Boys and Young Men of Color

Report on Education, Incarceration and Employment

July, 2015

Survey Fielded: January 27– February 18, 2015
Mission of the National Voices Project

Led by researchers at the University of Michigan, the National Voices Project is an effort to bring the perspectives of thousands of people in communities across the United States to the national dialogue about opportunities and barriers for children related to race/ethnicity.

The National Voices Project conducts major national surveys twice each year among adults who work and volunteer on behalf of children. These surveys focus on racial/ethnic inequities at the community level that affect children’s health, education, and economic security. For more information, visit the project website: NationalVoicesProject.org.

The National Voices Project team is grateful for the support and collaboration of the W.K. Kellogg Foundation, through the America Healing initiative.

For this survey on Boys and Young Men of Color (BMOC), NVP partnered with the National Collaborative for Health Equity (NCHE). The mission of the NCHE is to promote health equity by catalyzing collaboration among racial equity advocates, grassroots and community-based organizations, researchers, public health professionals, and other key stakeholders. For more information, visit their website: NationalCollaborative.org

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The National Voices Project (NVP) is conducted in partnership with GfK, an international survey research organization that maintains KnowledgePanel®, a nationally representative web-enabled panel of adult members of households across the United States.

GfK engages all of its panel members via the Internet (current panel size >50,000). Unlike other web-enabled panels, KnowledgePanel® is recruited through gold-standard, random-digit-dial (both landline and cell phones) and address-based sampling techniques. If contacted households do not have computer hardware or Internet access, GfK provides the necessary hardware and connections, free of charge.

NVP surveys include an oversample of respondents living in communities that are part of the Place Matters initiative. Place Matters is an initiative of the National Collaborative for Health Equity (NCHE) that is designed to address health equity concerns through shared learning experiences that focus on social, economic and environmental conditions. The goal of oversampling in Place Matters communities in this survey was to illuminate how perceptions of inequities may differ in communities highlighted in the Place Matters initiative, compared with communities elsewhere in the United States.

The NVP team worked with GfK to supplement KnowledgePanel® households in Place Matters locations. The supplementary sample was drawn from households that are not on GfK’s standing panels but are recruited on an ad hoc basis by GfK related to their characteristics – in this case, residing in a Place Matters community and preferring Spanish.

For the NVP BMOC survey, GfK invited 11,644 people 18 years or older to participate. Respondents in sampled households (n=10,046 from KnowledgePanel®; and n=1,598 from supplementary households) completed a brief screening questionnaire. On the screening questionnaire, 1,132 respondents indicated they have jobs that affect education, health/healthcare/nutrition, economic opportunities, social justice or community and civic engagement for children. Another 949 respondents identified themselves as volunteering in ways that affect education, health/healthcare, economic opportunities, community and civic engagement, the justice system or law enforcement for children and young adults. Respondents working or volunteering on behalf of children or young adults were eligible to complete the full NVP BMOC questionnaire. This group included 2,081 adults from 50 states and District of Columbia.

The NVP BMOC survey was also fielded in Spanish via a supplemental panel who preferred to answer in Spanish. Overall, 1,164 individuals participated by using the Spanish-language version and 229 were eligible to complete the full NVP BMOC questionnaire.

The BMOC questionnaire was developed by the NVP team at the University of Michigan, with input from NCHE and WKKF collaborators. We examined how individuals who work or volunteer with children and young adults view the media, healthcare availability, education, employment, incarceration, inequities and selected Place Matters initiatives. Specific questions addressed boys and young men of color, and differences for boys and young men versus girls and young women.

This report focuses on survey results related to education, incarceration and employment for boys and young men of color.
### TABLE 1. SOCIODEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

<table>
<thead>
<tr>
<th></th>
<th>ALL RESPONDENTS N = 2,081</th>
<th>PLACE MATTERS COMMUNITIES N = 984</th>
<th>COMPARATIVE COMMUNITIES N = 1,097</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>46%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Women</td>
<td>54%</td>
<td>56%</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American/Black</td>
<td>11%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>13%</td>
<td>17%</td>
<td>12%</td>
</tr>
<tr>
<td>White</td>
<td>68%</td>
<td>48%</td>
<td>69%</td>
</tr>
<tr>
<td>Multi-race and all Additional Race/Ethnicity Groups</td>
<td>8%</td>
<td>15%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Annual Household Income</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than $30,000</td>
<td>14%</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>$30,000 - $60,000</td>
<td>24%</td>
<td>21%</td>
<td>25%</td>
</tr>
<tr>
<td>$60,001 - $100,000</td>
<td>25%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td>Greater than $100,000</td>
<td>37%</td>
<td>31%</td>
<td>37%</td>
</tr>
<tr>
<td><strong>Education</strong>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than High School</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>High School</td>
<td>17%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>Some College</td>
<td>31%</td>
<td>38%</td>
<td>31%</td>
</tr>
<tr>
<td>Bachelor’s Degree or Higher</td>
<td>44%</td>
<td>46%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 - 29</td>
<td>20%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>30 - 44</td>
<td>30%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>45 - 59</td>
<td>31%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>60 +</td>
<td>19%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Paid Work with Children and/or Young Adults (0-25)</strong></td>
<td>Yes</td>
<td>59%</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Volunteer Work with Children and/or Young Adults (0-25)</strong></td>
<td>Yes</td>
<td>49%</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>51%</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Community Respondents Know Best</strong></td>
<td>Live</td>
<td>84%</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>Work</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Volunteer</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td><strong>Racial Mix in Best Known Community</strong>*</td>
<td>Predominantly White (&lt;10% Non-White)</td>
<td>20%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Majority White (10-50% Non-White)</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>Majority Minority (51-90% Non-White)</td>
<td>22%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Predominantly Minority (&gt;90% Non-White)</td>
<td>6%</td>
<td>9%</td>
</tr>
</tbody>
</table>

*p < .05 for Place Matters respondents vs. Comparative Communities respondents across all response options*
### TABLE 2. RESPONDENTS' CONTACT WITH CHILDREN AT WORK IN PLACE MATTERS COMMUNITIES VS. COMPARATIVE COMMUNITIES

<table>
<thead>
<tr>
<th>Area of Contact with Children/Young Adults (could choose &gt;1)</th>
<th>Place Matters Communities</th>
<th>Comparative Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 984</td>
<td>N = 1,097</td>
</tr>
<tr>
<td>Education</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>Health or Healthcare</td>
<td>38%</td>
<td>34%</td>
</tr>
<tr>
<td>Economic or Job Opportunities</td>
<td>24%</td>
<td>19%</td>
</tr>
<tr>
<td>Community or Civic Engagement</td>
<td>39%</td>
<td>35%</td>
</tr>
<tr>
<td>Justice System/Law Enforcement</td>
<td>13%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Work and/or Volunteer with Children/Young Adults**

| Work with Children                                          | 36%                       | 37%                     |
| Work with Young Adults                                      | 40%                       | 37%                     |
| Volunteer with Children                                     | 44%                       | 39%                     |
| Volunteer with Young Adults                                 | 25%                       | 24%                     |

**Occupation**

| Education                                                   | 19%                       | 21%                     |
| Teaching (child care, preschool, elementary, and secondary) |                           |                         |
| Faith-based Organization or Clergy Member                   | 3%                        | 3%                      |
| Other School or Education-related Activities                | 14%                       | 19%                     |
| Healthcare                                                  |                           |                         |
| Health or Mental Health Care                                | 20%                       | 19%                     |
| Emergency Services                                          | 3%                        | 1%                      |
| Public Health                                               | 4%                        | 2%                      |
| Social Worker or Case Worker                                | 2%                        | 2%                      |
| Economic or Job Opportunities                               |                           |                         |
| Business Owner/Manager or Private Community Service Organization | 10%                      | 11%                     |
| Community or Civic Engagement                               | 4%                        | 3%                      |
| Justice System/Law Enforcement (Includes Armed Services)    | 7%                        | 6%                      |
| All Others                                                  | 13%                       | 13%                     |

**Participation with Volunteer Organizations (could choose >1)**

| Education                                                   | 48%                       | 43%                     |
| Social or Community Service                                 | 28%                       | 23%                     |
| Religious                                                   | 31%                       | 30%                     |
| Sports, Hobbies, Culture or Arts                            | 20%                       | 19%                     |
| Food and Nutrition                                          | 17%                       | 12%                     |
| Hospital or Healthcare                                      | 8%                        | 9%                      |
| Youth Clubs, Scouting or 4-H                                | 8%                        | 9%                      |
| Environmental                                               | 7%                        | 7%                      |
| Justice System/Law Enforcement                              | 3%                        | 4%                      |
| Shelter and Housing                                         | 8%                        | 9%                      |
| Mental or Developmental Health                              | 3%                        | 3%                      |
| Advocacy                                                    | 6%                        | 4%                      |
| Government Agency                                           | 1%                        | 3%                      |
| All Others                                                  | 6%                        | 7%                      |

*P<.05 for Place Matters respondents vs. Comparative Communities respondents across all response options.*
### Table 3. Identification of Specific Place Matters Communities with Sufficient Sample to Permit Analyses Across Communities

<table>
<thead>
<tr>
<th>Community/County Location</th>
<th>PROPORTION OF PLACE MATTERS SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>N = 984</strong></td>
</tr>
<tr>
<td>Cook, IL</td>
<td>39% (n = 201)</td>
</tr>
<tr>
<td>King, WA</td>
<td>14% (n = 141)</td>
</tr>
<tr>
<td>Alameda, CA</td>
<td>14% (n = 139)</td>
</tr>
<tr>
<td>Wayne, MI</td>
<td>13% (n = 147)</td>
</tr>
<tr>
<td>Fresno, CA</td>
<td>6% (n = 120)</td>
</tr>
<tr>
<td>Suffolk, MA</td>
<td>7% (n = 122)</td>
</tr>
<tr>
<td>Bernalillo, NM</td>
<td>6% (n = 114)</td>
</tr>
</tbody>
</table>

#### Specific Place Matters Community Locations

- King, WA
- Suffolk, MA
- Alameda, CA
- Wayne, MI
- Cook, IL
- Fresno, CA
- Bernalillo, NM
**Education**

**Preschool Discipline**

**Survey Question:** Do preschools in [your community] have appropriate discipline policies in place?

**Figure 1. Perceptions of Appropriate Preschool Discipline Policies**

- Don't Know: 54%
- Yes: 38%
- No: 8%

**Survey Question:** In [your community], do preschools apply discipline practices equally for all students?

**Figure 2. Perceptions that Preschools Apply Discipline Practices Equally**

- Don't Know: 58%
- No: 6%

**Survey Question:** In [your community], do preschools enforce discipline penalties more frequently or more severely for young boys in the following groups? *Respondents who said “yes” to having appropriate discipline policies were used in the analysis for Figure 3.

- African American and Latino respondents were more likely than White or multi-race/other race respondents to say “yes” that preschool discipline policies are enforced more frequently for African American and Latino boys.

**Figure 3. Perceptions of Enforcement of Preschool Discipline Policies for Young Boys from Different Racial/Ethnic Groups**

<table>
<thead>
<tr>
<th>Place Matters Communities</th>
<th>Comparative Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black*</td>
<td>38% 48% 40% 51%</td>
</tr>
<tr>
<td>Latino/Hispanic*</td>
<td>37% 37% 35% 36%</td>
</tr>
<tr>
<td>Hawaiian Native/Pacific Islander</td>
<td>41% 43% 40% 38%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>38% 43% 48% 48%</td>
</tr>
<tr>
<td>Arab/Arab American</td>
<td>35% 38% 44% 40%</td>
</tr>
<tr>
<td>White*</td>
<td>37% 40% 40% 40%</td>
</tr>
<tr>
<td>Asian/Asian American*</td>
<td>28% 15% 25% 12%</td>
</tr>
<tr>
<td>Place Matters Communities</td>
<td>21% 15% 12% 15%</td>
</tr>
<tr>
<td>Comparative Communities</td>
<td>19% 12% 17% 10%</td>
</tr>
</tbody>
</table>

*P<.05 for respondents in Place Matters communities vs. respondents in Comparative Communities for “yes”
Survey Question: In [your community], how well are preschools preparing young boys in the following groups for kindergarten? (very well/somewhat/not at all/don’t know):

- White
- Asian/Asian American
- African American/Black
- Latino/Hispanic
- Arab/Arab American
- Hawaiian Native/Pacific Islander
- American Indian/Alaska Native

Respondents who reported few/no inequities in their communities were more likely to rate that children are readied “very well” for kindergarten among boys of all racial/ethnic groups except Arab/Arab Americans, compared with respondents who reported many/some inequities in their communities.
**Education**

**School Discipline Policies**

**Survey Question:** In [your community], how would you rate school discipline policies (such as length of school suspensions) for boys (K-12) in the following groups:

- African American/Black
- American Indian/Alaska Native
- Arab/Arab American
- Asian/Asian American
- Hawaiian Native/Pacific Islander
- Latino/Hispanic
- White

The proportions of respondents who rated school discipline policies as “too severe” were **higher** for:

- Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities, regarding African American boys
- African American respondents vs. White, Latino or multi-race/other respondents for African American boys

**Figure 5. Perceptions of School Discipline Policies For Different Racial/Ethnic Groups of Boys (K-12)**

<table>
<thead>
<tr>
<th>Racial/Ethnic Group</th>
<th>Too Severe</th>
<th>About Right</th>
<th>Not Severe Enough</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
<td>57%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>29%</td>
<td>33%</td>
<td>34%</td>
<td>30%</td>
</tr>
<tr>
<td>White</td>
<td>14%</td>
<td>13%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Hawaiian Native/Pacific Islander</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Arab/Arab American</td>
<td>49%</td>
<td>49%</td>
<td>50%</td>
<td>57%</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>53%</td>
<td>53%</td>
<td>53%</td>
<td>53%</td>
</tr>
</tbody>
</table>

*How is your community creating opportunities for BMOC?*

“I’ve heard of efforts to reduce the discipline inequities for black students in schools and provide positive programs for them before and after school.”

~Seattle, WA

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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
The proportions of respondents who rated school discipline policies as "not severe enough" were higher for:

- Respondents who are teachers vs. respondents in all other professions, for African American, Arab/Arab American, Asian/Asian American, Latino and White boys

* P<.05 for teachers vs. others in education across all response options
**Survey Question:** In [your community] do schools (K-12) have the following:
- Adequate funding for free/low cost lunch and breakfast
- Sufficient classroom resources
- Enough teachers with racial/ethnic backgrounds similar to students
- Appropriate amount of cultural diversity programs
- Adequate parental involvement

*This question was answered only by respondents who work and/or volunteer in education.*

The proportions of respondents who perceived aspects of quality education as a “yes” were **higher** for:
- Respondents with few/no inequities in their communities vs. respondents with some/many inequities regarding cultural diversity programs, classroom resources and parental involvement
- Respondents in Comparative Communities vs. Place Matters communities for classroom resources
- White, Latino and multi-race/other respondents vs. African American respondents for cultural diversity and adequate funding for free/low cost lunch

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**Figure 7. Perceptions of Aspects of Quality Education by Teachers and Other Respondents that Work and/or Volunteer in Education**

*P<.05 for teachers vs. others in education across all response options*

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**How is your community creating opportunities for BMOC?**

“There is a push to keep students in school until graduation from high school. Better education equals a better future.”  ~Albuquerque, NM
Survey Question: Do schools in [your community] have zero tolerance policies?

Survey Question: In [your community] are schools enforcing zero tolerance policies equally for all students? *This question was answered only by respondents who said schools have zero tolerance policies.

Figure 8. Perceptions of Zero Tolerance Policies

Figure 9. Perceptions of Equal Enforcement of Zero Tolerance Policies

Survey Question: In [your community], are schools enforcing zero tolerance policies more frequently for boys in the following groups? *Respondents who said “yes” to zero tolerance policies were used in the analysis for Figure 10.

- Respondents who reported many/some inequities in their community were more likely than respondents with few/no inequities to say “yes” zero tolerance policies are enforced more frequently for African American and Latino boys.

Figure 10. Perceptions of Enforcement of Zero Tolerance Policies for Boys from Different Racial/Ethnic Groups

*P<.05 for respondents in Place Matters communities vs. respondents in Comparative Communities across all response options
**Survey Question:** Do you think the following programs or strategies are effective for improving high school graduation rates for boys of color in [your community]?

- Leadership programs
- Cultural diversity training for teachers and staff
- Enrichment programs to assist with college preparation (like Upward Bound and Talent Search)
- Mentoring programs (like Big Brothers/Big Sisters or 100 Black Men of America)
- Year-round access to free/low-cost lunch and breakfast
- Regular meetings with school counselors each term
- Online education programs for expelled students

Respondents in Place Matters communities were more likely to rate all programs and strategies as “very effective” in improving high school graduation rates, versus respondents in Comparative Communities.

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**Figure 11. Perceptions of Programs and Strategies to Improve High School Graduation Rates for Boys and Young Men of Color**

<table>
<thead>
<tr>
<th>Program / Strategy</th>
<th>Very Effective</th>
<th>Somewhat Effective</th>
<th>Not Effective</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Programs</td>
<td>25%</td>
<td>24%</td>
<td>27%</td>
<td>27%</td>
</tr>
<tr>
<td>Cultural Diversity Training for Teachers/Staff</td>
<td>36%</td>
<td>31%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td>Enrichment Programs to Assist College Prep</td>
<td>31%</td>
<td>28%</td>
<td>28%</td>
<td>27%</td>
</tr>
<tr>
<td>Mentoring Programs (Big Brothers/Big Sisters)</td>
<td>25%</td>
<td>24%</td>
<td>28%</td>
<td>24%</td>
</tr>
<tr>
<td>Year-round Access to Free/Low-cost Lunch/Breakfast</td>
<td>34%</td>
<td>17%</td>
<td>36%</td>
<td>28%</td>
</tr>
<tr>
<td>Regular Meetings with School Counselors</td>
<td>35%</td>
<td>36%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Online Education Programs for Expelled Students</td>
<td>36%</td>
<td>28%</td>
<td>16%</td>
<td>13%</td>
</tr>
</tbody>
</table>
What are ways to improve high school graduation rates for boys of color in your community?

“Teachers should be able to identify students that need help and assigned a mentor to follow up on each student. Early intervention is very important to redirect their energy in a more positive way.”
~Pleasanton, CA

“Work with the families and communities to understand the value of getting a good education. Work with community groups to sponsor homework nights. Do not cut extra curricular or programs such as art, drama and music from the schools. Vocational and college counseling early on. Working with local mentors who understand the struggles of youth today.”
~Albuquerque, NM

“This is such a huge issue to tackle! I think as a culture we need to tackle the issue of how people of color are represented in the media. I think the media can be leveraged to demonstrate to young people of color that they really can be successful.”
~Oakland, CA

“Logrando que los padres se involucren más en la escuela, por tanto en la educación de sus hijos. Motivándolos para que se superen y dejándoles saber lo que, como padres, uno espera de ellos.”
~San Joaquin, CA

“Parental education and support for these boys of color. I don’t believe that expelling a child really helps them out. It just gives the child a few days off school. I think getting creative and having the child help out and or volunteer in classrooms with peers and teachers would be more effective with the child’s sense of self and esteem.”
~Half Moon Bay, CA

“Work with the families and communities to understand the value of getting a good education. Work with community groups to sponsor homework nights. Do not cut extra curricular or programs such as art, drama and music from the schools. Vocational and college counseling early on. Working with local mentors who understand the struggles of youth today.”
~Albuquerque, NM

“This is such a huge issue to tackle! I think as a culture we need to tackle the issue of how people of color are represented in the media. I think the media can be leveraged to demonstrate to young people of color that they really can be successful.”
~Oakland, CA

“Logrando que los padres se involucren más en la escuela, por tanto en la educación de sus hijos. Motivándolos para que se superen y dejándoles saber lo que, como padres, uno espera de ellos.”
~San Joaquin, CA

“Parental education and support for these boys of color. I don’t believe that expelling a child really helps them out. It just gives the child a few days off school. I think getting creative and having the child help out and or volunteer in classrooms with peers and teachers would be more effective with the child’s sense of self and esteem.”
~Half Moon Bay, CA

“After school programs & teachers that keep students in their seats, rather than expelling them for small disruptions.”
~Chicago, IL

“La comunicación estrecha entre padres y maestros!”
~South Gate, CA
Survey Question: In [your community], how big of a problem is the school-to-prison pipeline for boys and young men from the following groups:

- African American/Black
- American Indian/Alaska Native
- Arab/Arab American
- Asian/Asian American
- Hawaiian Native/Pacific Islander
- Latino/Hispanic
- White

The proportions of respondents who perceived the school-to-prison pipeline as a "big problem" were higher for:

- Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities, regarding African American and Latino boys and young men
- Respondents in Place Matters communities vs. respondents in Comparative Communities, regarding African American and Latino boys and young men (Figure 13)
- African American respondents vs. White, Latino and multi-race/other respondents, regarding African American boys
- African American and Latino respondents vs. White, and multi-race/other respondents, regarding Latino boys

Figure 12. Perceptions of the School-to-Prison Pipeline for Boys and Young Men from Different Racial/Ethnic Groups

<table>
<thead>
<tr>
<th></th>
<th>Big Problem</th>
<th>Somewhat a Problem</th>
<th>Not a Problem</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>44%</td>
<td>22%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>48%</td>
<td>24%</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>57%</td>
<td>23%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>Arab/Arab American</td>
<td>54%</td>
<td>32%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>Hawaiian Native/Pacific Islander</td>
<td>61%</td>
<td>26%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>White</td>
<td>45%</td>
<td>35%</td>
<td>18%</td>
<td>9%</td>
</tr>
<tr>
<td>Asian/Asian American</td>
<td>54%</td>
<td>36%</td>
<td>18%</td>
<td>1%</td>
</tr>
</tbody>
</table>
**Figure 13. Perceptions of the School-to-Prison Pipeline by Place Matters Communities vs. Comparative Communities**

- **Place Matters Communities**
  - Big Problem
  - Somewhat a Problem
  - Not a Problem
  - Don’t Know
- **Comparative Communities**
  - Big Problem
  - Somewhat a Problem
  - Not a Problem
  - Don’t Know

*P<.05 for respondents in Place Matters communities vs. respondents in Comparative Communities for “big problem”

*~Buffalo, NY*
**Survey Question:** Would you support the following programs to reduce the number of boys under 18 going to prison?

- Ensure youth receive legal counsel
- Counseling (like mental health, rehabilitation services)
- Community service as an alternative to juvenile detention
- Expand the use of youth and drug courts to address juvenile crimes separate from adult crimes

![Figure 14. Support for Programs to Reduce the Number of Boys under 18 Going to Prison](image-url)
Incarceration Post-Incarceration Programs

Survey Question: Would you support the following programs for young men getting out of prison?

- Addiction/recovery programs
- Health/mental health services
- Vocational programs
- Transitional housing

Figure 15. Support for Post-Incarceration Programs for Young Men

- Addiction/Recovery Programs: 92%
- Health/Mental Health Services: 92%
- Vocational Programs: 90%
- Transitional Housing: 82%

How is your community creating opportunities for BMOC?

“Through education for all young boys and men, with equal treatment and respect for all. We have a boys and girls club.”

~Half Moon Bay, CA

“Creation of jobs for students, advisers with ample knowledge of finances and college to assist young men, programs geared to increasing the graduation rate, programs to keep young men off the streets.”

~Boston, MA
Survey Question: In [your community], do you think the following programs or strategies are effective to improve employment rates for young men of color age 18-25?

- Job training programs in high schools (such as co-op and for credit trade programs)
- Educational support programs
- Application assistance for college scholarships
- Job application/resume assistance
- Employers offer free public transportation
- Employers have hiring practices that promote diversity

Respondents in Place Matters communities were more likely to rate each of these programs as “very effective” in improving employment rates for young men of color versus respondents in Comparative Communities.

Figure 16. Effectiveness of Programs and Strategies to Improve Employment Rates for Young Men of Color (18-25)
How is your community creating opportunities for BMOC?

“There are several programs for assistance with food, housing, rehab, and people coming out of prison.”

~Ypsilanti, MI

“I think Father Pflager program at St. Sabina does a good job of bridging the gap between young men with possible criminal records and those who may feel they have no other choice but enter such a life. I think the larger corporations should establish programs that discount petty crimes and give more opportunities to young men who need a ‘hand up.’”

~Chicago, IL
**Survey Question:** Over the next 12 months, do you think job opportunities will get better, stay the same, or get worse for **teenage boys (13-17)** in the following groups:

- African American/Black
- American Indian/Alaska Native
- Arab/Arab American
- Asian/Asian American
- Hawaiian Native/Pacific Islander
- Latino/Hispanic
- White
- Teens with a criminal record

The proportions of respondents who perceived job opportunities “**getting better**” were higher for:

- Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities, regarding African American and White teens
- Respondents with some/many inequities in their communities vs. respondents with few/no inequities in their communities, regarding African American young men
- Respondents in Place Matters communities vs. respondents in Comparative Communities, regarding White young men

*P<.05 for perception of job opportunities for teens with criminal record vs. White teens

**Figure 17. Perceptions of Job Opportunities for Teenage Boys from Different Racial/Ethnic Groups**

- **African American/Black**
  - Get Better: 26%
  - Stay the Same: 46%
  - Get Worse: 13%
  - Don't Know: 11%

- **American Indian/Alaska Native**
  - Get Better: 29%
  - Stay the Same: 49%
  - Get Worse: 11%
  - Don't Know: 13%

- **Arab/Arab American**
  - Get Better: 29%
  - Stay the Same: 53%
  - Get Worse: 11%
  - Don't Know: 13%

- **Asian/Asian American**
  - Get Better: 31%
  - Stay the Same: 49%
  - Get Worse: 11%
  - Don't Know: 13%

- **Hawaiian Native/Pacific Islander**
  - Get Better: 26%
  - Stay the Same: 52%
  - Get Worse: 7%
  - Don't Know: 7%

- **Latino/Hispanic**
  - Get Better: 26%
  - Stay the Same: 54%
  - Get Worse: 7%
  - Don't Know: 4%

- **White**
  - Get Better: 34%
  - Stay the Same: 23%
  - Get Worse: 13%
  - Don't Know: 4%
Survey Question: Over the next 12 months, do you think job opportunities will get better, stay the same, or get worse for young men (18-25) in the following groups:

- African American/Black
- American Indian/Alaska Native
- Arab/Arab American
- Asian/Asian American
- Hawaiian Native/Pacific Islander
- Latino/Hispanic
- White
- Men with a criminal record

*P<.05 for perception of job opportunities for men with criminal record vs. White young men
Figure 19: Comments from Respondents about Efforts in Their Communities Focused on Boys and Young Men of Color

**Oakland, CA**
“Oakland is working on addressing the school achievement gap. There are education programs, e.g. Civicorps runs a high school diploma program with work internship opportunities. California Endowment supports a Boys and Men of Color program.”

**Boston, MA**
“There are many diversity programs in place to get them internships in government and private companies. These can be difference makers in terms of providing additional income, college resume builders, as well as showing kids what they can accomplish with an increased education.”

**Bronx, NY**
“Incentivarlos a participar en actividades comunitarias en juegos deportivos y recreativos también para fortalecimiento. Cursos técnicos a integrarse en grupos de diferentes grupos étnicos e interactuar entre estos grupos para que aprendan, unos de los otros, que no hay más diferencias solamente barreras de idiomas.”

**El Paso, TX**
“The schools create many opportunities for all young men (and women) of all colors - for example, all the schools offer two years of college credit while completing high school for those who apply and are motivated to want to do this.”

**Pensacola FL**
“We have several programs geared for youth for training and job finding ... two of the programs provide housing for the unaccompanied.”