trips, teenagers learn to develop discipline and career plans.

**Issues:** Mentoring, Youth Development

**Geography / Scope:** Raleigh, N.C., and Washington, D.C.

**Contact Information:**

(919) 210-3516

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

**Harvard University's Black Men's Forum**

Fosters a supportive atmosphere of brotherhood among the black male community on campus and promotes greater awareness and understanding of political, social and cultural issues regarding black men at Harvard and beyond, using publications, meetings, seminars and active engagement with the community.

**Issues:** Advocacy, Education

**Geography / Scope:** Cambridge, Mass.

**Contact Information:** [bmf@hcs.harvard.edu](mailto:bmf@hcs.harvard.edu)

**Hennepin County, Minn., African-American Men Project (AAMP)**

Strives to enhance and empower African-American men and their families through leadership, policymaking and infrastructure building in education, housing, family structure, health, economic empowerment, criminal justice, community involvement, fund-raising and communications. The project serves men ages 18-35.

**Issues:** Community Development

**Geography / Scope:** Hennepin County, Minn.

**Contact Information:**

(612) 302-4694

[aamp@co.hennepin.mn.us](mailto:aamp@co.hennepin.mn.us)

**Indiana Commission on the Social Status of Black Males**

Studies the social conditions of the state's black male population, develops strategies to remedy or assist in remedying serious adversities and makes recommendations to improve educational, social, economic, employment and other circumstances. The commission serves policy makers and public interest groups, as well as the media, community organizations and members of the general public.

**Issues:** Advocacy

**Geography / Scope:** Indiana.

**Contact Information:**

402 W. Washington St., Room W392

Indianapolis, Ind. 46204

(317) 234-1389

Fax: (317) 232-4490

[www.in.gov/icssbm/](http://www.in.gov/icssbm/)

**Institute for Urban Research (IUR) at Morgan State University**

Trains teachers and community leaders across the country on a program model based on "The Warrior Method: A Program for Rearing Healthy Black Boys" (New York: Amistad/HarperCollins, 2001) by institute staff member Raymond A. Winbush. To date IUR has trained nearly 1,500 teachers in several school districts, including Baltimore; Columbus, Ohio; Dallas; and Philadelphia. The core teaching of the Warrior Method is to examine and challenge all institutions that impact black boys and men.

**Issues:** Substance Abuse, AIDS, Adolescent Pregnancy, Economic Development and Mental Health

**Geography / Scope:** Local, regional, national

**Contact Information:** <http://iur.morgan.edu>

**John Hope Franklin Scholars Program**

Aims to empower mid-range students to become intellectual leaders over the course of a 2½-year curriculum.

**Issues:** Mentoring, Education

**Geography / Scope:** Durham, N.C.

**Contact Information:**

John Hope Franklin Center

2204 Erwin Rd., P.O. Box 90252

Durham, N.C. 27708

(919) 684-2830

Fax: (919) 684-2832

**Kappa Alpha Psi**

Provides programming, role models, mentors and financial assistance for young men between the ages of 5 and 25 through Guide Write. Kappa Alpha Psi fraternity created the national service program in 1922.

**Issues:** Mentoring, Youth Development

**Geography / Scope:** National

**Contact Information:**

Craig J. Pierre, chairman

8332 Stoneshire Dr.

Baton Rouge, La. 70818

(225) 261-6416

[guideright1911@bellsouth.net](mailto:guideright1911@bellsouth.net)

[www.kappaalphapsi1911.com/committees/guideright.asp](http://www.kappaalphapsi1911.com/committees/guideright.asp)

**Kennesaw State University African-American Male Initiative (KSUAAMI)**

Focuses on increasing enrollment, retention and graduation rates of black men at KSU through mentoring, leadership development and academic and leadership achievements. The Distinguished Black Gentlemen is the official student organization under this initiative.

**Issues:** Education

**Geography / Scope:** Kennesaw, Ga.

**Contact Information:**

Minority Student Retention Services

1000 Chastain Rd.

Kennesaw, Ga. 30144

(770) 423-6000

[www.kennesaw.edu/stu\\_dev/msrs/ksuaami.shtml](http://www.kennesaw.edu/stu_dev/msrs/ksuaami.shtml)

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### **Leadership Excellence**

Provides an African-centered learning curriculum; camps to raise awareness of racism and sexism; and a community improvement trip to Ghana for Oakland area youth.

**Issues:** Racism, Sexism

**Geography / Scope:** Oakland, Calif.

**Contact Information:**

1924 Franklin St., #201

Oakland, Calif. 94612

(510) 267-9770

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

### **Loyola University of Chicago Black Men's Initiative (BMI)**

Seeks to increase the retention and matriculation of black men at Loyola University Chicago.

**Issues:** Education

**Geography / Scope:** Chicago

**Contact Information:**

Benjamin Harris

[bharri7@luc.edu](mailto:bharri7@luc.edu)

[www.luc.edu/diversity/Black\\_men.shtml](http://www.luc.edu/diversity/Black_men.shtml)

### **Math & Science Club of Shaker Heights, Ohio**

Encourages African-American males to take more advanced math and science courses in high school.

**Issues:** Education, Training

**Geography / Scope:** Shaker Heights, Ohio

**Contact Information:**

Eileen Blattner

Shaker Heights Schools

(216) 295-4213

[blattner\\_e@shaker-heights.k12.oh.us](mailto:blattner_e@shaker-heights.k12.oh.us)

### **Medgar Evers Male Development and Empowerment Center**

Studies the problems black men have in college and offers seminars to address their problems.

**Issues:** Education

**Geography / Scope:** Brooklyn, N.Y.

**Contact Information:**

Medgar Evers College

(718) 270-6051

[www.mec.cuny.edu/academic\\_affairs/student\\_affairs/mdec/mdec.htm](http://www.mec.cuny.edu/academic_affairs/student_affairs/mdec/mdec.htm)

### **Michigan Department of Community Health African-American Male Initiative**

Works to improve the health of Michigan's African-American male citizens. The initiative was created based on the suggestion of a statewide task force.

**Issues:** Health

**Geography / Scope:** Michigan

**Contact Information:**

Capitol View Building

201 Townsend St.

Lansing, Mich. 48913

(517) 373-3740

### **Morehouse College Leadership Center**

Combines education, training and research components to identify and cultivate leadership among Morehouse's black male students and builds partnerships with the larger leadership community.

**Issues:** Education, Training

**Geography / Scope:** Atlanta

**Contact Information:**

830 Westview Dr. SW

Atlanta, Ga. 30314

(404) 614-8565

[www.morehouse.edu/centers/leadershipcenter/index.html](http://www.morehouse.edu/centers/leadershipcenter/index.html)

[leaders@morehouse.edu](mailto:leaders@morehouse.edu)

### **National African-American Drug Policy Coalition**

Works through its member organizations to help eradicate the deleterious societal effects of drug abuse in the African-American community.

**Issues:** Public Health, Substance Abuse

**Geography / Scope:** National

**Contact Information:**

2900 Van Ness St. NW

Suite 400

Washington, D.C. 20008

(202) 806-8600

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

### **National Alliance of African-American Athletes**

Strives to empower young African-American males through athletics, education and public programs.

**Issues:** Education

**Geography / Scope:** National

**Contact Information:**

P.O. Box 60743

Harrisburg, Pa. 17106-0743

(717) 234-6352

[www.naaaa.com](http://www.naaaa.com)

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**National Organization of Concerned Black Men**

Runs, among other projects, Peer Education and Reproductive Counseling for Young Men (PERCY) to encourage young men to take personal responsibility for their sexual behavior. The project is funded by the U.S. Department of Health and Human Services and the Freddie Mac Foundation.

**Issues:** Mentoring, Youth Development

**Geography / Scope:** National

**Contact Information:**

CBM National Office  
The Thurgood Marshall Center  
1816 12th St. NW, Suite 204  
Washington, D.C. 20009  
(202) 783-6119  
(888) 395-7816  
Fax: (202) 783-2480  
[www.cbmnational.org/](http://www.cbmnational.org/)  
[info@cbmnational.org](mailto:info@cbmnational.org)

**Ohio Commission on African-American Males**

Serves African-American males in Ohio who are experiencing problems with health care, unemployment, education and criminal justice. CAAM is also responsible for conducting community education and public awareness programs.

**Issues:** Advocacy

**Geography / Scope:** Ohio

**Contact Information:**

35 E. Chestnut St., 5th Floor  
Columbus, Ohio 43125  
(800) 370-4566  
<http://aaascec.osu.edu/> and reached by phone at  
614-292-1882

**Ohio State University's Bell Resource Center on the African-American Male**

Facilitates academic achievement, professional, leadership and personal development in pre-collegiate, undergraduate, postgraduate African-American males. The center also houses the African-American Male Leadership Institute to teach advanced leadership skills.

**Issues:** Education

**Geography / Scope:** Columbus, Ohio

**Contact Information:**

Office of Minority Affairs  
190 W. 17th Ave.  
131 Brown Hall  
Columbus, Ohio 43210  
(614) 247-4765  
[www.oma.osu.edu/brc/](http://www.oma.osu.edu/brc/)

**Omega Boys Club/Street Soldiers**

Works to keep young people alive and unharmed by violence and free from incarceration. The Omega Leadership academy provides youth with opportunity and support to build positive lives for themselves and move into contributing roles in society.

**Issues:** Mentoring

**Geography / Scope:** San Francisco

**Contact Information:**

1060 Tennessee St.  
San Francisco, Calif. 94107  
Mailing address:  
P.O. Box 884463  
San Francisco, Calif. 94188-4463  
(800) 765-3437  
[www.street-soldiers.org](http://www.street-soldiers.org)

**Omega C.H.A.M.P.S. Youth Mentoring Program**

Exposes young African-American males in grades 4 through 8 to positive role models and experiences. The goal is to provide primary prevention and early intervention efforts to facilitate the positive growth and development of the community's youth.

**Issues:** Mentoring

**Geography / Scope:** Raleigh, N.C.

**Contact Information:**

P.O. Box 14112  
Raleigh, N.C. 27620  
(919) 743-5433  
Fax: (919) 743-5434  
[www.omegachamps.org/](http://www.omegachamps.org/)

**Phelps Stokes Fund**

Focuses on the educational needs of the urban and rural poor of Africa, the African diaspora and the U.S., with particular attention to the needs of people of color and American Indians.

**Issues:** Education

**Geography / Scope:** National

**Contact Information:**

1400 Eye St. NW, Suite 750  
Washington, D.C. 20005  
(202) 371-9544  
Fax: (202) 371-9522  
[www.psfdc.org](http://www.psfdc.org)

**Rising Oak Foundation**

Invests exclusively in organizations that foster strength, security and pride in boys of African descent.

**Issues:** Philanthropy

**Geography / Scope:** National

**Contact Information:**

P.O. Box 1022  
Vashon Island, Wash. 98070  
(206) 909-9578  
[www.risingoak.org/](http://www.risingoak.org/)

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**Schott Foundation for Public Education**

Works to improve the educational experiences of black boys to ensure that they graduate from high school with the confidence to become successful members of society. Through its Black Boys Initiative, Schott has held workshops and conferences and with Dr. Rosa Smith's leadership has published state report cards on high school graduation rates for black males across the country.

**Issues:** Education, Advocacy

**Geography / Scope:** National

**Contact Information:**

Schott Foundation for Public Education

678 Massachusetts Ave., Suite 301

Cambridge, Mass. 02139

(617) 876-7700

Fax: (617) 876-7702

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

[info@schottfoundation.org](mailto:info@schottfoundation.org)

**St. Joseph's /Candler Hospitals**

Seeks to partner its African-American Men's Health Initiative with community groups to improve the health of African-American males through education, screenings and networking on a grass-roots level.

**Issues:** Health

**Geography / Scope:** Savannah, Ga.

**Contact Information:**

5353 Reynolds St.

Savannah, Ga. 31405-6013

(912) 819-6000

[www.sjchs.org/body.cfm?id=408](http://www.sjchs.org/body.cfm?id=408)

**St. Petersburg College Brother to Brother Program**

Serves African-American males at St. Petersburg College by emphasizing high levels of involvement in college life and positive interactions with college faculty and staff. Students attend concerts, films and other cultural activities to support African-American males. The program also provides career planning and community-service activities and strict monitoring of academic progress. Monthly social/business seminars center on a topic related directly to African-American males.

**Issues:** Education, Training

**Geography / Scope:** St. Petersburg, Fla.

**Contact Information:**

Davie Gill

St. Petersburg College

(727) 341-3529

[gilld@spjc.edu](mailto:gilld@spjc.edu)

**The Mentoring Center**

Operates the African-American Male Transition Program (for incarcerated youth).

**Issues:** Incarceration, Job Training

**Geography / Scope:** Oakland, Calif.

**Contact Information:**

1221 Preservation Parkway, Suite 200

Oakland, Calif. 94612

(510) 891-0427

Fax: (510) 891-0492

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

**Triangle Lost Generation Task Force**

Seeks to reduce incarceration rates among black and Latino men and boys.

**Issues:** Incarceration

**Geography / Scope:** Raleigh, N.C.

**Contact Information:**

Raleigh Safety Club Complex

513 Branch St.

Raleigh, N.C. 27601

(919) 949-7794

**Twin Cities RISE**

Trains incarcerated men with the soft and hard skills needed to earn and retain living-wage employment to reduce their recidivism rate. Project Re-Entry works with incarcerated men approaching their release date. After their release, the Twin Cities RISE! program provides a clear and continuous path to successful post-incarceration employment.

**Issues:** Incarceration

**Geography / Scope:** Minneapolis

**Contact Information:**

800 Washington Ave. North, Suite 203

Minneapolis, Minn. 55401

(612) 338-0295

Fax: (612) 338-0191

**University of Louisville**

Strives, through its Black Male Rap Session, to provide a supportive environment to discuss current issues and concerns relevant to black males at the university.

**Issues:** Education

**Geography / Scope:** Louisville, Ky.

**Contact Information:**

University of Louisville

Multicultural Academic Enrichment Programs

Edward Laster, director

[ellasto1@gwise.louisville.edu](mailto:ellasto1@gwise.louisville.edu)

[www.louisville.edu/provost/diversity/multicultural/malerap.html](http://www.louisville.edu/provost/diversity/multicultural/malerap.html)

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**University of Denver Center for African-American Policy**

Encourages public discourse and the flow of information on issues, policies and trends that affect African-Americans. The goal of the center is to achieve a positive change in the lives of African-Americans through academics, public discourse and community and public service.

**Issues:** Public Policy, Research

**Geography / Scope:** National, local

**Contact Information:**

2199 S. University Blvd.  
Mary Reed Building, Room 107  
Denver, Colo. 80208  
(303) 871-4195  
[www.du.edu/caap/](http://www.du.edu/caap/)  
[ellasto1@gwise.louisville.edu](mailto:ellasto1@gwise.louisville.edu)  
[www.louisville.edu/provost/diversity/multicultural/malerap.html](http://www.louisville.edu/provost/diversity/multicultural/malerap.html)

**University System of Georgia African-American Male Initiative**

Examines issues regarding the low enrollment of and barriers to African-American males at the university. Also funds six pilot initiatives to encourage African-American males to enroll in and graduate from the university.

**Issues:** Education

**Geography / Scope:** Georgia

**Contact Information:** [www.usg.edu/aami/](http://www.usg.edu/aami/)

**Urban Prep Academies**

Offers a college-prep curriculum and helps develop a sense of community responsibility through nurturing and support of the students. Urban Prep is Chicago's only all-male academy and has a faculty consisting of 70% black males.

**Issues:** Education

**Geography / Scope:** Chicago

**Contact Information:**

420 N. Wabash Ave., Suite 203  
Chicago, Ill. 60611  
(312) 276-0259  
Fax: (312) 755-1050  
[www.urbanprep.org](http://www.urbanprep.org)  
[info@urbanprep.org](mailto:info@urbanprep.org)

**W. Haywood Burns Institute**

Works with local jurisdictions to reduce the overrepresentation of youth of color in their juvenile justice systems. The institute also spearheads the Community Justice Network for Youth (CJNY), a national network, to provide skills training to grass-roots, community-based organizations that work with at-risk youth of color.

**Issues:** Incarceration

**Geography / Scope:** San Francisco, national

**Contact Information:**

180 Howard St., Suite 320  
San Francisco, Calif. 94105  
(415) 321-4100 Fax: (415) 321-4140  
[www.burnsinstitute.org](http://www.burnsinstitute.org)  
[info@burnsinstitute.org](mailto:info@burnsinstitute.org)

**Wilberforce University**

Seeks, through the Black Male Coalition, to bring unity among black males on the Wilberforce campus.

**Issues:** Civic Engagement

**Geography / Scope:** Wilberforce, Ohio

**Contact Information:**

[www.wilberforce.edu/student\\_life/clubs\\_campus.html](http://www.wilberforce.edu/student_life/clubs_campus.html)

**Woodlawn Health Center**

Seeks to provide primary, holistic health care and to improve health awareness in black men by offering medical and social services. Project Brotherhood: A Black Men's Clinic meets every Thursday from 4 to 7 p.m.; appointments are not necessary. In addition, free haircuts and food, as well as transportation assistance, are available for every clinic session.

**Issues:** Health

**Geography / Scope:** Chicago

**Contact Information:**

6337 S. Woodlawn Ave.  
Chicago, Ill. 60637  
(773) 753-5500  
[www.projectbrotherhood.net/](http://www.projectbrotherhood.net/)  
[ProjectBrotherhood@hotmail.com](mailto:ProjectBrotherhood@hotmail.com)

**Young Leaders' Academy of Baton Rouge Inc.**

Works with at-risk African-American boys as early as third grade. After participants are referred by their principal, they attend Saturday classes in math and English and in public speaking skills. Field trips are provided to cities such as Chicago, New York and Washington, D.C. The last four years of the 10-year program are spent in the senior academy, where the students focus on college and life skills preparation and participate in a corporate internship. Initially funded by the Baton Rouge Area Foundation, the academy has been featured on "The Oprah Winfrey Show" and in Essence magazine.

**Issues:** Education

**Geography / Scope:** Baton Rouge, La.

**Contact Information:**

Tonya G. Robertson  
Executive Director  
419 N. 19th St.  
Baton Rouge, La. 70802  
(225) 346-1583  
[www.youngleaders.org/index.htm](http://www.youngleaders.org/index.htm)  
[mail@youngleaders.org](mailto:mail@youngleaders.org)

**Young Men Building for the Future**

Works with young men and trains young fathers.

**Issues:** Mentoring, Fatherhood

**Geography / Scope:** Sumter County, Ala

**Contact Information:**

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## Appendix 2

The following is a selected bibliography of research on African-American men and boys from 1996 to 2006.

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