THE IMPACT OF FATHER INVOLVEMENT ON IMPROVING THE GRADUATION RATES OF BLACK MALE STUDENTS IN FLORIDA

SUBMITTED TO THE:

Florida Council on the Social Status of Black Men and Boys

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APPENDIX

Appendix D: Snap Shot: Additional Graduation and Fatherhood Programs (Annotated)

"The nation cannot prosper nor remain true to its ideal that if you are willing to put in the work a path to success can be found, when far too many young men of color are still not receiving the supports and opportunities to obtain a high school diploma, the minimal credential needed to obtain work in the 21st century."[1]

— My Brother's Keeper Initiative

PURPOSE OF THE STUDY

More than 54 percent of America's black children live without a father present. The absence of fathers in the lives of black boys is even more pervasive and damaging. Father absenteeism has debilitating implications on the future of black male children, many of who begin their lives in disadvantage conditions. Research confirms father involvement is at the nexus of black boys' self-identity, psychological wellbeing, emotional health and academic achievement. Issues afflicting black male children become intensified by father absence. Having to cope with the void of a missing father affects every aspect of a young boy's life, particularly as it relates to academic progress.

Although rates improve each year, black male students continue to have the lowest graduation rates of students in any other ethnic group. An added concern is the increasing trend toward black males dropping out of school. While academic progress can be affected by many factors, this study examines the effect father absence has on the growth and development of children, particularly black boys. Additionally, the fact-finding research was conducted to identify comprehensive and effective programs designed to address increasing graduation rates, decreasing dropout rates, and improving father involvement. Information is reported to assist the **Florida Council on the Social Status of Black Men and Boys** with determining if increased father engagement could be used as an effective measure to help offset the achievement gap between black boys and their educational peers.

Recommendations of graduation and fatherhood initiatives are provided for the **State of Florida's** consideration. Programs offered through the **"Everyone Graduates Center,"** and the **"National Fatherhood Initiative"** have been assessed as effective mechanisms to assist Florida in its efforts to alleviate the social crisis associated with its young black male population.

THE PLIGHT OF AMERICA'S BLACK CHILDREN

When a male black child is born in the United States he is vulnerable to a potentially daunting social landscape of poverty, hunger, violence, crime, poor healthcare, unemployment, incarceration, racial inequities and educational disparities. These preventable social conditions perpetually place many black youth, particularly males, at risk of experiencing a life of hopelessness and despair. America's children of color are disproportionately affected by social and economic constructs in the United States. In 2012, 16.1 million children in America were poor – a ratio of 1 in 5 children.[2] Of the country's 11.2 million children of color who suffered in poverty, black youth represented 39.6 percent of impoverished children, compared to 12.5 percent of white children.[3] With 22.3 percent of its population consisting of poor children, Florida, in 2013,

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[1] "Building a Grad Nation 2013-2014: Progress and Challenge in Ending the High School Dropout Epidemic Annual Update, 2014," *Civic Enterprises, Everyone Graduates Center at the School of Education at Johns Hopkins University, America's Promise Alliance, Alliance for Excellent Education*, 28, http://nces.ed.gov/pubs2014/2014391.pdf, Accessed May 6, 2014.
[2] "Portrait of Inequality 2012-Black Children in America," *Children's Defense Fund*, 1.
[3] Ibid.; "CPS 2012 Annual Social and Economic Supplement," *U.S. Census Bureau* (2012) www.census.gov/cps/data/cpstablecreator.html., Accessed May 5, 2014.

ranked 21st in child poverty among the 50 states.[4]

In Florida's general population of 19,552,860, there were 4,002,480 children, 55.1 percent of whom were children of color.[5] Black children represented 20.4 percent of the state's population.[6] More than 1 million of Florida's children were classified as poor. Two in five black children were poor compared to 1 in 6 white children. Nationally, poor black children typically grew up in homes with incomes that ranged from extremely poor at $11,746 a year, to a median income of $35,538 a year. The median income of white families with children was $72,029. Children in single-parent families were four times more likely to be poor than children in married families. In 2013, while nearly 70 percent of the nation's children lived in two-parent homes, more than 50 percent of black children were raised by mothers, compared to 1 in 5 white children.[7]

Violence continues to maintain an ominous presence in the lives of black children. In 2010, black children and adolescents were nearly five times more likely to be killed by guns than white children and teens.[8] Parental incarceration also plagues children of color. Black children are more than seven times likely as white children to have a parent in prison.[9] This fragmented family dynamic particularly blights the existence and future of adolescent black boys.

Black youth are nearly four times as likely to be incarcerated over their white counterparts.[10] A black male born in 2001 is more than five times as likely as a white male to be incarcerated sometime in his lifetime.[11] In 2012, black male inmates between ages 18 and 19 had the largest imprisonment rate disparity between whites and blacks. Black males in this age group were almost 9.5 times more likely than white males to be in prison.[12]

While black children are less likely than white or Hispanic teens to abuse drugs or alcohol, they are one and half times more likely to be arrested for drug offenses and more than three times as likely to be placed in a juvenile residential facility.[13]

Socio-economic and policy barriers continue to prevent a large segment of black children from attaining a quality education. Black students are disproportionately recipients of punitive disciplinary measure such as in-school suspensions and expulsions.[14] Black students, especially males, are almost three times as likely to be suspended.[15] This trend affects the likelihood of those students obtaining a high school diploma as research indicates students who are suspended or expelled are more likely to drop out of school.[16] The persistent assignment of black boys into special education and grade retention also leads to an enduring disengagement from

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[4] "Where Does Florida Stand," *Civic Marshall Plan to Build A Grad Nation* (2014), www.every1graduates.org, Accessed May 5, 2014.
[5] "CPS 2012 Annual Social and Economic Supplement," *U.S. Census Bureau* (2012), Table FINC-03, www.census.gov/hhes/www/cpstables/032012/faminc/finc03_000.htm, Accessed May 5, 2014.
[6] "Children in the States: Florida," *Children's Defense Fund*, May 6, 2014.
[7] "CPS 2012 Annual Social and Economic Supplement."
[8] "State of America's Children," *Children's Defense Fund*, 6.
[9], "Portrait of Inequality," 2.
[10] "Cradle to Prison Pipeline Campaign," *Children's Defense Fund*, February 19, 2009.
[11] "Portrait of Inequality," 7.
[12] E. Ann Carson and Daniela Golinelli, "Prisoners in 2012: Trends in Admissions and Releases, 1991–2012, *U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics,* Table 18 (December 2013) 25.
[13] "Portrait of Inequality," 6.
[14] Ibid., 3.
[15] "Black and White: Black Children Compared to White Children," *Children's Defense Fund*, 2011; "Race Against Time: Educating Black Boys," *Focus on Blacks: National Education Association*, (February 2011) 1.
[16] "Children in the States: Florida."

school.[17] Further, even when black male students demonstrate a prior history of academic success, they are two and half times less likely to be enrolled in gifted and talented programs.[18]

Many poor and minority children, particularly those with English as their second language, attend inadequately equipped schools that operate with limited resources. These circumstances, compounded by minimized parental involvement, have contributed to the expanding achievement gap that continues to inhibit black children's educational progress.[19] Eighty-four percent of black students enrolled in public school could not read at grade level during the 2011-2012 school year. Eighty-three percent were unable to compute math at grade level.[20] The percentages were higher in eighth grade where 86 percent of the nation's black students read below grade level and 87 percent functioned below grade level in math.[21]

During the 2012-2013 school year, 61 percent of Florida's fourth grade students enrolled in public schools could not read at grade level and 59 percent were unable to compute math at grade level. Eighty percent of black fourth graders could not read at grade level and 80 percent could not compute math."[22] During the 2011-2012 school year, only 40 percent of Florida's black eighth-grade students could compute math at grade level compared to 67 percent of the state's white students. The gap existed in reading as well with 38 percent of black students in eighth grade reading at grade level compared to 68 percent of white eight graders.[23] Research shows that children whose fathers are involved score higher on reading achievement tests.[24]

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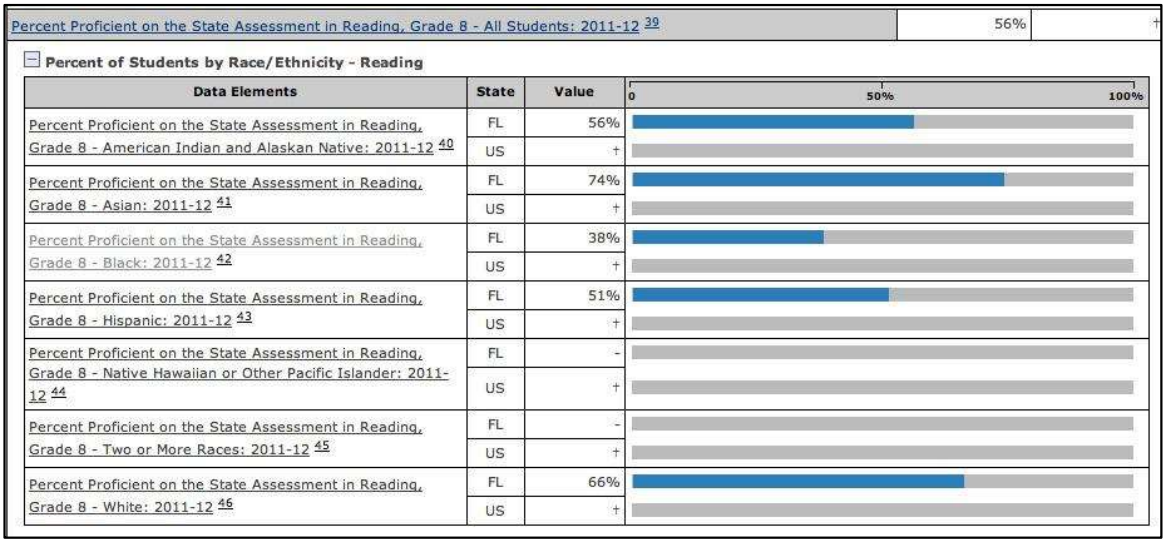
[17] "Race Against Time," 1; Kevin Cokley, Shannon McClain, Martinique Jones and Samoan Johnson, "A Preliminary Investigation of Academic Disidentification, Racial Identity, and Academic Achievement Among African American Adolescents," *The High School Journal* 95, no. 2, (December/January 2012), 56-58.
[18] "Race Against Time," 1.
[19] "Portrait of Inequality," 3.
[20] Ibid.; "NAEP Data Explorer," *U.S. Department of Education*, http://nces.ed.gov/nationsreportcard/about/naeptools.asp, Accessed May 5, 2014.
[21] "Portrait of Inequality," 3.
[22] "Children in the States: Florida."
[23] "Florida State Snapshot," *ED Data Express: Data About Elementary & Secondary Schools in the U.S.*, http://eddataexpress.ed.gov/state-report.cfm?state=FL&submit.x=17&submit.y=6, Accessed May 6, 2014.
[24] K.S. Howard, J.E. Burke Lefever, J.Gl. Borkowski and T.L. Whitman, "Fathers' Influence in the Lives of Children With Adolescent Mothers," *Journal of Family Psychology* 20, (2006): 468-476.

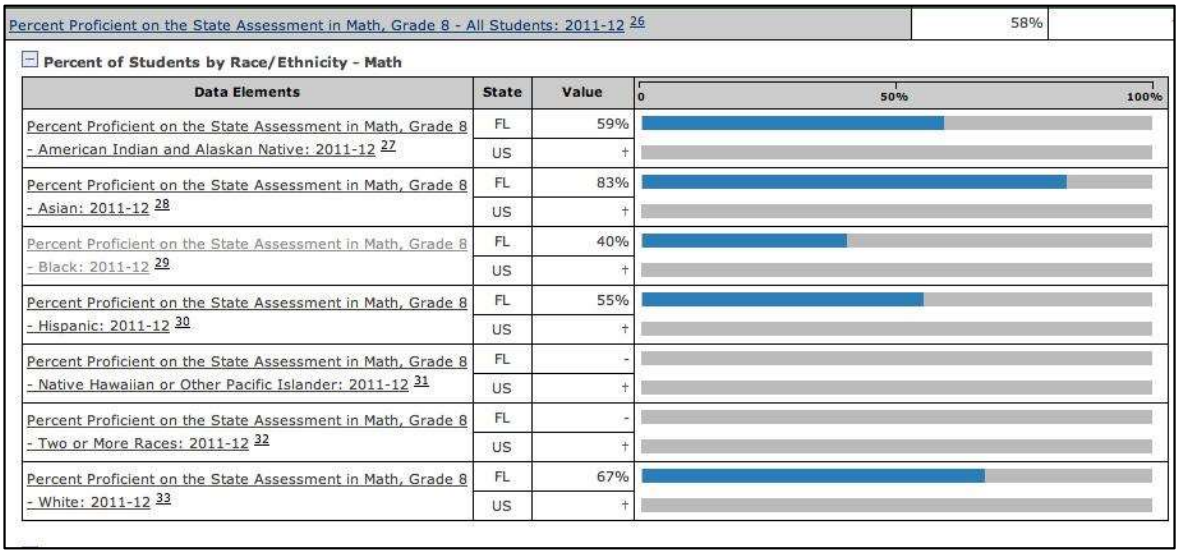


Percent Proficient on the State Assessment in Reading, Grade 8 - All Students: 2011-12 [39]		56%	†

Percent of Students by Race/Ethnicity - Reading

Data Elements	State	Value	0 50% 100%
Percent Proficient on the State Assessment in Reading, Grade 8 - American Indian and Alaskan Native: 2011-12 [40]	FL	56%	
	US	†	
Percent Proficient on the State Assessment in Reading, Grade 8 - Asian: 2011-12 [41]	FL	74%	
	US	†	
Percent Proficient on the State Assessment in Reading, Grade 8 - Black: 2011-12 [42]	FL	38%	
	US	†	
Percent Proficient on the State Assessment in Reading, Grade 8 - Hispanic: 2011-12 [43]	FL	51%	
	US	†	
Percent Proficient on the State Assessment in Reading, Grade 8 - Native Hawaiian or Other Pacific Islander: 2011-12 [44]	FL	-	
	US	†	
Percent Proficient on the State Assessment in Reading, Grade 8 - Two or More Races: 2011-12 [45]	FL	-	
	US	†	
Percent Proficient on the State Assessment in Reading, Grade 8 - White: 2011-12 [46]	FL	66%	
	US	†	

Figure 1: Florida Percentage on State Assessment | Reading | Grade 8 | All Students by Race and Ethnicity, 2011-2012



Percent Proficient on the State Assessment in Math, Grade 8 - All Students: 2011-12 [26]		58%	

Percent of Students by Race/Ethnicity - Math

Data Elements	State	Value	0 50% 100%
Percent Proficient on the State Assessment in Math, Grade 8 - American Indian and Alaskan Native: 2011-12 [27]	FL	59%	
	US	†	
Percent Proficient on the State Assessment in Math, Grade 8 - Asian: 2011-12 [28]	FL	83%	
	US	†	
Percent Proficient on the State Assessment in Math, Grade 8 - Black: 2011-12 [29]	FL	40%	
	US	†	
Percent Proficient on the State Assessment in Math, Grade 8 - Hispanic: 2011-12 [30]	FL	55%	
	US	†	
Percent Proficient on the State Assessment in Math, Grade 8 - Native Hawaiian or Other Pacific Islander: 2011-12 [31]	FL	-	
	US	†	
Percent Proficient on the State Assessment in Math, Grade 8 - Two or More Races: 2011-12 [32]	FL	-	
	US	†	
Percent Proficient on the State Assessment in Math, Grade 8 - White: 2011-12 [33]	FL	67%	
	US	†	

Figure 2: Florida Percentage on State Assessment | Math | Grade 8 | All Students by Race and Ethnicity, 2011-2012

The graduation rates of black male students predict a potentially bleak forecast for their future. While in 2012 the nation crossed the 80 percent high school graduation rate threshold for the first time in history, 68 percent of black students graduated compared to 85 percent of white students and 76 percent of Hispanic students.[25] Black male graduation rates hovered between 50 percent and the low 60s in Southern States, including Florida.[26] In the 13 states that educate

[25] "Building a Grad Nation 2013-2014," 9-10.
[26] "Accelerating Graduation Rates for Young Men of Color in Key State," *Building a Grad Nation 2013-2014: Progress and Challenge in Ending the High School Dropout Epidemic,* (2014), 28.

approximately two-thirds of the country's black and Hispanic students, the four-year graduation rate of black males was in the 50 percent range. Compared to 5 percent of white students, 23 percent of black students continued to attend "dropout factory" high schools.[27]

When black students do earn a high school diploma, they are at a higher risk of being unemployed and face lower odds of attending college as a full-time student.[28] In 2012, black students represented 36.4 percent of young adults ages 18-24 who attended an institution of higher learning compared to 42.1 percent of white students. Black males were 33.9 percent of the higher education population.[29]

Black males dropout of high school at a higher rate than males of any other ethnicity. In 2012, nationally the black male status dropout rate was 8.1 percent compared to 4.8 percent of white males. The total status rate of all dropouts was 6.6 percent.[30]

> *"I came to understand the importance of fatherhood through its absence—both in my life and in the lives of others. I came to understand that the hole a man leaves when he abandons his responsibility to his children is one that no government can fill. We can do everything possible to provide good jobs and good schools and safe streets for our kids, but it will never be enough to fully make up the difference."*[31]
>
> *— President Barack Obama, June 19, 2009*

Although several factors, including economic condition, parents' education level, single-parent home status, and in-school experience significantly contribute to the graduation and dropout rates of students, one key component is parental involvement.[32] The extent to which parents are involved in their child's life is a major predictor of a student's academic success and achievement.[33] Though children are powerless to resolve their life's circumstances, parents are vital to leveraging their children out of debilitating conditions that prevent them from reaching their full potential. Problems plaguing children become more intensified when one critical component is missing — fathers.

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[27] "Building a Grad Nation: 2013-2014," 10.
[28] "Cradle to Prison Pipeline," 1.
[29] "Digest of Education Statistics," *National Center for Education Statistics*, Table 302.60, http://nces.ed.gov/programs/digest/d13/tables/dt13_302.60.asp, Accessed May 6, 2014. Enrollment rates are of individuals between 18 and 24 years olds in degree-granting institutions, by level of institution and sex, race and ethnicity of student from 1967 through 2012.
[30] "Percentage of High School Dropouts Among Persons 16 through 24 Years Old, *U.S. Department of Commerce, Census Bureau, Current Population Survey* (May 2013). Status dropouts are 16 to 24 year olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who have received GED credentials are counted as high school completers. All data except for 1960 are based on October counts. Data are based on sample surveys of the civilian non-institutionalized population, which excludes persons in prisons, persons in the military, and other persons not living in households.
[31] "Promoting Responsible Fatherhood," *The White House*, June 2012, http://www.whitehouse.gov/sites/default/files/docs/fatherhood_report_6.13.12_final.pdf, Accessed June 20, 2014.
[32] "School Dropouts: Education Could Play a Stronger Role in Identifying and Disseminating Promising Prevention Strategies," *United States General Accounting Office* (GAO-02-240: Washington, D.C.: February, 2001), 3., http://www.gao.gov/assets/240/233270.html, Accessed May 6, 2014; Leuchovius, Deborah. "The Role of Parents in Dropout Prevention: Strategies that Promote Graduation and School Achievement," *Parent Brief* (July 2006), 2.
[33] Leuchovius, "The Role of Parents in Dropout Prevention," 2.

Research confirms fathers directly impact the welfare of their children. A father's involvement can yield positive benefits to a child that no other person is as likely to provide.[34] A father's presence and involvement is directly connected to a child's cognitive ability, educational achievement, psychological wellbeing, and social behavior. His love is a major factor in predicting the social, emotional and cognitive development and function of children and young adults.[35] Statistics show that children in low-income, two-parent families outperform students in high-income single-parent homes where a father is not involved.

The father-factor also impacts every social aspect associated with a child's life. Children with involved fathers fare better in all areas measured, and experience better educational outcomes compared to children living without active, involved or present fathers.

Children with involved fathers are:

- 40% less likely to repeat a grade
- 70% less likely to dropout of school
- More likely to earn A's in school[36]
- More likely to enjoy school and engage in extracurricular activities
- Significantly more likely to do well in school, have healthy self-esteem, exhibit empathy and pro-social behavior
- More likely to avoid high-risk behaviors such as drug use, truancy, and criminal activity
- Experienced fewer behavioral problems
- Scored higher on reading assessment exams[37]

In environments where a mother's supportiveness is low or average, involved fathers significantly impact a child's school readiness.[38] Research indicates fathers who nurture and play with their offspring have children with higher IQs, enhanced linguistics, and astute reasoning abilities.[39] By reading to their children, engaging them in discussion about what was read, encouraging them to read, or simply having a child witness their father reading can promote the development of children's literacy skills.[40]

Chronic father absence presents an exponential problem for black boys who are among the nation's most disproportionately disadvantaged populations. "The repercussions of family

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[34] Jeffrey Rosenberg and W. Bradford Wilcox, "The Importance of Fathers in the Healthy Development of Children," *Office on Child Abuse and Neglect, U.S. Children's Bureau* (2006), 2.
[35] Rosenberg and Wilcox, "The Importance of Fathers," 11.
[36] Chrisitne Winquist Nord and Jerry West, "Father's and Mother's Involvement in Their Children's Schools by Family Type and Resident Status," *U.S. Department of Education National Center for Education Statistics* (Washington D.C.: 2001), v-viii; "The Fatherless Generation," http://the fatherlessgeneration.wordpress.com/statistics, Accessed May 6, 2014;
[37] "Capacity Building, Sharing Lessons Learned, Rekindling Passions," *National Principals Association Report on the State of High Schools*, http://nichellemitchem.me/tag/national-principals-association-report-on-the-state-of-high-schools/, Accessed May 6, 2014.; K.S. Howard, J.E. Burke Lefever, J.GI. Borkowski and T.L. Whitman, "Fathers' Influence in the Lives of Children With Adolescent Mothers," *Journal of Family Psychology* 20, (2006) 468-476; Winquist and West, "Father's and Mother's Involvement," 2001, viii.
[37] "Capacity Building."
[38] Anne Martin, Rebecca M. Ryan and Jeane Brooks-Gunn, "When Father's Supportiveness Matters Most: Maternal and Paternal Parenting And Children's School Readiness," *Journal of Family Psychology* 24, no. 2, 145.
[39] Rosenberg and Wilcox, "The Importance of Fathers," 12.
[40] O.N. Saracho, "Fathers and Young Children's Literacy Experiences in a Family Environment," *Early Child Development and Care* 177 (2007), 403-415.

dissolution on the development of black boys are legion."[41] Nearly 2 in 3, or 64 percent of black children are growing up with no father present. An estimated 24 million children lived absent of their biological father in 2013. There was an estimated 70.1 million fathers in the United States during 2013. Approximately 24.7 million fathers were married to the mothers of their children, 45 percent were divorced, 31 percent were never married, 19 percent were separated, and 5 percent were widowed. Nearly 2 million were single fathers, with 17 percent serving as the custodial parent. [42]

Children whose biological fathers are not in their lives are at least two to three times more likely to be poor, to use drugs as well as experience educational, health, emotional and behavioral problems. They are also more likely to suffer child abuse and participate in criminal behavior than their friends whose biological parents who are married.[43] The troubling statistics illuminate a sociological vacuum that leaves black children at risk of facing poverty, crime, identity crisis and academic under achievement.

Fathers have a major impact on changing the trajectory of their children's lives – toward success. A father's presence fosters improved academic performance in children and decreases behavioral problems. Children with actively engaged fathers learn more, are more focused, and perform at a higher academic level. Even fathers who do not live in the same household as their children, but maintain healthy and active relationships with them, have an enduring positive impact.[44]

GRADUATION AND DROPOUT RATES

The 2014 annual education update titled "Building a Grad Nation," reported that for a second consecutive year graduation rates in American schools have increased, reaching a record 81 percent during the 2012-2013 academic year.[45] The analysis of the Adjusted Cohort Graduation Rates (ACGR), along with the Average Freshman Gradation Rates (AFGR), revealed the AFGR increased from 71.7 percent in 2001 to 81 percent in 2012. The ACGR reached 80 percent. These increases moved the nation closer to its 90 percent overall graduation goal by 2020.[46] In Florida, 75.6 percent of the student population graduated in 2012-2013.[47] For Florida to reach the 90 percent graduation rate by 2020, the state must increase its AFGR by 1.9 points each year. Its class of 2020 must have 42,357 more graduates than its class of 2010.[48]

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[41] Ron Haskins, "Poor Fathers and Public Policy: What is to Be Done," in *Black Males Left Behind*, ed. Ronald M. Mincey, (The Urban Institute Press: Washington, D.C., 2006) 254.
[42] "Profile America Facts for Features," *U.S. Census Bureau News* (May 2, 2012); "Fathers' Involvement With Their Children: United States, 2006-2010," National Health Statistics Reports, no. 71, 21.
[43] http://thefatherlessgeneration.wordpress.com/statistics/
[44] https://www.fatherhood.gov/library/dad-stats#Census, Accessed May 6, 2014.
[45] "Building a Grad Nation 2013-2014," 3.
[46] Ibid. The graduation rates for 47 states used the ACGR. Because of technical issues and with data systems, Idaho, Kentucky and Oklahoma were granted a federal waiver that permitted them to report their AFGR. See page 101.
[47] "Data Report: Florida's High School Cohort Graduation Rates and Single-Year Dropout Rates, 2012-13," *Education Information & Accountability Services, Florida Department of Education*, (November 2013), 1.
[48] "Building A Grad Nation: Civic Marshall State Indices and Annual Updates-Florida," http://new.every1graduates.org/building-a-grad-nation-state-profiles-and-annual-updates/Florida/

The federal ACGR formula, adopted during the 2010-2011 year, tracks the progress of a group of students who entered the 9th grade during the same year and graduated in four years.[49] Accounting for students who transfer into or out of another school and those who were deceased, the ACGR calculates the four-year gradation rate of freshmen students enrolled as part of the same graduation class.[50]

The AFGR, a system developed by the National Center for Education Statistics (NCES) when no uniformed system was used, does not account for transfer students. The AFGR divides the number of students who graduated by the average number of 9th graders three years prior, the number of 10th graders two years earlier and eight graders four years earlier. An average is used to adjust for students who may have been retained in the 9th grade.[51]

Despite the national increase of graduation rates among subgroups based on race, black

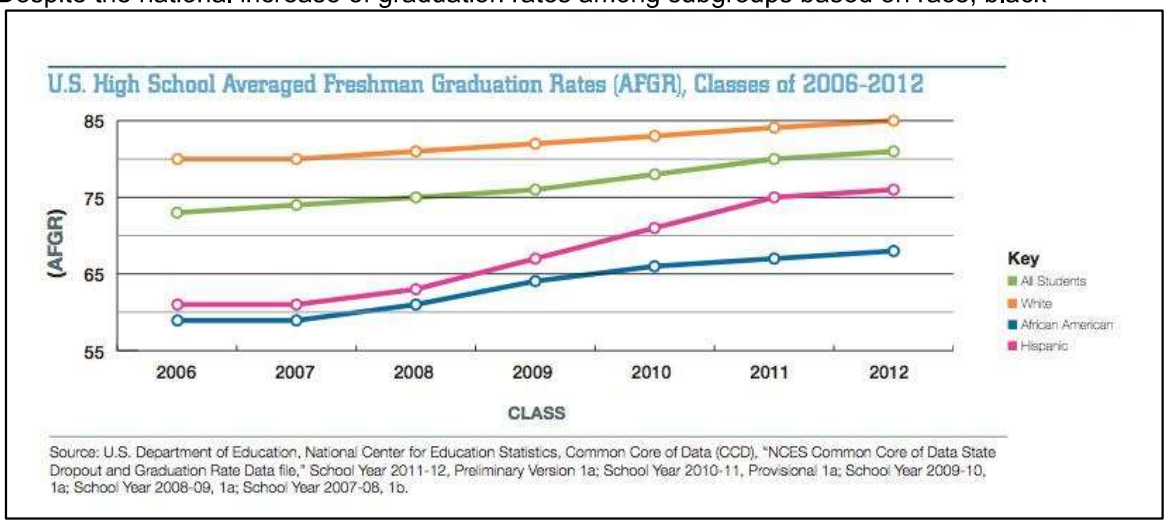


Figure 3: U.S. High School Average Freshman Graduation Rate (AFGR), Classes 2006-2012

students still experienced lower graduation rates than white and Hispanic students. Although the rate among black students increased by 9 percent, 68 percent of black students graduated in 2012 compared to 85 percent of white students and 76 percent of Hispanic students nationwide.[52] Black males graduation ranged between the high 50s and low 60s in the 13 states that educate two-thirds of the country's black students. In the nation's Southern region, including Alabama, Georgia, Louisiana and Florida, the graduation rate of black males was between 50 and 67 percent.[53]

[49] The Adjusted Cohort Graduation Rates tracks the progress of a group of students who entered the same grade at the same time over a four-year period. The formula also applies this method to students enrolled in high schools whose first academic level is the 10th grade. The ACGR does not include students who earned a General Education Degree (GED).
[50] "Building a Grad Nation 2013-2014," 100-101.
[51] Ibid.
[52] Ibid., 10.
[53] Ibid., 28-29.

U.S. High School Averaged Freshman Graduation Rates (AFGR), Classes of 2006-2012

	2006	2007	2008	2009	2010	2011	2012
All	73	74	75	76	78	80	81
White	80	80	81	82	83	84	85
African American	59	59	61	64	66	67	68
Hispanic	61	61	63	67	71	75	76

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "NCES Common Core of Data State Dropout and Graduation Rate Data file," School Year 2011-12, Preliminary Version 1a; School Year 2010-11, Provisional 1a; School Year 2009-10, 1a; School Year 2008-09, 1a; School Year 2007-08, 1b.

Figure 4: U.S. High School Average Freshman Graduation Rates (AFGR), Classes 2006-2012.

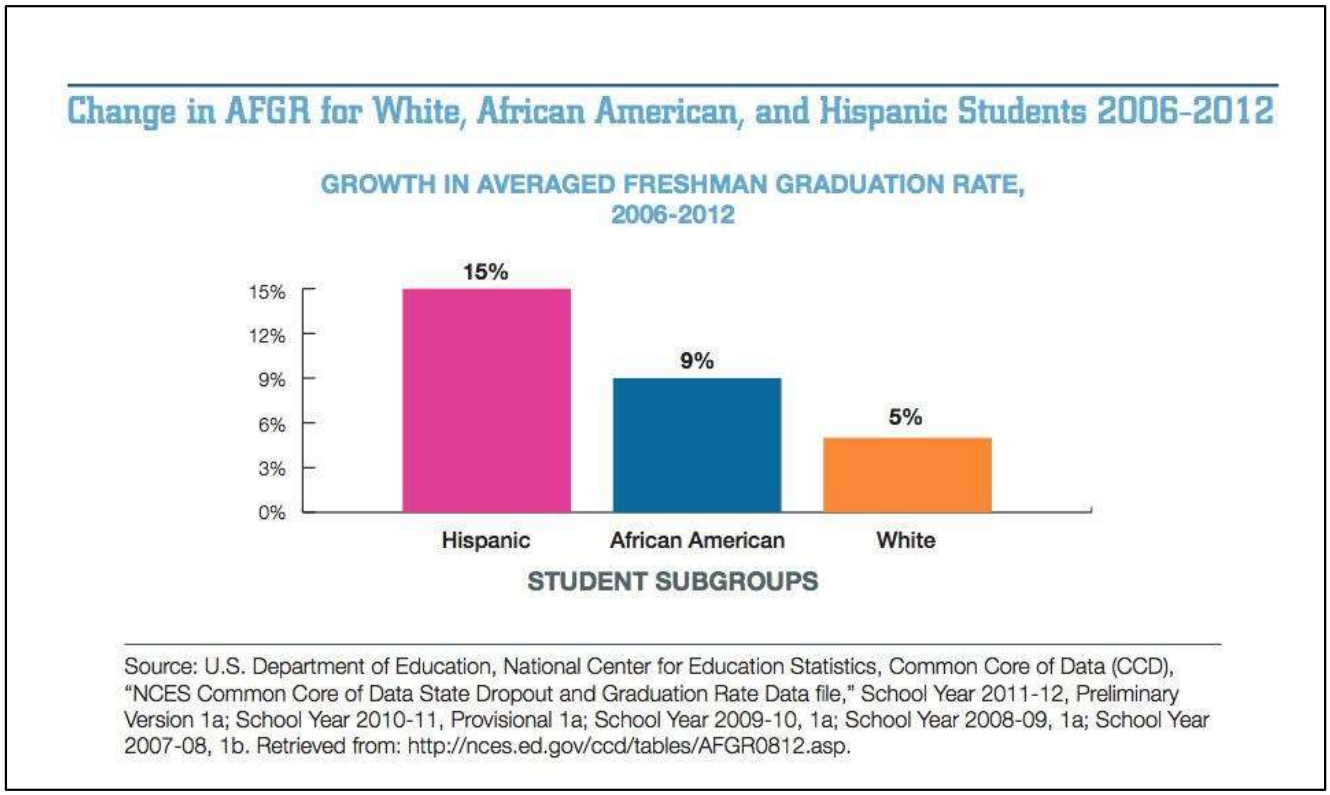


Figure 5: Change in AFGR for White, African American and Hispanic Students 2006-2012

Four-Year Adjusted Cohort Graduation Rates (ACGR), by State and Subgroup, 2011-2012

	Major Racial and Ethnic Groups							Special Populations			Asian/Pacific Islander Detail 2	
	All Students	American Indian / Alaska Native or Native American	Asian / Pacific Islander 1	Black (not Hispanic) or African American	Hispanic / Latino	Multicultural or Multiethnic or Multiracial	White (not Hispanic) or Caucasian	Children with disabilities (IDEA)	Limited English proficient (LEP) Students	Economically Disadvantaged Students	Asian	Native Hawaiian / Other Pacific Islander or Pacific Islander
Alabama	75%	64%	85%	67%	69%	89%	81%	54%	36%	66%		
Alaska	70%	54%	76%	61%	70%	67%	76%	46%	47%	59%		
Arizona	76%	63%	85%	71%	70%	78%	84%	65%	24%	71%	87%	63%
Arkansas	84%	78%	84%	76%	76%	84%	87%	79%	77%	79%	88%	63%
California	78%	72%	90%	66%	73%	74%	86%	61%	62%	73%	91%	77%
Colorado	75%	58%	82%	66%	62%	80%	82%	54%	53%	61%	83%	70%
Connecticut	85%	85%	92%	73%	69%	83%	91%	64%	63%	70%	92%	95%
Delaware	80%	72%	93%	74%	74%	87%	83%	57%	71%	72%	94%	67%
Florida	75%	70%	88%	64%	73%	79%	79%	48%	57%	65%	88%	
Georgia	70%	67%	82%	62%	60%	72%	78%	35%	44%	61%		
Hawaii	82%	66%	84%	76%	76%		79%	74%	56%	80%		
Idaho	†	†	†	†	†	†	†	†	†	†	†	†
Illinois	82%	79%	93%	68%	76%	83%	89%	69%	66%	73%	93%	87%
Indiana	86%	78%	89%	73%	80%	84%	89%	71%	76%	85%	89%	88%
Iowa	89%	73%	89%	74%	77%	84%	91%	73%	74%	80%	90%	77%
Kansas	85%	78%	86%	75%	77%	84%	88%	77%	74%	76%	88%	62%
Kentucky	†	†	†	†	†	†	†	†	†	†	†	†
Louisiana	72%	73%	86%	65%	71%	79%	78%	33%	49%	66%	86%	58%
Maine	85%	72%	89%	72%	80%	73%	86%	70%	74%	76%	89%	86%
Maryland	84%	79%	93%	77%	73%	89%	90%	57%	55%	75%	93%	75%
Massachusetts	85%	70%	89%	73%	66%	83%	90%	69%	61%	72%	90%	71%
Michigan	76%	66%	87%	60%	64%	74%	82%	54%	63%	64%	87%	73%
Minnesota	78%	45%	74%	51%	53%		84%	56%	51%	59%		
Mississippi	75%	71%	90%	69%	79%		82%	32%	54%	70%	90%	
Missouri	86%	87%	90%	73%	80%	87%	89%	73%	67%	79%	90%	90%
Montana	84%	63%	92%	79%	79%		87%	81%	53%	73%	95%	82%
Nebraska	88%	67%	83%	74%	78%	85%	91%	72%	64%	80%	84%	82%
Nevada	63%	54%	74%	48%	55%	78%	72%	24%	23%	58%	75%	72%
New Hampshire	86%	73%	86%	76%	74%	85%	87%	70%	68%	73%	87%	58%
New Jersey	86%	84%	95%	75%	77%	90%	93%	74%	73%	75%	95%	91%

Figure 6: Four-Year Adjusted Cohort Graduation Rates (ACGR), by State and Subgroup, 2011-2012

Four-Year Adjusted Cohort Graduation Rates (ACGR), by State and Subgroup, 2011-2012

		Major Racial and Ethnic Groups						Special Populations			Asian/Pacific Islander Detail 2	
	All Students	American Indian / Alaska Native or Native American	Asian / Pacific Islander 1	Black (not Hispanic) or African American	Hispanic / Latino	Multicultural or Multiethnic or Multiracial	White (not Hispanic) or Caucasian	Children with disabilities (IDEA)	Limited English proficient (LEP) Students	Economically Disadvantaged Students	Asian	Native Hawaiian / Other Pacific Islander or Pacific Islander
New Mexico	70%	65%	84%	69%	68%		77%	56%	66%	65%		
New York	77%	63%	86%	63%	63%	80%	87%	48%	44%	68%		
North Carolina	80%	74%	88%	75%	73%	81%	85%	60%	50%	75%		
North Dakota	87%	63%	86%	76%	73%		90%	68%	68%	74%	86%	
Ohio	81%	65%	90%	61%	68%	75%	86%	68%	62%	68%		
Oklahoma	†	†	†	†	†	†	†	†	†	†	†	†
Oregon	68%	51%	79%	53%	60%	69%	71%	38%	49%	61%	81%	66%
Pennsylvania	84%	74%	89%	68%	68%	76%	89%	70%	64%	74%		
Rhode Island	77%	58%	79%	67%	67%	74%	82%	59%	69%	66%	80%	73%
South Carolina	75%	71%	85%	71%	69%		78%	40%	64%	68%		
South Dakota	83%	47%	84%	67%	67%	81%	89%	64%	60%	67%	86%	64%
Tennessee	87%	88%	91%	79%	80%		91%	73%	72%	82%	91%	95%
Texas	86%	87%	94%	84%	84%	92%	93%	77%	59%	85%	94%	89%
Utah	80%	64%	78%	64%	66%	81%	83%	64%	51%	70%	79%	76%
Vermont	88%	78%	94%	72%	86%	76%	88%	71%	75%	77%	92%	88%
Virginia	83%			75%	73%		87%	49%	55%	72%	90%	
Washington	77%	57%	83%	67%	67%	78%	80%	58%	54%	66%	84%	65%
West Virginia	79%	67%	94%	74%	79%	73%	80%	60%	83%	72%		
Wisconsin	88%	77%	89%	64%	74%	84%	92%	69%	66%	75%	88%	89%
Wyoming	79%	50%	86%	66%	67%	74%	82%	59%	56%	65%	84%	100%

‡ Reporting standards not met: Data have been suppressed due to a small number of students in the category, complementary suppression has been applied to protect another small count, or the data have been redacted due to anomalies.

- Data were not reported to the Department in time for inclusion in the file, or the category is not used by the SEA.

† Not applicable: Data are not expected to be reported by the SEA for SY2011-12.

1 The Asian/Pacific Islander column represents either the value reported by the state to the Department of Education for the major racial and ethnic group Asian/Pacific Islander or an aggregation of values reported by the state for the major racial and ethnic groups Asian, Native Hawaiian/Other Pacific Islander or Pacific Islander, and Filipino. (California is the only state currently using the major racial and ethnic group Filipino.)

2 Disaggregated reporting for Adjusted Cohort Graduation Rates is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable further disaggregation of Asian American/Pacific Islander (AAPI) populations.

Source: Reproduced from the United States Department of Education (2013). Provisional Data File: SY2011-12 Four-Year Regulatory Adjusted Cohort Graduation Rates; Data Notes for Provisional SY2011-12 Four-Year Regulatory Adjusted Cohort Graduation Rates. Retrieved December 17, 2012 from http://www.ed.gov/news/press-releases/states-report-new-high-school-graduation-rates-using-more-accurate-common-measur.

Figure 7: Four-Year Adjusted Cohort Graduation Rates (ACGR), by State and Subgroup, 2011-2012, continued

In order for the nation to achieve its 90 percent goal, it is working to improve the graduation rates of young male students of color and improve the outcomes for low-income students whose graduation rates ranged from 58 percent to 85 percent compared to the national average of 80 percent for all students.[54]

Florida educated 2,668,156 of the country's 49,974,409 students in 2012. Black children were 23 percent of the nation's student population and 16 percent of Florida's students. The state's student demographic also included: 42 percent whites, 24 percent Hispanic, and 23 percent Asian.[55] Using the cohort graduation rate, 75.6 percent of Florida's students graduated in 2012-2013 compared to 80 percent nationally.[56]

Although the graduation rate for Black students rose 10.9 percent from 53.7 percent in 2008-2009 to 64.6 percent in 2012-2013, black students continued to have the lowest graduation rate each year of all Florida ethnic groups assessed.[57] The graduation rate of black students was 64.6 percent compared to 80.5 percent white, 74.9 percent Hispanic, 88.4 percent Asian and 76.8 percent American Indian or Alaska Native during 2012-2013.[58]

Black males fared the lowest compared to each gender of the ethnic groups examined. The graduation rate of Florida's black male students was 58.9 percent compared to 76.7 white males, 71.9 Hispanic males, and 86 Asian male students.[59]

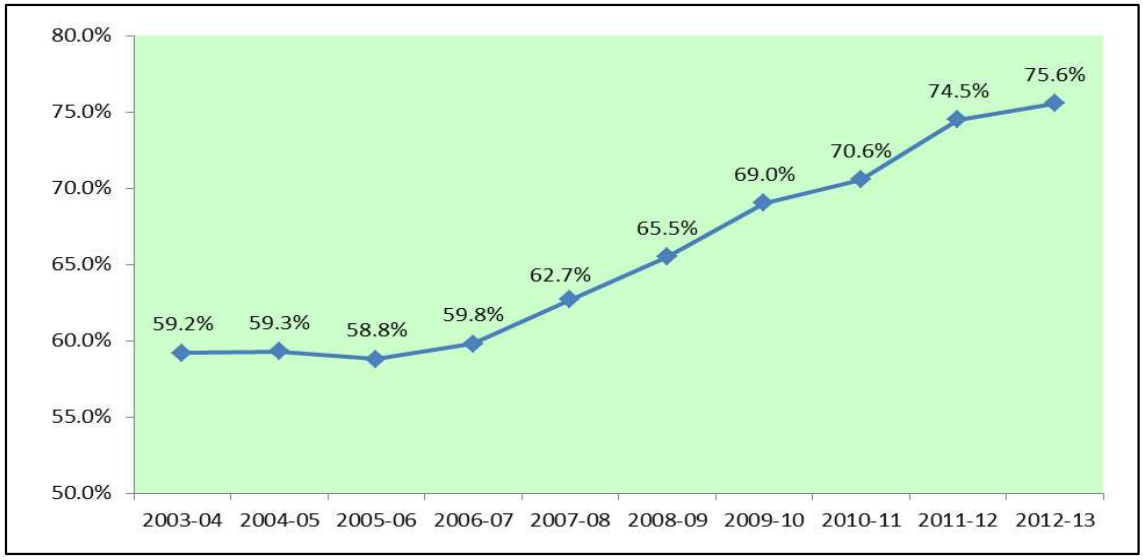


Figure 8: Florida Graduation Rates, 2003-2004 through 2012-2013

[54] Ibid., 4-5, 14-21, 29.
[55] "Florida State Snapshot," *ED Data Express: Data About Elementary & Secondary Schools in the U.S.*, http://eddataexpress.ed.gov/state-report.cfm?state=FL&submit.x=17&submit.y=6, Accessed May 6, 2014.
[56] "Data Report: Florida's High School Cohort Graduation Rates and Single-Year Dropout Rates, 2012-13," *Education Information & Accountability Services, Florida Department of Education*, (November 2013), 2.
[57] "Data Report: Florida," 2.
[58] Ibid. The data report also provides district-level graduation rates. For school-level graduation rates visit: http://www.fldoe.org/ARRA/arra-Indicator.asp and http://www.fldoe.org/eias/eiaspubs/xls/FedGradRateRace_1213.xls.
[59] Ibid., 3.

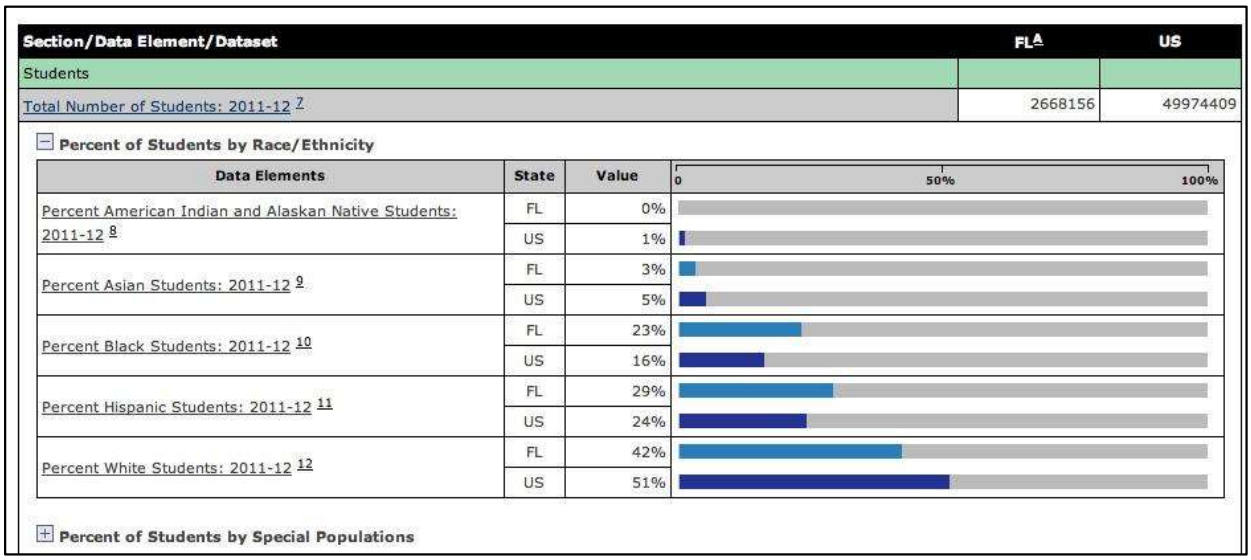
	White	Black or African American	Hispanic/ Latino	Asian	American Indian or Alaska Native	Two or More Races	Native Hawaiian or Other Pacific Islander	Total
2008-09	71.2%	53.7%	63.4%	83.4%	65.3%	71.7%		65.5%
2009-10	74.1%	57.9%	68.1%	86.0%	67.5%	74.2%		69.0%
2010-11	76.2%	58.6%	69.4%	85.9%	69.7%	75.1%	N/A	70.6%
2011-12	79.4%	63.7%	72.9%	88.4%	69.7%	78.6%	62.5%	74.5%
2012-13	80.5%	64.6%	74.9%	88.4%	76.8%	79.7%	88.2%	75.6%

Figure 9: Florida Graduation Rates by Race/Ethnicity, 2008-2009 through 2012-2013

	White Female	White Male	Black or African American Female	Black or African American Male	Hispanic /Latino Female	Hispanic/ Latino Male	Asian Female	Asian Male
2008-09	76.3%	66.4%	61.5%	46.3%	69.6%	57.6%	86.3%	80.6%
2009-10	79.1%	69.5%	65.4%	50.7%	73.8%	62.7%	89.3%	82.8%
2010-11	80.6%	72.1%	64.8%	52.6%	73.8%	65.2%	88.0%	84.0%
2011-12	83.3%	75.6%	70.0%	57.3%	77.1%	68.9%	90.4%	86.5%
2012-13	84.4%	76.7%	70.5%	58.9%	78.0%	71.9%	90.8%	86.0%

	American Indian or Alaska Native Female	American Indian or Alaska Native Male	Two or More Races Female	Two or More Races Male	Native Hawaiian or Other Pacific Islander Female	Native Hawaiian or Other Pacific Islander Male	Total Female	Total Male
2008-09	68.7%	62.0%	75.7%	67.3%			71.4%	59.9%
2009-10	73.2%	62.6%	78.8%	69.3%			74.7%	63.6%
2010-11	73.3%	66.5%	79.7%	70.8%			75.3%	66.0%
2011-12	73.6%	65.6%	81.4%	75.8%	61.5%	63.2%	78.9%	70.2%
2012-13	83.5%	70.9%	83.1%	76.3%	91.7%	86.4%	79.7%	71.6%

Figure 10: Florida Graduation Rates by Gender within Race/Ethnicity, 2008-09 through 2012-13



Section/Data Element/Dataset		FL[A]	US
Students			
Total Number of Students: 2011-12 [7]		2668156	49974409

Percent of Students by Race/Ethnicity

Data Elements	State	Value	0 50% 100%
Percent American Indian and Alaskan Native Students: 2011-12 [8]	FL	0%	
	US	1%	
Percent Asian Students: 2011-12 [9]	FL	3%	
	US	5%	
Percent Black Students: 2011-12 [10]	FL	23%	
	US	16%	
Percent Hispanic Students: 2011-12 [11]	FL	29%	
	US	24%	
Percent White Students: 2011-12 [12]	FL	42%	
	US	51%	

Percent of Students by Special Populations

Figure 11: Florida Total Number of Students by Race, 2011-2012

Although the country is making significant strides in reducing the number of students who dropout each year, black males have the highest rate of students who leave school during an academic year. Students who leave school without transferring to another school, home education system or adult education program by October of the following year are categorized as a dropout.[60] Down from 49 percent in 2002, 23 percent of black students attended "dropout factories" in 2012 compared to 5 percent of white and 15 percent of Hispanic students.[61]

Dropout factories are classified as schools whose 12th grade enrollment is 60 percent or less than the 9th grade enrollment three years prior.[62] Nearly 15 percent of the country's high schools produced more than one-half of the dropout population and 75 percent of minority dropouts.[63] In 2002, there were 2,007 dropout factories in the United States. The number decreased to 1,359 by 2012.[64] Nearly 80 percent of high schools that produce the largest number of dropouts are concentrated in 15 states, including Florida, who in 2012 had 67 dropout factories. In order to reduce its dropout factories to zero, 14 Florida schools must improve their graduation rate each year by 2016.[65]

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[60] Ibid., 9. Students who leave school but enlist in the military are also classified as having dropped out.
[61] "Building a Grad Nation 2013-2014," 13.
[62] Ibid., 9.
[63] Robert Balfanz and Nettie Legters, "Locating the Dropout Crisis: Which High Schools Produce the Nation's Dropout? Where Are They Located? Who Attends Them?" *Johns Hopkins University, Report* 70 (September 2004), v-vi.
[64] "Building a Grad Nation 2013-2014," 11.
[65] Balfanz and Legters, "Locating the Dropout Crisis," v-vi. The 14 remaining states include: Arizona, California, Georgia, and Illinois. Louisiana, Michigan, Mississippi, New Mexico, New Your, North Carolina, Ohio, Pennsylvania, South Carolina and Texas; "Building A Grad Nation: Civic Marshall State Indices and Annual Updates-Florida," http://new.every1graduates.org/building-a-grad-nation-state-profiles-and-annual-updates/Florida/

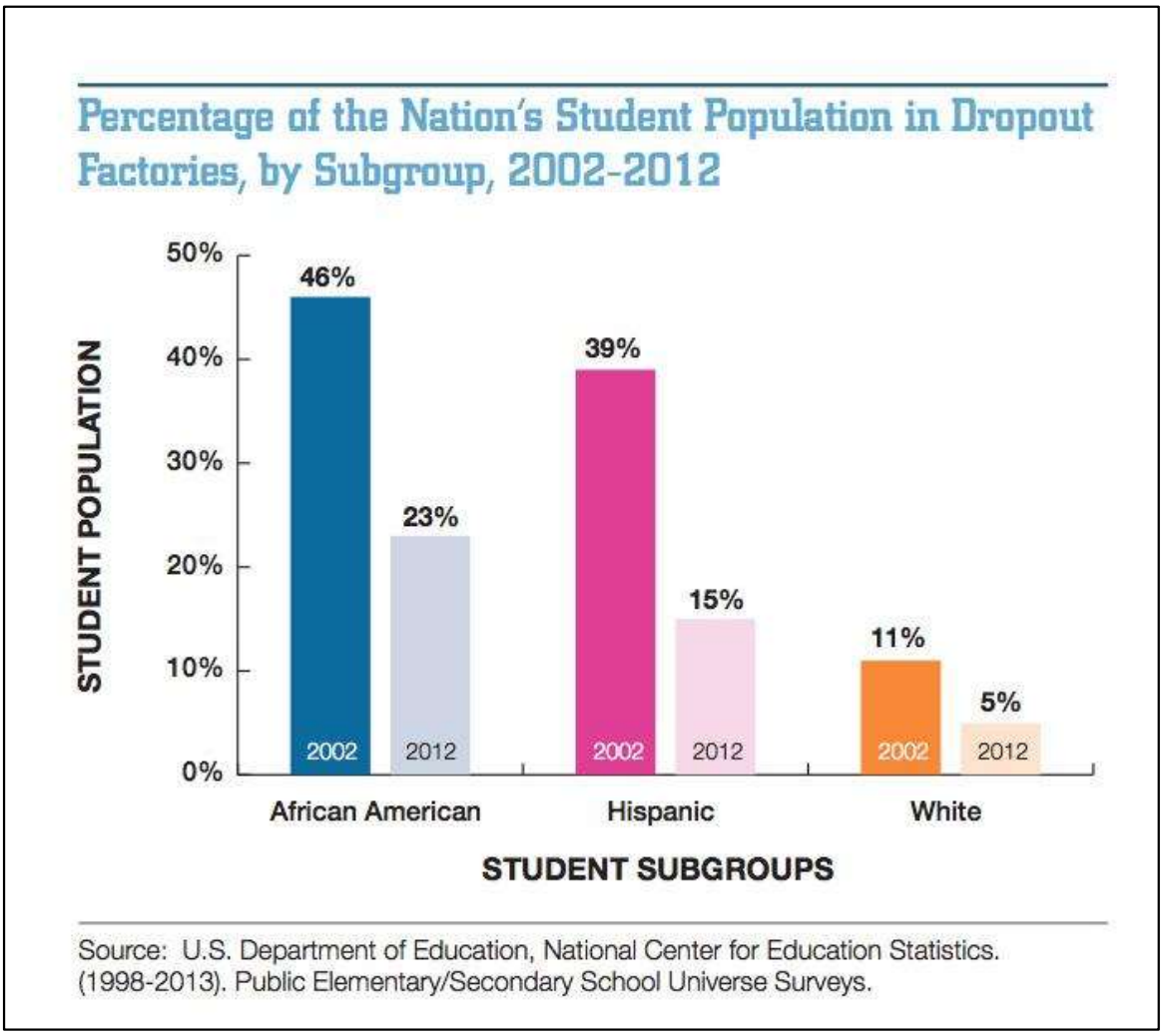

Figure 12: Percentage of the Nation's Student Population in Dropout Factories, by Subgroup, 2002-2012.

In 2012-13, Florida's cohort dropout rate was 4.6 percent when assessing its total student population.[66] Based on a single-year dropout rate, which identified all ninth through twelfth graders in a one-year period, the state's dropout rate was 2.0 percent.[67] The dropout rate for black males in Florida was 3.9 percent during 2012-2013 compared to 1.8 percent white, 2.3 percent Hispanic, and 0.8 percent Asian male students. Florida's black male students have had the highest percentage of single-year dropout rates of male and female students tracked for each evaluated ethnic group.[68]

[66] "Data Report: Florida," 5, 9; "Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12," *U.S. Department of Education National Center for Education Statistics* (April 2014), 15.
[67] "Data Report: Florida," 5, 9; "Public High School Four-Year," 15.
[68] "Data Report: Florida," 10.

	White			Black or African American			Hispanic/Latino			Asian		
	F	M	Total	F	M	Total	F	M	Total	F	M	Total
2008-09	1.4%	1.8%	1.6%	3.0%	3.7%	3.4%	2.2%	2.9%	2.5%	0.6%	1.0%	0.8%
2009-10	1.2%	1.6%	1.4%	2.6%	3.5%	2.9%	2.1%	3.0%	2.5%	0.7%	0.8%	0.8%
2010-11	1.1%	1.6%	1.4%	2.5%	3.4%	3.0%	1.7%	2.5%	2.1%	0.5%	0.8%	0.6%
2011-12	1.2%	1.7%	1.4%	2.6%	3.6%	3.1%	1.6%	2.2%	1.9%	0.6%	0.6%	0.6%
2012-13	1.2%	1.8%	1.5%	2.8%	3.9%	3.4%	1.5%	2.3%	1.9%	0.4%	0.8%	0.6%

Figure 13: Florida 9th-12th Grade Single-Year Dropouts by Gender within Race/Ethnicity, 2008-09 through 2012-13

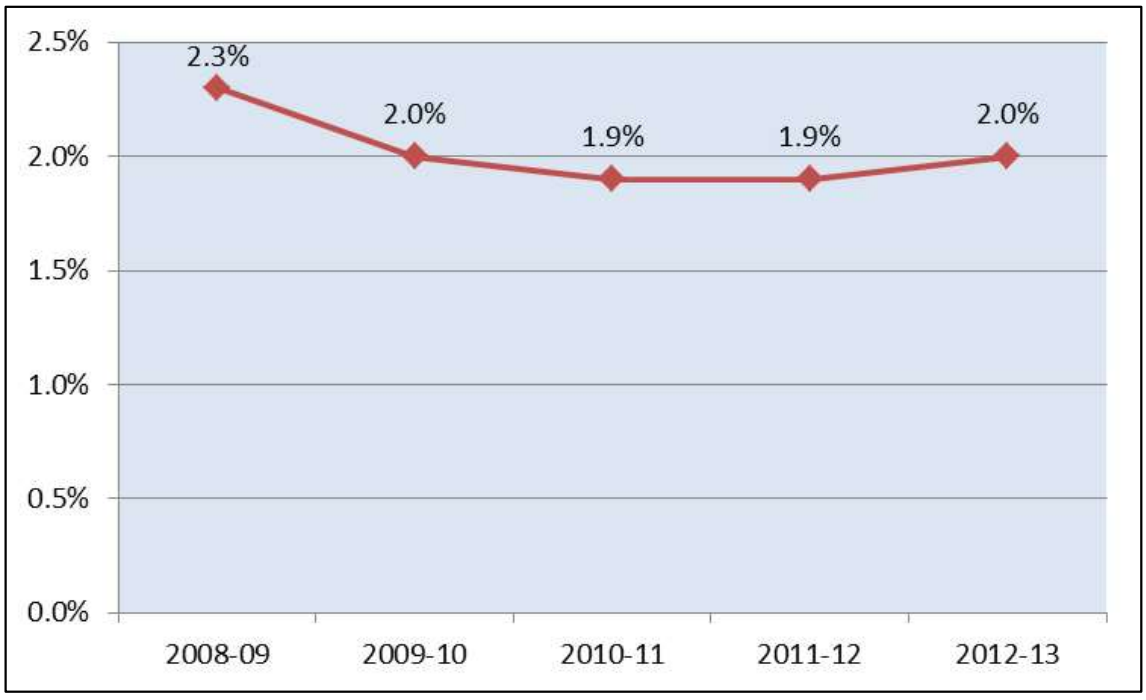

Figure 14: Florida 9th-12th Grade Single-Year Dropout Rates, 2008-09 through 2012-13

To be clear, the percentage of students who do not graduate does not mean all of those students dropped out of school. They could have been retained in a grade, received certificates of completion or earned a GED. Although recognizing there is a distinction between graduation and dropout rates, the percentages are still cause for concern as it relates to the progression of young adults, particularly black males. A high school diploma is imperative in order to advance in the modern economy.[69] In 2012, the employment rate was 48 percent for students who dropped out of high school, 64 percent for those with a high school diploma, and 87 percent for those who obtained a bachelor's degree. By 2020, it is estimated that more than 65 percent of U.S. jobs will require a high school diploma or some form of postsecondary education.[70] As of May 2014, 59.1 percent of black men age 20 and over were employed compared to 68.2 percent of white males. The unemployment rate for black men was 11.5 percent compared to 5.0 percent for white males.[71]

Approximately 6.7 million people between ages 16 and 24 were not in school or working in 2013.[72] These students are projected to cost taxpayers $93 billion annually and $1.6 trillion over the course of their lifetime in unattained revenue and increased public expenditures for social services.[73] Dropout rates are also directly correlated with incarceration statistics. More than one half of the inmates residing in federal prisons had dropped out of high school.[74]

PARENTAL INVOLVEMENT

All students have the capacity to learn. Although unsettling, these figures do not speak to the intellectual capacity or academic acumen of young black boys. Like millions of children, extenuating circumstances can significantly affect and impede their academic progress. Minority and low-income children disproportionately attend schools located in regions that are overwhelmed with high unemployment, crime, enduring social despair and poor healthcare.[75] Regions inundated with low-performing, under-resourced schools with improperly certified teachers provide little options for these students. Black males are also put at risk when enrolled in school districts that heavily use sorting mechanisms that assign students to high-quality or low-quality programs.[76] The preponderance of minority students attending low-performing dropout factories further exacerbates the academic achievement gap of minority students.[77]

Parental involvement and demographics also affect a child's academic advancement. Students of low-income and working-class parents struggle with limited resources such as transportation, school supplies, and food.[78] Parents who work one or more jobs or possess less education than their counterparts, are limited in their ability to assist children with homework or to attend

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[69] Gary Orfield, Daniel Losen, Johanna Wald, and Christopher B. Swanson, "Losing Our Future: How Minority Youth Are Being Left Behind by the Graduation Rate Crisis," *The Civil Rights Project at Harvard University, The Urban Institute, Advocates for Children of New York and the Civil Society Institute* (May 11, 2004), 2.
[70] "Building an Grad Nation: 2013-2014," 6, 50.
[71] Employment status of the civilian population by race, sex, and age, United States Department of Labor, Bureau of Labor Statistics, Table A-2, http://www.bls.gov/news.release/empsit.t02.htm, Accessed June 1, 2014.
[72] "Building an Grad Nation," 6.
[73] Ibid., 50.
[74] John Hoyle and Virginia Collier, "Urban CEO Superintendents' Alternative Strategies in Reducing School Dropouts," *Education and Urban Society* 39 (2006): 73.
[75] Balfanz and Nettie, "Locating the Dropout Crisis," v-vi.
[76] Ibid., iii.
[77] "Building a Grad Nation," 10-13.
[78] Brent A. McBride, Sarah K. Schoppe-Sullivan and Moon-Ho Ho, "The Mediating Role of Fathers' School Involvement on Student Achievement," *Applied Developmental Psychology* 26 (2005), 211.

important school meetings. Children in single-parent homes where there is no father often struggle with cognitive and educational abilities such as focus, discipline and self-identity.[79]

PLIGHT OF BLACK BOYS

Dropping out is the result of several factors that influence a student to withdraw before graduation. It manifests itself over a period of time during which students disengage their interest in school.[80] Withdrawing emotionally, skipping school, failing classes, discipline problems, and engaging in illegal activity are major warning signs of potential dropouts. Many students who work to help supplement household incomes often dropout as well.[81] The age at which a student enters ninth grade, parents' educational level, frequency of retention and suspension, disinterests in extracurricular activities, and disability classification are additional risk factors that may lead to a student dropping out.[82]

Some students who worked to maintain good academic performance by passing their classes but scored below average on "high stakes" tests also faced being "pushed out" of school. Referred to as the "pushout syndrome" it was reported that in an effort to elevate school-wide test scores, some administrators nationally pressured low-performing test takers to withdraw to instead seek a GED. This was to avoid sanctions that penalized schools that did not meet federal score mandates.[83]

"State policies that require schools to retain students in a grade or deny them high school diplomas on the basis of test scores alone are further increasing the likelihood that these students will dropout before graduating."[84]

Despite the gap in academic achievement, generally black and white students share the same level of self-esteem, value of academics and impetus for academic success.[85] However, studies show that while black female students psychologically associate their academic abilities with their Grade Point Average (GPA), black males are less likely to view their GPA as a measure of their academic capabilities. Because they are not as apt to allow their academic performance to influence their academic concept, black boys may lose the motivation to perform well in school.[86]

For black girls, their academic self-concept – comparing academic success to their peers' performance – is more closely tied to their self-esteem than black boys. Unlike their counterparts, black males are more prone to disidentify with school because they are less likely to allow their academic outcomes to predict their self-view. Essentially, for many black male students, earning poor grades does not mean they are not smart or incapable of succeeding.[87]

Black male students may disidentify as a self-protective measure based on negative educational experiences more so than their academic abilities. Many black male students view school as a hostile environment because of the pervasiveness of lower teacher expectations, punishment for

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[79] "School Dropouts: Education," 5.
[80] Cokley, McClain, Jones and Johnson, "A Preliminary Investigation of Academic Disidentification," 56-58.
[81] "The Role of Parents," 2.
[82] Jolie Ziomek-Daigle, "Schools, Families, and Communities Affecting the Dropout Rate: Implications and Strategies for Family Counselor," *The Family Journal; Counseling and Therapy for Couples and Families* 18, no. 4 (July 2010), 381.
[83] Orfield, Losen, Wald, and Swanson, "Losing Our Future," 11.
[84] Ibid, 9.
[85] Cokley, McClain, Jones, Johnson, "A Preliminary Investigation of Academic Disidentification," 57.
[86] Ibid., 55.
[87] Ibid.

misconduct, fear of corporal punishment and below average academic performance. Their disproportionate experiences as early as third grade with being placed in special education classes, suspensions, and expulsions influence their rejection of grades as an indictor of their abilities. Instead, GPA may come to represent another form of adverse feedback in a disapproving environment where they feel mistreated. "These negative experiences may cause African-American males to experience psychological disengagement, academic disidentification and increased frustration. These varied experiences are believed to set the tone for attitudes toward school in later years."[88]

The manner in which black male students conceptualize racial identity may also play a role in their academic performance. Black boys whose racial identity is shaped by prevalent negative images associated with race such as thug stereotypes, violence, anti-mainstream attitudes and a "narrow concept" of what it means to be "black," are at higher risk of disengaging and disidentifying. However, black boys whose racial identity is school-oriented, socially conscious, anti-stereotype and respectful of other cultures exhibit a healthier academic identity and improved academic performance.[89]

While research asserts that most students generally being their educational journey identifying with academics, a transition may occur for black boys entering the eighth grade, an academic level that coincides with adolescence.[90] The middle education years are a period of transition in which students desire more personal autonomy but lack the power to make decisions as it relates to school involvement such as homework assignments, course selection or school choice. This affects their motivation.[91]

Father-presence is a critical factor at this stage of development for black boys who are exhibiting a stronger sense of independence and shaping their ideals about manhood while at the same time contemplating how to maneuver the academic environment. Black boys who lack father involvement are in a perpetual state of transition during a time when their roles and responsibilities are changing. A father's guidance can be a positive influence on how a son handles personal decision-making and school-imposed choice.

A FATHER'S IMPACT

Education and neuroscience researchers report a father's engagement impacts a child's social and emotional competencies such as personal awareness, self-esteem, social skills, relationship building, decision-making, self-control and good behavior.[92] A child's achievement in school is positively impacted when fathers take an active role in school-related events.[93] Fathers who attend school meetings, participate in parent-teacher conferences, show support by attending school events or serve as school volunteers positively impact their child's academic achievement.[94] Where in-school behavior is a concern, fathers can also effectively advocate for individualized discipline procedures and alternatives instead of accepting blanket punitive policies.[95] However, when fathers are absent it produces disturbing outcomes.

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[88] Ibid., 63.
[89] Ibid.
[90] Ibid., 56.
[91] Camille Dominguez, "Involving Parents, Motivating Students," *Schools & Communities*, (December 2003), 43.
[92] "Building and Grad Nation," 7; E. Athens, "Family Guy," *Scientific Mind* (2010, May/June).
[93] McBride, Schoppe-Sullivan and Ho, "The Mediating Role of Fathers,'" 202.
[94] Norda and West, "Father's and Mother's Involvement," v, vi; McBride, Schoppe-Sullivan and Ho, "The Mediating Role of Fathers,'" 202-203.
[95] "The Role of Parents in Dropout Prevention: Strategies that Promote Graduation and School Achievement," *Parent Brief* (July 2006), 2.

Fatherless children are: twice as likely to drop out of school, twice as likely to go to jail, and four times more likely to need help with emotional or behavioral problems.[96] Children who have a poor relationship with their father who lives in the household are 68% more likely to smoke, drink, or use drugs compared to teens living in emotionally healthy two-parent families.[97] Adolescent boys living in single-parent families experience a higher risk of delinquency as well. Those raised without a father in their lives are twice as likely to end up in jail.[98]

- Children whose fathers are not present are twice as likely to repeat a grade
- 71% percent of all high school dropouts were raised in fatherless homes (nine times the national average)
- 85% of children who exhibit behavioral disorders reside in fatherless homes
- 63% of youth suicide are from fatherless homes
- 70% of juveniles in state-operated institutions are from father-absent homes[99]

The balance between a mother's focus on nurturing and a father's emphasis on achievement works in tandem to foster the healthy growth and development of children.[100] Whether a biological, adoptive or stepfather, children whose fathers have been in their lives since infancy are more prone to be independent and emotionally secure. They are less likely to suffer from depression and are open to experiences outside of their comfort zone.[101] Fathers who spend quality time at play with their children help reduce the incidence of behavioral problems among their sons and influence a healthy self-esteem among their daughters.[102] Fathers' personal time with children enables young boys and girls to better manage their emotions and regulate their behavior.

Fathers have significant influence over the development and health of their children. A child's verbal skills, critical thinking, intellect, and academic achievement are positively impacted by fathers who are active and nurturing.[103] Children's ability to develop distinctive and independent identities is also enhanced, which bodes well for their attaining academic and career success.[104] Adolescents who fathers were involved during high school years were more likely to graduate from college.[105]

For boys, a responsible father who exhibits good character and integrity serves as a healthy example of manhood. Black boys who have good relationships with their fathers benefit from having a model from which to pattern behaviors associated with being a man of quality.[106]

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[96] United States Department of Health and Human Services, http://www.hhs.gov/, Accessed May 6, 2014.
[97] "The Fatherless Generation," http://thefatherlessgeneration.wordpress.com/statistics/, Accessed May 6, 2014.
[98] Cynthia Harper and Sara S. McLanahan, "Father Absence and Youth Incarceration," *Journal of Research on Adolescence* 14 (September 2004): 380-386.
[99] "The Fatherless Generation." Statistics posted on the blog included data from the: National Principals Association Report; U.S. Center for Disease Control; and the U.S. Department of Health and Human Services, Bureau of Statistics;
[100] Ibid., 13.
[101] Rosenberg and Wilcox, "The Importance of Fathers," 13.
[102] Ibid., 21-22.
[103] Ibid.
[104] W. Bradford Wilcox, "Dad and the Diploma: The Difference Fathers Make for College Graduation," *Policy Brief: American Enterprise Institute* (April 2014), 1.
[105] Wilcox, "Dad and the Diploma," 2.
[106] Ibid., 63.

| NATIONAL AND STATE PROGRAMS |

> *"Most school systems are addressing this crisis as an academic problem, but these kids are in self-crisis. We can't address a crisis of self-image, self-esteem, self-discipline, and self-respect as an academic problem, and if we keep trying to solve it in terms of math and reading models, we'll be coming to the same conferences and reading the same reports 25 years from now."*
>
> *— Baruti Kafele, principal, Newark Tech High School, New Jersey*[107]

In individual schools and districts across the country, educators and administrators are using a range of emerging strategies to narrow achievement gaps, boost graduation rates, and provide more equitable treatment of America's black male students. The most effective approaches address a combination of factors such as academic, emotional, and social dynamics that impact a child's educational success.

By focusing on a wide spectrum of environmental and social barriers that negatively impact black male students' progress, Newark Tech High School in New Jersey graduates 100 percent of its black male students. Lauded by *U.S. News & World Report* as one of the country's best high schools, Newark Tech has found success with educating black boys by addressing the "learning gap," "attitude gap," "relationship gap," "opportunity gap" and "relevance gap."

Newark Tech's academic program integrates initiatives to strengthen black male students' belief about their ability to achieve. The innovative school also applies a culturally conscious curriculum that is sensitive to students' home life, understanding that many of its students do not have a father or positive male figure in their lives. Students attend weekly male empowerment sessions where they participate in individual and group sessions led by men from within the community. Senior students also regularly visit elementary schools to serve as role models to black boys in primary school.[108]

The school also works to build healthy working relationships between students and teachers to provide an environment of trust that fosters achievement. By focusing on solutions rather than symptoms of low achievement, Newark Tech has witnessed tremendous success with 88 percent of its students testing proficient in math and 100 percent testing proficient in reading.[109]

Like Newark Tech, Belmont High School in Ohio has implemented holistic reform that is demonstrating results with improved academic progress of its predominately black male student population. In a year's time, in-school fights have dwindled from 143 to 17. Assaults have decreased from 83 to 10 and only one student was arrested compared to 54 the previous year. The school's reformed structure, which uses data as positive feedback instead of punishment and interlaces staff collaboration, community outreach and parental involvement is proving effective with its 92 percent graduation rate.[110]

While dozens of programs have demonstrated effective outcomes, the following highlights the **Everyone Graduates Center**, and the **National Father Initiative**, two comprehensive programs that provide substantive tools and support to address graduation rates, dropout prevention and fatherhood programs.

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[107] "Race Against Time: Educating Black Boys," 2.
[108] Ibid.
[109] "Race Against Time," 2.
[110] Ibid., 7.

| GRADUATION INITIATIVES |

EVERYONE GRADUATES CENTER | (www.every1graduates.org)

A program of Johns Hopkins University, the **Everyone Graduates Center** conducts reach to identity obstacles that inhibit students' ability to graduate from high school. The center works with local, district and state entities to strategically develop solutions to dismantle barriers to students' potential success as adults. The center assists with developing initiatives and systemic approaches to enable states, communities, school districts, and schools to implement and sustain reform.

Through its three-prong approach of "Analytics," "Tools and Models," and "Capacity Building," **Everyone Graduates** has had success with analyzing the causes, location and consequences associated with the dropout crisis in America.

> **ANALYTICS**: EGC's "Analytics" unit examines factors that hinder high school students from graduating and securing a productive career. The "Analytics" division conducts research to equip policymakers, advocacy organizations, practitioners, and community members with the essential information they need to make data-based decisions. Its present efforts include:
>
> 1. Establishing the magnitude of the nation's, state's, and community's graduation rate crisis
> 2. Identifying the students, schools, school districts, and states most in need of additional actions and resources
> 3. Highlighting policies and interventions required to assure that students successfully navigate key transition points toward graduating so they are equipped to succeed in college and the workforce[111]
>
> **TOOLS & MODLES**: EGC's "Tools and Models" module develops and evaluates tools to help school systems provide students the academic and social support they need. The unit assesses available resources, strategies, best practices and current innovations designed to help students remain on course toward graduation. The division's services further empower schools and communities to effectively intervene if needed.[112]
>
> **CAPACITIY BUILDING**: When students drop out it has a direct and substantial impact on local communities. EGC's "Capacity Building" component collaborates with states, communities and school districts to strengthen the capacity of local entities to identify the source of the problem. Through direct consultation, EGC helps local systems develop, implement and sustain solutions. "Capacity Building" creates guidebooks and toolkits. As part of its outreach mechanism, EGC partners with social change organizations and advocacy groups to mobilize structured grassroots actions.[113]

BUILDING A GRAD NATION | ANNUAL REPORT

For five years, the Everyone Graduates Center has produced an annual report titled, "Building A GradNation," which chronicles systemic efforts to help the nation achieve its 90 percent graduation rate by 2020. The report provides an accounting of graduation rate improvements and an assessment of efforts deployed to eradicate the country's dropout crisis. The annual report is a joint project produced in collaboration with: Civic Enterprises, America's Promise Alliance, and the Alliance for Excellent Education. This year's report titled, "Building A Grad Nation: Progress

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[111] "Analytics," http://new.every1graduates.org/analytics/
[112] "Tools and Models," http://new.every1graduates.org/tools-and-models/
[113] "Capacity Building," http://new.every1graduates.org/capacity-building/

and Challenge in Ending the High School Dropout Epidemic," highlighted key developments that enabled the country to witness its historic achievement of crossing the 80 percent graduation mark. It also outlined necessary measures required in order for the nation to reach its goal by 2020. Although the study reported meaningful progress, which includes increased graduation rates among black students, it identified five critical areas that continue to require state and national focus:

1. Boosting graduation rates of young men of color in key states
2. Closing the opportunity gap between low-income students and their middle-to-high-income peers
3. Solving the big city challenge
4. Improving outcomes for students with disabilities
5. Focusing on California[114]

SUCCESS STORIES

The annual report illuminated the success of several individual schools, districts and states that have demonstrated significant improvement:

Pharr-San Juan-Alamo ISD: The Pharr-San Juan-Alamo Independent School District was cited as a state and national model for its dropout recovery and dual-enrollment programs. The district serves three cities along the Texas and Mexico border. By targeting at-risk students, as well as providing personalized instruction, a strong student support system, and teacher and staff buy-in, PSJA experienced the following:

- Its four-year graduation rate increased from 62.4 percent to 87.8 percent in the fours years
- PSJA initiated the College, Career and Technology Academy (CCTA) in 2007, which enables non-graduating seniors to earn a high school diploma in a dual-enrollment program
- Since 2007, CCTA has graduated more than 1,200 former dropouts ages 18-26
- More than 40 percent of its high school students enroll in college courses
- Between 2007 and 2011 double the number of students enrolled in college
- Each of the three comprehensive high schools increased their four-year graduation rate[115]

State of Tennessee: Featured in the 2010 Building A Grad Nation report, Tennessee was highlighted as a leader in raising its statewide graduation rates. Using an approach of building strong leadership, implementing multi-sector collaboration and continuing regular refinement of state support, Tennessee:

- Increased its graduation rate 17 percentage points between 2003 and 2010
- After adopting the Adjusted Cohort Graduation Rate (ACGR), the state experienced an 87 percent graduation rate in 2012[116]

Houston Independent School District | Texas: The largest district in Texas, HISD serves a large contingent of low-income and minority students. Twenty-five percent of its students are black, 62 percent are Hispanic, and 80 percent are

[114] "Building A Grad Nation: 2013-2014 Update," http://new.every1graduates.org/building-a-grad-nation-2013-2014-update/
[115] "Building a Grad Nation 2013-2014", 30.
[116] Ibid., 33.

classified as economically disadvantaged. It adopted the ACGR in 2009. The seventh largest school district in the country, HISD is on track to attain an 80 percent graduation rate, an achievement that has not been accomplished by an urban district.[117]

Shelbyville High School | Indiana: Profiled in 2006 as the quintessential example of the nation's dropout crisis, the school implemented extensive adjustments and widespread changes. Shelbyville High School went from only 1 in 3 students graduating to 9 out of 10 students earning their high school diploma in 2011. In 2012 it reached a 92.8 percent graduation rate. Reform included:

- Creating an in-school culture that made each student feel they mattered
- Implementing an early-warning system
- Developing a success-oriented environment
- Executing a "laser" focus on increasing graduation rates
- Hiring strong teachers who were committed to reversing the school and district's poor academic reputation[118]

GRADNATION CAMPAIGNS: To fulfill its five promises to provide: 1) caring adults, 2) safe places, 3) a healthy start, 4) an effective education, and 5) opportunities to help others, GradNation sponsors five additional initiatives to facilitate its mission:

- **Building a GradNation Summit:** Its premier event that convenes each year in Washington, D.C.

- **Center for Promise:** A collaboration with Tufts University's School of Arts and Sciences that uses a child-centered approach when researching how to help young people succeed

- **GradNation Communities Network:** Member organizations dedicate themselves and resources to pursue goals, share best practices and provide yearly updates related to progress and challenges

- **GradNation Community Summits:** Supported by America's Promise, community leaders host local summits to develop plans that are tailored to local communities' strengths and needs. The summits enable parents and students to collaborate with leaders from business, civic organizations, non-profits, local government, public schools, higher education, foundations and faith-based organizations. For 2013-2015, America's Promise has pledged to support summits in 100 communities across the country.

- **GradNation.**org: The online platform serves as the digital hub that highlights innovations, research, best practices, case studies, narratives and individuals committed to improving the graduation rates of America's youth.[119]

THE CIVIC MARSHALL PLAN TO BUILD A GRAD NATION

Formalized in 2010, the Civic Marshall Plan (CMP) was established by a coalition of

[117] Ibid., 33-34.
[118] Ibid., 34.
[119] See Appendix L: Key Programs of GradNation Campaign, in "Building a Grad Nation: 2013-2014," 106.

organizations that are leaders in working to end the dropout crisis. Its leadership team, in partnership with the Grad Nation campaign, which was founded by America's Promise Alliance, developed a community-based and locally-run strategy that concentrated on the strategic use of human resources. Its plan, supported by state and national resources, include accountability measures and extensive case study research. To help the nation reach its 90 percent graduation goal by 2020, the plan's reforms include:

- Targeting dropout factories to help them accelerate the rate of academic achievement
- Working to ensure all students, including those whose native language is not English, read at grade level
- Addressing factors in middle grades that cause student disengagement, which leads to dropping out

CMP works with a cross section of organizations that strive to align their efforts with its 10-point research-based strategies defined as "Planks." Divided into two quadrants, "Elementary and Middle School Years," and "High School Years," CMP's planks include:

Elementary and Middle School Years

1. **Grade-Level Reading**: Increase the number of students reading with proficiency by fourth grade
2. **Chronic Absenteeism:** Reduce chronic absenteeism (missing 20 days or being absent ten percent or more of school days), a key early warning indicator of a student being "off track" to graduate
3. **Early Warning Systems:** Establish early warning indicators and intervention systems that use the early predictors of dropping out (attendance, behavior, and course performance in reading and math)
4. **The Middle Grades**: Redesign the middle grades to foster high student engagement and preparation for rigorous high school courses
5. **Adult and Peer Supports**: Provide sustained and quality adult and peer support to all students who want and need it, maintain support from adults serving as in-school "success coaches" for all off-track students, and provide intensive wraparound supports for the highest-need students

High School Years

6. **Transition Supports**: Provide transition supports for struggling students in grades 8-10 in all schools with graduation rates below 75 percent, as well as their feeder middle and elementary schools
7. **Effective Schools**: Transform or replace the nation's high school dropout factories with effective schools
8. **Compulsory School Age**: Raise the compulsory school attendance age to graduation or 18 in all states, coupled with support for struggling students
9. **Pathways to College/Career**: Provide all youth (including those who have dropped out) clear pathways from high school to college and career
10. **Dropout Recovery**: Create comprehensive dropout recovery programs for disconnected youth[120]

As part the 2014 Building A Grad Nation annual report, the CMP focused on four of its "planks"

[120] Ibid., 36-42.

when recommending action items to leverage cross-section collaboration for reaching the 2020 graduation rate goal:

- **Plank 2**: Chronic Absenteeism
- **Plank 4**: The Middle Grades
- **Plank 5**: Adult and Peer Supports
- **Plank 10**: Dropout Recovery

The action items focused on keeping young students on the path toward graduation and reconnecting students who have drifted.[121]

THE CIVIC MARSHALL PLAN STATE INDICES

Using national metrics to extract data related to grade levels considered vital to young students' academic progress, the Civic Marshall Plan State Indices compiles significant indicators of each state's progress in addressing the dropout challenge. The online Indices is available for each state. It provides information about a state's progress and challenges associated with graduation rates. The data is measured against important achievement benchmarks. The Indices also pinpoints areas that require improvement if the state is to be successful in reaching the 2020 graduation goal. Specific recommendations are provided in short synopsis that include a summary of the economic benefit a 90 percent gradation rate will have on the state being examined.[122]

| FATHERHOOD INITIATIVES |

NATIONAL FATHERHOOD INITIATIVE

Celebrating 20 years of working to change fatherhood by providing programs, interventions and training institutes, the National Fatherhood Initiative (NFI) has experienced measurable success in providing evidence-based and evidence-informed resources designed to curtail the epidemic of father-absence in the United States. NFI developed programs that reconnect and enhance fathers' relationships with their children. It uses comprehensive approaches to provide services that offer fathers a range of training from parent-skills building to focusing on the dynamics of manhood.[123]

NFI specializes in crafting customized plans that enable its community, state, county, local and corporate partners to develop programs to suit their local needs and target objectives. NFI staff helps agencies determine their readiness to implement initiatives, mobilize collaborators, and strengthen their capacity to serve fathers.

In addition to corporate, education and faith-based organizations, NFI has a proven track record with government agencies, public service institutions and advocacy groups. Its customizable programs include built-in evaluation tools to help state and local agencies provide evidence of their program's outcomes. NFI's curriculum contains mechanisms that enable government entities to demonstrate the program's impact on it targeted constituent groups. It further helps agencies maintain accountability and efficiently fulfill their goals in a timely manner.

NFI has disseminated more than 6.6 million fatherhood skills building resources. It provides

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[121] Ibid.,104-105.
[122] "Building A Grad Nation: Civic Marshall State Indices and Annual Updates," http://new.every1graduates.org/building-a-grad-nation-state-profiles-and-annual-updates/; For Florida visit: http://new.every1graduates.org/building-a-grad-nation-state-profiles-and-annual-updates/Florida/
[123] "National Fatherhood Initiative," www.fatherhood.org/

training and technical assistance to organizations that view fathers as a critical component to improving local conditions. NFI has provided in-person training to more than 13,700 staff members and facilitators. Through its online Webinar programs, it has trained 12,500 more. NFI has partnered with an estimated 6,311 organizations of diverse interests throughout the nation's 50 states. Its offers programs that are budget-conscious, standardized and scalable to service state, county and citywide needs. Programs include support materials and training that equips staff to manage, evaluate and integrate initiatives into already existing programs. Resources designed to help organizations service fathers and their families include: skills-building printed materials, workshops, curriculum kits, staff training, technical assistance and consultations to craft solutions tailored to staffing levels and budget requirements.

Many young men struggle with the concept of what it means to be a father and the role of a man in his home and community.[124] Research asserts that between ages 18 to 24, nine percent of men who have a high school education or less become fathers. For black males with a high school diploma or lesser education, by age 24 one-fourth will have become fathers, while by age 34 nearly half will have fathered a child.[125] A pressing issue for those who were raised without a father in the home is learning how to develop fatherhood competencies without having had the benefit of a father or positive male figure after whom to model behavior.

> *"If young fathers could be helped to improve their own education, find secure employment, pay child support, maintain contact with their children, and even marry the mothers of their children, both the adults and the children would be better off – as would the nation."*[126]

The National Fatherhood Initiative has designed dozens of programs to improve the role of fathers in their families, communities and most importantly their children's lives. The following highlights six initiatives for consideration, which include:

1. National Fatherhood Initiative Community Mobilization Approach
2. 24/7 Dad
3. InsideOut Dad
4. Understanding Dad
5. 7 Habits of a 24/7 Dad
6. 17 Critical Issues to Discuss With Dad (manual)

NFI COMMUNITY MOBILIZATION APPROACH

NFI's Community Mobilization Approach™ goes beyond expanding programs and services to include fathers. It also entails more than creating new programs. To promote involved, responsible and committed fatherhood, the approach equips communities to evolve institutions that form the various sectors of society. It strategizes to develop comprehensive initiatives that will change the environment in which fathers live and where boys and girls are raised.[127]

Considered a macro approach of addressing fatherhood, the Community Mobilization Approach is recommended as the best system to obtain success at the county level. Designed to systematically manage a large movement in communities, it enables a county to gain a clearer grasp around a framework needed to incorporate fatherhood initiatives. The approach consists of three phases:

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[124] Rosenberg and Wilcox, "The Importance of Fathers," 63.
[125] Haskins, "Poor Fathers and Public Policy," 249.
[126] Ibid., 249-250.
[127] "State and Local Agencies Fatherhood Programs," http://www.fatherhood.org/fatherhood-initiatives-state-local

1. A needs and assets assessment of the community's ability to promote responsible fatherhood
2. A Leadership Summit on Fatherhood attended by community leaders
3. Implementing an action plan for a fatherhood initiative that uses NFI resources and solutions generated by the community

Phase I: Community Needs and Assets Assessment: NFI experts work with stakeholder to help them understand what their community needs to promote involved, responsible and committed fatherhood. It also identifies resources within the community that can be mobilized to meet objectives. Phase I uses the Rapid Ethnographic Assessment of Fatherhood Programs and Services (REAFPS) procedure to:

- Identify the need to address father absence
- Identify services and programs for fathers that exist in the community, as well as service and program gaps
- Identify assets in the community that can be mobilized to promote responsible fatherhood
- Identify potential strategies to weave the promotion of responsible fatherhood into the social fabric of the community
- Collect information critical to attract funds for a sustainable community-wide fatherhood initiative
- Recruit leaders for a committee to plan a Leadership Summit on Fatherhood
- Identify a champion(s) to spearhead a fatherhood initiative

The REAFPS methodology is comprised of four components that can be executed sequentially or simultaneously:

- **Component 1**: Gather secondary data
- **Component 2**: Create a community "assets" map
- **Component 3**: Conduct semi-structured key informant interviews with leaders in different sectors
- **Component 4**: Analysis and Report Findings

Phase II: Leadership Summit on Fatherhood: The Leadership Summit on Fatherhood (LSF) mobilizes community leaders from across sectors to combat father absence and promote responsible fatherhood. Because the LSF brings community leaders together, it is not open to the general public. Leaders convene to create a grassroots initiative that reaches the rest of the community. The mission is to devise a vision about how to mobilize the community around fatherhood and to motivate community leaders to participate in the fatherhood movement.

A minimum of 12 weeks is needed to schedule, coordinate, publicize and implement a Leadership Summit on Fatherhood. The four-pronged process includes:

- **Step 1**: Identify a leader or several with a passion for the work

- **Step 2**: Create a multi-sector committee to plan, publicize and orchestrate the summit
- **Step 3**: Hold the first planning meeting
- **Step 4**: Hold subsequent planning meetings

Phase III: Anchor a Fatherhood Initiative: The final phase in developing a local fatherhood initiative involves working with leaders to finalize the Community Action Plan for implementation. NFI calls this phase "anchoring an initiative." The phase is facilitated using the same method for planning the leadership summit. It requires at least two meetings for leaders to anchor an initiative. Leaders will work to complete the three objectives:

- Create a multi-sector advisory committee comprised of 20-30 leaders who will finalize the action plan
- Identify one or two short-term actions to begin the initiative, and set in motion plans to implement these actions
- Plan to use NFI's resources as part of the initiative

24/7 DAD

The National Fatherhood Initiative's 24/7 Dad program is a popular comprehensive fatherhood initiative that focuses on teaching men the values and characteristics needed to be an effective father 24 hours a day and 7 days a week. 24/7 Dad consists of innovative tools, strategies, and exercises suitable for fathers of all races, religions, cultures, and backgrounds. The "Complete Program Kit" includes resources needed to market, run, and evaluate the program.[128] 24/7 Dad curriculum includes:

- 1 Facilitator's Manual
- 1 CD-ROM
- 10 Fathering Handbooks; Additional handbooks cost $7.99 per book

A new facilitator receiving the kit is equipped to train 10 fathers.

InsideOut Dad

Black adult males experience a crippling rate of incarceration. In 2012, black males were 6 times more likely to be imprisoned than white males. Of the nation's 1,511,480 inmates sentenced to state and federal prisoners 527,768 were black men.[129] Black males' imprisonment rates were at least 4 times those of white males in all age groups. The rates for black men age 39 or younger were more than 6 times greater than white men of the same age. Black males ages 30 to 34 had the highest incarceration rate – 6,932 prisoners per 100,000 black male U.S. residents in the same age group.[130] More than 64,000 children in Florida have at least one parent in prison. In 2013, of Florida's 100,939 inmates, 93,802 were male – 16,566 of who were black male inmates

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[128] "24/7 Dad Program," http://capacitybuilding.fatherhood.org/Page.aspx?pid=551; "Community-Based Fatherhood Programs," http://www.fatherhood.org/fatherhood-program-community-based

[129] E. Ann Carson and Daniela Golinelli, "Prisoners in 2012: Trends in Admissions and Releases, 1991–2012, *U.S. Department of Justice Office of Justice Programs Bureau of Justice Statistics,* Table 18 (December 2013) 37. Black men, women and children represent 13.1 percent of the total U.S. population.[129]

[130] Caron and Golinelli, "Prisoner in 2012," 25. Although 13.1 percent of the U.S. population, black men comprise 38 percent of the country's prison population.[130]

who had one or more minor children. These inmates represented 53.1 percent of Florida's male inmate population who were fathers to one or more minor children, compared to 41.8 percent, or 13,043, white male inmates who fathered one more minor children.[131]

APPENDIX TABLE 4

Sentenced state and federal prisoners, by age, sex, race, and Hispanic origin, December 31, 2012

		Male					Female				
Age group	Total[a]	All male[a,b]	White[c]	Black[c]	Hispanic	Other[b,c]	All female[a,b]	White[c]	Black[c]	Hispanic	Other[b,c]
Total[d]	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
18–19	1.3%	1.4%	0.8%	1.7%	1.5%	1.3%	0.8%	0.6%	0.9%	1.2%	0.0%
20–24	12.1	12.2	9.4	13.8	13.4	12.5	11.0	9.9	11.5	12.9	12.1
25–29	15.8	15.7	13.8	15.9	17.9	18.2	17.3	17.0	16.2	20.0	20.7
30–34	16.7	16.6	14.9	16.9	18.8	17.9	18.1	17.8	17.5	20.0	20.7
35–39	13.7	13.6	12.5	13.8	15.3	14.9	14.4	14.6	14.1	14.7	13.8
40–44	12.5	12.4	13.3	12.0	12.0	11.6	13.5	14.0	13.7	12.4	12.1
45–49	10.9	10.9	12.5	10.6	9.0	9.2	11.5	11.7	12.4	9.4	9.5
50–54	8.0	8.1	10.0	7.7	5.9	6.8	7.4	7.7	7.7	5.3	6.9
55–59	4.5	4.6	5.9	4.2	3.3	3.6	3.6	3.6	3.8	2.9	3.4
60–64	2.3	2.4	3.4	1.8	1.6	1.9	1.5	1.8	1.3	1.2	0.9
65 or older	1.9	2.0	3.4	1.2	1.2	1.6	1.0	1.2	0.4	0.6	0.9
Number of sentenced prisoners	1,511,480	1,410,191	451,252	527,768	315,234	115,937	101,289	49,352	23,386	16,968	11,584

Note: Counts based on prisoners with a sentence of more than 1 year under the jurisdiction of state or federal correctional officials. Missing data were imputed for Illinois and Nevada. See *Methodology*.

[a]Detail may not sum to total due to rounding, inmates age 17 or younger, and missing race/Hispanic origin data.

[b]Includes American Indians, Alaska Natives, Asians, Native Hawaiians, other Pacific Islanders, and persons identifying two or more races.

[c]Excludes persons of Hispanic or Latino orgin.

[d]Includes persons age 17 or younger.

Sources: Bureau of Justice Statistics, National Prisoner Statistics Program, 2012; Federal Justice Statistics Program, 2012; National Corrections Reporting Program, 2011; and Survey of Inmates in State and Local Correctional Facilities, 2004.

Figure 15: Sentenced state and federal prisoners, by age, sex, race, Hispanic origin, December 31, 2012
U.S. Department of Justice Office of Justice Programs, *Bureau of Justice Statistics*

[131] "Inmates with Minor Children," *Florida Department of Corrections, Bureau of Research & Data Analysis* (2013).

TABLE 18

Imprisonment rate of sentenced state and federal prisoners per 100,000 U.S. residents, by sex, race, Hispanic origin, and age, December 31, 2012

		Males					Females				
Age group	Total[a]	All male[a]	White[b]	Black[b]	Hispanic	Other[a,b]	All female[a]	White[b]	Black[b]	Hispanic	Other[a,b]
Total[c]	480	909	463	2,841	1,158	972	63	49	115	64	90
18–19	228	428	148	1,393	485	417	18	11	35	22	14
20–24	805	1,476	654	4,284	1,726	1,480	100	78	163	101	141
25–29	1,113	2,032	998	6,138	2,412	2,245	166	138	263	165	242
30–34	1,198	2,213	1,098	6,932	2,594	2,304	175	147	287	163	237
35–39	1,060	1,975	992	6,258	2,338	2,042	149	128	251	130	165
40–44	902	1,682	927	5,148	1,986	1,623	130	108	230	113	148
45–49	772	1,451	814	4,433	1,731	1,458	107	82	204	97	130
50–54	539	1,031	581	3,219	1,352	1,144	65	49	128	66	100
55–59	326	636	360	2,016	983	689	34	24	71	42	52
60–64	193	386	238	1,144	687	456	16	12	32	22	16
65 or older	66	146	99	423	280	193	4	3	6	7	8

Note: Counts based on prisoners with sentences of more than 1 year under the jurisdiction of state or federal correctional officials. Imprisonment rate is the number of prisoners under state or federal jurisdiction with a sentence of more than 1 year per 100,000 U.S. residents of corresponding sex, age, and race/ethnicity. Resident population estimates are from the U.S. Census Bureau for January 1 of the following year. Illinois and Nevada did not submit 2012 data to the National Prisoner Statistics Program, so their jurisdiction counts are imputed. See *Methodology*.

[a]Includes American Indians, Alaska Natives, Asians, Native Hawaiians, other Pacific Islanders, and persons identifying two or more races.

[b]Excludes persons of Hispanic or Latino orgin.

[c]Includes persons age 17 or younger.

Sources: Bureau of Justice Statistics, National Prisoner Statistics Program, 2012; Federal Justice Statistics Program, 2012; National Corrections Reporting Program, 2011; and Survey of Inmates in State and Local Correctional Facilities, 2004.

Figure 16: Imprisonment rate of state and federal prisoners per 100,000 residents, by sex, race, Hispanic origin, and age, December 31, 2012 – U.S. Department of Justice Office of Justice Programs, *Bureau of Justice Statistics*

To address the sweeping endemic of fathers who are incarcerated, the National Fatherhood Initiative developed the InsideOut Dad initiative. Many corrections and community reentry programs have adopted InsideOut Dad whose major strength is its evidence-based structure designed specifically for incarcerated fathers. Listed on the National Registry of Evidence-based Programs and Practices (NREPP), the program is specifically designed to assist incarcerated men with their fatherhood role. The initiative partners with corrections systems, facilities, and organizations to integrate fatherhood programming into rehabilitation and reentry efforts. It helps inmates connect with their children and family by empowering them to contribute as fathers while incarcerated. It supports cognitive-behavioral interventions and instills healthy self-image in incarcerate fathers, many of whom are conflicted by their double identity as inmate and father.[132]

Twenty-four states and New York City use its standardized programming to reduce recidivism rates by:

- Reconnecting incarcerated fathers to their families
- Providing motivation for inmates to not reoffend after release
- Building support from the inmates' family members

[132] "Corrections Fatherhood Programs," http://www.fatherhood.org/fatherhood-program-corrections; Brad Tripp, "Fathers in Jail: Managing Dual Identities," *Applied Psychology in Criminal Justice,* no. 5 (2009) 29.

- Teaching parenting skills
- Reinforcing offender responsibility for dependent children
- Addressing family dysfunction

Popular among inmates and ex-offenders, hundreds of state and federal facilities, pre-release programs, and community organizations use InsideOut Dad to increase family contact, enhance inmate knowledge, and improve incarcerated fathers' confidence, knowledge, behavior and attitude. Training additionally focuses on factors including: strengthening relationships with parents and siblings, the absence of parents, history of family abuse, criminality, marital history, parenting skills, and child abuse.

InsideOut Dad curriculum includes:

- 1 Facilitator's Manual
- 1 DVD/CD-ROM
- 10 Fathering Handbooks; Additional handbooks cost $8.99 per book

UNDERSTANDING DAD

To assist mothers with improving the relationship with the father of their children, Understanding Dad is specifically designed to help women identify barriers they may create that prevent or reduce fathers from having access to their children. The program improves mothers' self-awareness and communications skills.[133]

Curriculum sessions include:

- My Life as a Mom
- My Father's Impact
- My Mother's Impact
- Me and My Children's Father
- The Impact on My Children
- Patterns of Communication
- Open, Safe Communication
- How to Listen

The complete program kit includes:

- 1 Facilitator's Manual
- 1 CD-ROM
- 10 Understanding Dad Mother's Handbooks
- Additional hand books sell for $7.99 each

7 HABITS OF A 24/7 DAD

Considered a medium-intensity program, 7 Habits of a 24/7 Dad teaches men seven fundamental

[133] "Community-Based Fatherhood Programs," http://www.fatherhood.org/fatherhood-program-community-based; "Understanding Dad Complete Program Kit," http://store.fatherhood.org/p-202-understanding-dad-complete-program-kit.aspx

habits needed to transform their fatherhood skills.[134] An eight-hour workshop, the program intertwines foundational fathering principles with Franklin Covey's 7 Habits:

- Habit 1: Be Proactive
- Habit 2: Begin With the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Listen First, Talk Second
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

Workshops include activities designed to help fathers better connect with their children. The flexible nature of 7 Habits of a 24/7 Dad makes it easily adaptable to existing programs operated by community-based organizations, military installations, churches, corporations and institutions that desire to engage fathers. 7 Habits of a 24/7 Dad can be used to initiate a new fatherhood program or in conjunction with already existing in-depth programs. Certification training is also available to enable program leaders to facilitate the program.

7 Habits of a 24/7 Dad curriculum includes:

- 1 Facilitator's Manual
- 1 PowerPoint presentation CD-ROM
- 1 Workshop Video CD-ROM
- 10 wallet-size Reference Cards for Dads
- 10 Fathering Guidebooks
- Additional Fathering Guidebooks and Reference Cards are sold in packs of five for $59.99 per pack

A new facilitator would be equipped to train 10 fathers.

17 CRITICAL ISSUES TO DISCUSS WITH DAD

A guide for practitioners to use for presentations, home visits, discussion groups or meetings with dads, 17 Critical Issues to Discuss With Dad addresses 17 issues that are vital to assisting fathers of any race, ethnicity, or socioeconomic background with becoming involved, responsible, and committed dads.[135] The guidebook helps practitioners better communicate with fathers about methods to becoming more involved with their children. The basic resource can be used to facilitate group discussion, hold structured conversations, make presentations, and support in-home visits. It is particularly useful in group settings.

Sold as an e-product, the downloadable guide can be used to customize lectures, workshops, seminars, events and various fatherhood-related activities. 17 Critical Issues to Discuss With Dad includes learning objectives, key questions and discussion topics. It sells for $39.99.

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[134] "7 Habits of a 24/7 Dad Complete Workshop Kit," http://store.fatherhood.org/p-23-the-7-habits-of-a-247-dad-complete-workshop-kit.aspx

[135] "17 Critical Issues to Discuss With Dads Sample," http://www.fatherhood.org/17-critical-issues-sample

SUCCESS STORIES

The National Fatherhood Initiative has had longstanding success on the state, county, city and district levels. Because of its programs' built-in evaluative mechanisms, data indicates positive change in fathers who have participate in its programs.

New Orleans: NOLA Dads: Designed to nurture young men in the development of fatherhood skills, the 24/7 Dad initiative is structured in weekly groups sessions where men learn to become nurturing parents, obtain employment and become positive, contributing members of their families and communities. Established in 1986 by the Family Service Center of Greater New Orleans, NOLA Dads was created to reduce recidivism of ex-offenders on probation and parole. Men are trained in a range of fatherhood competencies including communication, anger management, employment and education. To counterbalance men's self-conscious concerns about protecting their self-identity, NOLA Dads further helps remove fathers' perceived anti-manhood stigma associated with seeking help. Fathers receive "training and education to change the multi-generational pattern of abandoning responsibility for their children." [136]

Kentucky Department of Corrections | InsideOut Program: Piloted in 2012, the Kentucky Department of Corrections implemented the InsideOut Program after being mandated by the state's Department of Corrections to identify a evidence-based program to help its 89% male inmate population, many of whom were fathers and grandfathers. The program was also required to have a curriculum that included fidelity studies, and took a cognitive behavioral therapeutic approach. InsideOut met the eligibility requirements.

Concerned about the impact visitation had on children who often left the prison confused and emotionally affected, the initiative also focused on inmates' children. Since its establishment, 381 fathers have graduated from the program, which helps incarcerated fathers connect with their children and family before being released. The program was designed to provide ex-offenders successful integration back into their community and to reduce their chances of re-entry. Kentucky has implemented the program in all 10 of its male corrections facilities. The Kentucky DOC also works with community-based organizations through its Probation and Parole Division to deliver the **24/7 Dad** program to help men living in transitional facilities build pro-fathering behaviors.[137]

San Diego County | Father2Child – Led by the Mental Health America of San Diego County, the **24/7 program** has trained more than 120 fathers in:

- What it means to be a father
- How to better interact with their children
- How to work with the mother of their kids

Father2Child teaches fathers life, communication, parenting and behavior skills. It also enables men to talk to one another by disassembling

[136] "Family Service of Greater New Orleans," http://fsgno.org/nola-dads; "New Orleans Group Teaches Fathers How to Be Dads," http://www.fatherhood.org/fatherhood/family-service-of-greater-new-orleans-teaches-dads-how-to-parent

[137] "381 Dads & Counting: KY Dept. of Corrections is Changing Fathers from the Inside-Out, http://www.fatherhood.org/fatherhood/fatherhood-programs/381-dads-and-counting-kentucky-doc

communication barriers. Initially beginning with seven fathers, the first graduation class grew to include 15-20 men.[138]

Iowa State University – 24/7 Dads and Reentry: Researchers of Iowa State University's Child Welfare and Training Project examined the impact the **24/7 Dad®** program had on fathers who were reentering society after incarceration.[139] After tracking fathers in three Iowa counties, researchers measured significant statistical improvement in fathers' knowledge and attitudes related to the program's five benchmarks:

- Self-awareness
- Caring for self
- Fathering skills
- Parenting skills
- Relationship skills

Other states have experienced success with National Fatherhood Initiatives programs including: Norwich, Connecticut; El Paso, Texas; Salem, Oregon and Palmer, Alaska.[140]

Georgia Fatherhood Program
Although it is not a National Fatherhood Initiative, it was important to mention the innovative approach the state of Georgia implemented to help fathers improve their parental involvement. Because many non-custodial fathers are encumbered with large child-support payments or past debt, in 1997, the state of Georgia established the Georgia Fatherhood Program, created by the Division of Child Support Services (DCSS).

The six-month program works with non-custodial parents, both mothers and fathers, who owe child support through DCSS but are unable to pay. Participants are required to work 20 hours a week and pay child support during their tenure in the program. After completing the program, participants receive assistance with securing full-time employment that pays a living wage, enabling them to maintain child support payments. In one year, more than 2,000 non-custodial parents received services through the program.

| RECOMMENDATIONS |

While many programs and initiatives exist to address student graduation rates as well as father involvement, research conducted for this report indicates the **Everyone Graduates Center** and the **National Fatherhood Initiative** offer the most comprehensive, tested and proven programs that can best benefit the **State of Florida** as it seeks to address the academic achievement gap of its black male students. While the state has made progress in improving the graduation rate and reducing the dropout rate of black males, the continued gap between black boys and other students is alarming.

Recommendation I:
To enhance its ability to execute focused efforts to lower the dropout rate of Florida's black male student population, it is recommended the **Florida Council on the Social Status of Black Men and Boys (CSSBMB)** and other identified stakeholders, purse consultation with representatives

[138] "San Diego Is Getting Fatherhood: What Happens When 120+ Fathers Become Trained Dads, http://www.fatherhood.org/fatherhood/fatherhood-programs/san-diego-is-getting-fatherhood
[139] "Program Research and Evaluation," http://store.fatherhood.org/c-92-program-researchevaluation.aspx
[140] "The Father Factor," http://www.fatherhood.org/fatherhood/topic/program-success-stories

from the Everyone Graduates Center, who operates the GradNation initiative and Civic Marshall Plan To Build A Grad Nation. The center's systematic approach has generated tremendous success in aiding the country with reaching its 90 percent graduation rate by 2020.

It is recommended the **State of Florida** explores sponsoring representatives from related sectors to participate in the 2015 Building a GradNation Summit, America's Promise premier event that convenes each year in Washington, D.C. The 2015 summit has not been scheduled, however, visit http://www.americaspromise.org/program/building-gradnation-summit to view highlights from the 2014 summit.

It is further recommended the **State of Florida** consider investigating the procedure for having additional Florida cities selected by America's Promise to convene a GradNation Community Summit. In April 2014, a summit was held in Jacksonville. Using data and qualitative assessment of the Jacksonville experience, state constituents might consider organizing to determine criteria for having additional Florida communities selected to host a summit. Selection criteria should include an examination of the graduation rates of black male students in counties that are being considered. Current nationwide summit locations for 2014 include:

Adams County, CO (May 29-30, 2014)
Alburquerque, NM (August 2, 2014)
Buffalo, NY
Charleston, SC (October 22, 2014)
Charlotte, NC (January 22, 2014)
Corpus Christi, TX (September 18, 2014)
Erie, PA (November 18, 2014)
Grand Rapids, MI
Jacksonville, FL (April 4, 2014)
Little Rock, AR
Memphis, TN
Mobile, AL (September 25, 2014)
New Orleans, LA (November 14 -15, 2014)
Portland, OR
Richmond, CA (August 23, 2014)
Richmond, VA
San Bernadino, CA
Savannah, GA
Springfield, MA

Recommendation II:
The epidemic of father absence in the lives of black children appears overwhelming when contemplating effective measures to shift the paradigm. It is recommended the **CSSBMB** and other identified stakeholders, implement the **National Fatherhood Initiatives' Community Mobilization Approach** to develop a customized plan centered around the impact of father involvement on improving the graduation rates and lowering the dropout rate of black male students in Florida.

Of all the fatherhood programs assessed for this report, the National Fatherhood Initiative has developed efficient, effective, time-conscious and quality programs that are substantiated by NFI's 20-year record of proven success. Perhaps the programs most endearing draw is its structured manageability coupled with its customization. The **Community Mobilization Approach**, along with the other NFI programs explored for this study, provides personnel training, technical support, evaluative measures and a wide range of research-based support materials that are user friendly. NFI leadership has discussed its eagerness to partner with the **State of Florida**. Program pricing appears fair and reasonable. NFI consultants have provided clear and comprehensive pricing structures for review in:

Recommendation III:
It is further recommended the **CSSBMB** identify grassroots organizations, local public agencies and/or committed communities to pilot applicable **National Fatherhood Initiatives** programs that were examined in this report. The:

1. 24/7 Dad
2. InsideOut Dad
3. Understanding Dad

4. 7 Habits of a 24/7 Dad
5. 17 Critical Issues to Discuss With Dad manual

The selected community or communities must possess active, dedicated and passionate stakeholders who will take seriously the program(s) implementation. It is recommended the **CSSBMB** financially and enthusiastically supports the chosen pilot community or communities with funding to enable implementation of the program. It is also recommended the **CSSBMB** gives the pilot entity the flexibility to choose a program that fits its unique needs. In its service to the **Florida Legislature**, the **CSSBMB** has actively engaged its board to conduct empirical and field research to identify programs throughout the state that are working to improve and protect the lives of black men and boys. In its efforts, it has also fostered relationships with local leaders in communities throughout Florida. The **CSSBMB** can quickly assist the **Florida Legislature** with identifying a fertile community or communities in which to pilot the appropriate program(s) designed by the National Fatherhood Initiative. For an itemized price quote for 24/7 Dad, InsideOut Dad, Understanding Dad, 7 Habits of a 24/7 Dad, and 17 Critical Issues to Discuss With Dad manual see **Appendix C: National Fatherhood Initiative Quote.**

| CONTACT INFORMATION |

I. GRADUATION INITIATIVE

Everyone Graduates Center
2701 North Charles Street
Suite 300
Baltimore, Maryland 21218
Phone: 410.516.8315
Fax: 410.516.8890
Online: http://new.every1graduates.org/contact/

II. NATIONAL FATHERHOOD INITIATIVE

20410 Observation Drive
Suite 107
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Phone: 301-948-0599
Phone: 301-948-4325
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Email: gausten@fatherhood.org

Price List of All NFI Program and Materials
http://www.fatherhood.org/work-with-us

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Appendix D

Snap Shot

Additional Graduation and Fatherhood Programs

(Annotated)

GRADUATION INITIATIVES

- **NATIONAL EDUCATION ASSOCIATION**
  - **12 States Increase Graduation Rates**: The report discusses reforms used by 12 states to increase graduation rates. States include: Tennessee, Delaware, Kentucky, South Dakota, Arkansas, Alabama, North Carolina, New York, Hawaii, Missouri, Nebraska, New Hampshire. Reform included: Raising the legal age for dropping out of school; creating small learning communities in large high schools; increasing the number of students with disabilities who received regular diplomas; making increased graduation rates a state priority.
  - **Dropout Rates Drop in Massachusetts**: Describes policies, programs, and practices 11 high schools in Massachusetts used to reduce dropout rates.
  - **Parent Partnership Resources**: Provides reports about how families and educators can work together to help students transition to Common Core State Standards and achieve success.

- **CHILDREN'S DEFENSE FUND**
  - **Cradle to Prison Pipeline Campaign**: The Cradle to Prison Pipeline vision is to reduce detention and incarceration by increasing preventive supports and services children need, such as access to quality early childhood development and education services and accessible, comprehensive health and mental health coverage.
  - **Massachusetts Coalition to Dismantle the Cradle to Prison Pipeline:** A statewide campaign to replace the Cradle to Prison Pipeline with an expressway towards college and productive work.

- **Black Community Crusade for Children**: organized black leaders and think tanks to discuss the challenges and solutions to poverty, illiteracy, racial disparity, violence and massive incarceration faced by children of color.

FATHERHOOD INITIATIVES

- **FLORIDA COMMISSION ON RESPONSIBLE FATHERHOOD:** Details comprehensive statewide strategies for Florida to promote safe, violence-free, substance-abuse-free, respectful, nurturing and responsible parenting; Includes connection or reconnection of responsible parents, both mothers and fathers, with their children.
- **NATIONAL RESPONSIBLE FATHERHOOD CLEARINGHOUSE [DADTALK]** Produces a series of resources dedicated to furthering the work of fatherhood professionals, the research and information available to the fatherhood field, as well as providing resources to help fathers take time to be better dads.
- **NATIONAL RESOURCE CENTER ON CHILDREN & FAMILIES OF THE INCARCERATED FAMILY & CORRECTION NETWORK:** Works alongside families of the incarcerated, program providers, policy makers, researchers, educators, correctional personnel and the public by: serving as a connection between and among programs and services; convening national, regional and local meetings for mutually respectful learning, interaction and dialogue
- **FATHERS FOR LIFE: STRENGTHENING FAMILIES AND FATHERHOOD - CHILDREN OF FATHERS IN THE CRIMINAL JUSTICE SYSTEM**: The goal is to strengthen relationships of low-income families with infants, toddlers and preschool-aged children who have an incarcerated father or a father on probation or parole. Provides support to children, families and fathers. Provide training and resources to teachers, service coordinators and other related professionals.
- **THE WORLD FAMILY MAP – GLOBAL INITIATIVE:** Recognizes father absence as a global epidemic. This report monitors global changes in the areas of family structure, family socioeconomics, family processes, and family culture. It focuses on 16 specific indicators from 49 countries grouped in 8 regions: Asia, the Middle East, sub-Saharan Africa, Oceania (Australia and New Zealand), North America, Central and South America, Western Europe and Eastern Europe.

- **UNITED STATES HEALTH & HUMAN SOURCES FATHERHOOD INITIATIVE:**
  The website contains links to fatherhood and related websites created and maintained by other public and private entities. It includes information related to grants for fatherhood programs, access to research, evaluation and data sources, program development, etc.

- **NATIONAL CENTER FOR FATHERING (FATHERS.COM)**: A nonprofit educational organization that provides research-based training and resources to equip men to address their children's needs.

- **NATIONAL CENTER ON FATHERS AND FAMILIES (NCOFF)**: Designed to improve the life chances of children, the efficacy of families, and to support the conduct and dissemination of research that advances the understanding of father involvement.

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