

TOWARD OUR CHILDREN'S KEEPER:  
A DATA-DRIVEN ANALYSIS OF THE INTERIM REPORT OF  
THE MY BROTHER'S KEEPER INITIATIVE SHOWS THE  
SHARED FATE OF BOYS AND GIRLS OF COLOR



A REPORT TO  
THE AFRICAN AMERICAN POLICY FORUM

BY THE  
INSTITUTE FOR WOMEN'S POLICY RESEARCH

## ABOUT THIS REPORT

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This report was commissioned by the African American Policy Forum (AAPF) as part of a series highlighting issues confronting women and girls of color. This report uses information and data provided by the My Brother's Keeper Task Force interim report (MBK90) and website in addition to other scholarly research to analyze the validity of the male-centric framework of the My Brother's Keeper Initiative and to provide information about the status of women and girls of color, comparing their situation with that of men and boys of color as well as with white females and males.

## ABOUT THE INSTITUTE FOR WOMEN'S POLICY RESEARCH

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The Institute for Women's Policy Research (IWPR) conducts rigorous research and disseminates its findings to address the needs of women, promote public dialogue, and strengthen families, communities, and societies. The Institute's research strives to give voice to the needs of women from diverse ethnic and racial backgrounds across the income spectrum, and ensures that their perspectives enter the public debate on ending discrimination and inequality and improving opportunity in all realms as well as increasing fundamental economic security for women and families. The Institute works with diverse groups of policymakers, scholars, and public interest groups to design, execute, and disseminate research and to build a diverse network of individuals and organizations that conduct and use women-oriented policy research. IWPR's work is supported by foundation grants, government grants and contracts, donations from individuals, and contributions from organizations and corporations. IWPR is a 501(c)(3) tax-exempt organization that also works in affiliation with the women's studies and public policy and public administration programs at The George Washington University.

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THE AFRICAN AMERICAN POLICY FORUM

FROM THE



BY:  
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# INTRODUCTION

Through a Presidential Memorandum entitled “Creating and Expanding Ladders of Opportunity for Boys and Young Men of Color,” President Barack Obama established the My Brother’s Keeper Task Force in February 2014 “to develop a coordinated Federal effort to improve significantly the expected life outcomes for boys and young men of color...”<sup>1</sup> With membership drawn exclusively from federal agencies, the Task Force is directed to assess current government policies, programs, and practices that improve life outcomes for boys and young men of color; recommend incentives, where appropriate, for the broad adoption of effective and innovative strategies; and work with external stakeholders to highlight opportunities and efforts for boys and young men of color. The Task Force is directed to do this through a variety of activities, such as developing a public website to track critical indicators of life outcomes for boys and young men of color, creating an Administration-wide online public portal that identifies successful programs, providing relevant data assets and expertise to public and private efforts, and ensuring coordination between Federal interagency groups, the President, the private sector, and the philanthropic community.

While the Memorandum clearly targets the federal effort on boys and young men of color (defined in the memorandum as including African Americans, Hispanic Americans, and Native Americans), the MBK90 report, as the Task Force’s required interim report<sup>2</sup> has become known, exhibits a somewhat more inclusive view stating several times that the recommendations are designed in accordance with the principle that Federal programs may not discriminate on the basis of sex, race, color, or national origin and that My Brother’s Keeper aims to break down barriers to success and to promote increased opportunity for all youth. At the same time, however, the report uses language and examples that focus exclusively on males,

especially males of color. One telling example is that the familiar abbreviation LGBTQ is several times shortened in the report to GBTQ, explicitly excluding lesbians. While many of the recommendations the report makes will help boys and girls equally (for example more high quality pre-kindergarten), and many of the indicators the MBK Initiative plans to monitor measure girl’s and young women’s progress as much as boy’s and young men’s (school completion, labor force participation, earnings, unemployment), a more accurate portrayal of all American youth would have been obtained from the inclusion of additional data, indicators, and examples drawn from, and especially descriptive of, the lives of girls and young women of color.

By focusing on boys and young men of color, and excluding girls and young women of color, the MBK Initiative and its 90-day report seem to assume that males of color are either needier than females, less well served by current programs than are females, or more deserving of attention from government and the private sector than are females. The case for excluding females is never made by the Presidential Memorandum, the MBK90 report, or any other written source from the Obama administration. Yet, members of the administration, including the President, state that the MBK Initiative is evidence-based; they often describe how much worse boys of color are doing than white boys, on several indicators of wellbeing. Data on males of color can only be presented where the data on the topic of interest has been disaggregated by both race/ethnicity and gender, yet the data on females of color are never included. That girls of color might be doing worse than boys of color or than white girls or white boys is not considered in the report or memorandum. Girls and women of color are effectively excluded from the MBK interim report, except for a few short discussions of teenage childbearing, single parent families, and intimate partner violence, all discussed from the point of view of the males involved.

By excluding girls and young women of color without making a data-based case for doing so, the Initiative and report seem to rely on widely held stereotypes that minority males face the greatest barriers and have the least opportunities. It is the readers’ beliefs, not an information-based argument presented in the report, that make the male-centric focus both familiar and acceptable. The exclusion of data about girls and young women of color and their exclusion from the focus of the MBK Initiative contribute to the common, but erroneous, belief that males of color must have it worse. The MBK Initiative takes that common erroneous belief a step further and, by omitting girls and women of color from its organizing documents, helps to construct the belief that males of color must be more deserving of targeted federal policy attention.

The male-only approach of the My Brother’s Keeper Initiative seems to have hit a politically attractive spot, gaining support from both Bill O’Reilly, the conservative host of Fox News’ *The O’Reilly Factor* and self-described “traditionalist,” and Wade Henderson, current President and CEO of the progressive Leadership Conference on Civil and Human Rights.<sup>3</sup> Many in the philanthropic community have been funding studies of and interventions for Black males for more than two decades and recently some have expanded to males of color.<sup>4</sup>

Advocates for girls and young women of color have expressed a number of concerns related to the males-only focus of the federal MBK and related initiatives. These include that:

- A males-only focus could lead to a disproportionate allocation of philanthropic and public dollars<sup>5</sup> toward addressing the needs of boys and young men of color, while the under-recognized, and often pressing needs of girls and young women of color continue to go unmet;
- Proponents of a males-only approach favor modes of programming including single-sex programs and education that may ultimately threaten women’s rights and autonomy and that lack an evidence base showing their effectiveness, as is currently required by Title IX.
- An encouragement of marriage associated with male-centric initiatives relies on a superficial understanding of the reasons for single parenthood, while neglecting fundamental economic causes of issues facing both young men and women of color. Marriage promotion efforts also strike some advocates as subtly denigrating the contributions and competence of single mothers, and implying, in a paternalistic fashion, that they need a man to rescue them from their plight.

Fundamentally, advocates for girls and women of color believe that the federal MBK Initiative is based on misinformation, on a lack of understanding about the lives of girls and women of color—an information deficit that could prove devastating in both the short and longer run.

In Chapter 1, IWPR’s analysis carefully examines the data used in the MBK90 report to show that it does not make a convincing case for focusing the federal MBK Initiative on males of color; where the data cited in the MBK90 report are disaggregated by both race/ethnicity and gender, the analysis considers how females and males of color compare with each other and how both groups compare with white females and males. In Chapter 2, the way issues of special importance to women are discussed in the MBK90 report is analyzed. Using similar methods as in Chapter 1, Chapter 3 makes disaggregated race/ethnic and gender comparisons for the 44 indicators the MBK Initiative says it will monitor in coming years. Chapter 4 identifies a set of indicators that is especially relevant for measuring the quality of life for young women and girls of color; the use of such indicators would provide a more complete picture of how girls and young women of color fare as they prepare for and reach maturity. The final chapter, Chapter 5, presents conclusions and recommendations.

The analysis presented here can help the federal government reframe its MBK Initiative to take a more gender-integrated approach, strengthening the Initiative’s focus on racial justice (rather than on the particular deficits of boys and young men of color) and increasing the chances of success of this important federal



policy initiative, as it deals with the problems and issues facing communities of color in their entirety. The data and analysis presented in this report also help to identify and elucidate several unique issues facing girls and women of color that require public and philanthropic investment, and to inform a discussion of how to marshal significant resources and attention to address both their unique needs and those shared with their male counterparts. Just as there are unique issues facing females of color, there are unique issues facing males of color.

President Obama's MBK Initiative, by taking a broad perspective from birth to young adulthood and including a wide range of areas, such as child care, education, mentoring, training, employment, and criminal justice, both includes issues unique to boys and young men of color and admirably goes well beyond those unique issues to the many issues shared with girls and young women of color. Because of its breadth, the President's initiative can be easily reframed to include issues unique to girls and young women of color and to provide a gendered discussion of all issues and thus grow into the comprehensive community-oriented approach that is needed to solve the challenges facing communities of color in the United States.



## CHAPTER 1:

# THE DATA AND STUDIES CITED IN THE MBK TASK FORCE INTERIM REPORT

In the MBK Task Force's interim report, the government sometimes compares boys and young men of color to white boys and young men in order to show that boys and young men of color are worse off than their white counterparts. The report nowhere compares males of color to females of color and thus offers no data-driven justification for excluding girls and young women of color from the special attention that the MBK Initiative provides to boys and young men of color. To justify the exclusion of girls and young women of color, the government, both in this report and in the MBK Initiative more generally, does not rely on data but rather appears to rely on the widely held belief that male youth of color have it worse than female youth of color. As shown below, the exclusion of girls and young women of color from the Initiative is not evidence-based.

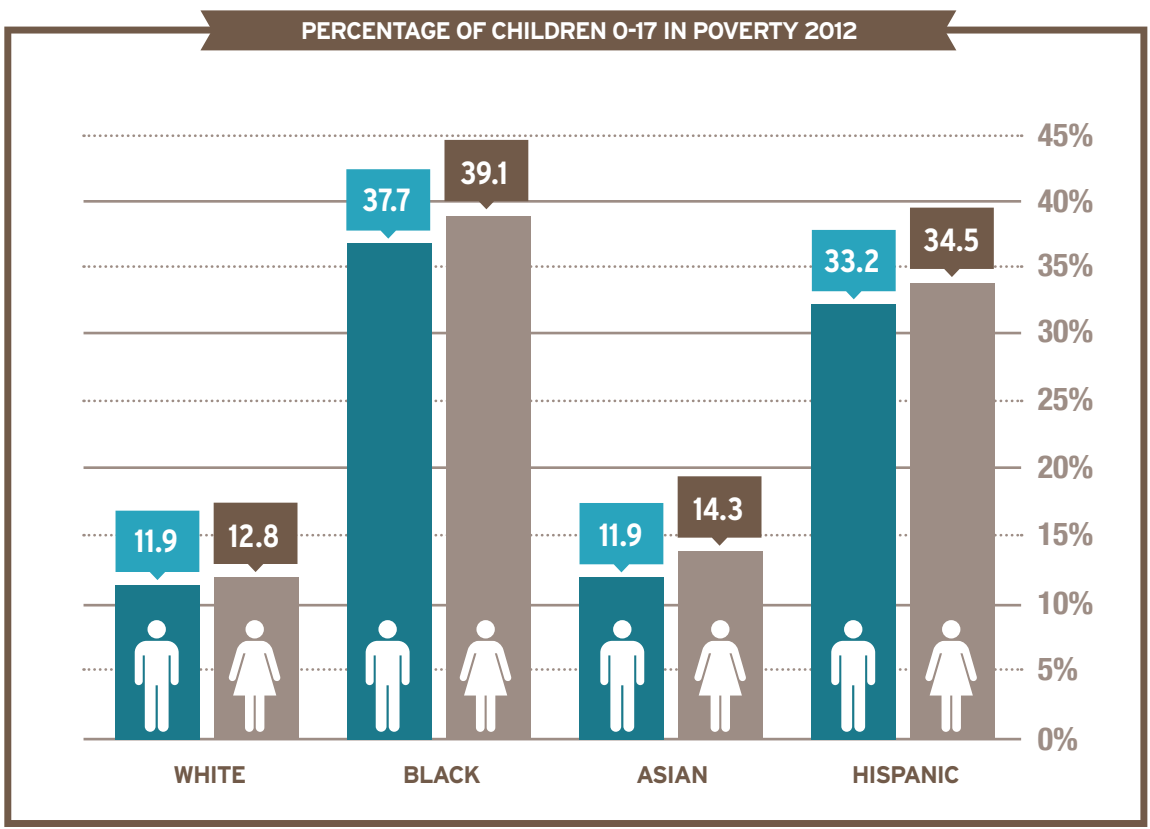
IWPR researchers counted 114 statements in the report that make an argument about children and youth of color based on data. The vast majority, 89 statements, or 78 percent, are not gendered statements; that is, they are about children and youth of color undifferentiated by gender. In other words, the bulk of the data and references in the report do not pertain specifically to boys and young men of color but rather to children and youth of color of both genders. This in itself suggests that a more successful initiative would be one that includes both genders. (All 114 statements, with comments about their sources and accuracy can be found in Appendix A.)

In the Executive Summary of the MBK90 report (p. 5), a number of facts are marshaled in bullet form to make the case for the challenges that boys and young men of color face:

- 23.2% of Hispanics, 25.8% of Black, and 27% of American Indians and Alaska Natives (AIAN) live in poverty, compared to 11.5% of white Americans. . . .
- We see significant high school dropout rates—as high as 50% in some school districts—including among boys and young men from certain Southeast Asian and Pacific Islander populations. . . .
- During the summer months (June-August) of 2013, just 17% of Black teenage boys (ages 16-19) and 28% of Hispanic teenage boys were employed, compared to 34% of white teenage boys. Overall in 2013, half of young Black men (ages 20-24) were employed, compared to over two-thirds of young white men. . . .
- While only 6% of the overall population, Black males accounted for 43% of murder victims in 2011. Among youth ages 10-24, homicide is the leading cause of death for Black males and also among the leading causes of death for Hispanics, and AIANS.
- In 2012, Black males were 6 times more likely to be imprisoned than white males. Hispanic males were two and half times more likely.

While the text seems to suggest that the poverty rates given in the first bullet are for “boys and young men of color,” the particular rates shown there are for Hispanics, Blacks, and American Indians and Alaska Natives of all ages and both genders for 2012. As noted in MBK90, for these groups, at least 20 percent are poor compared with the 11.6 percent noted for whites (actually according to the Census Bureau, for non-Hispanic whites the poverty rate was 9.9 percent in 2012; the 11.6 percent figure includes those Hispanics who report their race as white).<sup>6</sup> Gender disaggregated data for poverty rates (now available on the MBK Initiative website—<http://mbk.ed.gov/data/>) show that females of color, ages 0-17 years, have higher poverty rates than males of color (for every minority group shown) in the same age range, and the same is true for white girls compared with white boys. In other words, females are poorer than males for every demographic group and at all ages (See Figure 1).

**FIGURE 1: GIRLS ARE MORE LIKELY THAN BOYS TO LIVE IN POVERTY IN EVERY RACE/ETHNIC GROUP**



**SOURCE:** U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplements.

The source provided in the report for the high school dropout rates among boys and young men from Southeast Asian and Pacific Islander populations refers to general data for high school completion for Asian American and Pacific Islander (AAPI) students in some school districts in California and are disaggregated by gender and do show lower high school completion rates for boys than girls.<sup>7</sup> On the MBK website (<http://mbk.ed.gov/data/>) the gender-disaggregated national data show a different picture for Asian Americans as a whole, a very diverse group. The website data show that among young people ages 18-24, more young women than men have completed high school, except among Asian Americans, where completion is lower for young women than young men—Asian Americans have, however, the highest high school completion rates of any demographic group. It is interesting to note that the Presidential Memorandum creating the MBK Initiative identified the communities of color to be included as Black, Hispanic, and Native American, yet in this sample fact, a group of Asian Americans with unusually high dropout rates were singled out for mention in the report, perhaps to demonstrate inclusivity, or to demonstrate that the ‘mistake’ made in the Presidential Memorandum of excluding Asian Americans had been corrected. Nevertheless, young women of color, most of whom have higher dropout rates than white females (only American Indian/Alaska Native women do not) as well as white males, are not included in the report.



Another fact marshaled in the Executive Summary, shown in the third bullet above, refers to high youth unemployment, noting that in the summer months of 2013, lower proportions of Black and Hispanic teenage boys were employed than white teenage boys. Yet, according to Current Population Survey data for 2013, the same can be said for Black and Hispanic teenage girls relative to white teenage girls. For girls of color ages 16-19, only 16.7 to 21.4 percent are employed (across the specific demographic groups); for boys of color the same age, only 15.1 to 23.5 percent are employed, compared with 28.3 percent of white boys and 30.5 percent of white girls. The ratio of the shares of teenage girls of color relative to white girls of color working, however, ranges from .55 to .70; for boys of color to white boys, the shares working range from a ratio of .53 to .83, depending on the specific minority group. The unemployment problem is clearly just as bad (if not worse) for girls of color as boys of color relative to their white counterparts.<sup>8</sup>

Of all the data presented in the Executive Summary, only the data on murder rates is unequivocally worse for Black men than Black women. As noted there, Black males of all ages account for 43 percent of all murder victims, versus 32 percent for white males, 14 percent for white females, and 7 percent for Black females. Unmentioned is that Black females are also overrepresented as murder victims; they are 7 percent of the victims but only 6 percent of the population. According to the FBI, Black females aged 10-24 have a homicide rate of 5.8 per 100,000; the rate for white females of the same age is 1.3 per 100,000 and the rate is 2.9 per 100,000 for white males that age (see Appendix B). In other words, the homicide rate for Black girls and young women is twice that for white boys and young men and more than four times the rate for white girls and young women. The MBK90 report notes that among Black males ages 10-24, homicide is the leading cause of death; unmentioned is that among Black females age 15-24, homicide is the second leading cause of death, according to the Centers for Disease Control.<sup>9</sup>

Even when considering imprisonment rates, Black females bear a similar racial burden of disproportionately high incarceration. Over the past decade, a decrease in the rate of Black women's imprisonment has occurred in conjunction with a rise in the numbers of imprisoned white and Hispanic women. Still, Black women throughout their lives continue to experience disproportionate levels of incarceration at a rate nearly three times that of white women.<sup>10</sup> The rate for Black males is four times that of white males according to the source cited in the MBK report.<sup>11</sup> Recognizing that Black men represent a disproportionate share of the imprisoned population doesn't require ignoring how racial disparities in incarceration rates affect Black women and girls in similarly critical ways.

The other data points included in the bulleted format on pages 5-6 of the report, not shown here, are related to growing up in single parent families and high poverty communities. These are cited as gender-neutral statistics and indeed girls of color are equally as likely as boys of color to live in these families and communities.<sup>12</sup> Later on in the report, however, it is stated that "Boys and young men of color are more likely than their peers to be born into low-income families and live in concentrated poverty; to have teenage mothers; to live with one or no parent; to attend high-poverty, poor performing schools; to miss out

on rigorous classes; and to have teachers that are inexperienced or unqualified" (p. 13). To the extent IWPR researchers could verify these statements virtually all are equally true of girls of color. Therefore, the "peers" referred to must refer to white males rather than to girls of color. The one exception is that in the 11th and 12th grades, girls of color (except Asian Americans), do take more Advanced Placement courses than their male counterparts; white girls also take more AP courses than white boys.<sup>13</sup>

The report also claims (p. 13) that boys and young men of color have higher incidences of asthma and diabetes and are less likely to be diagnosed or treated early for intellectual, learning, or emotional disabilities and are more likely to be enrolled in special education. To the extent IWPR researchers could verify these statements, girls experience almost as much racial/ethnic disadvantage when it comes to asthma, are about equally likely with boys of color to have diabetes, and also experience under-diagnosis of learning disabilities compared with whites (slightly less so than boys of color). While 9th grade girls of color are slightly less likely to be in special education classes than white girls, many boys of color (except for Hispanics) are more likely to be in special education classes than white boys.<sup>14</sup>

One of the most prominent sources cited in MBK90 is a report published by the Brookings Institution in 2012 and authored by Isabel Sawhill, Scott Winship, and Kerry Searle Grannis; this report is credited with identifying six junctures along the path to adulthood that are critical and where interventions can be successful.<sup>15</sup> In oral presentations by the project leaders, they have been heard to say that the MBK90 report is based on comprehensive scholarship about the trigger points in the lives of boys and young men of color—if so, those sources are not cited in the MBK90 report. The Sawhill et al. 2012 report, which attempts to quantify six critical life-stages identified by the Brookings Center on Children and Families, uses data analysis to show the breakdown of children "succeeding" at each life stage by race/ethnicity (specifically a minority-white breakdown) or by gender, but not by both simultaneously. Thus, the Sawhill et al. report neither identifies nor claims to identify the key turning points in the lives of boys and young men of color.

Of the 25 statements in the MBK interim report that do pertain to boys and young men of color, for 5 of them, the data do not show that males of color are worse off than females of color. In addition, 11 of the "male" statements actually pertain to data or studies that were not gender differentiated and are mislabeled in MBK90 as pertaining specifically to boys or young men. Only 9 of the 114 data statements made in the report are ones on which males are seen to be worse off than females, or 7.8 percent of all 114 data-related statements.

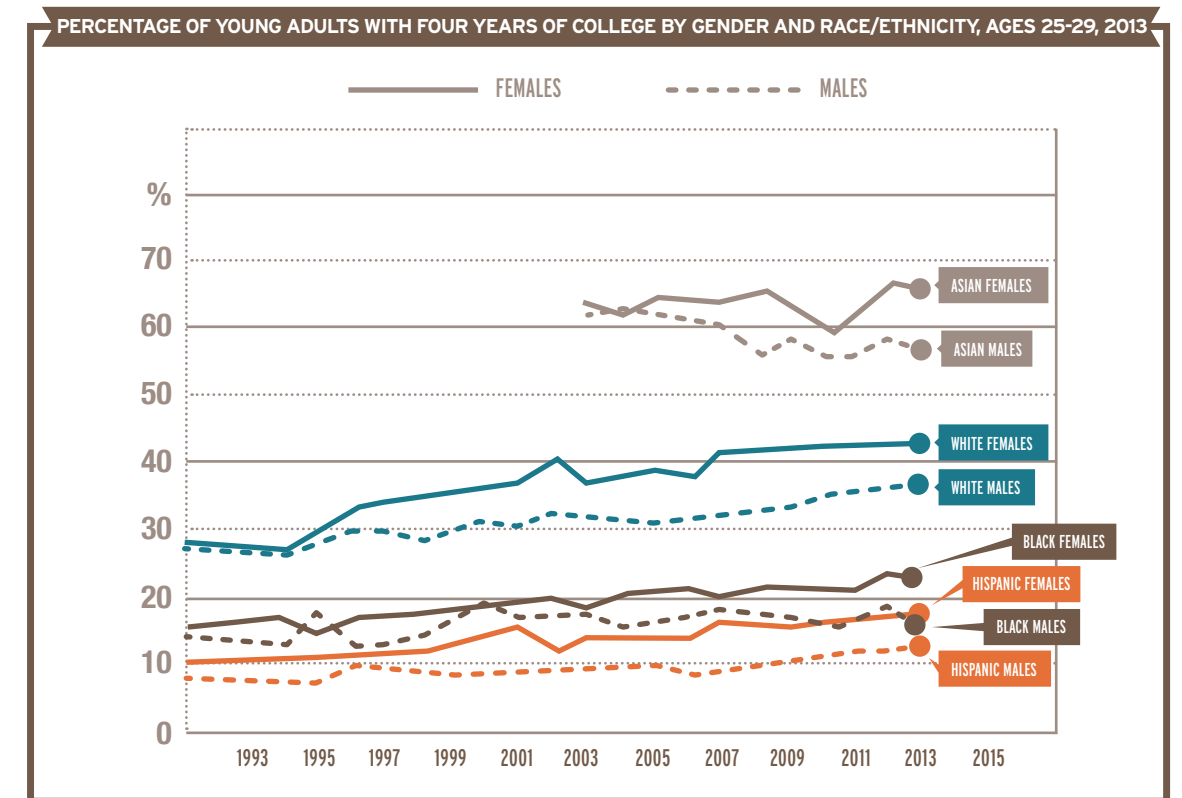
This is a very thin evidence base on which to presume that males are worse off than females in these communities. Again, this comparison is not made explicitly in the report, but it is implicitly made there, and in speaking about the MBK Initiative and the situation of boys and young men of color, government leaders, including the President, suggest that the focus on boys and young men of color is evidence-based. As this analysis of the data presented in the MBK interim report shows, the suggestion that boys and young men of color are particularly needy

within communities of color, and that girls and young women of color are not, is simply not substantiated by the evidence presented.

Of the 14 statements where findings about youth of color are disaggregated by gender, 9 show boys clearly doing worse than girls. Three of the nine pertain to homicide rates and murder victims and are discussed above (the data can also be found in Appendix B). One is about the experience of cumulative life-time arrest by ages 18 and 23; according to the study cited based on the National Longitudinal Survey of Youth, a nationally representative sample, a higher share of Black boys and young men have experienced at least one arrest at each age (30 percent at age 18 and 48 percent at age 23) than the share of white boys and young men (22 percent at age 18 and 38 percent by age 23).<sup>16</sup> The study finds no racial differences among girls and young women in arrest rates (their cumulative rate of arrest is 12 percent at age 18 for both Blacks and whites, and 18 percent for Black women at age 23 and 20 percent for white women at age 23).

Another statement relates to young men of color's lower levels of enrollment in and completion of postsecondary programs relative to their peers. Much has been made of the current gender gap in postsecondary educational attainment. It is true that women's enrollment at these institutions has been outpacing men's and projections suggest that this trend will continue in the future. It is also the case that women have been receiving a larger number of advanced degrees (bachelors, masters and doctorate) than men in recent years. Even so, young women of color are pursuing and obtaining postsecondary education at rates considerably lower than their white male and female peers, as well as their Asian American male and female peers (who are receiving Bachelor's degrees at the highest rate of all). In addition, among students enrolled in college, men and women of color complete degrees at about the same rates. Data on students beginning college in 2003-04 until June 2009 and collected by the U.S. Department of Education, cited by the MBK90 report show no sex differences among non-Asian or non-white racial groups in terms of attainment of postsecondary degrees over that time.<sup>17</sup> Black women aged 25 and older are more likely than Black men aged 25 and older to have completed four or more years of college.<sup>18</sup> As can be seen in Figure 2 below the higher share of women applies to every racial/ethnic group for which data are readily available. It appears that more women than men enroll in college in almost every group and so more women complete, yet Black and Hispanic women complete at lower rates than white and Asian American women and men.

**FIGURE 2: MORE WOMEN IN EVERY ETHNIC GROUP COMPLETE 4 YEARS OF COLLEGE; HIGHER PROPORTIONS OF ASIANS AND WHITES COMPLETE 4 YEARS OF COLLEGE THAN BLACKS OR HISPANICS**



**NOTE:** Asians, whites and Blacks are not Hispanic. Hispanics may be of any race.

**SOURCE:** IWPR analysis of U.S. Census Bureau. "Educational Attainment in the United States: 2013" <<http://www.census.gov/hhes/socdemo/education/data/cps/2013/tables.html>> (accessed 12/9/14.)

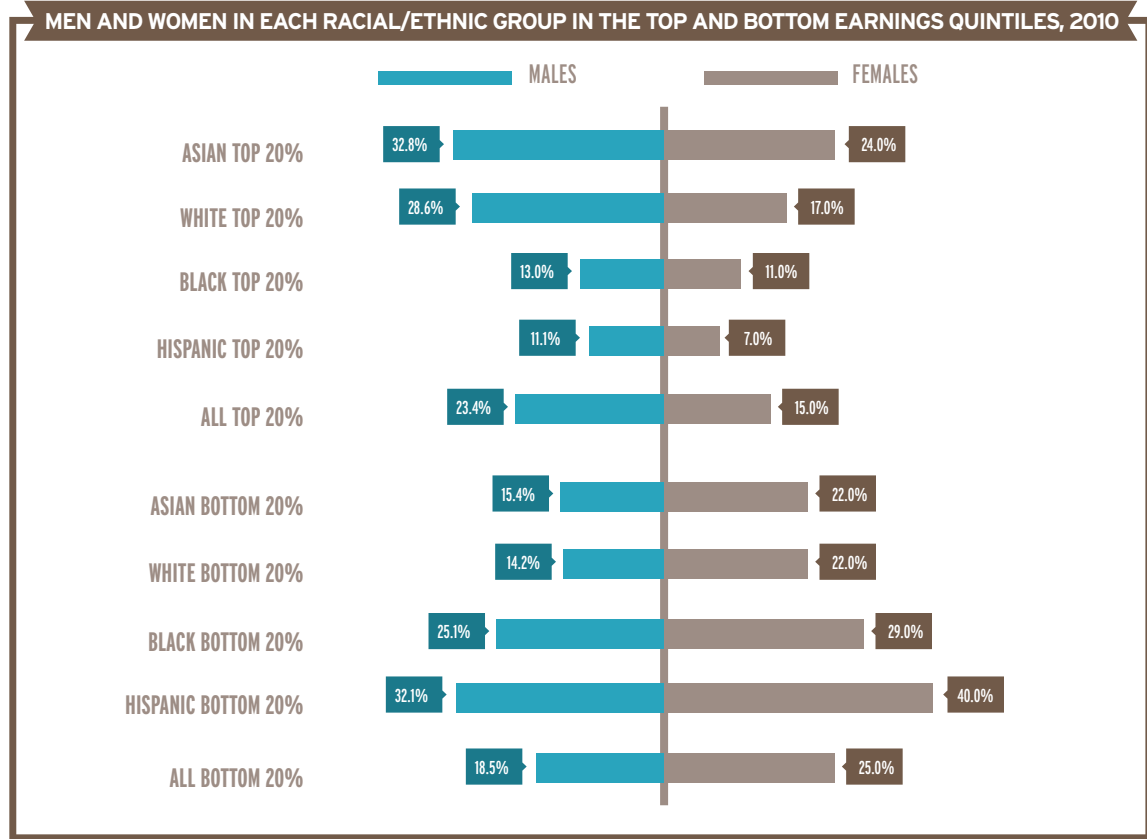
For most of the nine factual statements where the report cites gender disaggregated information and argues that rates for minority boys and young men are worse than those for white boys and young men, the data show that girls and young women of color also bear a considerable racial/ethnic burden with degrees of racial burden sometimes even higher than those of boys and young men of color. For example, the MBK90 report notes that data on the lack of access to college entrance advice from school personnel and completed college and financial aid applications are especially low for Hispanic males relative to both Black and white males. The report fails to note the same is true of Hispanic females; and it overlooks that fact that the group who got the least college advice and completed the fewest applications in proportion to their numbers is American Indian/Native American females, below males and females of all other groups (see Appendix B).

The MBK90 report also uses earnings data to make the case that larger shares of men of color work in low-wage jobs than among white men and that their overall earnings are lower than white men's. This is an example of one of the five data-based statements where girls or young women of color actually do worse than boys and young men of color, but the MBK90 report fails to note that since all data on girls and young women are excluded from the report. In this example,



the report fails to note that for the same race/ethnic groups where minority men earn less than white men, women of color earn less than their male counterparts, as well as less than white men and women. Also, analysis of BLS data by IWPR shows that Black and Hispanic women are the demographic groups most likely to work in jobs that pay in the bottom quintile of earnings (\$10.00 per hour in 2010). In fact all groups of women have a disproportionate share of the bottom quintile (more than 20 percent) of wage earners, whereas among men, only Blacks and Hispanics are overrepresented in the bottom quintile. Conversely, in the top earnings quintile, among all racial/ethnic groups men have higher representation than women, but only white and Asian American men, and Asian American women, are overrepresented in the top earners (greater than 20 percent).

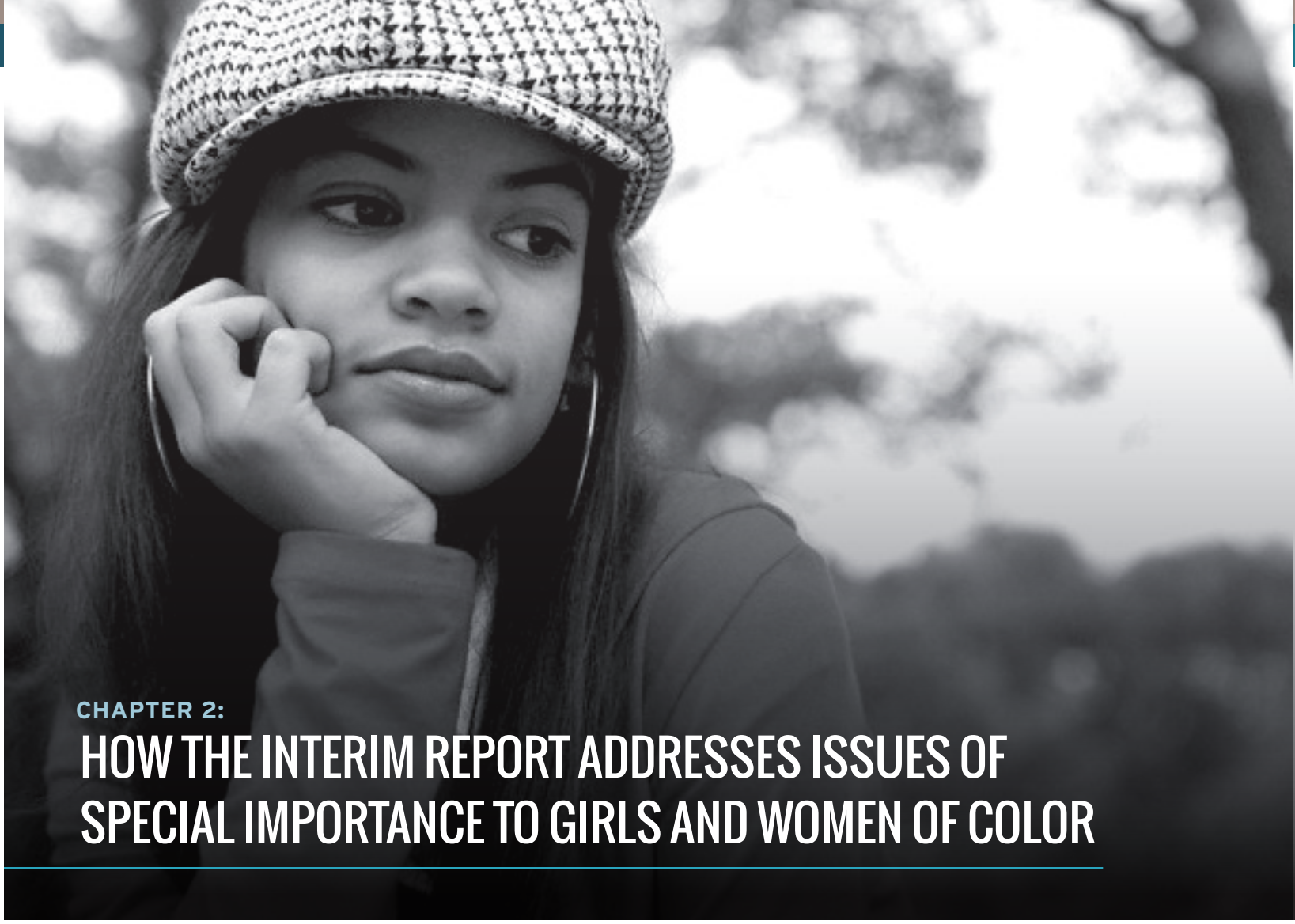
**FIGURE 3: FEWER WOMEN THAN MEN ARE TOP EARNERS; MORE WOMEN ARE LOW EARNERS IN EVERY RACE/ETHNIC GROUP**



**NOTE:** Full-time and part-time workers aged 18-64, entire civilian workforce; top quintile: any person, earning more than \$29 per hour; bottom quintile: any person earning less than \$10 per hour.

**SOURCE:** B.I.G./IWPR analysis of Center for Economic and Policy Research (CEPR), CPS ORG Uniform Extracts 2012.

Thus, several of the gender disaggregated variables presented in the MBK90 report (5 of 14) do not show boys and men of color doing worse than their female counterparts (see Appendix A). Sometimes the females are doing worse on these very indicators, but such data were apparently never reviewed by the report authors. Certainly, they did not include data on girls and women.



**CHAPTER 2:**  
**HOW THE INTERIM REPORT ADDRESSES ISSUES OF  
SPECIAL IMPORTANCE TO GIRLS AND WOMEN OF COLOR**

A few issues especially relevant to the lives of girls and young women of color are present in the report but are generally addressed through their impact on boys and young men of color. As noted above, the phenomenon of having teenage mothers is ascribed only to males of color: “Boys and young men of color are more likely than their peers . . . to have teenage mothers” (p. 13). The ‘peers’ referred to here are white boys, and not girls of color, since girls of color have teenage moms at about the same rate as boys of color. There is no discussion in the report of the impact on females of color of becoming mothers as teens or of having teenage mothers. The singling out of teenage mothers as a ‘problem’ can itself be viewed as anti-female: males were clearly involved in their pregnancy in the first place, but in any case the problem identified in the report is not only that they are young but that most of them parent outside of marriage. Nowhere is it mentioned that teen births have fallen steeply, particularly among African Americans, as can be seen in Table 1.

**TABLE 1: TEEN BIRTH RATES HAVE DECLINED FOR ALL RACE/ETHNIC GROUPS AND ESPECIALLY FOR BLACKS**

BIRTH RATES BY RACE/ETHNICITY AND YEAR						
	NON HISPANIC WHITE		NON HISPANIC BLACK		HISPANIC	
	15-17	18-19	15-17	18-19	15-17	18-19
2010	10.0	42.5	27.4	85.6	32.3	90.7
2005	11.5	48.0	34.1	100.2	45.8	124.4
2000	15.8	57.5	50.1	121.9	55.5	132.6
1995	22.0	66.2	70.4	139.2	68.3	145.4
1990	23.2	66.6	84.9	157.5	65.9	147.7

**SOURCE:** IWPR calculations based on U.S. Census Bureau, Current Population Survey data accessed through the My Brother’s Keeper data website.

The MBK90 report asserts: “The research clearly indicates the benefits to children who have two actively engaged parents” (p. 22). Because a disproportionate share of children of color are raised in single parent families, the large majority in single-mother families, this conclusion has been interpreted by some as dismissive of the strengths, skills, and contributions of single mothers. As an IWPR literature review notes (see Appendix C), single parenthood is often associated with other factors such as low family income that do affect children negatively even when parenting skills are excellent. One study found that among two-parent families, two same sex parents, especially women, fared just as well if not better than two parents of opposite sex raising children together.<sup>19</sup> The data/studies cited in the MBK90 report to back up the claim of the superiority of two-parent families, however, do not seem to pertain to same sex couples; despite the potentially inclusive language of two actively engaged parents, who could be two women, the research cited is from the DADS website from the Department of Education and seems to refer to heterosexual couples parenting. Most of the studies cited there are not recent, dating from prior to 2000; the study<sup>20</sup> relied on to “clearly indicate” that children benefit from two parents conflates the effects of income and education attained by the parents and nothing can be inferred about the superiority of parenting behavior in some types of family formation compared with others from this study.

In fairness to the MBK90 report, the text goes on to say that “increasing family income and access to full-time employment can improve child outcomes,” indicating the importance of structural factors that are often associated with single parenthood (for example, low wages and part-time work in many female-dominated jobs). The report also acknowledges that non-resident parents can and do affect children’s well-being and notes the importance of improving employment and earnings for both the custodial and noncustodial parent. Indeed the report notes that “Families today are headed by opposite-sex couples, same-sex couples, single parents, grandparents, and other family members,” and cites

the White House June 2012 Report on Promoting Responsible Fatherhood for this information. Yet the Responsible Fatherhood report focuses on fathers without consideration of mothers and appears to be an obvious precursor to the MBK90 report, which also excludes information about females (see Appendix C for a short critique of this report).

Despite this nod to the importance of families of all types in the lives of all children, data that pertain explicitly to the lives of girls and young women of color are excluded from the report. For example, data on the impact of becoming a young parent on boys are included, but comparable data about its impact on girls are not included. Citing a Child Trends study, the MBK90 notes (p. 23) that nine percent of boys and young men between the ages of 12 and 16 are fathers or will become fathers by age 20, but fails to point out that the percentage for females who will become mothers by age 20 is twice as high at 18 percent (see Appendix A).

Similarly, in a discussion of family violence (p. 38), the report notes that children who live in homes with intimate partner violence have higher rates of psychosocial, behavioral, and academic problems and recommends that programs that engage men and boys as leaders in ending violence against women be implemented or augmented. There is no discussion of the prevalence of dating violence, sexual assault, or stalking, or their impact on girls and young women of color. Chapter 4 below discusses additional indicators to measure these important issues for girls and young women of color.

In the report’s discussion of the importance of improving school attendance, bullying is mentioned as a factor contributing to school absence and the high rate of bullying of LGBTQ youth and Asian American and Pacific Islander (AAPI) youth are noted (p. 38). Nothing is said, however, about the higher rates of bullying and harassment that girls experience in schools (see Appendix E for a list of indicators especially important to girls and young women of color). Similarly, “responsibility for siblings” is mentioned as a contributing factor to absence but the disproportionate responsibility of girls for siblings is not mentioned (in a 2008 IWPR report on Minnesota girls, this disparity is striking).<sup>21</sup>

Finally, in the concluding section of the Focus Area Recommendations, on “Reducing Violence and Providing a Second Chance,” violence against women is not mentioned and the higher incarceration rate of women of color compared to white women is not identified as an important area of concern.



# THE INDICATORS TO BE MONITORED BY MBK

Listed in the MBK90 report are 44 indicators, which are proposed to be monitored by the MBK team for the next several years to measure progress in the lives of boys and young men of color. Virtually all of these indicators can also be used to measure the progress of girls and young women of color. At this writing, the full set of indicators is available on the MBK website (<http://mbk.ed.gov/data/>), and values are presented for both males and females, except where data are not available. As discussed above, not surprisingly in a report of an effort focused on males, indicators that would be very important for tracking how girls and young women of color are doing were not included. In the next chapter, IWPR researchers propose twelve new indicators that can capture important aspects of the lives of girls and women of color.

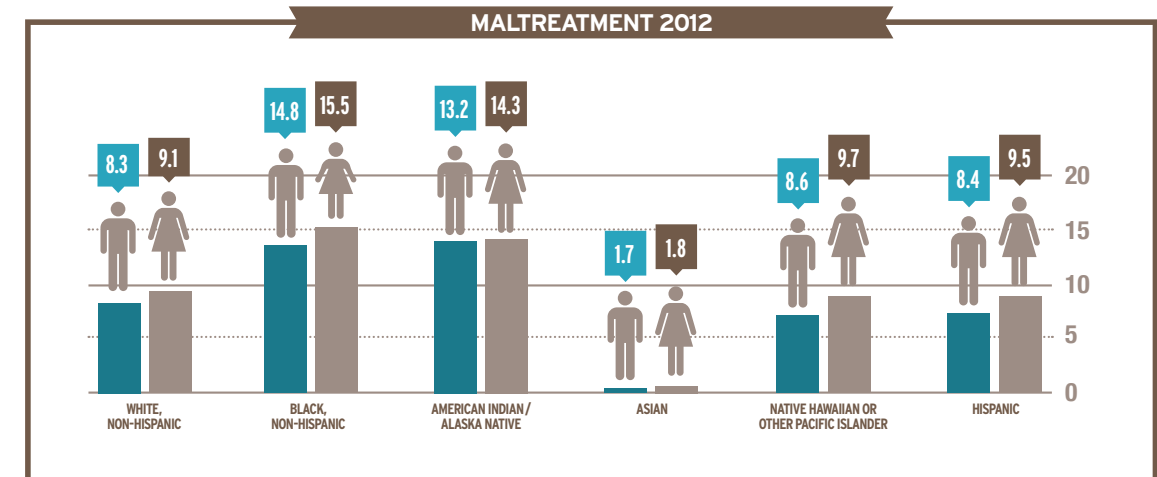
The data series presented on the MBK website, which were provided by the American Institutes for Research as part of their work for the Federal Interagency Forum on Child and Family Statistics, facilitate assessing how minority youth of both genders fare on the indicators selected by the MBK Task Force.

Of the 44 indicators, there are 11 where females do worse than males, 16 where males do worse than females, and 17 where either females and males do about the same (8) or where data are not available to determine which gender is more disadvantaged (9).<sup>22</sup> Thus, of the 44 indicators to be monitored, the largest portion either show females and males doing about the same or do not yet have gender-disaggregated data available; on the next largest share males do worse than females, but in a significant portion, one-quarter, females do worse than males (see Appendix D for a description of the indicators and the data for males and females).

Examples of indicators on which females and males of color do about the same include attendance at high poverty schools; living in households with one parent, two parents, or no parent; having a usual source of health care; eating healthily; and using cigarettes, alcohol, or drugs (on these three indicators, girls had more regular usage in 8th grade but boys had higher rates of regular usage in 12th grade).

Examples of indicators in which girls of color do worse than boys of color include having higher shares in poverty, having higher rates of maltreatment (See Figure 4), having lower participation in center-based child care, and having lower mathematics achievement in fourth through twelfth grade. Among young adults aged 18-24 years, women have higher shares in remedial postsecondary classes, have lower shares with four-year degrees in STEM fields, have lower labor force participation and lower median earnings, and have higher rates of obesity than their male counterparts.

FIGURE 4: GIRLS OF COLOR HAVE HIGHER RATES OF MALTREATMENT THAN BOYS OF COLOR



SOURCE: Administration for Children and Families, National Child Abuse and Neglect Data System, accessed through the My Brother's Keeper data website.

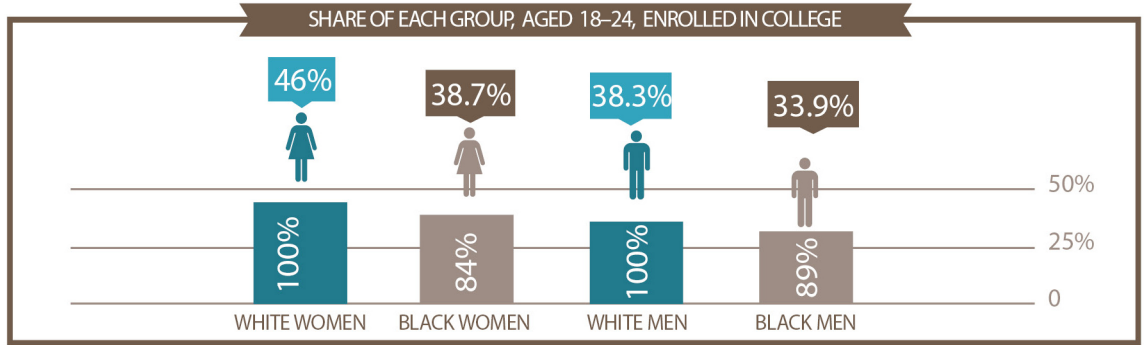
Examples of indicators in which boys of color do worse than girls of color include having lower reading achievement in fourth through twelfth grade, taking fewer Advanced Placement and International Baccalaureate classes in high school, being suspended and expelled from school at higher rates, having lower high school completion rates (except for Asian Americans), having a higher rate of adolescent mortality, and for young adults having lower college enrollment rates (except for Native Americans/Alaska Natives), and having more unemployment, among others.

In several instances, even where males do have a worse situation according to an indicator, females actually suffer a larger burden due to race/ethnicity than their male counterparts on that same indicator. For example, in looking at school suspension, boys of all races/ethnicities are generally suspended at twice to three times the rate of girls of their demographic group, and boys of color (except for Asian Americans and Pacific Islanders) are suspended at higher rates than white boys. But in nearly every group (except Asian Americans) girls experience a higher racial/ethnic burden than boys. For example, whereas Black boys are suspended at three times the rate of white boys, Black girls are suspended at nearly five times the rate of white girls and have higher suspension rates than white boys. The same is true for expulsions: while Black boys are expelled at a bit less than three times the rate of white boys, Black girls are expelled at four times the rate of white girls and have higher rates of expulsion than white boys. The racial/ethnic burden borne by other groups of girls, especially AINA girls is also large, yet the very negative experiences girls of color have with suspension and expulsion are not included in the MBK90 report.

Similarly, in college enrollment rates, young women generally do better than young men, and this is also true for whites, a group for which the female advantage is the largest. As a result, while Black men have a share enrolled in college of 33.9 percent—which is only 89 percent of the share of white men enrolled (at 38.3 percent)—Black women have an even lower share enrolled compared with white women, a share of 84 percent (Black women's enrollment is 38.7 percent compared with white women's enrollment of 46.0 percent). In college enrollment, Black women's racial burden is greater than men's (See Figure 5).



**FIGURE 5: BLACK WOMEN BEAR A GREATER RACIAL BURDEN THAN BLACK MALES FOR COLLEGE ENROLLMENT**



SOURCE: IWPR analysis of U.S. Census Bureau, Current Population Survey, accessed through the My Brother's Keeper Data website.

For another example, as shown in Table 2, the unemployment rate which is often singled out as especially high for young men of color, is nearly as high or higher for some young women of color. Table 2 shows that, in 2013, among young women young Black women had the highest unemployment rate, at 22.3 percent. This rate was about 1/5th lower than the rate for young Black men (at 28.1 percent) and much higher than the unemployment rates for Hispanic and Asian American men, as well as more than double the rate of young white women. While young Hispanic women have the lowest unemployment rate of all, at 9.2 percent, Asian American women have an unemployment rate that is higher than their male peers and also higher than white women. So for Asian American women, the racial burden of unemployment is greater than it is for Asian American men.

**TABLE 2: THE RACIAL BURDEN OF UNEMPLOYMENT IS SIMILAR FOR WOMEN AND MEN OF COLOR**

UNEMPLOYMENT RATES FOR 18 TO 24-YEAR OLDS, 2013		
	MALE	FEMALE
WHITE	13.6	11.0
BLACK	28.1	22.3
HISPANIC	15.8	9.2
ASIAN AMERICAN	13.8	14.4

RATIO RELATIVE TO WHITE, SAME-SEX COUNTERPARTS RACIAL BURDEN		
	MALE	FEMALE
BLACK	2.07	2.03
HISPANIC	1.16	0.84
ASIAN AMERICAN	1.01	1.31

SOURCE: IWPR calculations based on U.S. Census Bureau, Current Population Survey data accessed through the My Brother's Keeper Data website

Another MBK indicator, diagnoses of HIV infection, shows that – although Black males do have the highest rates of HIV infection – Black females have a higher racial burden relative to white women than Black males have relative to white men (see Table 3). Within each of the other race/ethnic groups, males and females are about equally disadvantaged relative to whites.

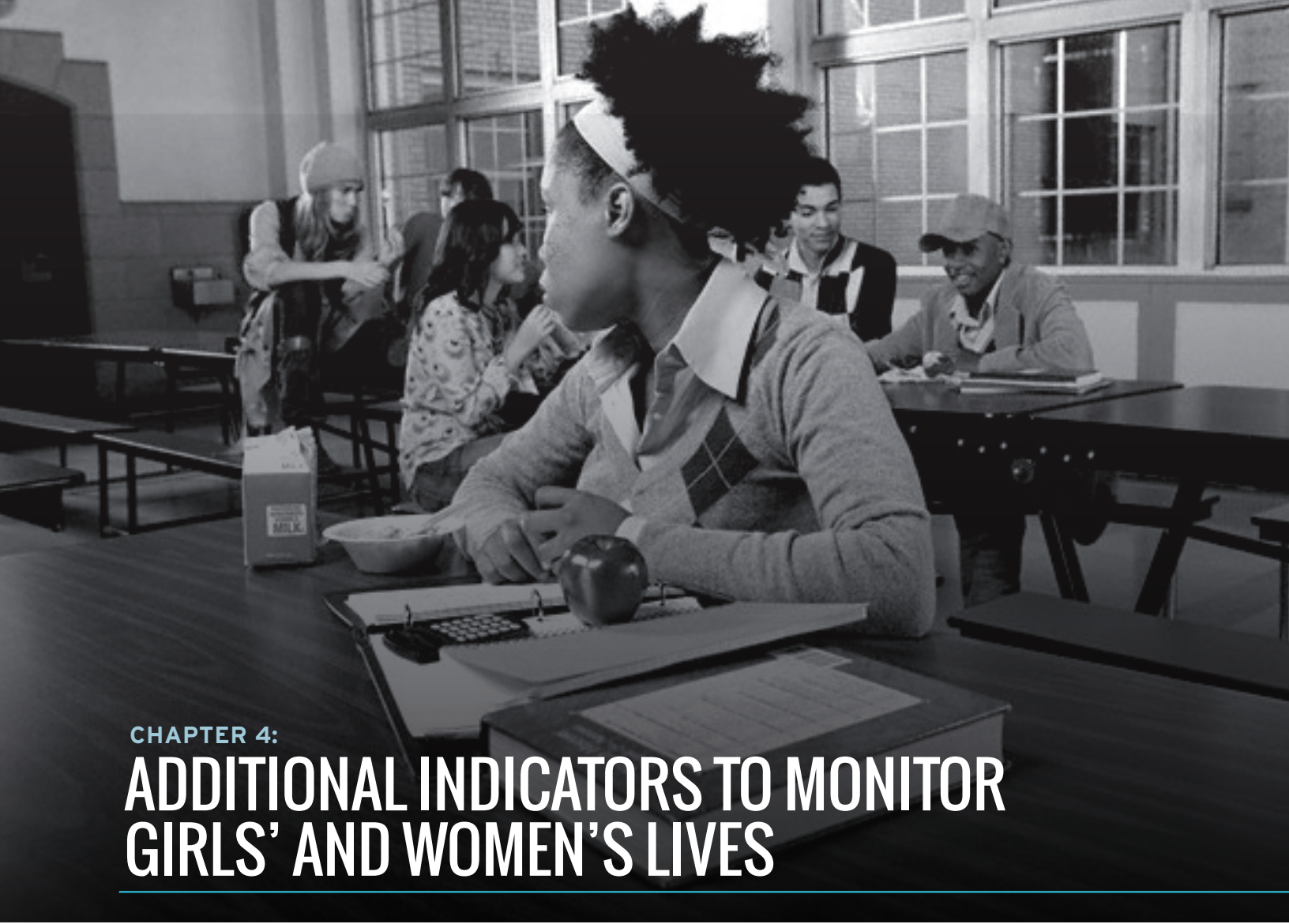
**TABLE 3: MALES IN ALL RACES/ETHNICITIES HAVE HIGHER HIV INFECTION RATES THAN FEMALES, BUT WHEN COMPARED WITH THEIR WHITE, SAME-SEX COUNTERPARTS BLACK FEMALES HAVE A HIGHER RACIAL BURDEN THAN BLACK MALES**

DIAGNOSES OF HIV INFECTION, PER 100,000 PERSONS 13-24 YEARS OLD, 2011		
	MALE	FEMALE
WHITE	10.8	1.7
BLACK	132.5	30.4
HISPANIC	29.3	4.1
ASIAN AMERICAN	10.7	1.3
AMERICAN INDIAN/ALASKA NATIVE	18.2	2.9
TWO OR MORE RACES	23.7	3.6

RATIOS RELATIVE TO WHITE, SAME-SEX COUNTERPARTS RACIAL BURDEN		
	MALE	FEMALE
BLACK	12.27	17.88
HISPANIC	2.71	2.41
ASIAN AMERICAN	0.99	0.76
AMERICAN INDIAN/ALASKA NATIVE	1.69	1.71
TWO OR MORE RACES	2.19	2.12

SOURCE: IWPR calculations based on U.S. Census Bureau, Current Population Survey data accessed through the My Brother's Keeper Data website

Just as with the gender disaggregated data presented in the MBK90 report, in the gender disaggregated data presented on the MBK90 website, very often females of color fare much worse than white females and white males, sometimes as badly as males of color fare, sometimes better, sometimes about the same. Yet none of these data about females of color were included in the MBK interim report.



CHAPTER 4:

ADDITIONAL INDICATORS TO MONITOR GIRLS' AND WOMEN'S LIVES

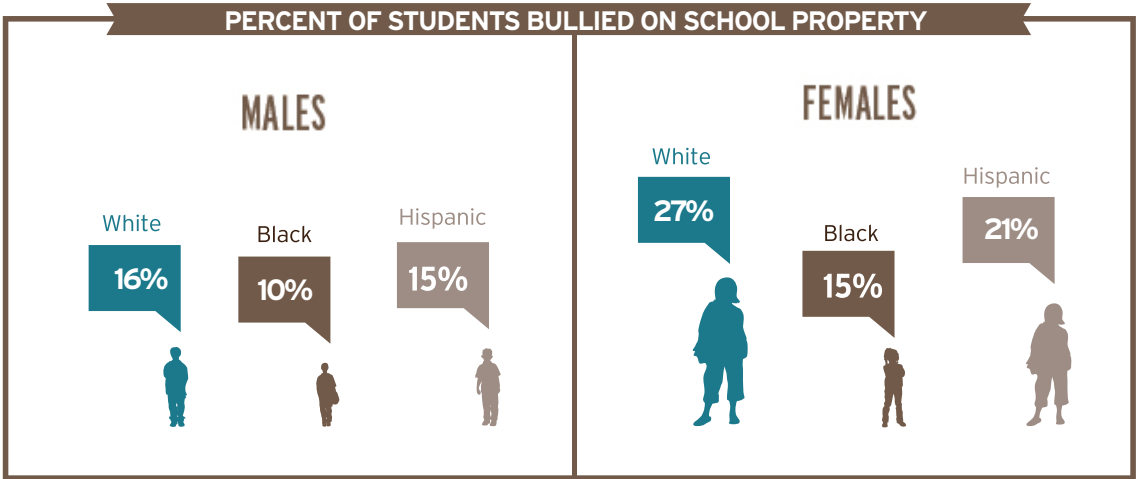
Not surprisingly in a report that focuses on boys and young men, despite the references to improving opportunities for all youth, much of the data and several of the indicators selected are clearly those that are more pertinent to the lives of boys and young men than to the lives of girls and young women. From a social science and evidentiary point of view, this exclusion of gendered data on all variables and of data on issues of special significance to women may convey the idea that boys and young men have it worse than girls and young women, when, as we have seen from the data presented in this analysis, that is often not the case. Most social scientists in approaching the issue of the barriers facing children and young people would seek to develop, analyze, and understand a broad range of data about the lives of all children and young adults, girls and young women as well as boys and young men.

To broaden society's understanding of the lives of girls and young women, especially girls and young women of color, IWPR researchers have identified 12 indicators that shed light on issues especially important to females.

Violence against females begins at a young age, as can be seen on the indicator listed in the MBK90 report, and noted above, labeled maltreatment, on which girls

score worse than boys for ages 0-17 years. To provide a more comprehensive picture of violence against girls and young women of color, the recommended list of indicators includes six on this topic: being electronically bullied, being bullied on school property, not attending school because of fear of violence, physical dating violence, and sexual dating violence—on these indicators girls' and young women's scores are generally two to three times worse than boys' and young men's. A similar gender disparity exists for all race/ethnic groups on the indicator "physically forced to have sexual intercourse."

FIGURE 6: MORE FEMALES ARE BULLIED ON SCHOOL PROPERTY THAN MALES FOR EVERY RACE/ETHNIC GROUP



SOURCE: Centers for Disease Control, "Understanding Teen Dating Violence: Fact Sheet," 2014.

Three recommended indicators relate to the higher student debt burden experienced by young women than young men. The percent of undergraduates with student loan debt is higher for white and Black women and lower for Hispanic women than their male counterparts. Average student loan debt and percent borrowing more than \$25,000 are both higher for white and Black women relative to their male counterparts, but lower for Hispanic women relative to Hispanic men.

Three additional recommended indicators relate to mental and physical health. For example, white and Hispanic females attempt suicide at about twice the rate of their male counterparts, whereas for Blacks, the female disadvantage is smaller. For "contraceptive use during last sexual intercourse," Black and Hispanic women score considerably lower than their male counterparts or than white females and males. Reports of receiving treatment for sexually transmitted diseases is about the same for Hispanic females and males, but higher among white and Black females relative to their male counterparts. The rates for Blacks of both sexes are higher than for whites or Hispanics.

The complete list of 12 indicators and accompanying data can be found In Appendix E.





## CHAPTER 5:

# CONCLUSION AND RECOMMENDATIONS

The MBK Initiative represents a substantial dedication of public and private resources to the unique needs experienced by Black men and boys. The data presented here show that comparable commitments are warranted to integrate a focus on the specific challenges and concerns facing young women. The data also suggest that it is important to consider the well-being of young men and women of color in an integrated and comprehensive fashion, because so many of the challenges they face are shared. An initiative that includes both genders is more likely to ensure that the economic, community and structural factors affecting both genders are highlighted and addressed. Currently many communities where people of color are concentrated do not provide high quality education, jobs, adequate housing, food and safety, and these structural and community-wide factors affect girls as much as boys. At the same time, as the data presented here show, boys and girls of color also have distinct needs that warrant gender-informed approaches. Some popular approaches such as single sex education or marriage promotion, however, lack an evidence base regarding their effectiveness and may encourage stereotyping about men's and women's roles. They appear to many advocates to be popular "bandaids" aimed at restoring male privilege rather than at eradicating sexism and racism and strengthening economic opportunities for women and men of color. As an alternative, many advocates and scholars advise approaches centered on addressing institutional and economic racism in a context of gender equality. Improving the well-being of young women and men of color requires an integrated approach that considers women's and girls' concerns, along with those of men and boys. In addition, it requires attention to approaches that promote gender equity along with those that reduce racism and increase economic and social well-being.

## ENDNOTES

<sup>1</sup> Office of the White House. Presidential Memorandum. 2014. "Creating and Expanding Ladders of Opportunity for Boys and Young Men of Color," *Federal Register* 79, no. 45: Washington, D.C. <<http://www.gpo.gov/fdsys/pkg/FR-2014-03-07/pdf/2014-05073.pdf>> (Accessed August 3, 2014).

<sup>2</sup> Broderick Johnson and Jim Shelton. 2014. *My Brother's Keeper Task Force Report to the President*, special report prepared at the request of the President. Washington, D.C. <[http://www.whitehouse.gov/sites/default/files/docs/053014\\_mbk\\_report.pdf](http://www.whitehouse.gov/sites/default/files/docs/053014_mbk_report.pdf)> (Accessed August 3, 2014).

<sup>3</sup> As Kimberlé Crenshaw wrote in "The Girls Obama Forgot," *New York Times*, July 29, 2014, <[http://www.nytimes.com/2014/07/30/opinion/Kimberl-Williams-Crenshaw-My-Brothers-Keeper-Ignores-Young-Black-Women.html?\\_r=0](http://www.nytimes.com/2014/07/30/opinion/Kimberl-Williams-Crenshaw-My-Brothers-Keeper-Ignores-Young-Black-Women.html?_r=0)> (Accessed October 27, 2014): "'Fixing' men of color – particularly young Black men – hits a political sweet spot among populations that both love and fear them."

<sup>4</sup> Philanthropic support for Black men and boys can be traced back to 1992 with the launch of W.K. Kellogg Foundation's African American Men and Boys Initiative. There have been various waves of initiatives from foundations including the Ford Foundation, Annie E. Casey Foundation, and Open Society Foundation, among others. In 2007, then Senator Barack Obama wrote the forward to the National Urban League's report *The State of Black America 2007: Portrait of the Black Male*. One of the most prominent and well-funded initiatives for Black men and boys was the Open Society Foundations' 2008 Campaign for Black Male Achievement, which committed over \$50 million to more than 100 organizations, spurring renewed attention to this issue. While the initial philanthropic focus was on Black males, it appears that the focus is expanding to include more boys and young men of color, especially Hispanics and Native Americans, to match the White House MBK Initiative. See Seema Shah and Grace Soto, *Where Do We Go From Here? Philanthropic Support for Black Men and Boys*, the Foundation Center and the Open Society Foundations, 2012.

<sup>5</sup> Because the federal agencies and departments have been instructed to review their programs to find those that are most effective for young men and boys of color, it is possible that the Obama administration will consider allowing federal funds to be spent in single-sex programs, much like the Obama administration has continued the George W. Bush administration's precedent-breaking Title IX regulations that allow public schools to form single-sex classrooms and even entire single-sex schools if school administrators believe that the boys or girls will be better served in single-sex environments. Perhaps single-sex environments may be extended to more venues that receive federal support, such as childcare and pre-kindergarten programs, after-school programs, mentoring programs, and post-secondary job training and credentialing programs.

<sup>6</sup> Alemayehu Bishaw, Kayla Fontenot, and Suzanne Macartney. 2013. "Poverty Rates for Selected Detailed Race and Hispanic Groups by State and Place: 2007-2011". U.S. Census Bureau. American Community Survey Briefs. Available at: <http://www.census.gov/prod/2013pubs/acsbr11-17.pdf> (accessed October 30, 2014).

<sup>7</sup> Robert Teranishi. 2014. *Ethnic and Gender Subgroup Differences in Education, Employment, and Incarceration in the Asian American and Pacific Islander Community*. National Commission on Asian American & Pacific Islander Research in Education <http://care.gseis.ucla.edu/assets/care-menandboys.pdf> (Accessed November 4, 2014).

<sup>8</sup> Bureau of Labor Statistics. 2013. *Labor Force Characteristics by Race and Ethnicity*, 2013, Table 3. <http://www.bls.gov/cps/cpsrace2013.pdf> (Accessed October 6, 2014).

<sup>9</sup> Centers for Disease Control and Prevention. "Leading Causes of Death Reports, National and Regional, 1999-2012." [http://webappa.cdc.gov/sasweb/ncipc/leadcaus10\\_us.html](http://webappa.cdc.gov/sasweb/ncipc/leadcaus10_us.html) (Accessed November 3, 2014).

<sup>10</sup> National Coalition on Black Civic Participation. 2014. "Black Women in the United States, 2014: Progress and Challenges, 50 Years After the War on Poverty, 50 Years After the 1964 Civil Rights Act, 60 Years After Brown v. Board of Education". [http://ncbcp.org/news/releases/BWR.Final\\_Black\\_Women\\_in\\_the\\_US\\_2014Report.pdf](http://ncbcp.org/news/releases/BWR.Final_Black_Women_in_the_US_2014Report.pdf) (Accessed October 30, 2014).

<sup>11</sup> Ann Carson and Daniela Golinelli. 2013. *Prisoners in 2012: Trends in Admissions and Releases, 1991-2012*. Washington, DC: US Dept. of Justice Bureau of Justice Statistics, 25. <http://www.bjs.gov/content/pub/pdf/p12tar9112.pdf> (Accessed October 30, 2014). The MBK90 report says the Black male incarceration rate is six times that of white males; this source says it is four times that of white males.

<sup>12</sup> Alemayehu Bishaw, "Areas with Concentrated Poverty: 2006-2010," <http://www.census.gov/prod/2011pubs/acsbr10-17.pdf> (Accessed October 6, 2014); U.S. Census Bureau, Current Population Survey, Annual Social and Economic Supplements, as cited in My Brother's Keeper Data website, "Environment and Family Structure: Family Structure and children's living arrangements: Percentage of children ages 0-17 by presence of parents in household, sex, and race/ethnicity, 2001-2013." <http://mbk.ed.gov/data/> (Accessed October 6, 2014).

<sup>13</sup> U.S Department of Education, Office for Civil Rights, Civil Rights Data Collection, National Center for Education Statistics, Common Core of Data, Local Education Agency Universe Survey as cited in My Brother's Keeper Data website, "Early Care and K-12 Education: Number of Students in Advanced Placement (AP) courses as percentage of 11th and 12th grade enrollment by sex and race/ethnicity, 2011-12." <http://mbk.ed.gov/data/> (Accessed October 6, 2014).

<sup>14</sup> Terris Ross et al. *Higher Education: Gaps in Access and Persistence Study* (Washington, DC: US Department of Education, August 2012). <http://nces.ed.gov/pubs2012/2012046.pdf> (Accessed October 6, 2014).

<sup>15</sup> Isabel V. Sawhill, Scott Winship, and Kerry Searle Grannis, *Pathways to the Middle Class: Balancing Personal and Public Responsibilities* (Washington, DC: Brookings Institution, September 20, 2012) <http://www.brookings.edu/research/papers/2012/09/20-pathways-middle-class-sawhill-winship> (Accessed June 20, 2014).

<sup>17</sup> T. Ross et al. 2012. *Higher Education: Gaps in Access and Persistence Study* (NCES 2012-046). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office.

<sup>18</sup> <http://www.census.gov/hhes/socdemo/education/data/cps/2013/tables.html>; Gregory Acs, Kenneth Braswell, Elaine Sorenson and Margary Austin Turner. 2013. "The Moynihan Report Revisited" <http://www.>

[urban.org/UploadedPDF/412839-The-Moynihan-Report-Revisited.pdf](http://urban.org/UploadedPDF/412839-The-Moynihan-Report-Revisited.pdf)>  
(Accessed October 30, 2014).

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<sup>19</sup> Timothy J. Biblarz and Judith Stacey, “How Does the Gender of Parents Matter?” *Journal of Marriage and Family* Vol. 72, no. 1 (Feb. 2010): 3-22.

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<sup>20</sup> Jo Jones and William D. Mosher. *Father’s Involvement With Their Children: United States, 2006-2010*. (Washington, DC: US Department of Health and Human Services, December 20, 2013) <<http://www.cdc.gov/nchs/data/nhsr/nhsr071.pdf>> (Accessed October 6, 2014).

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<sup>21</sup> Erica Williams, Casey Clevenger, Lynette Osborne. *Status of Girls in Minnesota*. (Washington, DC: Institute for Women’s Policy Research, April 2008) <<http://www.iwpr.org/publications/pubs/status-of-girls-in-minnesota>> (Accessed November 4, 2014).

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<sup>22</sup> In a White House meeting on July 15, 2014, two top-level White House staff members told advocates and researchers meeting with them about the MBK Initiative that the 44 indicators listed in the report were chosen specifically because on every one of them males do worse than females; that is most decidedly not the case.

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APPENDIX A

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
1	5	23.2% of Hispanics, 25.8% of Black, and 27% of American Indians and Alaska Natives (AIAN) live in poverty, compared to 11.6% of White Americans.	1	Boys	“2007-2011 American Community Survey US Census Bureau (2011) <a href="http://www.census.gov/newsroom/releases/archives/news_conferences/20121203_acs5yr.html">http://www.census.gov/newsroom/releases/archives/news_conferences/20121203_acs5yr.html</a> ”
2	5	Black, American Indian, and Hispanic children are between six and nine times more likely than white children to live in areas of concentrated poverty.	2	Both Genders	“Data Snapshot on High-Poverty Communities Annie E. Casey Foundation (2012) <a href="http://www.aecf.org/resources/data-snapshot-on-high-poverty-communities/">http://www.aecf.org/resources/data-snapshot-on-high-poverty-communities/</a> ”
3	5	Roughly two-thirds of Black and one-third of Hispanic children live with only one parent. A father’s absence increases the risk of their child dropping out of school. Blacks and Hispanics raised by single moms are 75 percent and 96 percent respectively more likely to drop out of school.	3	Both Genders	“Father Absence and the Welfare of Children Sara McLanahan Network on the Family and the Economy <a href="http://apps.olin.wustl.edu/macarthur/working%20papers/wp-mclanahan2.htm">http://apps.olin.wustl.edu/macarthur/working%20papers/wp-mclanahan2.htm</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The ACS includes most detailed portraits of every U.S. community.	The percentages appear to apply to all members of each racial/ethnic group, male and female. While the census bureau does not break poverty rates down by race, sex and age, a larger percentage of girls under 18 fell below the poverty line in 2012 than boys under age 18 (figure 6 in DeNavas-Walt_Proctor_Smith 2013. Income, Poverty and Health Insurance Coverage in the United States: 2012). In fact, females were more likely to be poor in every age group shown.	No	N/A
The Data Snapshot concludes that, “all children need strong families and supportive communities to realize their full potential.” The probability of living in an area of concentrated poverty has risen. It also lists some practices for creating these resourceful communities.		No	N/A
This 10 year study found that children who grow up apart from their biological father do less well than children who grow up with both parents. This includes high school graduation, college attendance, and job attainment. The study does note that the differences are not huge and the children who grow up with a single parent do quite well. Also, these differences are not large enough to support the claim that father absence is the major cause of our country’s most serious social problems. But, the differences are not inconsequential.		No	N/A

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
4	5	We see significant high school dropout rates--as high as 50% in some school districts--including among boys and young men from certain Southeast Asian and Pacific Islander populations.	4	Boys	“Ethnic and Gender Subgroup Differences in Education, Employment, and Incarceration in the Asian American and Pacific Islander Community Robert Teranishi (2014) <a href="http://care.gseis.ucla.edu/assets/care-menandboys.pdf">http://care.gseis.ucla.edu/assets/care-menandboys.pdf</a> ”
5	6	During the summer months (June-August) of 2013, just 17% of Black teenage boys (ages 16-19) and 28% of Hispanic teenage boys were employed, compared to 34% of White teenage boys.	No Note	Boys	
6	6	Overall in 2013, half of young black men (20-24) were employed, compared to over two-thirds of young white men. This employment gap persists as men get older.	No Note	Boys	
7	6	While only 6% of the overall population, Black males accounted for 43% of murder victims in 2011.	5	Boys	“Crime in the US 2011: Expanded Homicide Table 1 Federal Bureau of Investigation (2011) <a href="http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/tables/expanded-homicide-data-table-1">http://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2011/crime-in-the-u.s.-2011/tables/expanded-homicide-data-table-1</a> ”
8	6	Among youths ages 10 to 24, homicide is the leading cause of death for Black males and also among the leading cause of death for Hispanics and AIANs.	6	Boys	“Injury and Violence Prevention Control Center for Disease Control (2010) <a href="http://www.cdc.gov/injury/">http://www.cdc.gov/injury/</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
This brief addresses the lack of awareness about the extent of how issues of disparity affect the AAPI community. The brief focuses on key indicators for the mobility and life course outcomes of AAPI boys and men. The data supports the need for greater inclusion of the AAPI community when addressing education challenges facing all men of color.	The Ivory Tower PowerPoint (R. Teranishi) shows drop out rates for AAPI females are lower than AAPI males but still extremely high -- Pacific Islander females have a 4 year drop out rate of 36.5% (compared to 50.4% for males) and Filipino females have rates of 32.9% (compared to 46.7% for males). Nationally, while girls do have a higher graduation rate than boys, the graduation rate for Black, Hispanic and American Indian/Alaska native girls is at or below 70%. < <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> >	Yes	Boys Worse
		N/A	No
		N/A	N/A
The data shows that the total number of Black males murdered is higher than any other race or sex. Black females are second highest to white females. The only race breakdown was white and Black.	Black females were 6% of the general population in 2011 but 7% of all homicides. Among females of all racial/ethnic groups, Black females aged 10-24 have the highest homicide rate -- 5.8 homicides per 100,000 compared to 1.3 for white females of the same age (which is also greater than the 2.9 per 100,000 for white males). < <a href="http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/hr_age-race.html">http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/hr_age-race.html</a> > *see also < <a href="http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/national_stats.html">http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/national_stats.html</a> >	Yes	Boys Worse
This page of the CDC website includes all data regarding injury and violence prevention.	Homicide is the 6th and 7th leading cause of death for Black and Hispanic girls aged 10 to14 respectively. Homicide rises to the 2nd and 4th leading cause of death for Black and Hispanic girls between the ages of 15 and 24 years of age. It is among the leading causes for Hispanic and AIAN females as well.	Yes	Boys worse

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
9	6	By age 40, each initial dollar per participant spent on preschool returned more than \$16 relative to a control group. A large portion of the return was public savings, reflecting reduced crime and greater tax receipts from higher employment and earnings, among other factors.	No Note	Both Genders	
10	8	By the age of 3, children from low-income households have heard roughly 30 million fewer words than their higher-income peers.	8	Both Genders	“Meaningful Differences in the Everyday Experience of Young American Children Betty Hart and Todd R. Risley (2003 - 4th printing) <a href="http://www.strategiesforchildren.org/eea/6research_summaries/05_MeaningfulDifferences.pdf">http://www.strategiesforchildren.org/eea/6research_summaries/05_MeaningfulDifferences.pdf</a> ”
11	8	For the first time in history, high school graduation rates reached 80 percent, with gains largely driven by a 15-percentage point increase for Hispanic students and a 9-percentage point increase by Black students since 2006.	No Note	Both Genders	
12	8	Research shows that dropping out of school is not a single event but the conclusion of a series of distress signals that often go unanswered.	11	Both Genders	“An Early Warning System Ruth Curran Neild, Robert Balfanz, and Liza Herzog (2007) <a href="http://www.betterhighschools.org/expert/pdf/An%20Early%20Warning%20System%20__%20Education%20Leadership.pdf">http://www.betterhighschools.org/expert/pdf/An%20Early%20Warning%20System%20__%20Education%20Leadership.pdf</a> ”
13	9	Black children are four times as likely as their White peers to be suspended from school.	12	Both Genders	Data Snapshot: School Discipline US Department of Education Office for Civil Rights <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf</a>

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The authors examine the language development in young children as well as the effects of home experiences on their development. SES is a large contributing factor, and the research shows that the achievement gap begins before the age of 3.		No	N/A
The authors examine the high school graduation crisis and volunteer some possible solutions. Their research shows that students who might drop out of school send distress signals for years beforehand, and if schools/districts develop interventions, they can help potential dropouts to get back on track.	The percentages appear to apply to all members of each racial/ethnic group, male and female. While the census bureau does not break poverty rates down by race, sex and age, a larger percentage of girls under 18 fell below the poverty line in 2012 than boys under age 18 (figure 6 in DeNavas-Walt_Proctor_Smith 2013. Income, Poverty and Health Insurance Coverage in the United States: 2012). In fact, females were more likely to be poor in every age group shown.	No	N/A
“(The report cites the 2004 version, however, only the 2014 version is available online) This data snapshot concentrates on school discipline. Much of the data is examined not only by race but also by gender, and shows that black students as well as other minorities are very large proportions of discipline, restraint, and seclusion in schools. “		Yes	N/A

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
14	9	And if a student has been suspended even once by ninth grade, he or she is twice as likely to drop out.	No Note	Both Genders	
15	9	Investments in infrastructure, advanced manufacturing, job training and improve employment prospects for all young people, including boys and young men of color.	No Note	Both Genders	
16	12	There has been a surge in college enrollment overall and among low-income Black and Hispanic students, fueled in part by increasing and expanding Pell grants.	13	Both Genders	“Higher Education: Gaps in Access and Persistence Study Institute for Education Sciences, National Center for Education Statistics (2012) <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> ”
17	13	Boys and young men of color are more likely than their peers to be born into low-income families and live in concentrated poverty; to have teenage mothers; to live with one or no parent; to attend high-poverty, poor performing schools; to miss out on rigorous classes; and to have teachers that are inexperienced and unqualified.	15	Both Genders	“Data Snapshot: College and Career Readiness US Department of Education Office for Civil Rights (2014) <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf</a> ”
18	13	In schools and in courts, these boys and young men too often receive harsher penalties for the same infractions as similarly charged White males, and are least likely to be given a second chance.	16	Both Genders	“Breaking Schools’ Rules, T. Fabelo, M. Thomas, M. Plotkin, D. Carmichael, M. Marchbanks III, and E. Booth (2011) <a href="http://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf">http://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
This study examines the gaps in educational participation/attainment between male Blacks, Hispanics, Native Hawaiians/Pacific Islanders, and American Indians/Alaska Natives and their female counterparts to examine gaps between males in these racial/ethnic groups and white males.	There is no specific information regarding the surge in college enrollment due to Pell grant expansion. The report did note that the trend since the 1980s is a lower percentage of males than females enroll in postsecondary education. A higher percentage of females also receive financial aid. In terms of immediate postsecondary enrollment, more females enroll than males for whites and Hispanics, but there was no measurable difference for Black students.	Yes	N/A
The data snapshot shows that there is clear disparity in education opportunity that affects a student’s readiness for higher education and careers.	A larger percentage of Blacks, both male and female, live in high poverty neighborhoods than members of other racial/ethnic groups < <a href="http://www.census.gov/prod/2011pubs/acsbr10-17.pdf">http://www.census.gov/prod/2011pubs/acsbr10-17.pdf</a> >. *The information in the education data snapshot is not specific to boys but is about schools and differences by race in access to advanced courses.	No	N/A
Focused on school/juvenile justice records in Texas. The authors’ research shows that Black students were disproportionately likely to be removed from the classroom for disciplinary reasons. A student’s likelihood of involvement with the juvenile justice system increased if he/she were suspended or expelled.	Findings indicate that Black males are disciplined more harshly than their male counterparts of other racial groups. They also find, however, that Black and Hispanic female students are also more likely than white female students to be disciplined.	Yes	Boys Worse

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
19	13	They have higher incidences of asthma, diabetes, and other illnesses which affect everything from school attendance to employment.	Note Does Not Match Source	Both Genders	
20	13	they are less likely to be diagnosed or treated early for intellectual, learning or emotional disabilities and are more likely to be enrolled in special education	18	Both Genders	“Hispanic Representation in Special Education: Patterns and Implications Mark Guiberson (2009) <a href="http://search.proquest.com.proxygw.wrlc.org/docview/228529805/fulltextPDF?accountid=11243">http://search.proquest.com.proxygw.wrlc.org/docview/228529805/fulltextPDF?accountid=11243</a> ”
21	13	They are more likely to live in communities with higher rates of crime, increasing the likelihood of negative encounters with police and victimization by violent crime.	19	Both Genders	“Disproportionate Minority Contact Alex R. Piquero (2008) <a href="http://futureofchildren.org/futureofchildren/publications/journals/article/index.xml?journalid=31&amp;articleid=42">http://futureofchildren.org/futureofchildren/publications/journals/article/index.xml?journalid=31&amp;articleid=42</a> ”
22	13	Research suggests that Gay, Bisexual, Transgender and other sexual and gender minority (GBTQ) youth of color also experience high levels of systematic barriers to well-being compared to White LGBTQ youth	20	Both Genders	“HIV Risk Behaviors Among Male-to-Female Transgender Persons of Color in San Francisco Tooru Nemoto, Don Operario, JoAnne Keatley, Lei Han, Toho Soma (2004) <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448420/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448420/</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
	Data posted on the MBK website shows that Black and Hispanic (and white) males have higher asthma rates than their same-race female counterparts with black males having the highest rates of all groups. The CDC website provides data showing that Black and Asian males have slightly higher diabetes rates than same-race females but Hispanic females have slightly higher rates than Hispanic males.	N/A	N/A
This article addresses the inaccurate placement of minority students in special education programs, which can skew representation and identification. The author uses databases to conduct a literature review to examine whether or not Hispanic children are disproportionately represented.	This article refers to Hispanic children not Hispanic boys or men. Throughout the article, the author never singles out either sex but always talks about children. The author does focus on English Language Learners and culturally sensitive teaching practices to address the over- and under-representation of Hispanic children in special education classes, these are not gender specific.	No	N/A
Piquero notes that youth of color are overrepresented at every stage of the juvenile justice system. There are two hypotheses: 1) “differential involvement” and 2) “differential selection.” The author urges that more research is needed to understand how these hypotheses explain the fact of overrepresentation and how to address it. He also advocates for research studies of local/ state initiatives to address racial/ ethnic disparities.	The report cited refers to minority youth and is not specifically about minority males or males in general.	No	N/A
The authors examined HIV behaviors among African American, Asian/Pacific Islander, and Latina MTF transgender persons in order to improve HIV prevention programs. Their findings show that there is an urgent need for transgender-sensitive HIV and substance use interventions. This data cannot be generalized because San Francisco’s transgender community might contribute to higher prevalence of risk.		No	N/A



CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
23	16	For example, in San Antonio, progress is already visible; in the last three years, the graduation rate at the target high school has rise from 46 to 84 percent, and chronic absenteeism among 8th graders has fallen from 33 to 8 percent.	23, 24	Both Genders	<p>“Promise Neighborhoods longitudinal data sharing system - San Antonio Independent School District, Sam Houston High School Community Viewer (2009-2012)</p> <p>Promise Neighborhoods longitudinal data sharing system - San Antonio Independent School District, Phyllis Wheatley Middle School Community Viewer (2009-2013)”</p>
24	22	The research clearly indicates the benefits to children who have two actively engaged parents.	26	Both Genders	<p>“Dad Stats</p> <p>US Dept of Heath and Human Services (2012) <a href="https://www.fatherhood.gov/library/dad-stats">https://www.fatherhood.gov/library/dad-stats</a>”</p>
25	22	Family structures and economic stability are large drivers of parents’ ability to provide necessary supports and guidance to their children	27	Both Genders	<p>“ Doing the Best I can: Fatherhood in the Inner City</p> <p>Kathryn Edin &amp; Timothy J. Nelson (2013) <a href="http://www.ucpress.edu/book.php?isbn=9780520274068">http://www.ucpress.edu/book.php?isbn=9780520274068</a>”</p>
26	22	Research shows that increasing family income and access to full-time employment can improve child outcomes.	28	Both Genders	<p>“New Hope for Families and Children: Five-Year Results of a Program to Reduce Poverty and Reform Welfare</p> <p>Aletha Huston, Cynthia Miller, Lashawn Richburg-Hayes, Greg Duncan, Carolyn Eldred, Thomas S. Weisner, Edward D. Lowe, Vonnie McLoyd, Danielle Crosby, Marika N. Ripke, Cindy Redcross (2003) <a href="http://www.mdrc.org/sites/default/files/full_457.pdf">http://www.mdrc.org/sites/default/files/full_457.pdf</a>”</p>
27	23	Teenage parents are less likely to finish high school or attend college, and more likely to be poor adults.	30	Both Genders	<p>“The Joy of Romance: Healthy Adolescent Relationships as an Educational Agenda</p> <p>Bonnie L. Barber &amp; Jacquelynne S. Eccles (2003) <a href="http://www.rcgd.isr.umich.edu/garp/articles/eccles03f.pdf">http://www.rcgd.isr.umich.edu/garp/articles/eccles03f.pdf</a>”</p>

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The “Dad Stats” includes an overview of fathers and father involvement. It concludes that father involvement has a lasting and positive impact on children.			
The authors show how economic and cultural changes have transformed the meaning of fatherhood among the urban poor. They offer insight into the redefinition of family life with a central father-child bond.			
This report provides an examination of the New Hope Project’s effects focusing on the families and children who had at least one child under the age of 10 when they entered the study. The findings support the recent expansions in work supports for poor families including the EITC value increases and greater eligibility for Medicaid and child care subsidies.			
The authors discuss both the prevalence of romantic relationships in adolescence and the role they play in development.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
28	23	Currently, nine percent of young men between the ages of 12 and 16 are fathers or will become fathers before they turn 20.	31	Both Genders	“The Characteristics and Circumstances of Teen Fathers: At the Birth of Their First Child and Beyond M. Scott, N. Steward-Streng, J. Manlove, K. Moore (2012)”
29	23	A disproportionate number of these fathers are Black.	31	Both Genders	“The Characteristics and Circumstances of Teen Fathers: At the Birth of Their First Child and Beyond M. Scott, N. Steward-Streng, J. Manlove, K. Moore (2012) <a href="http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_06_01_RB_TeenFathers.pdf">http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_06_01_RB_TeenFathers.pdf</a> ”
30	23	Children born to teen parents are more likely to have poorer educational, behavioral, and health outcomes over the course of their lives than children born to older parents.	32	Both Genders	“The Characteristics and Circumstances of Teen Fathers: At the Birth of Their First Child and Beyond M. Scott, N. Steward-Streng, J. Manlove, K. Moore (2012) <a href="http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_06_01_RB_TeenFathers.pdf">http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_06_01_RB_TeenFathers.pdf</a> ”
31	24	Roughly one in nine Black children and one in 28 Hispanic children has an incarcerated parent at any give time, compared to one in 57 White children.	33	Both Genders	“Collateral Costs: Incarceration’s Effect Economic Mobility The Pew Charitable Trusts (2010) <a href="http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2010/CollateralCosts1pdf.pdf">http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2010/CollateralCosts1pdf.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
	“In 2008, almost 12% of Black females and 11% of Hispanic females aged 15 to 19 years old became pregnant and just over 6% of Black females and just over 7% of Hispanic females gave birth. <a href="http://www.guttmacher.org/pubs/USTPtrends08.pdf">http://www.guttmacher.org/pubs/USTPtrends08.pdf</a> 18% of females will become mothers before they turn 20. (2006) <a href="http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_06_01_RB_TeenFathers.pdf">http://www.childtrends.org/wp-content/uploads/2013/03/Child_Trends-2012_06_01_RB_TeenFathers.pdf</a> ”	No	N/A
This research brief offers statistical information about teen fathers and their characteristics at their first child’s birth, their union status, subsequent experience fathering a child, and their residential status. The researchers find that teen fathers share similarities with teen mothers and many who were teen fathers go on to have more children before reaching their mid twenties. Finally, teen fathers who were living with their first child at the time of birth are the most likely to still be living with their child in young adulthood.	The 6% of Black females and 7% of Hispanic females age 15 to 19 who gave birth in 2008 are substantially higher than the just under 3% of non-Hispanic white females who gave birth in the same year. <a href="http://www.guttmacher.org/pubs/USTPtrends08.pdf">http://www.guttmacher.org/pubs/USTPtrends08.pdf</a>	No	N/A
This research brief offers statistical information about teen fathers and their characteristics at their first child’s birth, their union status, subsequent experience fathering a child, and their residential status. The researchers find that teen fathers share similarities with teen mothers and many who were teen fathers go on to have more children before reaching their mid twenties. Finally, teen fathers who were living with their first child at the time of birth are the most likely to still be living with their child in young adulthood.			
This report quantifies the effect incarceration has on a former inmate’s economic opportunity/advancement as well as the effects on families and children. The report finds that former inmates work fewer weeks, earn less money, and have limited upward mobility.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
32	24	Having an incarcerated parent may be associated with economic hardship, housing insecurity, and developmental challenges in children.	34	Both Genders	“The Growth of Incarceration in the United States: Exploring Causes and Consequences National Research Council (2014)”
33	24	Despite the fact that an estimated 30% of incarcerated teen males have their own children, parenting programs within juvenile correctional facilities are rare and accommodations for visitation are minimal.	35	Both Genders	“Fatherhood arrested: Parenting from within the juvenile justice system Anne Nurse (2002)”
34	24	There is significant evidence that maintaining familial connections during incarceration reduces recidivism and helps children of incarcerated parents stay on track for good life outcomes.	36	Both Genders	“Delivering Services to Incarcerated Teen Fathers: A Pilot Intervention to Increase the Quality of Father-Infant Interactions during Visitation Rachel Barr, Marisa Morin, Natalie Brito, Benjamin Richeda, Jennifer Rodriguez, Carole Schaffer (2014) <a href="http://psycnet.apa.org/journals/ser/11/1/10/">http://psycnet.apa.org/journals/ser/11/1/10/</a> ”
35	24	Children in households marked by intimate partner violence suffer significant psychological, behavioral, and academic problems.	37	Both Genders	“The Effects of Child Abuse and Exposure to Domestic Violence on Adolescent Internalizing and Externalizing Behavior Problems Carrie A. Moylan, Todd I. Herrenkohl, Cindy Sousa, Emiko A. Tajima, Roy C. Herrenkohl, M. Jean Russo (201) <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2872483/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2872483/</a> ”
36	24	And violence in families and relationships contributes to families being separated	38	Both Genders	“Father’s Risk Factors in Fragile Families: Implications for “Healthy” Relationships and Father Involvement Maureen R. Waller & Raymond Swisher (2006) <a href="http://www.jstor.org.proxygw.wrlc.org/stable/pdfplus/10.1525/sp.2006.53.3.392.pdf?acceptTC=true&amp;jpdConfirm=true">http://www.jstor.org.proxygw.wrlc.org/stable/pdfplus/10.1525/sp.2006.53.3.392.pdf?acceptTC=true&amp;jpdConfirm=true</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
Ann Nurse presents evidence that there is a failure to recognize overlap between prison and young fatherhood which has serious consequences. She also includes policy recommendations.	Acoca (2004) cites research she conducted in which teenage mothers reported being separated from their infants within 3 months of delivery (within hours if they gave birth while in custody). Of those who had been pregnant in custody, they reported receiving no prenatal or parenting classes and there were no obstetrical facilities on site. < <a href="http://www.isc.idaho.gov/cp/docs/Understanding%20Detained%20and%20Incarcerated%20Teen%20Mothers%20and%20Their%20Children.pdf">http://www.isc.idaho.gov/cp/docs/Understanding%20Detained%20and%20Incarcerated%20Teen%20Mothers%20and%20Their%20Children.pdf</a> >	No	N/A
This study follows the Baby Elmo Program, which provides incarcerated teen fathers with parenting training and visitation. The study’s findings suggest that this time of intervention is effective for incarcerated teen fathers.	IWPR could not find a similar study for females (Juvenile or adult). This study does not address recidivism or follow children to assess life outcomes.	No	N/A
This study’s results show that child abuse, domestic violence, as well as a combination of the two, increase a child’s risk for internalizing and externalizing outcomes in adolescence. It also shows that the effects for boys and girls are comparable.		Yes	Comparable
The authors examined how risk factors such as physical abuse, substance use, and incarceration among unmarried fathers are related to fathers’ early involvement with their children. The authors suggest that policies should be mindful that some fathers have characteristics that are not conducive to increased involvement while others face barriers to involvement.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
37	24	With nearly 17 million children living in homes with intimate partner violence, more needs to be done to prevent family violence, protect and support the victims of family violence and give families the tools to build healthy relationships.	39	Both Genders	“Estimating the Number of American Children Living in Partner-Violent Families Renee McDonald, Ernest N. Jouriles, Suhasini Ramisetty-Mikler, Raul Caetano, Charles E. Green (2006) <a href="http://web.a.ebscohost.com.proxygw.wrlc.org/ehost/detail?vid=3&amp;sid=39c4ea46-8d75-45e6-9b5f-d3fcccc6eacc%40sessionmgr4002&amp;hid=4214&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=pdh&amp;AN=2006-03561-015">http://web.a.ebscohost.com.proxygw.wrlc.org/ehost/detail?vid=3&amp;sid=39c4ea46-8d75-45e6-9b5f-d3fcccc6eacc%40sessionmgr4002&amp;hid=4214&amp;bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=pdh&amp;AN=2006-03561-015</a> ”
38	25	Specifically, youth with high-quality, sustained mentors are more likely to engage in positive behavior and less likely to engage in negative behavior.	40	Both Genders	“The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring Mary Bruce & John Bridgeland (2014) <a href="http://www.mentoring.org/images/uploads/Report_TheMentoringEffect.pdf">http://www.mentoring.org/images/uploads/Report_TheMentoringEffect.pdf</a> ”
39	25	Despite the demonstrated importance of high-quality, sustained mentoring, a recent survey of young people ages 18-21 found that one in three young people will reach age 19 without the benefit of a mentor.	41	Both Genders	“The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring Mary Bruce & John Bridgeland (2014) <a href="http://www.mentoring.org/images/uploads/Report_TheMentoringEffect.pdf">http://www.mentoring.org/images/uploads/Report_TheMentoringEffect.pdf</a> ”
40	26	Children who live in poverty, including disproportionate numbers of children of color, face an array of environmental factors that harm their development and life outcomes.	42	Both Genders	“Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study -- Birth Cohort T. Halle, N. Forry, E. Hair, K. Perper, L Wandner, J. Wessel & J. Vick (2009) <a href="http://www.elcmdm.org/Knowledge%20Center/reports/Child_Trends-2009_07_10_FR_DisparitiesEL.pdf">http://www.elcmdm.org/Knowledge%20Center/reports/Child_Trends-2009_07_10_FR_DisparitiesEL.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The study aimed to provide an updated estimate to the number of American children in partner-violent households. The results of this study suggest that 15.5 million American children live in dual-parent households in which intimate partner violence has occurred and 7 million live in households in which severe partner violence has occurred. These results also indicate that the rates of partner violence is higher among couples with children than those without.			
The ACS includes most detailed portraits of every U.S. community.	This report provides research on 3 areas of young people’s lives: mentoring connection to aspirations and outcomes; the value of mentors; and the availability of mentors. It also offers recommendations for those working to close the mentoring gap and increase its positive effects.		
This report provides research on 3 areas of young people’s lives: mentoring connection to aspirations and outcomes; the value of mentors; and the availability of mentors. It also offers recommendations for those working to close the mentoring gap and increase its positive effects.			
The report examines the sociodemographic characteristics associated with developmental disparities at 9 and 24 months of age. There was no breakdown by gender.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
41	26	Expulsions in early childhood settings, which range from 6.7 per 1,000 preschoolers enrolled in state-funded programs nationally to 27.4 per 1,000 for children attending childcare, are by far the highest for Black Americans, especially boys.	45	Both Genders	“Pre-kindergarteners Left Behind: Expulsion rates in State Prekindergarten Programs Walter S. Gillam (2005) <a href="http://challengingbehavior.fmhi.usf.edu/explore/policy_docs/prek_expulsion.pdf">http://challengingbehavior.fmhi.usf.edu/explore/policy_docs/prek_expulsion.pdf</a> ”
42	28	As many as one in four children through the age of 5 are at a moderate or high risk for a developmental delay or disability.	49	Both Genders	“2011-2012 National Survey of Children’s Health US Dept of Health and Human Services (2013) <a href="http://www.cdc.gov/nchs/slait/nsch.htm">http://www.cdc.gov/nchs/slait/nsch.htm</a> ”
43	28	Low-income children lag behind their more affluent peers for the age at which a diagnosis of a developmental delay or disability is made, in spite of the fact that they are at a higher risk for problems.	51	Both Genders	“Childhood Poverty: Implications for School Readiness and Early Childhood Education R. Ryan, R. Fauth & J. Brooks-Gunn (2006)”
44	29	Well-documented trends find that children of color, including Hispanic, American Indian and Alaska Native, and Black children, are over-represented in special education programs.	52	Both Genders	“Hispanic Representation in Special Education: Patterns and Implications Mark Guiberson (2009) <a href="http://search.proquest.com.proxygw.wrlc.org/docview/228529805/fulltextPDF?accountid=11243">http://search.proquest.com.proxygw.wrlc.org/docview/228529805/fulltextPDF?accountid=11243</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
Gillam provides summary of the first study conducted on the rate of expulsion in pre-k programs. Some key findings: pre-k students are expelled at a rate more than 3 times older peers; state pre-k expulsion rates exceed those in K-12 classes in all but 3 states; expulsion rates are lowest in public school and Head Start classrooms but highest in faith-affiliated centers and for-profit child care; and the likelihood of expulsion decreases with access to classroom-based behavior consultation. Researchers recommended that a focus on understanding why boys and African Americans are at greatest risk should be followed in order to see how pre-k programs can best respond to disparities.	This brief indicates boys are expelled at 4.5 times the rate of girls and African Americans expelled at twice the rate of whites.	No	N/A
This article addresses the inaccurate placement of minority students in special education programs, which can skew representation and identification. The author uses databases to conduct a literature review to examine whether or not Hispanic children are disproportionately represented.			



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45	29	In 2012, American Indian and Alaska Native and Black children were more likely to be identified as a student with an intellectual disability under IDEA, Part B, than were the children ages 6 through 21 in all other racial/ethnic groups combined.	No Note	Both Genders	“Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act, as amended US Dept of Education, Office of Special Education Programs (2012) <a href="http://www2.ed.gov/about/reports/annual/osep/2012/parts-b-c/34th-idea-arc.pdf">http://www2.ed.gov/about/reports/annual/osep/2012/parts-b-c/34th-idea-arc.pdf</a> ”
46	29	American Indian and Alaska Native students were 60% more likely to be identified for an intellectual disability, while Black children were over twice as likely as other groups to be so identified.	No Note	Both Genders	“Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act, as amended US Dept of Education, Office of Special Education Programs (2012) <a href="http://www2.ed.gov/about/reports/annual/osep/2012/">http://www2.ed.gov/about/reports/annual/osep/2012/</a> ”
47	29	In 2012, American Indian or Alaska Native students were 90% more likely, Black students were 50% more likely, and Hispanic students were 40% more likely to be identified as a student with a learning disability.	No Note	Both Genders	“Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act,` as amended US Dept of Education, Office of Special Education Programs (2012) <a href="http://www2.ed.gov/about/reports/annual/osep/2012/">http://www2.ed.gov/about/reports/annual/osep/2012/</a> ”
48	29	American Indian and Alaska Native and Black children were more likely (70% and 120%, respectively) to be identified as a student with an emotional disturbance.	53	Both Genders	“Report of children with disabilities receiving special education under Part B of the Individuals with Disabilities Education Act, as amended US Dept of Education, Office of Special Education Programs (2012) <a href="http://www2.ed.gov/about/reports/annual/osep/2012/">http://www2.ed.gov/about/reports/annual/osep/2012/</a> ”
49	30	Studies show that Black and Hispanic children from low-income families often start kindergarten behind their White peers in early math and pre-reading skills.	55	Both Genders	From Neurons to Neighborhoods: The Science of Early Childhood Development (2000) <a href="http://www.nap.edu/openbook.php?record_id=9824">http://www.nap.edu/openbook.php?record_id=9824</a>
50	30	Young children of color are more likely to be enrolled in low-quality early care and education than their White peers.	56	Both Genders	“Early Childhood Care and Education: Effects on Ethnic and Racial Gaps in School Readiness KA Magnuson & J Waldfogel <a href="http://www.childpolicy.org/whatsnew/EarlyChildhoodEducationandCareEffectsonEt">http://www.childpolicy.org/whatsnew/EarlyChildhoodEducationandCareEffectsonEt</a>

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The Data Snapshot concludes that, “all children need strong families and supportive communities to realize their full potential.” The probability of living in an area of concentrated poverty has risen. It also lists some practices for creating these resourceful communities.			
The authors examine white, Black, and Hispanic children’s differing experiences in early childhood care and education and explore links between these experiences and racial and ethnic gaps in school readiness.			

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51	30	Hispanic children are the least likely of all groups to attend any early care and education programs.	57	Both Genders	“Early Childhood Care and Education: Effects on Ethnic and Racial Gaps in School Readiness KA Magnuson & J Waldfogel <a href="http://www.childpolicy.org/whatsnew/EarlyChildhoodEducationandCareEffectsonEthnicandRacialGapsinSchoolReadiness2005.pdf">http://www.childpolicy.org/whatsnew/EarlyChildhoodEducationandCareEffectsonEthnicandRacialGapsinSchoolReadiness2005.pdf</a> ”
52	30	When Hispanic families do enroll their children, these programs tend to be lower in quality, including employing less-prepared teachers and having less student diversity, fewer resources, higher student/teacher ratios and larger classes.	58	Both Genders	“Pre-K and Latinos: The Foundations for America’s Future E. Garcia & M.D. Gonzalez (2006) <a href="http://www.chcfinc.org/policy/Pre-KandLatinos.pdf">http://www.chcfinc.org/policy/Pre-KandLatinos.pdf</a> ”
53	31	Adolescents who experienced early maltreatment were suspended from school more than twice as often as those who had not had those early experiences.	59	Both Genders	“A 12-Year Prospective Study of the Long-term Effects of Child Physical Maltreatment on Psychological, Behavioral, and Academic Problems Adolescence Jennifer E. Lansford et al (2002) <a href="http://archpedi.jamanetwork.com/article.aspx?articleid=203703">http://archpedi.jamanetwork.com/article.aspx?articleid=203703</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The authors examine white, black, and Hispanic children’s differing experiences in early childhood care and education and explore links between these experiences and racial and ethnic gaps in school readiness.			
The size of the Hispanic population is rising rapidly in the United States, and Hispanic children are more likely than whites to start school without the foundational math and reading knowledge and skills necessary for academic success. This report argues that ensuring access to high-quality pre-kindergarten for Hispanic children – who currently have less access than white or African American children – will help to close the achievement gap and is an important step toward improving K-12 education. Recommendations include: (1) pre-k programs should engage all families in meaningful ways in the school and classroom regardless of the language they speak; (2) states should adopt at least one bilingual or Spanish language pre-k curriculum; and (3) states should establish appropriate measures to assess how well programs are providing services to all children, with a particular focus on first-language development and second-language acquisition.			
The study was done to determine whether child physical maltreatment early in life has long-term effects. Because gender and ethnicity affect one’s risk for certain outcomes, one of the important questions of the study was how the long-term effects of maltreatment differ/if they differ based upon gender and ethnicity. Maltreated girls scored higher than maltreated boys on number of days absent from school, aggression, and anxiety/depression. Minority children score higher than white children in school absences, suspensions, and behavior problems.		No	N/A

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
54	31	One study found that teachers draw different implications from children's pretend play, depending on the child's race.	60	Both Genders	<p>"Through race-colored glasses: Preschoolers' pretend play and teachers' ratings of preschooler adjustment</p> <p>Tuppett M. Yates &amp; Ana K. Marcelo (2014) <a href="http://ac.els-cdn.com.proxygw.wrlc.org/S0885200613000744/1-s2.0-S0885200613000744-main.pdf?_tid=d783ceca-17ea-11e4-af84-00000aa-b0f01&amp;acdnat=1406725993_0334a520de9b75a608b24c5c2fbccedd">http://ac.els-cdn.com.proxygw.wrlc.org/S0885200613000744/1-s2.0-S0885200613000744-main.pdf?_tid=d783ceca-17ea-11e4-af84-00000aa-b0f01&amp;acdnat=1406725993_0334a520de9b75a608b24c5c2fbccedd</a>"</p>
55	33	(NAEP) In 2013,, 83% of Black students, 81% of Hispanic students, and 78% of American Indian and Alaska Native students scored below proficiency, compared to 66% of White students.	61	Both Genders	<p>"A First Look: 2013 Mathematics and Reading, National Assessment of Educational Progress at Grades 4 and 8 National Center for Education Statistics, US Dept of Education (2014) <a href="http://nces.ed.gov/nationsreportcard/subject/publications/main2013/pdf/2014451.pdf">http://nces.ed.gov/nationsreportcard/subject/publications/main2013/pdf/2014451.pdf</a>"</p>
56	33	Students who are not reading at proficient levels by the end of third grade are more likely to struggle throughout their school years, which in turn leads to higher dropout rates and fewer students being college and career ready.	62	Both Genders	<p>"Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation</p> <p>Donald J. Hernandez (2011) <a href="http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf">http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf</a>"</p>

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
<p>"There were no significant race differences in observers' ratings of preschoolers' pretend play, examiners' ratings of child adjustment, or teachers' ratings of child adjustment. Imaginative and expressive play features were positively related to examiners' ratings of child ego-resilience for all children in the laboratory setting. However, child race moderated relations between these same play features and teachers' ratings of preschooler adjustment in the classroom, even after child age, child IQ, family socioeconomic status, teacher-child racial congruence, teacher familiarity with the child, and child gender were held constant. Among Black preschoolers, imaginative and expressive pretend play features were associated with teachers' ratings of less school preparedness, less peer acceptance, and more teacher-child conflict, whereas comparable levels of imagination and affect in pretend play were related to positive ratings on these same measures for non-Black children. These results suggest that teachers may ascribe differential meaning to child behaviors as a function of child race. Implications for child development, teacher training, and early education are discussed."</p>			
<p>Overall the report shows that in both 4th grade and 8th grade mathematic and reading scores have gone up.</p>			
<p>Researchers have confirmed the link between high school graduation rates for children with different reading skill levels and with different poverty rates. About 16% of children who are not reading proficiently by the end of 3rd grade do not graduate from high school on time, a rate 4 times higher than that for proficient readers. The proportion of children failing to graduate rises when poverty is factored in. The percentages of poor black students and poor Hispanic students is greater than the percentage of white students with poor reading skills. Racial/ethnic graduation gaps disappear when students master reading by the end of 3rd grade and are not living in poverty.</p>			

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57	33	A child’s literacy skills prior to kindergarten, as well as his or her reading skills at the conclusion of kindergarten, are highly predictive of future reading proficiency.	63	Both Genders	“Early Literacy Skills in African-American Children: Research Considerations Julie A. Washington (2001) <a href="http://onlinelibrary.wiley.com.proxygw.wrlc.org/doi/10.1111/0938-8982.00021/pdf">http://onlinelibrary.wiley.com.proxygw.wrlc.org/doi/10.1111/0938-8982.00021/pdf</a> ”
58	33	During these critical years, reading with an adult is an especially important way to familiarize children with books and promote early awareness of written language and interest in reading.	64	Both Genders	
59	33	As of 2007, 56 percent of young children were read to everyday; however, a lower percentage of children residing in poor households (40 percent) were read to every day compared with children residing in higher income households (60 percent).	65	Both Genders	“Parents’ Reports of the School readiness of Young Children from the National Household Education Surveys Program of 2007 National Center for Education Statistics, US. Dept. of Education (2008) <a href="http://nces.ed.gov/pubs2008/2008051.pdf">http://nces.ed.gov/pubs2008/2008051.pdf</a> ”
60	34	Schools have demonstrated that multi-tiered support systems can ensure that student needs are identified early and addressed with tailored and appropriate interventions that improve reading proficiency.	66	Both Genders	“Parents’ Reports of the School readiness of Young Children from the National Household Education Surveys Program of 2007 National Center for Education Statistics, US. Dept. of Education (2008) <a href="http://nces.ed.gov/pubs2008/2008051.pdf">http://nces.ed.gov/pubs2008/2008051.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
African-American children from low income homes are at particular risk for reading difficulties. The articles suggests that prevention efforts need to begin prior to kindergarten. Low income minority students present the greatest challenge to prevention efforts. The needs of African-American children cannot be generalized.			
Children identified at the beginning of kindergarten and received early intervention were no longer at risk by the end of first grade. Results show that these early interventions are useful vehicles for preventing early and long-term reading difficulties in the most at-risk children.			
Some selected findings: Black and Hispanic children have some of the lowest percentages in measuring readiness. Also, Black children were the highest percentage in some child care program.			
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61	36	We know that many boys and young men of color and their peers leave high school without a diploma or the preparation needed to succeed in college or a career. And having a postsecondary option has been shown to be critical for success in later stages of life for all young people.	67	Both Genders	Common Core Data <a href="http://nces.ed.gov/ccd/drpcompstatelvl.asp">http://nces.ed.gov/ccd/drpcompstatelvl.asp</a>
62	36	The University of Chicago Consortium on School Research identified essential components (Essentials) for school success: (1) effective leaders who work with staff to implement a clear and strategic vision for school success; (2) collaborative teachers who are committed to the school, participate in professional learning, and work to improve the school; (3) involved families who have strong relationships with school staff and support learning; (4) supportive environments where the school is safe and orderly and teachers have high expectations and are engaged with their students; and (5) ambitious instruction where classes are academically demanding and engage students by emphasizing the application of knowledge.	68	Both Genders	“Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance University of Chicago (2012) <a href="https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf">https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf</a> ”
63	36	Research has found that schools strong on these essentials were 10 times more likely to improve student learning gains in math and reading than schools weaker in these essentials.	69	Both Genders	“Organizing Schools for Improvement: Lessons from Chicago Anthony Bryk (2010)”
64	36	Summer learning loss is a significant contributor to lowered achievement, and certain high-quality out of school time and summer learning programs have been found to sustain or accelerate learning and reduce incidences of violence and crime.	70		“Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic Balfanz, R., Bridgeland, J.M., Fox, J.H.; DePaoli, J.L., Ingram, E.S., & Maushard, M.(2014) <a href="http://gradnation.org/sites/default/files/17548_BGN_Report_FinalFULL_5.2.14.pdf">http://gradnation.org/sites/default/files/17548_BGN_Report_FinalFULL_5.2.14.pdf</a> ”

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The report summarizes the research on 5 categories of noncognitive factors related to academic performance: academic behaviors, academic perseverance, academic mindsets, learning strategies/social skills. It also examines whether or not there is substantial evidence that noncognitive factors matter for long-term success. The report suggests that the amount of effort a student puts in to academic work can depend largely on instructional and contextual factors in the classroom.			
For the first time, the nation has crossed the 80% high school graduation rate threshold and remains on track to surpass this by the Class of 2020. Though improvements have been driven by Hispanic (15% increase) and African American students (9% increase), these populations face some of the greatest challenges. According to the report, graduation rates for young men of color must be increased since they have the lowest graduation rates in some states.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
65	37	Building on the Department of Education’s Office for Civil Rights Data Collection and other sources, the Department of Education should work with states, districts, education leaders and concerned stakeholders to track and report the distribution of resources across schools, especially quality teachers, rigorous courses, art, music and other elements of a “well rounded” education.	71	Both Genders	“Data Snapshot: College and Career Readiness US Department of Education Office for Civil Rights (2014) <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf</a> ”
66	37	Three early warning signs are measurable as early as the beginning of middle school and can predict students’ increased likelihood of dropping out of school: poor attendance, failing grades in either reading or mathematics and a record of discipline problems. With one or more of these indicators, there is a greater than 75% probability that the student will drop out of school within six years.	2	Both Genders	“Early Warning Confirmed: A Research Update on Third-Grade Reading Leila Fiester (2013) <a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf</a> ”
67	38	Students who are chronically absent have substantially lower academic outcomes on key college readiness indicators.	74	Both Genders	“The importance of being in school: a report on absenteeism in the nation’s public schools R. Balfanz & V. Byrnes <a href="http://www.otlcampaign.org/sites/default/files/resources/chronic-absenteeism-5-16-2012.pdf">http://www.otlcampaign.org/sites/default/files/resources/chronic-absenteeism-5-16-2012.pdf</a> ”
68	38	In a given year, between 5 million and 7.5 million students miss more than 10 percent of school -- 18 days or more.	75	Both Genders	“The importance of being in school: a report on absenteeism in the nation’s public schools R. Balfanz & V. Byrnes <a href="http://www.otlcampaign.org/sites/default/files/resources/chronic-absenteeism-5-16-2012.pdf">http://www.otlcampaign.org/sites/default/files/resources/chronic-absenteeism-5-16-2012.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The data snapshot shows that there is clear disparity in education opportunity that affects a student’s readiness for higher education and careers.			
The gap in scores between higher income children and lower income children continues to be large in 2011. The number of low income Black, Hispanic, and Native American students who scored below proficient on the NAEP reading test was very high (88, 86, 87 percent). Correlations between poverty, failure to read proficiently, and failure to graduate from high school have been further quantified and reinforced by new research. Being a good reader doesn’t fully compensate fro the risk of living in a high poverty neighborhood; 14% do not graduate. Key factors in solving this problem are school readiness, regular attendance at school, summer learning opportunities, healthy unstressed families, and high quality teaching.			

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69	38	Failure to attend school regularly, especially in the early grades, can severely impair a child's ability to participate in a rigorous curriculum.	76	Both Genders	"Early Warning Confirmed: A Research Update on Third-Grade Reading Leila Fiester (2013) <a href="http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf">http://www.aecf.org/m/resourcedoc/AECF-EarlyWarningConfirmed-2013.pdf</a> "
70	39	Each year, more than one million young people drop out of school.	77	Both Genders	"Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic Balfanz, R., Bridgeland, J.M., Fox, J.H.; DePaoli, J.L., Ingram, E.S., & Maushard, M.(2014) <a href="http://gradnation.org/sites/default/files/17548_BGN_Report_FinalFULL_5.2.">http://gradnation.org/sites/default/files/17548_BGN_Report_FinalFULL_5.2.</a> "
71	39	Despite significant evidence demonstrating the damaging impact of exclusionary discipline, suspensions and expulsions are widely used as a form of punishment.	78	Both Genders	"Suspended Education in California Daniel J. Losen, Tia Martinez, and Jon Gillespie (2012) <a href="http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/summary-reports/suspended-education-in-california/SuspendedEd-final3.pdf">http://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/summary-reports/suspended-education-in-california/SuspendedEd-final3.pdf</a> "

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For the first time, the nation has crossed the 80% high school graduation rate threshold and remains on track to surpass this by the Class of 2020. Though improvements have been driven by Hispanic (15% increase) and African American students (9% increase), these populations face some of the greatest challenges. According to the report, graduation rates for young men of color must be increased since they have the lowest graduation rates in some states.			
During the 2009-10 school year in CA, more than 400,000 students were suspended (out-of-school) at least one time. African American students make up the largest percentage of students suspended at least one (18%). The authors found that the high frequency of suspensions is even more pronounced when racial and gender differences are taken into account. While black males are suspended the most of all students, black females have the highest risk of suspension when compared to females of all races/ethnicities. Black students with disabilities have the highest suspension risk of students with disabilities and those without.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
72	39	The Civil Rights Data Collection (CRDC), conducted by the Department of Education's Office for Civil Rights, has demonstrated that students of certain racial or ethnic groups tend to be disciplined more than their peers.	79	Both Genders	CRDC Data (footnote in the MBK report is only a description. It does not cite a source)
73	39	Black students without disabilities are more than three times as likely as their White peers without disabilities to be expelled or suspended and more than half of students who were involved in school-related arrests or referred to law enforcement are Hispanic or Black.	80	Both Genders	“Data Snapshot: School Discipline US Department of Education Office for Civil Rights <a href="http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf">http://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf</a> “
74	41	Roughly two-thirds of Black and one-third of Hispanic children live with only one parent. A father's absence increases the risk of their child dropping out of school. Blacks and Hispanics raised by single moms are 75 percent and 96 percent respectively more likely to drop out of school.	82		“Help Wanted: Projections of Jobs and Education Requirements Through 2018 Anthony P. Carnevale, Nicole Smith, & Jeff Strohl (2010) <a href="https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7">https://georgetown.app.box.com/s/ursjbxaym2np1v8mgrv7</a> ”
75	41	More education leads to increased public engagement of Americans in the life of their communities, regions and states.	83		“Education Pays 2010 The College Board <a href="http://trends.collegeboard.org/sites/default/files/education-pays-2010-full-report.pdf">http://trends.collegeboard.org/sites/default/files/education-pays-2010-full-report.pdf</a> ”
76	41	Young men of color enroll, persist in and complete postsecondary education at significantly lower rates than their peers.	84	Boys	“Higher Education: Gaps in Access and Persistence Study Institute for Education Sciences, National Center for Education Statistics (2012) <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
“(The report cites the 2004 version, however, only the 2014 version is available) This data snapshot concentrates on school discipline. Much of the data is examined not only by race but also by gender, and shows that black students as well as other minorities are very large proportions of discipline, restraint, and seclusion in schools. “			
This report concludes that higher education is critical to success for the future economy. It projects that an increase of \$158 billion by 2020 is needed to produce 8.2 million new college graduates which is not feasible in the current economic climate.			
The data presented in this report support the studies which show that college educated adults have more opportunities in all areas of their lives (other than employment). There is much evidence of the private and public benefits of education.			
This study examines the gaps in educational participation/ attainment between male Blacks, Hispanics, Native Hawaiians/Pacific Islanders, and American Indians/ Alaska Natives and their female counterparts to examine gaps between males in these racial/ ethnic groups and white males.	More women than men obtain advanced degrees in every racial/ethnic category and at every level of postsecondary education (associates, bachelors, masters, doctorate). < <a href="http://nces.ed.gov/fastfacts/display.asp?id=72">http://nces.ed.gov/fastfacts/display.asp?id=72</a> >, < <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> >. However, young women of color enroll, persist, and complete postsecondary education at significantly lower rates than their white female peers.	Yes	Boys Worse



CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
77	41	Financial constraints, limited access to information and guidance to help make informed choices and, for some, lower college expectations and aspirations contribute to lower enrollment.	85	Both Genders	“Higher Education: Gaps in Access and Persistence Study Institute for Education Sciences, National Center for Education Statistics (2012) <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> ”
78	41	Roughly two-thirds of Black and one-third of Hispanic children live with only one parent. A father’s absence increases the risk of their child dropping out of school. Blacks and Hispanics raised by single moms are 75 percent and 96 percent respectively more likely to drop out of school.	No Note	Boys	“Higher Education: Gaps in Access and Persistence Study Institute for Education Sciences, National Center for Education Statistics (2012) <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> ”
79	41	Hispanic males lag behind their Black and White male peers in the percentages that received college entrance advice from a school counselor, teacher, or coach or completed college applications and financial aid submissions, which increases the probability of actual enrollment in addition to securing aid.	86	Boys	“Higher Education: Gaps in Access and Persistence Study Institute for Education Sciences, National Center for Education Statistics (2012) <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> ”
80	41	Many students who attend but do not complete college are saddled with debt, but cannot attain the level of earnings to make the initial investment prudent.	87	Both Genders	“America’s College Drop-Out Epidemic: Understanding the College Drop-Out Population Erin Dunlop Velez (2014) <a href="http://www.air.org/sites/default/files/downloads/report/AIR-CALDER-Understanding-the-College-Dropout-Population-Jan14.pdf">http://www.air.org/sites/default/files/downloads/report/AIR-CALDER-Understanding-the-College-Dropout-Population-Jan14.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
This study examines the gaps in educational participation/ attainment between male Blacks, Hispanics, Native Hawaiians/Pacific Islanders, and American Indians/ Alaska Natives and their female counterparts to examine gaps between males in these racial/ ethnic groups and white males.			
This study examines the gaps in educational participation/ attainment between male Blacks, Hispanics, Native Hawaiians/Pacific Islanders, and American Indians/ Alaska Natives and their female counterparts to examine gaps between males in these racial/ ethnic groups and white males.	A larger percentage of female than male students in each race/ethnic group listed personal reasons as a reason for leaving without completing a program. **Table 38-1 shows that both male and female students indicated family responsibilities as a reason for leaving without completing the program, although a much larger share of black males than black females gave this reason. ***One study of high school dropouts indicate that some personal reasons common to both girls and boys were needing to get a job to help support the family, becoming a parent, and needing to help care for a family member < <a href="http://files.eric.ed.gov/fulltext/ED513444.pdf">http://files.eric.ed.gov/fulltext/ED513444.pdf</a> >. Bridgeland, John M., John J. Dilulio Jr., Karen Burke Morison. 2006. The Silent Epidemic: Perspectives of High School Dropouts. < <a href="http://files.eric.ed.gov/fulltext/ED513444.pdf">http://files.eric.ed.gov/fulltext/ED513444.pdf</a> >	Yes	Girls Worse
This study examines the gaps in educational participation/ attainment between male Blacks, Hispanics, Native Hawaiians/Pacific Islanders, and American Indians/ Alaska Natives and their female counterparts to examine gaps between males in these racial/ ethnic groups and white males.	American Indian/Alaska Native females were the least likely of white, Black, Hispanic or Asian males or females to receive college entrance advice from a school counselor, teacher, or a coach. As with Hispanic males, Hispanic females also lag behind their white and Black peers in the percentage completing college and financial aid applications.	Yes	Girls Worse
The study finds that policies aimed at increasing degree attainment are likely to be unproductive. They also in that students who drop out of 4-year colleges have low predicated probabilities of completion. Of those who dropped out, their predicated probabilities of degree completion would be significantly higher if they began at a 2-year college.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
81	43	Lack of academic preparation is one of the leading barriers to postsecondary persistence and completion.	88	Both Genders	“Unlocking the Gate: What We Know About Improving Developmental Education MDRC (2011) <a href="http://www.mdrc.org/sites/default/files/full_595.pdf">http://www.mdrc.org/sites/default/files/full_595.pdf</a> ”
82	43	Each year, rather than being able to enroll immediately in entry-level general courses that are required in almost any postsecondary program of study, millions of college students must first take non-credit-bearing developmental or remedial courses. These students take longer to complete the required coursework. As a result, some fail to persist, and those who complete their programs may incur additional costs.	89	Both Genders	“Higher Education: Gaps in Access and Persistence Study Institute for Education Sciences, National Center for Education Statistics (2012) <a href="http://nces.ed.gov/pubs2012/2012046.pdf">http://nces.ed.gov/pubs2012/2012046.pdf</a> ”
83	43	Research also suggests that mindset can be positively influenced through both specific short-term interventions and longer-term individual and group norms.	90	Both Genders	“How Can We Instill Productive Mindsets at Scale? A Review of the Evidence and an Initial R&D Agenda? David S. Yeager, Dave Paunesku, Gregory M. Walton, & Carol S. Dweck (2013) <a href="http://web.stanford.edu/~gwalton/home/Welcome_files/YeagerPauneskuWaltonDweck%20-%20White%20House%20R&amp;D%20agenda%20-%205-9-13.pdf">http://web.stanford.edu/~gwalton/home/Welcome_files/YeagerPauneskuWaltonDweck%20-%20White%20House%20R&amp;D%20agenda%20-%205-9-13.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
<p>This analysis focuses on four different types of interventions for improving students’ progress through remedial education and into college-level courses, including (1) strategies that help students avoid developmental education by shoring up their skills before they enter college; (2) interventions that accelerate students’ progress through developmental education by shortening the timing or content of their courses; (3) programs that provide contextualized basic skills together with occupational or college-content coursework; and (4) programs that enhance the supports for developmental-level learners, such as advising or tutoring.</p>			
<p>This study examines the gaps in educational participation/attainment between male Blacks, Hispanics, Native Hawaiians/Pacific Islanders, and American Indians/Alaska Natives and their female counterparts to examine gaps between males in these racial/ethnic groups and white males.</p>			
<p>Research shows that there is more to student success than cognitive ability, curriculum, and instruction. Student mindsets can affect whether or not they learn and grow in school. Fixed mindset (look smart) vs. growth mindset (learn). A growth mindset predicts an upward trajectory in grades even across different school transitions.</p>			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
84	43	There is evidence that providing well designed formal and informal supports including peer and mentor relationships can increase the chances of a student persisting in college	91	Both Genders	“The Role of Mentoring in College Access and Success Institute for Higher Education Policy (2011) <a href="https://www.northcarolina.edu/sites/default/files/documents/mentoringrole.pdf">https://www.northcarolina.edu/sites/default/files/documents/mentoringrole.pdf</a> ”
85	45	Black men experience lower labor force participation rates and are more likely to be unemployed than other men. And among those who are employed, men of color have lower earnings than other men in the same occupations, and more of them tend to work in services, sales, and other jobs with relatively lower earnings. The employment and earnings disparity by race is particularly sharp for low-income workers, both in terms of accessing one’s first job, and later, for finding new jobs and moving up in the labor market.	92	Boys	“Income, Poverty and Health Insurance Status: 2010 US Census Bureau”
86	45	[Disconnected youth] This group includes youth between the ages of 14 and 24, who are low income and either unemployed, not enrolled in or at risk of dropping out of school, involved in the justice system, homeless, or in foster care.	93	Both Genders	“The Economic Value of Opportunity Youth Clive R. Belfield, Henry M. Levin, Rachel Rosen (2012) <a href="http://www.civicerprises.net/MediaLibrary/Docs/econ_value_opportunity_youth.pdf">http://www.civicerprises.net/MediaLibrary/Docs/econ_value_opportunity_youth.pdf</a> ”
87	45	There are approximately 6.7 youth in the United States who exhibit one or more of these risk factors	94	Both Genders	“The Economic Value of Opportunity Youth Clive R. Belfield, Henry M. Levin, Rachel Rosen (2012) <a href="http://www.civicerprises.net/MediaLibrary/Docs/econ_value_opportunity_youth.pdf">http://www.civicerprises.net/MediaLibrary/Docs/econ_value_opportunity_youth.pdf</a> ”
88	45	Disconnected youth are not a homogeneous group, but young men of color are disproportionately represented.	95	Boys	“Community Solutions for Opportunity Youth: Final Report WH Council for Community Solutions (2012) <a href="http://www.serve.gov/sites/default/files/ctools/12_0604whccs_finalreport.pdf">http://www.serve.gov/sites/default/files/ctools/12_0604whccs_finalreport.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
Mentoring provides students with the emotional and instrumental support they need to achieve the goal of a college degree. The positive impact of mentoring has generated a lot of social science research. The report is to serve as a resource for practitioners in mentoring fields.			
	African American and Hispanic women not only earn less than their white male counterpart they also earn less than their white female counterparts earning on average 83 and 69 cents respectively for every dollar earned by their white female counterpart. Black and Hispanic women are disproportionately employed in low-wage jobs that pay at or below the minimum wage, jobs such as home health aids and maids and housekeepers. < <a href="http://www.nwlc.org/sites/default/files/pdfs/2013.11.13_closing_the_wage_gap_is_crucial_for_woc_and_their_families.pdf">http://www.nwlc.org/sites/default/files/pdfs/2013.11.13_closing_the_wage_gap_is_crucial_for_woc_and_their_families.pdf</a> . Black and Hispanic women earn 64 and 54 cents for each dollar a non-Hispanic white male earns < <a href="http://www.workingfamiliessummit.org">workingfamiliessummit.org</a> >	Yes	Boys Worse
Current opportunity youth are disproportionately male and from minority groups. Economic burden is felt by the youth themselves but also taxpayers and society lose when the potential of these youth is not realized.			
Current opportunity youth are disproportionately male and from minority groups. Economic burden is felt by the youth themselves but also taxpayers and society lose when the potential of these youth is not realized.			
The report makes many potential recommendations aimed at the White House for aiding opportunity youth.	Girls and young women of color are also disproportionately represented among disconnected youth. The SSRC 2010 one-in-seven report shows a larger proportion of Hispanic females (20.3%) than Hispanic males (16.8%) were considered disconnected. Although a larger share of Black males (26%) than Black females (19%) were considered disconnected, more Black females (and Hispanic females) were considered disconnected than white males (12.3%) or white females (11.1%) < <a href="http://ssrc-static.s3.amazonaws.com/moa/MOA-One_in_Seven09-14.pdf">http://ssrc-static.s3.amazonaws.com/moa/MOA-One_in_Seven09-14.pdf</a> >. The National Coalition for the Homeless estimates that roughly 1/2 of homeless youth are female < <a href="http://www.nationalhomeless.org/factsheets/youth.html">http://www.nationalhomeless.org/factsheets/youth.html</a> >.	No	N/A

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
89	45	Having a criminal record--one dimension of disconnection that particularly affects young men of color--severely affects one's employment prospects.	No Note	Both Genders	
90	46	Employment as a teenager, especially jobs developing critical career skills within manageable hours, can lead to higher earnings later; but youth who grow up in poverty or have other hardships have a particularly hard time transitioning successfully into the world of work.	96	Both Genders	"Labor Market Outcomes and the Transition to Adulthood Sheldon Danziger & David Ratner (2010) <a href="http://futureofchildren.org/futureofchildren/publications/docs/20_01_07.pdf">http://futureofchildren.org/futureofchildren/publications/docs/20_01_07.pdf</a> "
91	46	Their parents and other relatives may not have strong networks to help them find jobs or give them advice about where and how to get one.	97	Both Genders	"Guiding Boys through the Transition to Adulthood Susan J. Weiner and Ronald B. Mincy (2000)"
92	46	Many youth seeking their first job or a part-time job frequently are limited to places close to where they live or near public transit routes. Many neighborhoods lack robust retail and service sectors where youth often get their first experiences.	98	Both Genders	"Driving to Opportunity: Understanding the Links among Transportation Access, Residential Outcomes, and Economic Opportunity for Housing Voucher Recipients Rolf Pendall, Christopher Hayes, Taz George, Zach McDade (2014) <a href="http://www.urban.org/UploadedPDF/413078-Driving-to-Opportunity.pdf">http://www.urban.org/UploadedPDF/413078-Driving-to-Opportunity.pdf</a> "
93	46	Programs that provide subsidies to employers to offset the costs of providing on the job training to particular target groups have consistently been found through evaluations to have a positive effect on employment and earnings, at least for those over 18 years old.	99	Both Genders	"The Availability and Use of Workforce Development Program among Less-Educated Youth" Demetra Smith Nightingale and Elaine Sorensen (2006) in Black Males Left Behind Ronald B. Mincy, ed.

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
According to the authors, changes in the labor market over the past 35 years have made it more difficult for young adults to attain the economic stability and self-sufficiency that are important markers of the transition to adulthood. They also note that even with the strides young women have made in the past, those without a college degree struggle as well. They recommend policy reforms that would increase the returns to work, especially for less-educated workers. For example, expanding the EITC for childless low-wage workers could raise the take-home pay for young adults.			
The authors examine the relationship between transportation, residential location, and employment outcomes. Overall, it underscores the positive role automobiles play in outcomes for the housing voucher participants.			
The authors examine how many young people participate in workforce development programs and the characteristics of those who receive these services through publicly funded programs. They find that young Black men do less well in the labor market than young white men and have lower rates of college enrollment, but have the foundation necessary to undertake more skills development than is currently occurring. They also find that 3/4 of projected new jobs will not necessarily require a college degree, but are in occupations that have traditionally been considered male (good news for men, not so good for women).			



CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
94	46	Registered apprenticeships, which include intensive long-term structured curricula developed by industry and sponsored by firms, result in an occupational license or certification that has substantial positive effects on lifetime earnings.	100	Both Genders	“An Effectiveness Assessment and Cost-Benefit Analysis of Registered Apprenticeship in 10 States Debbie Reed, Albert Yung-Hsu Liu, Rebecca Kleinman, Annalisa Mastri, Davin Reed, Samina Sattar, Jessica Ziegler (2012) <a href="http://wdr.doleta.gov/research/FullText_Documents/ETAOP_2012_10.pdf">http://wdr.doleta.gov/research/FullText_Documents/ETAOP_2012_10.pdf</a> ”
95	48	Experiences and opportunities in teen and young adult years play a significant role in determining an individual’s employment and earning potential for the rest of his or her life. Expanding opportunities for careers and educational achievement will affect subsequent employment outcomes.	101	Both Genders	“What Might Improve the Employment and Advancement Prospects of the Poor? Harry J. Holzer (2007) <a href="https://www.chicagofed.org/digital_assets/others/events/2007%20improving_economic_mobility/paper_advancement_prospects.pdf">https://www.chicagofed.org/digital_assets/others/events/2007%20improving_economic_mobility/paper_advancement_prospects.pdf</a> ”
96	48	Research confirms the importance of social networks and social capitals in how low-income youth receive information about employment, including learning about career options and finding jobs.	102	Both Genders	“What Might Improve the Employment and Advancement Prospects of the Poor? Harry J. Holzer (2007) <a href="https://www.chicagofed.org/digital_assets/others/events/2007%20improving_economic_mobility/paper_advancement_prospects.pdf">https://www.chicagofed.org/digital_assets/others/events/2007%20improving_economic_mobility/paper_advancement_prospects.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The states: Florida, Georgia, Iowa, Kentucky, Maryland, Missouri, New Jersey, Ohio, Pennsylvania, and Texas. The study found: RA participants had substantially higher earnings than did nonparticipants; the benefits of the RA program appear to be much larger than the costs; female apprentices expressed positive views of RA but recommended some changes to promote women’s success; RA programs are largely similar in Office of the Apprenticeship and State Apprenticeship Agency states.			
Advancement for less-educated/ low wage workers in the labor market have been limited. Also, men from low-income families and neighborhoods tend to fail to attach to the labor market at all. Holzer also notes that the labor force activity of less-educated Black men continues to decline. Holzer notes that the greatest deficits of the poor include poor levels of education, weak cognitive skills, weak “soft” skills, and lack of occupational/specialized training. These workers also have a limited access to good jobs, suffer from high turnover rates and have difficulty retaining employment. “Growing up in poor and fatherless families and in highly segregated schools and neighborhoods, many boys and young men fall behind quickly and the ‘disconnect’ from schools at very early ages.”			
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CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
97	48	The challenge for low-income young men of color is that their social networks are often limited regarding career and higher education options, preparation required to qualify for good jobs or training programs, or characteristics employers look for when they are hiring.	No Note	Boys	
98	48	Among Black males ages 10 to 24, homicide is the leading cause of death; it is among the leading causes of death for Hispanics, American Indian, and Alaska Native males in that age range.	103	Boys	“Injury and Violence Prevention Control Center for Disease Control (2010) <a href="http://www.cdc.gov/injury/">http://www.cdc.gov/injury/</a> ”
99	49	Persons of color disproportionately have contact with law enforcement or are victims of violent crime.	104	Both Genders	“Criminal Victimization, 2012 Jennifer Truman, Lynn Langton, & Michael Planty <a href="http://www.bjs.gov/content/pub/ascii/cv12.txt">http://www.bjs.gov/content/pub/ascii/cv12.txt</a> ”
100	49	One half of all Black males have at least one arrest by age 23, compared to about 38% of White males in the same age range,	105	Boys	“Demographic Patterns of Cumulative Arrest Prevalence by Ages 18 and 23 Robert Brame, Shawn D. Bushway, Ray Paternoster and Michael G. Turner (2014) <a href="http://cad.sagepub.com.proxygw.wrlc.org/content/60/3/471.full.pdf+html">http://cad.sagepub.com.proxygw.wrlc.org/content/60/3/471.full.pdf+html</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
	Young women of color, who often live in the same families, households and communities as their male peers, similarly lack access to social networks which would facilitate achievements in higher education and employment. <Lin 2000, Inequality in Social Capital>. In 2014 16.9% of Black and 10.9% of Latino women aged 20 to 24 were unemployed compared to 7.9% of their white female counterparts.	No	N/A
This page of the CDC website includes all data regarding injury and violence prevention serving as a homepage for the topic.	Among persons aged 10-24, Black males have the highest homicide rate of any race-sex group with 51.5 homicides per 100,000 Black males in this age group compared to 2.9 per 100,000 for white males. Among females of all racial/ethnic groups, Black females aged 10-24 have the highest homicide rate -- 5.8 homicides per 100,000 compared to 1.3 for white females of the same age (which is also greater than the 2.9 per 100,000 for white males. < <a href="http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/hr_age-race.html">http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/hr_age-race.html</a> > *see also < <a href="http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/national_stats.html">http://www.cdc.gov/violenceprevention/youthviolence/stats_at-a_glance/national_stats.html</a> >	Yes	Boys Worse
Violent and property crime rates increased for US residents age 12 or older. Victimitizations not reported increased from 2011 to 2012. Violent crime rates increased slightly in 2012 for Blacks but remained stable for whites and Hispanics. Males had higher rates of violent and serious violent victimizations than females, and the rate of violent victimizations for blacks increased from 26.4 per 1000 to 34.2 per 1000.			
Key findings: males have higher cumulative prevalence of arrest than females and there are important race differences in the probability of arrest for males but not for females. About 30% of Black males have experienced at least 1 arrest by age 18 and by age 23 about 49% of Black males have been arrested.	UCR does not provide race and sex breakdowns for arrest data. No studies located which focus on arrests of women in general or women of color.	Yes	Boys Worse

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
101	49	Another study reported that, in 2012, Black males were six times, and Hispanic males two and a half times, more likely to be imprisoned than White males.	106	Boys	“Prisoners in 2012: Trends in Admissions and Releases, 1991-2012 E Ann Carson and Daniela Golinelli (2013) <a href="http://www.bjs.gov/content/pub/pdf/p12tar9112.pdf">http://www.bjs.gov/content/pub/pdf/p12tar9112.pdf</a> ”
102	49	It has been shown that Black youth face disparate treatment, i.e., harsher punishment, in the juvenile justice system.	107	Both Genders	“Department of Justice Releases Investigative Findings on the Juvenile Court of Memphis and Shelby County, Tennessee US Department of Justice (2012) <a href="http://www.justice.gov/opa/pr/2012/April/12-crt-540.html">http://www.justice.gov/opa/pr/2012/April/12-crt-540.html</a> ”
103	50	Improved relationships between law enforcement agencies and the communities they serve can lead to greater access for police to information that can facilitate preventing and solving crimes by breaking down the “no snitching” codes and distrust of police authority.	108		“American Policing at a Crossroads: Unsustainable Policies and the Procedural Justice Alternative Stephen J. Schulhofer, Tom R. Tyler, Aziz Z. Hug (2013) <a href="http://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=7392&amp;context=jclc">http://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=7392&amp;context=jclc</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
“This report describes changes in the types of state prison admissions and releases between 1991 and 2011. Changes over time in the total yearend prison population are influenced by changes in the number of state prisoners who make up 87% of the total prison population. The report also discusses how these changes influence sex, race, Hispanic origin, offense, and sentence length distributions.”	Black females are more than 5 times more likely than white females to ever go to prison. Black females have a 1 in 19 chance of ever going to prison while white females have a 1 in 118 chance < <a href="http://www.bjs.gov/content/pub/pdf/piusp01.pdf">http://www.bjs.gov/content/pub/pdf/piusp01.pdf</a> >. In 2010, black women were incarcerated at almost 3X the rate of white women < <a href="http://www.sentencingproject.org/doc/publications/cc_Incarcerated_Women_Factsheet_Sep24sp.pdf">http://www.sentencingproject.org/doc/publications/cc_Incarcerated_Women_Factsheet_Sep24sp.pdf</a> >	Yes	Boys Worse
DOJ found that the juvenile court fails to provide constitutionally required due process to all children appearing for delinquency proceedings, that the court’s administration of juvenile justice discriminates against African-American children, and that its detention center violates the substantive due process rights of detained youth by not providing them with reasonably safe conditions of confinement.			
“Local policing practices currently favored in much of America not only have hidden costs for effective crime prevention but also can directly undermine sound response to the threat of terrorism.” The procedural justice practices generate confidence that policies are formulated and applied fairly so that, regardless of outcome, people believe that are treated respectfully and without discrimination. Community cooperation is also needed, but in many low-income African-American and Hispanic neighborhoods anti-snitching campaigns and other signs of mistrust make it clear that their cooperation with the police can’t be taken for granted. Because minorities are more apt to say that historically they have been treated unfairly and that they do not receive fair treatment, it leads to lower legitimacy ratings, less deference to the law among minorities, and lower levels of cooperation with the police.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
104	50	Research shows that law enforcement officials who work in environments with strong characteristics of trust report less stress and higher job satisfaction.	109		“Police Officer Job Satisfaction and Community Perceptions: Implications for Community-Orienting Policing Jack R. Greene (1989) <a href="http://jrc.sagepub.com.proxygw.wrlc.org/content/26/2/168.full.pdf+html">http://jrc.sagepub.com.proxygw.wrlc.org/content/26/2/168.full.pdf+html</a> ”
105	50	Social, emotional, behavioral and mental health supports for victims of violence and trauma is critical to their recovery.	110	Both Genders	“Rates of violent victimizations by race and age, 1993-2012 Bureau of Justice Statistics <a href="http://www.bjs.gov/index.cfm?ty=nvat">http://www.bjs.gov/index.cfm?ty=nvat</a> ”
106	50	Research shows that Black youth are substantially more likely to be victims of violent crime than other racial groups.	No Note	Both Genders	
107	50	In 2011, approximately 90 percent of gang-related homicides in this country took place in Metropolitan areas.	111		“Highlights of the 2011 National Youth Gang Survey Arlen Egley, Jr. & James C. Howell (2013) <a href="http://www.ojjdp.gov/pubs/242884.pdf">http://www.ojjdp.gov/pubs/242884.pdf</a> ”
108	51	Nine states have moved away from sentences that rely heavily on confinement and incarceration.	112		“Advances in Juvenile Justice Reform: 2009-2011 A. Black (2012) <a href="http://www.njjn.org/uploads/digital-library/NJJN_adv_fin_press_sept_update.pdf">http://www.njjn.org/uploads/digital-library/NJJN_adv_fin_press_sept_update.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The study reports findings from evaluations of a police/community relations program in Philadelphia -- Project COPE. Police officers exhibiting positive motivation were generally supportive of police and community contact, while officers who were concerned with the security of the police job were more likely to resist community contact and perceive less support for the police. Work components of community policing need to be examined in light of what they may represent to the officers charged with implementing these programs.			
Victimization rates have risen from 2011 to 2012. Blacks have the highest victimization rate: 34.2			
The number of reported gang-related homicides decreased from 2010 to 2011. Gangs were active in slightly less than one-third of responding jurisdictions; decline can be attributed to the drop in gang activity in smaller cities. Gang activities are primarily concentrated in urban areas, especially large cities. Drug-related factors and inter-gang conflict drive local gang violence. 40% of respondents reported that their agencies operated a specialized gang unit.			
The report summarizes advances in youth justice reform broken down by category and then by state. There are 6 reforms over the course of 2009-2011 regarding girls in the system; 2 regarding prohibiting the use of restraints, while the others are resolutions to develop plans to aid girls.			



CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
109	51	Other jurisdictions are realizing the costs savings of effective community-based services to promote positive outcomes for young people as an alternative to more costly correctional institutions.	113	Both Genders	“Advances in Juvenile Justice Reform: 2009-2011 A. Black (2012) <a href="http://www.njjn.org/uploads/digital-library/NJJN_adv_fin_press_sept_update.pdf">http://www.njjn.org/uploads/digital-library/NJJN_adv_fin_press_sept_update.pdf</a> ”
110	52	Among youth in juvenile correctional facilities, only 47 percent earn high school course credits. Among those aged 14 to 21, only 8.2 percent of the youth enrolled in a GED program, and only 6.6 percent earned a GED or obtained a high school diploma.	1141	Both Genders	ED Title 1, Part D, Subpart 2 Annual Performance Overview, School Year 2011-12 <a href="http://www.neglected-delinquent.org/sites/default/files/NDTAC_Ann_Perf_2011-12_2_508.pdf">http://www.neglected-delinquent.org/sites/default/files/NDTAC_Ann_Perf_2011-12_2_508.pdf</a>
111	52	The average prevalence rate of youth with disabling conditions in state juvenile corrections systems was 33.4%.	1151	Both Genders	“Youth with Disabilities in Juvenile Corrections: A National Survey Mary Magee Quinn, Robert B. Rutherford, Peter E. Leone, David M. Osher, Jeffrey M. Poirier (2005) <a href="http://www.helpingganguyouth.com/disability-best_corrections_survey.pdf">http://www.helpingganguyouth.com/disability-best_corrections_survey.pdf</a> ”

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
The report summarizes advances in youth justice reform broken down by category and then by state. There are 6 reforms over the course of 2009-2011 regarding girls in the system; 2 regarding prohibiting the use of restraints, while the others are resolutions to develop plans to aid girls.			
Funds are provided to State Education Agencies for distribution to Local Education Agencies as additional funding for the education of youth who are neglected or delinquent. 329,280 students are served. Upon entry into these types of programs academic progress improved for most long-term students. Black students comprise the largest percentages of students in juvenile detention, juvenile corrections. Overall, Black and Hispanic students are equally represented throughout the system. Males comprise the majority of all programs when compared to females.			
Many characterize the juvenile justice system as a “default system” for youth who have disabilities. This overrepresentation is not well understood. The number of youth identified and receiving special education services in juvenile corrections is almost four times higher (33.4%) than in public school programs. During the past 15 years, three of the five states studied had settled class action litigation that pertain to the adequacy of special education services in juvenile corrections.			

CLAIM #	PAGE #	MBK REPORT QUOTE	FOOTNOTE # (IF ANY)	BOYS, GIRLS, OR BOTH GENDERS	SOURCE
112	53	The long-term--sometimes lifetime--impact of a criminal record is of particular concern when it comes to getting a job.	1161	Both Genders	"In Search of a Job: Criminal Records as Barriers to Employment Amy L. Solomon NIJ (2012) <a href="http://nij.gov/journals/270/pages/criminal-records.aspx">http://nij.gov/journals/270/pages/criminal-records.aspx</a> "
113	53	Most companies perform background checks, and many have overly-broad "no-hire" policies that screen out anyone with any history of contact with the criminal justice system	1171	Both Genders	"65 Million ""Need Not Apply:"" The Case for Reforming Criminal Background Checks for Employment Michelle Natividad Rodriguez & Maurice Emsellem (2011) <a href="http://nelp.3cdn.net/e9231d3aee1d058c9e_55im6wopc.pdf">http://nelp.3cdn.net/e9231d3aee1d058c9e_55im6wopc.pdf</a> "
114	53	Other collateral consequence of a criminal conviction may include a loss of voting or other constitutional rights or suspension or revocation of a driver's license.	1181	Both Genders	National Inventory of the Collateral Consequences of Conviction (2014) <a href="http://www.abacollateralconsequences.org/">http://www.abacollateralconsequences.org/</a>

SUMMARY	DATA ON WOMEN AND GIRLS	DATA DISAGGREGATED BY SEX AND RACE?	DATA DISAGGREGATED, SHOWS GIRLS EQUAL/WORSE?
Nearly 1/3 of Americans have been arrested by the age of 23, which will keep many from obtaining employment, even if they were never convicted. The practice of running background checks, which so all arrests, also disproportionately impacts people of color.			
The criminal background check industry has grown exponentially since 9/11, and at the same time the US population with criminal records has increased to over 1 in 4 adults. The exclusion of people with criminal records from work severely impacts communities of color. Enforcement of civil rights and consumer protection have not kept up to the surge in background checks. By ignoring these, employers are categorically banning people with criminal records from employment.			
Online database of the collateral consequences of criminal convictions contained in the laws and regulations of the federal, state, and territorial jurisdictions of the United States.			

MBK REPORT // PG: 5 // FOOTNOTE 4: HIGH SCHOOL DROPOUT RATES

The source the report cites provides limited and very general data for high school completion among subgroups of Asian American and Pacific Islander (AAPI) students in some school districts in California.

Table 3 below presents 2013 data on 18 to 24 year olds who have not completed high school from the MBK website.

TABLE 1  
High School Drop-Out Rates: Percentage of 18- to 24-year olds who have not completed high school

	MALE	FEMALE
WHITE	15.8	12.6
BLACK	22.8	17.9
HISPANIC	28.8	22.9
ASIAN	9.90	12.8
AMERICAN INDIAN/ALASKA NATIVE	24.6	9.50
TWO OR MORE RACES	16.1	15.0

RELATIVE TO WHITE, SAME-SEX COUNTERPART

	MALE	FEMALE
BLACK	1.44	1.42
HISPANIC	1.82	1.82
ASIAN	0.63	1.02
AMERICAN INDIAN/ ALASKA NATIVE	1.56	0.75
TWO OR MORE RACES	1.02	1.19

Source: IWPR calculations based on U.S. Census Bureau, Current Population Survey data accessed through the My Brother’s Keeper Data website (U.S. Department of Education 2014).

MBK REPORT // PG: 6 // FOOTNOTE 5: MURDER VICTIMS

TABLE 2  
Percent of all Murder victims, 2011

	MALE	FEMALE
WHITE	32	14
BLACK	43	7

Source: IWPR calculations based on U.S. Department of Justice, Federal Bureau of Investigation.

MBK REPORT // PG: 6 // FOOTNOTE 6: HOMICIDE

TABLE 3  
Homicide is the Nth leading cause of death for 10- to 14-year olds:

	MALE	FEMALE
WHITE	5	5
BLACK	2	6
HISPANIC	4	7

Source: Centers for Disease Control and Prevention 2011.

TABLE 4  
Homicide is the Nth leading cause of death for 15- to 24-year olds:

	MALE	FEMALE
WHITE	4	4
BLACK	1	2
HISPANIC	2	4

Source: Centers for Disease Control and Prevention 2011.

MBK REPORT // PG: 13 // FOOTNOTE 16: SCHOOL PUNISHMENT

TABLE 5  
Percent of Texas students removed from the classroom for disciplinary reasons

	MALE	FEMALE
WHITE	59	37
BLACK	83	70
HISPANIC	74	58

RELATIVE TO WHITE, SAME-SEX COUNTERPART

	MALE	FEMALE
BLACK	1.41	1.89
HISPANIC	1.25	1.57

Note: Includes in-school suspension (ISS), out-of-school suspension, expulsion, and other classroom removals. Source: IWPR calculations based on Fabelo et al. 2011.

TABLE 6

College enrollment rates, 2012

	MALE	FEMALE
WHITE	38.3	46.0
BLACK	33.9	38.7
HISPANIC	33.5	41.7
ASIAN	59.3	60.4
PACIFIC ISLANDER	63.3	40.3
AMERICAN INDIAN/ALASKA NATIVE	28.1	27.6
TWO OR MORE RACES	35.4	43.6
RELATIVE TO WHITE, SAME-SEX COUNTERPART		
	MALE	FEMALE
BLACK	0.89	0.84
HISPANIC	0.87	0.91
ASIAN	1.55	1.31
PACIFIC ISLANDER	1.65	*
AMERICAN INDIAN/ ALASKA NATIVE	0.73	0.60
TWO OR MORE RACES	0.92	0.95

Note: \* Indicates unreliable estimate.  
Source: IWPR calculations based on U.S. Census Bureau, Current Population Survey data accessed through the My Brother’s Keeper Data website (U.S. Department of Education 2014).

TABLE 7

Percent 18- to 24-year olds with some college, no degree, 2013

	MALE	FEMALE
WHITE	38.3	43.4
BLACK	33.6	42.0
HISPANIC	29.6	34.3
ASIAN	48.1	46.4
PACIFIC ISLANDER	31.2	46.7
AMERICAN INDIAN/ALASKA NATIVE	20.7	30.4
TWO OR MORE RACES	40.1	50.6
RELATIVE TO WHITE, SAME-SEX COUNTERPART		
	MALE	FEMALE
BLACK	0.88	0.97
HISPANIC	0.77	0.79
ASIAN	1.26	1.07
PACIFIC ISLANDER	0.81	1.08
AMERICAN INDIAN/ ALASKA NATIVE	0.54	0.70
TWO OR MORE RACES	1.05	1.17

Source: IWPR calculations based on U.S. Census Bureau, Current Population Survey data accessed through the My Brother’s Keeper Data website (U.S. Department of Education 2014).

TABLE 8

Percentage of 2003-04 beginning postsecondary students who left school by 2004

	MALE	FEMALE
WHITE	16.8	13.6
BLACK	21.7	19.7
HISPANIC	19.5	17.1
ASIAN	8.9	11.8
TWO OR MORE RACES	20.2	13.5
RELATIVE TO WHITE, SAME-SEX COUNTERPART		
	MALE	FEMALE
BLACK	1.29	1.45
HISPANIC	1.16	1.26
ASIAN	0.53	0.87
TWO OR MORE RACES	1.20	0.99

Source: IWPR calculations based on U.S. Department of Education, National Center of Education Statistics. 2011.

TABLE 9

The percentage of 2003/2004 full-time beginning postsecondary students who attained a bachelor’s degree by June 2009

	MALE	FEMALE
WHITE	69	77
BLACK	48	53
HISPANIC	46	56
ASIAN	66	84
TWO OR MORE RACES	63	68
RELATIVE TO WHITE, SAME-SEX COUNTERPART		
	MALE	FEMALE
BLACK	0.70	0.69
HISPANIC	0.67	0.73
ASIAN	0.96	1.09
TWO OR MORE RACES	0.91	0.88

Source: IWPR calculations based on U.S. Department of Education, National Center of Education Statistics. 2011.

TABLE 10

Labor force participation rates, 2010 (annual averages)

	MALE	FEMALE
WHITE	72.0	58.5
BLACK	65.0	59.9
HISPANIC	77.8	56.5
ASIAN	73.2	57.0

RELATIVE TO WHITE, SAME-SEX COUNTERPART

	MALE	FEMALE
BLACK	0.90	1.02
HISPANIC	1.08	0.97
ASIAN	1.02	0.97

SOURCE: IWPR CALCulations based on U.S. Department of Labor, Bureau of Labor Statistics. 2011a.

TABLE 11

Unemployment Rate by Race and Sex, Age 16 and older, 2010

	MALE	FEMALE
WHITE	9.6	7.7
BLACK	18.4	13.8
HISPANIC	12.7	12.3
ASIAN	7.8	7.1

RELATIVE TO WHITE, SAME-SEX COUNTERPART

	MALE	FEMALE
BLACK	1.92	1.79
HISPANIC	1.32	1.60
ASIAN	0.81	0.92

Source: IWPR calculations based on U.S. Department of Labor, Bureau of Labor Statistics. 2011a.

TABLE 12

Median Usual Weekly Earnings of Full Time workers in management, professional and related Occupations, 16 and older, 2010

	MALE	FEMALE
WHITE	\$1273	\$932
BLACK	957	812
HISPANIC	1,002	789
ASIAN	1,408	1143

NONWHITE-WHITE DIFFERENCE

	MALE	FEMALE
BLACK	-316	-120
HISPANIC	-271	-143
ASIAN	135	211

Source: IWPR calculations based on U.S. Department of Labor, Bureau of Labor Statistics. 2011b.

TABLE 13

Median Usual Weekly Earnings of Full Time workers in Service Occupations, 16 and older, 2010

	Male	Female
WHITE	\$559	\$423
BLACK	498	420
HISPANIC	437	387
ASIAN	555	473

NONWHITE-WHITE DIFFERENCE

	MALE	FEMALE
BLACK	-61	-3
HISPANIC	-122	-36
ASIAN	-4	50

Source: IWPR calculations based on U.S. Department of Labor, Bureau of Labor Statistics. 2011b.



**TABLE 14**  
Median Usual Weekly Earnings of Full Time workers in Sales and Office Occupations, 16 and older, 2010

	MALE	FEMALE
WHITE	\$761	\$600
BLACK	596	577
HISPANIC	589	532
ASIAN	715	643
<b>NONWHITE-WHITE DIFFERENCE</b>		
	MALE	FEMALE
BLACK	-165	-23
HISPANIC	-172	-68
ASIAN	-46	43

Source: IWPR calculations based on U.S. Department of Labor, Bureau of Labor Statistics. 2011b.

**MBK REPORT // PG: 49 // FOOTNOTE 103: HOMICIDE LEADING CAUSE OF DEATH**

Among Black males ages 10 to 24, homicide is the leading cause of death; it is among the leading causes of death for Hispanics, American Indian, and Alaska Native males in that age range.  
 \*This statement is repeated above. These are the same tables as tables 3 and 4 above.

**TABLE 3**  
Homicide is the Nth Leading Cause of Death for 10- to 14-year old:

	MALE	FEMALE
WHITE	5	5
BLACK	2	6
HISPANIC	4	7

**TABLE 4**  
HOMICIDE IS THE NTH LEADING CAUSE OF DEATH FOR 15- TO 24-YEAR OLD:

	MALE	FEMALE
WHITE	4	4
BLACK	1	2
HISPANIC	2	4

Source: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention 2011.

**MBK REPORT // PG: 49 // FOOTNOTE 105: ARREST RATES**

**TABLE 15**  
Percent of observed cases arrested by age 18

	MALE	FEMALE
WHITE	21.5%	12.0%
BLACK	29.6%	11.8%
HISPANIC	26.3%	11.8%

**ARREST RATES RELATIVE TO WHITE SAME-SEX COUNTERPART**

	MALE	FEMALE
BLACK	138%	98%
HISPANIC	122%	99%

Source: IWPR calculations based on Brame et al. 2014.

**TABLE 16**  
Percent of observed cases arrested by age 23

	MALE	FEMALE
WHITE	37.9%	20.3%
BLACK	48.9%	18.4%
HISPANIC	43.8%	16.2%

**ARREST RATES RELATIVE TO WHITE SAME-SEX COUNTERPART**

	MALE	FEMALE
BLACK	129%	91%
HISPANIC	116%	80%

Source: IWPR calculations based on Brame et al. 2014.

**MBK REPORT // PG: 49 // FOOTNOTE 106: IMPRISONMENT RATES**

**TABLE 17**  
Imprisonment rate of sentenced state and federal prisoners per 100,000 US residents.

	MALE	FEMALE
WHITE	463	49
BLACK	2841	115
HISPANIC	1158	64
OTHER	972	90

RELATIVE TO WHITE, SAME-SEX COUNTERPART

	MALE	FEMALE
BLACK	6.14	2.35
HISPANIC	2.50	1.31
OTHER	2.10	1.84

Source: IWPR calculations based on U.S. Department of Justice, Bureau of Justice Statistics. 2013.

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APPENDIX C THE STRENGTHS OF SINGLE PARENT FAMILIES AND A CRITIQUE OF THE DOMINANCE OF THE “TWO PARENT IS BETTER” IDEOLOGY

SOME ASSUMPTIONS ABOUT FAMILIES AND FATHERS

- Two-Parent Families are better than single-parent families
- The presence of a father improves child outcomes
- There is a clear, simple, causal relationship between family structure and child outcomes
- Black fathers are “missing” resulting in worse outcomes for black children and families
- If more black families were married couples with two parents, many of the problems faced by black children and black communities would be eliminated – substance abuse, delinquency, teen pregnancy, violence, etc.

FAMILY STRUCTURE AND CHILD OUTCOMES: TWO PARENTS ARE NOT ALWAYS BETTER

Optimal child development outcomes depend on having a stable family environment, loving family relationships, a sense of personal control over family, work, and other areas of life, access to needed economic resources, and support from a social network such as family and friends (Lamb, 1997, Lamb & Tamis-Lemonda 2004, Sigle-Rushton & McLanahan, 2002). These are characteristics and resources that can be available to all families independent of family structure. Despite this fact, much of the public discourse, especially from conservative policy makers and political leaders, has tended to center around family structure to the exclusion of other family characteristics. These leaders draw on popular cultural views and social science research to support their views. The social science research, however, is usually summarized as providing support for the position that “all else being equal,” children in two-parent households fare better on summaries of the specific outcomes measured. There are several problems with this position, the most obvious is that all else generally is not equal. Hetherington et al. (1983, cited in Barajas 2011), argue that we overuse group means which tell us nothing about conditions and processes within families or about the contexts in which families live.

FAMILY STABILITY

Research by Claire Kamp Dush (2009) finds that prior research comparing single-parent and two-parent families did not distinguish between stable single-parent families and those that experienced multiple transitions in family structure. Comparing stable single-parent and stable two-parent families, she found few differences in child outcomes (Grabmeier 2009).

Even when there are transitions in family structure, the impact on children will depend on a range of other factors. According to Sigle-Rushton & McLanahan (2002), a child who spends 1/3 of their childhood living with both biological parents, 1/3 in a single parent household and 1/3 in a stepfamily, would be expected, on average, to obtain

½ of 1 year less of education. This process, especially when marked by conflict and changes in family income, residential and school mobility, all common with divorce, could be more harmful than living in a stable single parent home. Sigle-Rushton and McLanahan (2002) for example, cite research that indicates children have better adult outcomes when families with high levels of conflict do divorce.

### QUALITY VS. QUANTITY INTERACTION

Most studies of paternal involvement that consider the emotional quality of father-child relationships find the quality and quantity of interaction to be unrelated (Grossman, Pollack & Golding 1988, Radin 1994). So the presence of two parents does not tell us about the quality of interaction within the family. Studies that compare single-parent and two-parent families can talk about the differences between the two groups but what they cannot tell us is what the outcomes of children in either group would have been if they had grown up in a different family structure (Sigle-Rushton & McLanahan 2002).

### CONFLICT, VIOLENCE, SUBSTANCE ABUSE

According to Nelson (2004), non-resident fathers are disproportionately disadvantaged with lower levels of education and earnings and are twice as likely to have problems with substance abuse (p. 439). People with substance abuse problems, mental illness or a violent temperament make poor partners and poor parents. Children in these families most likely experience disadvantages across a range of indicators and not just a single-parent home (Sigle-Rushton & McLanahan 2002). Many of the same factors that lead to single-parent homes are likely also responsible for the negative outcomes of children within these homes.

- Poverty
- Poor education: poor quality schools with poor teachers, expulsion/suspension from school
- Lack of academic preparation
- Poor social skills, conflict resolution skills

While children are harmed by the perceived, and actual, abandonment by one parent, high levels of parental conflict may make maintaining contact with the other parent less beneficial than if the parent were involved (Lamb and Tamis-Lemonda -- see Kelly 2000). High levels of parental conflict may actually account for some of the problems of fatherless children.

### FATHER ABSENCE - THE REASON FOR THE ABSENCE MATTERS

The relationship between the absence of a father in the household and a range of social ills has been over-simplified (Cherlin 1999). Dividing children into groups based on whether their father is present in their household/married to their mother or not does not allow the researchers to attribute differences between the two groups to the presence/absence of a father. There is too much heterogeneity within both groups (Barajas 2011, Lamb and Tamis-Lemonda 2004) and most of the children from both groups will grow up without serious problems.

- While children from married two-parent homes have higher rates of high school graduation and college attendance, Deleire & Kalil (2002) found that among children from father absent homes almost 70% percent graduated from high school and half attended college.

Many of the benefits of two-parent homes are not the result of the presence of a father per se, but of the resources that the father brings into family. Similarly, the harms of father absence may actually reflect paternal roles going unfilled (Lamb & Tamis-Lemonda 2004).
- Financial resources allow parents to buy medical care, quality child care and good schools which improves child outcomes (Carlson & Magnuson 2011, Lamb and Tamis-Lemonda 2004)
- A second parent can provide instrumental and emotional support which may reduce psychological distress in parents, reducing the incidence of harsh parenting, improving parenting generally and enhancing the mother-child relationship and improving child outcomes (McLoyd 1998, cited in Carlson & Magnuson 2011).
  - When fathers are unsupportive or marital conflict is high, however, the presence of a father in the home may be more harmful than beneficial (Lamb and Tamis-Lemonda 2004)
- Payment of child support (direct support) is a better predictor of child outcomes than other forms of economic support. This may reflect the fact that fathers who pay child support may have a better relationship with the child and the child's mother, indirectly influencing the child's well-being (Lamb and Tamis-Lemonda 2004). This points to the importance of family relationships independent of family structure.
- Single parents can suffer from social isolation (Lamb and Tamis-Lemonda 2004) but this is not necessary and quite often, parents are able to establish a social network of support.
- Single and divorced parents and their children may experience some degree of social disapproval which in itself can be harmful to child outcomes (Lamb and Tamis-Lemonda 2004).

## COMPOSITION OF “SINGLE” PARENT CATEGORY

Research comparing married couple families with single parent families often combine different types of single-parent families, types that each have very different impacts on child outcomes. For example, single parent families can be the result of parents never-marrying and one parent having no involvement with the child, the couple never-marrying but cohabiting, or divorce and widowhood (Sigle-Rushton & McLanahan 2002).

- ▶ Parke (2003) cites research highlighting the reduced risks associated with single parent status for children in widowed families. This research points to the importance of resources and social stigma in influencing the impact of single parent status on child outcomes.
- ▶ In the case of cohabiting couples the resources of the second parent are present – these families just lack the positive approval society applies to marriage. In fact, Parke (2003) cites research indicating that if the newborn child lives with both biological parents, the outcomes are the same regardless of marital status.

## STRENGTHS OF SINGLE PARENT FAMILIES

Research on adolescents in single-parent families point to specific strengths that result directly from being in a single parent household. Amato (1987) for example found that in children in single parent households were given more responsibility and they also received more autonomy relative to children in two-parent households. Amato concludes that in the context of a positive parent-child relationship, this represents a more egalitarian family structure in which children perhaps mature more quickly (see also” Richards and Schmiede 1993).

In addition to strong parent-child communication and greater autonomy, many single-parent households are also able to draw on their social networks to foster positive child development outcomes. Deleire and Kalil (2002) show that children in single parent homes with at least one co-resident grandparent had the same likelihood of graduating from high school and attending college as children in two-parent homes. Further, children of never-married and divorce parents in multigenerational homes showed no greater likelihood of drug use not greater likelihood of early sexual initiation than children in two-parent homes.

Deleire and Kalil (2002) cite other research examining the impact of multigenerational homes. They cite research by Entwisle and Alexander (1996) which found that black children in father-absent families who lived in multigenerational families had better school conduct and higher reading scores than black children in single parent homes that were not multigenerational. They cite other research which further supports their finding that it is the resources – economic, emotional and social—that matters for child outcomes not necessarily family structure (Aquilino 1996, Thompson et al. 1992).

## SAME-SEX PARENTING

The research examining outcomes for adolescents and young adults raised by gay and lesbian parents has suffered from a number of methodological issues. Stacey & Biblarz (2001) outlined many of the difficulties in conducting research on this population. The barriers include difficulty identifying lesbian and gay families, both because of potential consequences for families of identifying themselves as lesbian or gay and because of definitional issues – how do you define a lesbian or gay family? Further, national surveys have not generally asked questions about sexual orientation. As a result of these factors, most of the research has relied upon snowball and convenience samples.

Even in these circumstances, however, Stacey and Biblarz (2001) argue that the research that does exist may not tell us a great deal about children who have been reared entirely within lesbian and gay families because these children are largely children of a transitional generation of lesbian and gay families whose children were born within heterosexual relationships. These studies therefore do not allow us to isolate the impact of parent’s sexual orientation from the coming out, divorce, re-mating, etc. processes these children have experienced.

The difficulties of obtaining representative samples notwithstanding, the research we do have indicates that it is the quality of relationships within families and not the type of family (heterosexual or same-sex) that best predicts adolescent outcomes (Wainright and Patterson 2006). Wainright and Patterson (2006) compared 44 adolescents living in households with different sex couples and 44 adolescents living with female same-sex couples. They found no differences in drug use or delinquency.

Stacey and Biblarz (2001) examined 21 studies that included parents and children from both lesbian/gay families and heterosexual families and assessed differences between children in each family type in terms of statistical significance. The studies utilized a range of different types of data including children’s self-reports and reports from parents and teachers. The studies also examined a range of outcomes including self-esteem, anxiety, depression, and externalizing behaviors.

None of the studies found statistically significant differences between children raised in gay and lesbian families relative to those raised in heterosexual families. They also failed to find any differences between these children in IQ or verbal skills. However, they did not identify any studies which compared children’s long-term achievements in education or occupational attainments.

## BLACK FATHERS ARE NOT “MISSING”

“But if we are honest with ourselves, we’ll admit that what too many fathers are is missing – missing from too many lives and too many homes. They have abandoned their responsibilities, acting like boys instead of men. And the foundations of our families are weaker because of it” -- Barak Obama 2008 Father’s Day speech.



Black fathers are less likely than fathers of other racial/ethnic background to reside with their children (Jones & Mosher 2013) and, therefore, are often viewed as absent or missing from their children's lives (Reyes 2013). How we measure the presence/absence of black fathers matters. We must be careful because in many discussions of children growing up without fathers, we are often told how many black children are born out of wedlock, not how many actually grow up without the involvement of their fathers

- Non-resident black fathers have comparable, if not higher, levels of involvement with their children as non-black fathers (Jones and Mosher 2013).

Black fathers are often assumed not to be involved with their children and not to take any responsibility for their upbringing. Many young black fathers are involved in their children's lives but are unable to meet the demands of fatherhood, especially the economic demands.

\*\*About ½ of all fathers under age 25 were married at the time their first child was born and less than ¼ of young black fathers were married (cited in Smeeding et al 2011).

- Young fathers are less likely to continue their education after high school.
- Over 60% of fathers with a high school degree or less had earnings under \$20,000 in 2002 (Cancian et al. 2011, Smeeding et al. 2011)

These young men have family responsibilities but lack the economic capacity to meet those responsibilities.

It is further assumed that black fathers do not want to be involved with their children. However, a significant number of fathers who are not involved in their children's lives are out of their children's lives for reasons beyond their control.

- Young men of color, especially young black men, with little education and few skills face high probabilities of long periods of incarceration as a result of the war on drugs (Pettit and Western 2004, Western 2006). Glaze and Maruschak (2008) report that in 2007 over 800,000 inmates were fathers to 1.7 million children under age 18.
- Almost one-half of fathers incarcerated in state prisons in 2007 reported that prior to incarceration they lived with their minor children (Glaze and Maruschak 2008)
- Just over one-half of fathers in state prisons in 2007 reported that they provided the primary financial support for their minor children prior to incarceration (Glaze & Maruschak 2008).
- Prisons are located in rural areas or otherwise far away from prisoner's home communities making visitation improbable if not impossible
- Costs of phone calls from prisons are exorbitant making even contact this way impossible for many families

While there is currently much debate about the failure of our drug war and the consequences of the war on drugs, because we tend to focus on individuals we often miss the impact that this has for larger communities. Our system of mass incarceration does not affect all communities evenly, or even all black communities evenly – it has a disproportionate impact on specific communities from where most of those arrested and imprisoned are taken from. The result is a small number of communities with large numbers of boys and men--fathers, brothers, and uncles—removed. The ultimate consequence of this process is that the informal social control systems of these communities are disrupted (Alexander 2012, Lynch and Sabol 2004, Patillo-McCoy 2000).

In addition to incarceration, young black males face rates of homicide that exceed those of any other group in American society.

## A CRITIQUE OF THE WHITE HOUSE REPORT ON RESPONSIBLE FATHERHOOD

The White House report "Promoting Responsible Fatherhood" focuses primarily on the men that are absent from many single-parent families. Most people, the authors included, think that we should do more to assure that these young men are both expected and able to live up to their responsibilities when they father a child.

That said, this report, like the MBK report, privileges fathers and father involvement over mothers and mother involvement in its view of what constitutes a healthy family and what makes for the best child outcomes. But because most of the discussion about the importance of fathers to families and child well-being is concentrated in the first pages and most of the report centers on policies and programs, it does not seem to invite the comparison of men/fathers to women/mothers as much as the MBK report does for minority girls and minority boys.

The report tries so hard to keep the focus on fathers that mothers are rendered invisible – they are trying to build relationships between "fathers, families and children" or "fathers, children and families". I searched the report for the word mother and it appears six times – once is in a quote from a participant in one of the fatherhood initiatives, once is when the report tells you what you, as a mother, neighbor, etc. can do to help.

The report does acknowledge the importance of the marital relationship to the health of families as well as acknowledging that families take on forms other than the two-parent, mother-father model but fathers and father involvement remains the key to a healthy family.

As I read the report, while the title focuses on responsible fatherhood, the goal is really about stronger families and improving child outcomes. Although fathers are seen as the key to this, if the goal is strong families, involving mothers in parenting classes, financial literacy training, etc... would also be necessary. I would think that if the mother and father are capable of co-parenting, one of the better ways to bind the father to the family is for both of them to do some of this together. Not just providing men with resources to increase their ability to take on their responsibilities but maybe supporting those relationships so that he wants to. That might actually be what's happening on the ground in some of these programs but it's just not emphasized here.



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APPENDIX D GENDER COMPARISONS FOR 44 INDICATORS THE MBK TASK FORCE WILL MONITOR TO ASSESS PROGRESS OF MALES

INDICATOR #	INDICATOR NAME	DATA ON WOMEN AND GIRLS	INDICATOR GROUPING	INDICATOR LABEL	NOTES
1	Children in center-based care (ages younger than 5 not yet in K)	In 2011: Both Black and Hispanic female children under the age of five were less likely than their male same-racial/ethnic counterpart to have center-based care (29.7 vs 33.8%). *this measure is for children living with their mothers.	A	Females Greater Disadvantage	
3	Mathematics Achievement (including students with disabilities)	4th Grade: Hispanic, Asian, and American Indian/Alaska Native males outperformed their same-race/ethnicity female counterpart and among students with disabilities, males in each racial/ethnic group outperformed their female counterpart. 8th Grade: Hispanic and Pacific Islander males have the same average score as female Hispanics and Pacific Islanders while Asian and American Indian males outperform their female counterparts. Among 8th graders with disabilities, males outperformed their female counterpart across all racial/ethnic groups. 12th Grade: African American, Hispanic, Asian and two or more races males outperformed their female counterparts. Among students with disabilities the only data for students of color is for Black and Hispanic students and males outperformed their female counterparts in both of these groups.	A	Females Greater Disadvantage	
10	Enrollment in postsecondary remedial classes: (18-24)	African American women (38.4%) were more likely than African American men (36.2%) and American Indian/Alaska Native women were more likely (35.1%) than AIAN men (34.8%) to have enrolled in postsecondary remedial education courses.	A	Females Greater Disadvantage	
13	STEM BA attainment	Of all bachelors degrees awarded, a larger share of men's degrees are in STEM field than women's degrees and this hold across all racial and ethnic groups. Sex differences are also relatively large -- 17% of all bachelors degrees to black men are in a STEM field while only 7.7% of those to black women are in a STEM field.	A	Females Greater Disadvantage	

INDICATOR #	INDICATOR NAME	DATA ON WOMEN AND GIRLS	INDICATOR GROUPING	INDICATOR LABEL	NOTES
14	Neither enrolled in school nor working	There are more Hispanic (25.5% vs. 16.2%), Asian (11.0% vs. 10.2%), American Indian/Alaska Native (46.0% vs. 42.9%), and two or more races (16.7% vs. 15.4%) women than same-race/ethnicity men aged 18 to 24 who are neither working nor enrolled in school.	A	Females Greater Disadvantage	
15	Labor force participation rates: (18-24)	Asian and Hispanic men aged 18 to 19 and Asian, Hispanic, and Black men aged 20 to 24 all had higher labor force participation rates than their same-race/ethnicity female counterparts. For Black men and women ages 18 and 19 their labor force participation rates the same-- 40.9% and 40.8%.	A	Females Greater Disadvantage	
16	Median earnings: (18-24)	The median earning for students aged 20 to 24 with only a high school diploma is lower for Black and Hispanic women relative to their Black and Hispanic male counterparts. **Median income for Latino young women (20 to 24 years old) with less than a high school diploma is substantially less than that for similar Latino males (\$9,220 compared to \$14,760) -- sample sizes too small for other racial/ethnic groups for reliable comparisons.	A	Females Greater Disadvantage	
22	Child Poverty	0 to 5: For children 5 and under, Black girls (43.3%) are more likely to be poor than Black boys (41.4%), although the difference is small as it is with Hispanic girls and boys (37.2% vs. 36.3%) but it is somewhat larger with Asian girls and boys (14.0% vs 9.1%)	A	Females Greater Disadvantage	
22	Child Poverty	6 to 17: Girls aged 6 to 17 are also more likely to be poor than are boys of the same age -- Black girls and boys (37.2 vs 35.9%), Asian (14.5 vs 13.3), and Hispanic (33.0 vs. 31.6).	A	Females Greater Disadvantage	
23	Child Maltreatment	Female children have a slightly higher rate of substantiated child maltreatment across all racial/ethnic groups. Among Black children, girls have a rate of 15.5 per 1,000 while boys have a rate of 14.8. For American Indian/Alaskan Natives girls have a rate of 14.3 compared to 13.2 for boys and Hispanic girls have a rate of 9.5 per 1,000 while boys have a rate of 8.4.	A	Females Greater Disadvantage	

INDICATOR #	INDICATOR NAME	DATA ON WOMEN AND GIRLS	INDICATOR GROUPING	INDICATOR LABEL	NOTES
27	Obesity	Among children and youth aged 6 to 17 Black females have a slightly higher rate of obesity than Black males (24.6% vs 24.1%). Males have higher rates among Hispanic and Asian youth. By the ages of 18 to 24 Black females have a much higher obesity rate than Black males (35.5% vs. 27.6%) and Hispanic females have an obesity rate equivalent to Hispanic males (26.9% vs. 26.6%).	A	Females Greater Disadvantage	
39	Untreated tooth decay	A larger percentage of Black females aged 15 to 24 have untreated dental caries than Black males.	A	Females Greater Disadvantage	
2	Reading Achievement (including students with disabilities)	With the exception of students with disabilities, female students of color outperform male students of color across racial ethnic groups in grades 4, 8 and 12.	B	Males Greater Disadvantage	
2	Reading Achievement (including students with disabilities)	Among students with disabilities, 4th grade American Indian/Alaska native and two or more races males outperform female students.	B	Males Greater Disadvantage	
4	AP/IB/Dual Enrollment Participation	More females than males are enrolled Advanced Placement (AP) courses and the International Baccalaureate (IB) program across racial/ethnic groups. *Among American Indian and Alaska Natives the same percentage of males and females are enrolled in the IB program.	B	Males Greater Disadvantage	
5	Suspension and Expulsion (including suspension of students with disabilities)	A higher percentage of males in each racial/ethnic group are suspended than their same-race/ethnic female counterparts. Similarly with expulsions, males in each racial/ethnic group have higher expulsion rates than their female counterparts.	B	Males Greater Disadvantage	
6	High School Completion	A larger percentage of 18 to 24-year-old Asian females than males have not completed high school. More males in all other racial/ethnic groups	B	Males Greater Disadvantage	**Exception of one group in which females greater disadvantage



INDICATOR #	INDICATOR NAME	DATA ON WOMEN AND GIRLS	INDICATOR GROUPING	INDICATOR LABEL	NOTES
9	College enrollment rates	Native American/Alaska Native (27.6% and 28.1%) females are less likely to be enrolled in a 2 or 4 year college.	B	Males Greater Disadvantage	NA/AN one exception
11	Some college, without degree	A larger percentage of Asian men than women have some college without completing the degree. Among all other racial/ethnic groups, a larger percentage of women have attained some college but no degree.	B	Males Greater Disadvantage	Except among Asian youth
12	Associate degree	Larger percentage of Black, Hispanic, and Asian women than men have an associates degree. *Numbers for remaining groups of color unreliable.	B	Males Greater Disadvantage	
17	Unemployment rate: (18-24)	Black, Asian, and Latino women aged 18 to 19 and aged 20 to 24 all have lower unemployment rates than their same-race male counterparts.	B	Males Greater Disadvantage	
29	Asthma (selected characteristics)	Across racial/ethnic groups, larger percentages of males aged 0 to 17 have asthma than do same-race/ethnicity females.	B	Males Greater Disadvantage	
33	Imprisonment rates	Across all racial/ethnic groups, males have higher imprisonment rates than females	B	Males Greater Disadvantage	
34	Juveniles in juvenile correction facility	Across all racial/ethnic groups, males have a higher rate of placement in a juvenile facility than do females	B	Males Greater Disadvantage	
36	Nonfatal victimization rates	Males of color have higher rates of nonfatal victimization than do females of color	B	Males Greater Disadvantage	
37	Homicide rates	Across all racial/ethnic groups, males have higher homicide rates than females.	B	Males Greater Disadvantage	
38	Adolescent mortality	Males aged 15 to 17 have higher mortality rates than same-race/ethnicity females	B	Males Greater Disadvantage	
40	Diagnoses of HIV infection	Men 13 to 24 years of age in every racial/ethnic group have higher rates of diagnosed HIV infections than their female counterparts.	B	Males Greater Disadvantage	
41	Emotional and Behavioral Difficulties	Across all racial/ethnic groups a larger percentage of males than females are reported to have emotional and behavioral difficulties.	B	Males Greater Disadvantage	

INDICATOR #	INDICATOR NAME	DATA ON WOMEN AND GIRLS	INDICATOR GROUPING	INDICATOR LABEL	NOTES
7	Attendance at high-poverty schools for recipients of free and reduced price lunch)	Across all racial/ethnic groups except Native American and Alaska Natives a larger percentage of male than female students are enrolled in high poverty schools, although the differences are negligible -- the same percentage for NA/AN and less than 1 percentage point difference for all other ethnic/racial groups.	C	Males Greater Disadvantage	
8	Children with disabilities in high poverty school (percent)	Males with disabilities have higher rates of attending high poverty schools except for American Indian/Alaska Natives whose girls with disabilities attend high poverty schools at a higher rate (37.5% for females and 36.8% for males).	C	Males Greater Disadvantage	Essentially equivalent across groups
20	family structure: (single parent household)	In 2013 slightly more Black females (51.5%) than Black males of the same age (50.3%) lived in a mother only households. Asian youth show the same pattern with slightly more females (10.1%) than males (9.0%) living in a mother-only household. Hispanic youth, similarly showed slightly more female (28.4%) than male (27.3%) youth living in mother-only households.	C	Females Greater Disadvantage	Essentially equivalent
20	family structure (two-parent household)	A slightly greater percentage of Asian males (84.9%) and Hispanic Males (58.3%) lived with both parents than Asian and Hispanic females (84.2% and 58.1% respectively).	C	Females Greater Disadvantage	Essentially equivalent
20	family structure (no parents)	Black males were slightly more likely than Black females to live in a household with no parent (7.0% and 5.7%) as was the case with Asian youth (2.0% of males, 1.9% of females) and Hispanic youth (4.1% of males and 3.6% of females).	C	Males Greater Disadvantage	Essentially equivalent
25	Usual source of health care	A slightly higher percentage of Black males than females lacked a regular source of health (4.0% vs. 3.9%) while slightly more Hispanic females than males lacked a regular source of healthcare (6.5% vs. 6.1%)	C	Equivalent	

INDICATOR #	INDICATOR NAME	DATA ON WOMEN AND GIRLS	INDICATOR GROUPING	INDICATOR LABEL	NOTES
26	Diet Quality	Black and Hispanic females score slightly higher than Black and Hispanic males on the Healthy Eating Index -- Black females vs males (54 vs 53 on a scale of 0 to 100), Hispanic females vs males (61 vs 59).	C	Equivalent	
26	Diet Quality	Black and Hispanic females score slightly higher than Black and Hispanic males on the Healthy Eating Index -- Black females vs males (54 vs 53 on a scale of 0 to 100), Hispanic females vs males (61 vs 59).	C	Equivalent	
30	Regular cigarette smoking	In 8th grade, females from African American, Asian, American Indian/Alaska Native, and two or more races had higher rates of regular cigarette smoking (smoking every day of the past 30 days). By 10 grade, only among Asian youth did a larger share of females than males regularly smoke cigarettes.	C	Females Greater Disadvantage	
30	Regular cigarette smoking	By 12th grade, across all racial/ethnic groups a larger percentage of males than females smoked cigarettes regularly.	C	Males Greater Disadvantage	
31	Alcohol use	In 8th grade, a larger percentage of female than male African Americans, Hispanics, Asians, American Indians/ Alaska Natives, and 2 or more races had 5 or more drinks in a row within the previous 2 weeks. By 10th grade only among Hispanic and 2 or more races did a larger percentage of females than males drink 5 or more drinks in a row.	C	Females Greater Disadvantage	
31	Alcohol use	By 12th grade a larger percentage of males than females had had 5 or more drinks across all race/ethnic groups.	C	Males Greater Disadvantage	
32	Illicit drug use	In 8th grade, a larger percentage of female than male Hispanic, Asian and 2 or more races youth reported use of any illicit drug.	C	Females Greater Disadvantage	

INDICATOR #	INDICATOR NAME	DATA ON WOMEN AND GIRLS	INDICATOR GROUPING	INDICATOR LABEL	NOTES
32	Illicit drug use	In 10th and in 12th grade a larger proportion of males than females reported use of any illicit drug across all racial/ ethnic groups.	C	Males Greater Disadvantage	
18	Births to young adult women	Not broken down by sex	D	Not Available separately	
9	Adolescent births	Black and Hispanic youth aged 15 to 17 have higher birthrates than their white counterparts (21.9 and 25.5 per 1000 compared to 8.4 per 1,000 for white females).	D	NA separately Not Available separately	
21	Secure parental employment	Available in America’s children: Key National Indicators of Well-Being, 2013, but not broken down by race and sex.	D	NA separately	
24	Housing problems	Not broken down by sex -- household measure	D	NA separately	
28	Low birth weight	MBK data not separated by sex	D	NA separately	
35	Youth victims of serious violent crimes	MBK data for race/sex breakdowns does not meet reporting standards.	*		
42	Living in concentrated poverty (census tract > 20%)	Not available in MBK data by race/sex/ age.	*		
43	Exposure to violence	Not available in MBK data by race/sex/ age.	*		
44	Having an adult with whom to talk about serious problems	Not available in MBK data by race/sex/ age.	*		



## STUDENT LOAN DEBT

### 1 PERCENT OF UNDERGRADUATES WITH STUDENT LOAN DEBT

Sixty-three percent of male and 68 percent of female 2007-08 graduating seniors used student loans to fund their undergraduate education. The table below shows the percentages by race/ethnicity and sex. The percentages include both federal and private loans.

#### PERCENT OF 2007-08 GRADUATING SENIORS WHO BORROWED STUDENT LOANS FOR THEIR UNDERGRADUATE EDUCATION

	FEMALE	MALE
WHITE	67.6	61.2
BLACK	81.2	76.5
HISPANIC	64.8	72.3

Source: U.S. Department of Education, National Center of Education Statistics. 2008 Baccalaureate and Beyond Survey data.

### 2 AVERAGE STUDENT LOAN DEBT

The table shows the average amount borrowed by race/ethnicity and sex for those 2007-08 graduating seniors who borrowed any (private & federal) student loans.

#### CUMULATIVE AMOUNT BORROWED FOR UNDERGRADUATE EDUCATION

	FEMALE	MALE
WHITE	\$25,488	\$24,487
BLACK	\$29,575	\$25,942
HISPANIC	\$22,735	\$24,344

NOTE: INCLUDES ONLY STUDENTS WITH STUDent loan debt.

Source: U.S. Department of Education, National Center of Education Statistics. 2008 Baccalaureate and Beyond Survey data.

### 3 PERCENT BORROWING MORE THAN \$25,000

The table below shows the percent of 2007-08 graduating seniors with debt greater than \$25,000.

#### PERCENT OF UNDERGRADUATES WITH CUMULATIVE BORROWING GREATER THAN \$25,000

	FEMALE	MALE
WHITE	25.7	22.2
BLACK	47.9	34.9
HISPANIC	22.6	27.3

Note: Data represent 2007-08 graduating seniors interviewed in 2009.

Source: U.S. Department of Education, National Center of Education Statistics. 2008 Baccalaureate and Beyond Survey data.

## BULLYING

### 4 ELECTRONICALLY BULLIED

Female high school students are more likely than their male counterparts to report electronic bullying. Twenty-five percent of white female, seventeen percent of Hispanic female and 11 percent of black female students reported being electronically bullied compared to 8.7 percent, 8.3 percent and 6.9 percent of white, Hispanic and black male students respectively.

#### PERCENT OF STUDENTS REPORTING ELECTRONIC BULLYING DURING THE PRIOR 12 MONTHS BY RACE AND SEX, UNITED STATES, 2013

	GIRLS/WOMEN	BOYS/MEN
WHITE	25.2	8.7
BLACK	10.5	6.9
HISPANIC	17.1	8.3

Source: Centers for Disease Control and Prevention 2014.

### 5 BULLIED ON SCHOOL PROPERTY

Twenty-one percent of Hispanic and fifteen percent of black female students reported being bullied on school property compared to 10 and fifteen percent of black and Hispanic male students. Twenty-seven percent of white female and sixteen percent of white male students also reported bullying.

#### PERCENT OF STUDENTS BULLIED ON SCHOOL PROPERTY DURING THE PRIOR 12 MONTHS BY RACE AND SEX, UNITED STATES, 2013

	GIRLS/WOMEN	BOYS/MEN
WHITE	27.3	16.2
BLACK	15.1	10.2
HISPANIC	20.7	14.8

Source: Centers for Disease Control and Prevention 2014.

The two indicators above show the likelihood, by race and sex, of two important ways that youth may experience bullying, an important indicator of students’ overall wellbeing. These tables show that female students are more likely than their male counterparts across racial and ethnic backgrounds to experience bullying both at school and electronically. While many consider bullying to be a normal part of growing up, research indicates that victims of bullying can be more likely to suffer from depression, low self-esteem, and anxiety than students who are not bullied (Drake, Price and Telljohann 2003). In addition to its relationship with student’s psychosocial and emotional wellbeing, research also shows a significant relationship between bullying and educational achievement (Drake, Price and Telljohann 2003, Juvonen et al. 2010, Nakamoto & Schwartz 2010).

## VIOLENT VICTIMIZATION

### 6 DID NOT ATTEND SCHOOL BECAUSE OF FEAR FOR SAFETY AT SCHOOL OR ON THE WAY TO/ FROM SCHOOL

During the 30 days prior to the survey, 12.6 percent of Hispanic females, eight percent of black females and 7.4 percent of white females reported not attending school due to fear for their safety at school or on the way to or from school. For Hispanic, black and white males the respective percentages were 6.9, 7.8 and 3.8.

#### PERCENT OF STUDENTS WHO DID NOT ATTEND SCHOOL DUE TO FEAR FOR SAFETY ON THE WAY TO, FROM OR AT SCHOOL, UNITED STATES, 2013

	GIRLS/WOMEN	BOYS/MEN
WHITE	7.4	3.8
BLACK	8.0	7.8
HISPANIC	12.6	6.9

Source: Centers for Disease Control and Prevention 2014.

One consequence of bullying and other violence is fear, especially fear that can interfere with the performance of basic everyday functions. The table above shows that even among male students, there are too many—eight percent of black males and seven percent of Hispanic males—that did not attend school because they were concerned about their safety either at school, or on the way to or from school. Female students show even higher rates with almost twice as many Hispanic females as Hispanic males missing school over safety concerns.

## MENTAL HEALTH

### 7 SUICIDE ATTEMPT

During the 12 months prior to the survey, 2.7 percent of high school students reported an attempt to commit suicide that resulted in an injury, poisoning or overdose that had to be treated by a doctor. Girls (3.6 percent) were more likely than boys (1.8%) to attempt suicide.

The My Brother’s Keeper website shows a table of data for completed suicide rates that shows males have higher suicide rates than females across race/ethnicity. However, research also tells us that girls and young women are more likely than boys and young men to have suicidal ideation and to attempt suicide. The data in the table below and in the appendix show black and Hispanic females are much more likely than their same-race male counterpart to consider, plan for or attempt suicide – more than twice as likely in some cases. In the case of Hispanic young women, they are also more likely to consider, plan, and attempt suicide than either white or black females.

#### PERCENT OF STUDENTS IN EACH RACE-SEX WITH A SUICIDE ATTEMPT THAT REQUIRED BEING SEEN BY A DOCTOR OR NURSE IN THE 12 MONTHS PRIOR TO THE SURVEY, UNITED STATES, 2013

	GIRLS/WOMEN	BOYS/MEN
WHITE	2.8	1.1
BLACK	3.2	2.2
HISPANIC	5.4	2.8

Source: Centers for Disease Control and Prevention 2014.

## SEXUAL HEALTH

### 8 CONTRACEPTION NOT USED DURING LAST SEXUAL INTERCOURSE

Of the 34% of students who were sexually active in 2012-2013, 21% of black females did not use contraception during last sexual encounter compared to 11 percent of black males and almost 12 percent of white females. 23.7 percent of Hispanic females did not use any form of contraception compared to 15.4 of Hispanic males

Failure to use contraception increases the likelihood of an unplanned pregnancy—in 2010 six percent of all females aged 15 to 19 became pregnant, among black and Hispanic females it was ten- and eight-percent respectively (Kost & Henshaw 2012). These numbers represent very real barriers for these young women’s later educational and occupational success.

The table below shows the percentage of sexually active students who did not use any method of pregnancy prevention during their last sexual intercourse. This is a critical indicator of the likelihood of young women (and men) experiencing an unplanned or unwanted pregnancy.

**PERCENT OF SEXUALLY ACTIVE STUDENTS IN EACH RACE-SEX GROUP WHO DID NOT USE CONTRACEPTION DURING LAST SEXUAL INTERCOURSE, UNITED STATES, 2013**

	GIRLS/WOMEN	BOYS/MEN
WHITE	11.9	10.1
BLACK	21.2	11.2
HISPANIC	23.7	15.4

Source: Centers for Disease Control and Prevention 2014.

9 REPORTED TREATMENT FOR SEXUALLY TRANSMITTED DISEASE

From 2006 to 2010 more females (6.6%) than males (4.0%) aged 18 to 24 reported receiving treatment for sexually transmitted diseases. Black females reported higher rates than all other groups including white and Hispanic females and black males.

**PERCENT OF YOUNG ADULTS 18-24 WHO REPORTED RECEIVING TREATMENT FOR SEXUALLY TRANSMITTED DISEASES IN THE PAST YEAR, 2006-2010**

	GIRLS/WOMEN	BOYS/MEN
WHITE	5.2	3.1
BLACK	12.5	9.3
HISPANIC	3.9	3.7

Source: Federal Interagency Forum on Child and Family Statistics. 2014.

DATING AND SEXUAL VIOLENCE VICTIMIZATION

Dating and intimate partner violence can take the form of physical, emotional, and/or sexual violence. The two indicators below show the prevalence of intimate partner violence by sex and racial/ethnic group. Intimate partner violence can have serious consequences for victims including affecting their relationships with friends and family, increased depression, anxiety, substance use and abuse, and even increased antisocial behaviors and suicide (CDC 2014). For these reasons, it is important to prevent dating violence when possible and to intervene and stop it once it has started.

10 PHYSICAL DATING VIOLENCE

Of the 74 percent of students who went out with someone during the 12 months prior to the survey, 13.6 percent of Hispanic females, 12.3 percent of black females and 13 percent of white females reported physical dating violence (being hit, slammed into something or injured with an object or weapon on purpose by someone they were dating). For male students, 8.2 percent of black males, 7 percent of Hispanic males and 6.4 percent of white males reported physical dating violence.

The table below shows a substantial amount of dating violence among both boys and girls. Girls and young women, however, experience much higher levels of physical violence in dating relationships than do boys and young men.

**PERCENT OF STUDENTS WHO EXPERIENCED PHYSICAL DATING VIOLENCE IN THE PRIOR YEAR BY RACE AND SEX, UNITED STATES, 2013**

	GIRLS/WOMEN	BOYS/MEN
WHITE	12.9	6.4
BLACK	12.3	8.2
HISPANIC	13.6	7.0

Source: Centers for Disease Control and Prevention 2014.

11 SEXUAL DATING VIOLENCE

Of the 74 percent of students that reporting dating, 16 percent of Hispanic females and 8.8 percent of black females report being kissed, touched or physically forced to have sexual intercourse when they did not want to by someone they were dating or going out with at least once during the prior 12 months. 8.9 percent of black males and 6.7 percent of Hispanic males also report sexual dating violence.

**PERCENT OF STUDENTS REPORTING SEXUAL DATING VIOLENCE BY RACE/ETHNICITY AND SEX, UNITED STATES, 2013**

	GIRLS/WOMEN	BOYS/MEN
WHITE	14.6	4.8
BLACK	8.8	8.9
HISPANIC	16.0	6.7

Source: Centers for Disease Control and Prevention 2014.

## 12 PHYSICALLY FORCED TO HAVE SEXUAL INTERCOURSE

More than seven percent of all students across the nation reported being physically forced to have sexual intercourse—12.2 percent of Hispanic women, 11.5 percent of black women and 9.1 percent of white women. Among male students, 5.2 percent of Hispanic and black male students and 3.1 percent of white males students reported being physically forced to have sexual intercourse.

The percentages in the table below refer to (1) the percentage of all students responding to the survey, not just those who had been in dating relationships, and (2) students victimized by anyone, not just a dating partner.

Across all students in the nation, 7.3% reported having been physically forced to have sexual intercourse when they did not to. The percentages were higher for female students than male students and higher for students of color than white students. Female students across racial/ethnic groups show percentages more than twice those of their same-race/ethnicity male counterparts.

PERCENT OF STUDENTS PHYSICALLY FORCED TO HAVE SEXUAL INTERCOURSE BY RACE/ETHNICITY AND SEX, UNITED STATES, 2013

	GIRLS/WOMEN	BOYS/MEN
WHITE	9.1	3.1
BLACK	11.5	5.2
HISPANIC	12.2	5.2

Source: Centers for Disease Control and Prevention 2014.

## APPENDIX A:

### CONSIDERING SUICIDE

During the 12 months prior to the survey, 18.6 percent of black females, 26.0 percent of Hispanic females and 21.1 percent of white females reported seriously considering suicide compared to 10.2, 11.5 and 11.4 percent of black, Hispanic and white males.

PERCENT OF RACE-SEX GROUP REPORTING SERIOUSLY CONSIDERING SUICIDE IN THE PRIOR 12 MONTHS, UNITED STATES, 2013

	GIRLS/WOMEN	BOYS/MEN
WHITE	21.1	11.4
BLACK	18.6	10.2
HISPANIC	26.0	11.5

Source: Centers for Disease Control and Prevention 2014.

### SUICIDE PLAN

During the 12 months prior to the survey, 13.1 percent of black females, 20.1 percent of Hispanic females and 15.6 percent of white females reported that they made a plan about how they would attempt suicide compared to 7.7 percent of black males, 11.2 percent of Hispanic males and 10.1 percent of white males.

PERCENT OF RACE-SEX GROUP REPORTING HAVING MADE A SUICIDE PLAN IN THE PRIOR 12 MONTHS, UNITED STATES, 2013

	GIRLS/WOMEN	BOYS/MEN
WHITE	15.6	10.1
BLACK	13.1	7.7
HISPANIC	20.1	11.2

Source: Centers for Disease Control and Prevention 2014.

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