

# The Compendium



## **A Guide to Effective Services and Resources for African American Males in Foster Care**

NATIONAL ASSOCIATION OF BLACK SOCIAL WORKERS, INC.

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# Rationale and Scope

The adverse experiences of African-American adolescent males are well documented in the literature. Issues such as academic difficulties (Tate, 2001; Yu, Day, & Williams, 2002); premature mortality rates (Juon, Evans-Polce, & Ensminger, 2013); early interaction and involvement with the criminal justice system (Alpert, 2007; The Sentencing Project, 2008); and racial oppression and discrimination (Bryant, 2011; Lambert, et. al., 2009), provide a context to address the complexity of needs that arise within this population. These issues are often exacerbated by a youth's involvement in the foster care system (Harvey, Loughney, & Moore, 2002; Ryan, 2006; Tate, 2001).

Interventions to address the needs of African-American males in foster care have been primarily aimed at addressing such issues as African-American male development (Ryan, 2006; Simmel, Morton, & Cucinotta, 2012), improving access to education (Tate, 2001); addressing systematic gaps in child welfare policy (Stukes Chipungu & Bent-Goodley, 2004; James, et. al., 2008), and culturally centered program development, which are most frequently referenced as rites of passage programs (Harvey, Loughney, & Moore, 2002; Utsey, Howard, & Williams, III; 2003; Washington, Watts, & Watson, 2005).

While the experiences and needs of African-American males in foster care are often addressed, little consideration is given to research addressing the needs of foster parents and child welfare workers as they seek to provide services to this population. Stukes Chipungu & Bent-Goodley (2004), indicate the need to provide foster parents with culturally competent support and training throughout the placement process as well as ensure that culturally competent practice behaviors are implemented within the child welfare system at all levels. The latter was successfully implemented with the passing of the Texas Senate Bill 6, which mandated Texas Child Protective Services (CPS) to address disproportionately of racial and ethnic minorities involved in the child welfare system (James, et. al., 2008).

Unfortunately, the recommendations of Stukes Chipungu & Bent-Goodley (2004) and those of James, et. al., (2008), are rarely implemented within child welfare policy, nor carried out in child welfare agencies. Therefore, potential positive outcomes are rarely observed, and subsequently documented in the lives of African-American adolescent males in foster care.

This compendium was designed to provide foster parents, service providers, and African-American males in foster care with an understanding of effective services and resources. While effective programs provide direct services, participation is often limited due to geographical location, funding limitations, and the actual lack of programs designed to address the needs of African-American males in foster care. Therefore, highlighted in this compendium, are "in-print" resources, which are readily available to provide insight and understanding.

The compendium is divided into four (4) categories; Scholarly Articles, Books, Resources specifically for African-American Males in foster care, and Websites of Interest.

Two (2) categories; Scholarly Articles and Books, are divided into subcategories to emphasize the types of resources found within these sections. All of resources compiled here are those that can be beneficial to foster parents, child welfare service providers, as well as African-American males in foster care, irrespective of their topic or title.

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Washington, G., Watts, R.J., & Watson, J. (2005). Manhood seekers camp: A proposal for a culturally-centered camp intervention. *Residential Treatment for Children and Youth*, 23(1/2), pp. 75-90.

Yu, E., Day, P., & Williams, M. (2002). *Improving educational outcomes for youth in care: A national collaboration*. Washington, DC: Child Welfare League of America Press.

## ***Academic/Educational Resources***

**Hines, E.M., & Holcomb-McCoy, C. (2013). Parental characteristics, ecological factors, and the academic achievement of African American males. *Journal of Counseling and Development, 91*, pp. 68-77.**

Parental characteristics, ecological factors, and the academic achievement of African American male high school students were examined. One hundred fifty-three 11th and 12th grade African American males completed the Parenting Style Index (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) and a demographic questionnaire. Results indicated no significant relationship between parenting styles and enrollment in honors courses. However, the results indicated that fathers' education level and two-parent family structures are positive predictors of grade point average (GPA), and fathers' expectations is a negative predictor of GPA. Implications for counselor practice and research are delineated.

**Tate, S.C. (2001). The academic experiences of African American males in an urban midwest foster care system. *Journal of Social Studies Research, 25*(2), pp. 36-46.**

Implications of the current study indicate that African-American males in foster care would benefit from more opportunities to learn on an individual basis; services that are based in the African-American community and are "formally instituted rather than casually applied" (pp. 41); improved educational training for foster parents; and increased financial support of foster parents. Additional implications include, the ability of a child to remain in one foster home for the duration of their stay and continued support for African American males in foster care beyond the age of emancipation, in order to ensure that this population is prepared to succeed professionally.

## ***African-American Male Development***

**Cooper, S.M., Brown, C., Metzger, I., Clinton, Y., & Guthrie, B. (2013). Racial discrimination and African American adolescents' adjustment: Gender variation in family and community social support, promotive and protective factors. *Journal of Child and Family Studies, 22*, pp. 15-29**

The current investigation explores the promotive and protective role of family and community-specific social support on the association between perceived racial discrimination and African American adolescents' adjustment (e.g., depressive symptoms, school suspensions, school engagement). Findings indicate that African-American male and female adolescents are more depressed and have a higher amount of school suspensions when they feel racially discriminated against. Additionally, the role of non-



familial mentors and community resources are shown to have a positive impact on African-American males' adjustment.

**Harvey, A.R., & Rauch, J.B. (1997). A comprehensive Afrocentric rites of passage program for black male adolescents. *Health and Social Work, 22(1)*, pp. 30-37.**

The health consequences for African American male teenagers of living in high-risk environments are devastating. Given the existence of cultural barriers to health services use, culturally proficient programs that can engage African American male youths in preventive interventions and primary care are urgently needed. This article reviews the health status of African American male adolescents, noting that the leading health problems are preventable. The article then discusses two frameworks that are of value in social work practice with African American populations, cultural competence and empowerment; reviews of Afrocentric theory and Afrocentric social work; and describes a culturally proficient, Afrocentric program for African American male adolescents. Health social workers can take steps to increase their own cultural competence and that of the health care organizations in which they work.

### ***Parenting/Mentoring***

**Battle, S.F. (2002). African American males at a crossroad. *Journal of Health and Social Policy, 15(2)*, pp. 81-91**

With the recent debates regarding school drop outs, limited parental support, peer pressure, and social isolation, African American males are at a crossroad. For much too long attention has focused on factors that reflect poor self image and a lower sense of control over their destinies. Options are very limited, and it is important to consider the new public policy response to male responsibility utilizing natural support systems. Mentoring is a key variable to establishing greater community responsibility through primary prevention.

**Bean, R.A., Barber, B.K., & Crane, D.R. (2006). Parental support, behavioral control and psychological control among African American youth: The relationships to academic grades, delinquency, and depression. *Journal of Family Issues, 27(10)*, pp. 1335-1355.**

Research findings report that regardless of child's gender, grade level or family income level, youth are less likely to be depressed and experience less school delinquency when they experience their caregivers as supportive and accepting. This finding is most significant among African-Americans. Additionally, the monitoring of youth's free-time and after school behavior reduces the opportunity for delinquency among African-American youth, noting the unique contributions of parenting and its impact on the parent/adolescent social process within African American families.

**Cooper, S.M. & McLoyd, V.C. (2011). Racial barrier socialization and the well-being of African American adolescents: The moderating role of mother-adolescent relationship quality. *Journal of Research on Adolescence, 21(4)*, pp. 895-903.**

Racial socialization has been suggested as an important factor in helping African

American adolescents cope effectively with racism and discrimination. Although multiple studies have reported a positive link between racial pride socialization and psychological adjustment among African American youth, assessments of the association between adolescent adjustment and another dimension of racial socialization—racial barrier socialization—have yielded inconsistent findings. Using a sample of 190 African American adolescents, the present study focuses on the quality of mother–adolescent relationships as an indicator of affective context, and examines its moderating influence on the association between racial barrier socialization and adolescent adjustment. Regression analyses indicated that the link between racial barrier socialization and adolescent adjustment is moderated by mother–adolescent relationship quality. However, these associations varied by gender.

**Jarrett, R.L. (1999). Successful parenting in high-risk neighborhoods. *The Future of Children*, 9(2), pp. 45-50.**

Impoverished inner-city neighborhoods in the United States are threatening contexts for the development of youngsters during middle childhood and adolescence. Nevertheless, some African-American families living in such neighborhoods succeed in protecting their children from the risks of “the streets” and launch them on paths toward achievement. Using quotes and ethnographic material from many studies, this article illustrates some of the parenting strategies that help inner-city African-American youths to overcome risks and achieve success.

## ***Social Work Practice***

**James, J., Green, D., Rodriguez, C. & Fong, R. (2008). Addressing disproportionality through undoing racism, leadership development, and community engagement. *Child Welfare*, 87(2), pp. 279-296.**

In 2005 the Texas 79th legislature passed Senate Bill 6, which included mandates to address disproportionality. This article will describe how the Texas Department of Family Protective Services in collaboration with Casey Family Programs' Texas State Strategy systems improvement initiative is addressing disproportionality statewide through promising practices and innovations in undoing racism trainings, values-based leadership development, and community engagement strategies.

**Stukes Chipungu, S., & Bent-Goodley, T.B., (2004). Meeting the challenges of contemporary foster care. *Children, Families, and Foster Care*, 14(1), pp. 75-93.**

The current research presents a comprehensive review of the literature and reports findings based on the experiences of both the foster child and the foster parent. Foster parents report that they do not receive adequate support to address the complex needs of the children placed in their homes, stating that there is “no reinforcement of what is learned in the training once the child comes home” (pp. 86). Additionally, low financial compensation of foster parents is a deterrent to attract new foster parents and a hindrance to current foster parents to maintain placements. Finally, foster parents often feel devalued by their social workers and frequently report frustrations from the lack of trust from workers, poor service coordination and lack of overall support.

**Utsey, S.O., Howard, A., & Williams, III, O. (2003). Therapeutic group mentoring with African American male adolescents. *Journal of Mental Health Counseling*, 25(2), pp. 126-139.**

Using a case study, the current research presents a therapeutic mentoring group model to address the needs of at-risk African American male adolescents in foster care. The model uses the following five principles, grounded in the African-centered approach, and include; 1) group above self; 2) respect for self and others; 3) responsibility for self and community; 4) reciprocity; and 5) keeping it real (authenticity). Participants were African American males experiencing serious behavioral and emotional problems in their foster homes, communities and schools, who had been involved in previous therapeutic interventions.

**Washington, G., Watts, R.J., & Watson, J. (2005). Manhood seekers camp: A proposal for a culturally-centered camp intervention. *Residential Treatment for Children and Youth*, 23(1/2), pp. 75-90.**

Byrne (1971) and Ogbu (1990) emphasize the importance of ethnic similarity as a factor when initiating a therapeutic camp environment. Manhood Seekers Camp strives to expand upon this view and create a camp environment that emphasizes same gender, race and ethnic characteristics in an attempt to address the needs to African-American boys in foster care and out of home placements. Manhood Seekers uses skilled African-American male facilitators, engaged boys in activities that clarified those values central to the African-American cultural tradition, including those grounded in the Nguzo Saba (Karenga, 1988).

## *Academic/Educational Resources*

**Daniels, B. (2012). *Endangered species: The plight of the African American male adolescent and the effect of his surroundings*. N.p.: Unite Us Corporation.**

The home and the classroom have been traditionally key in the identity development and academic progress of African-American youth. Despite this history, the dropout rates of African-American males in secondary grades are increasing, while academic achievement scores of African-American males in the primary grades are not. The racial and gender composition of elementary school teachers does not mirror that of the students. This may contribute to the disproportionate achievement scores between African-American and Caucasian American students. In this book, Dr. B. L Daniels will explore some possible causes and solutions to this epidemic by highlighting the third largest school district in North Carolina. This book is a partnership of narrative and statistical fact, in hopes of stimulating a move to action of preventing another generation from being labeled "Endangered Species."

**Hopkins, R. (1997). *Educating black males: Critical lessons in schooling, community, and power*. Albany, NY: State University of New York Press.**

This book offers insights into how we can create more effective and empowering schools and classrooms for Black males. In addition, it examines the larger social reality of American African males and analyzes theoretical contexts of educational theory and practice in alternative education programs and crisis intervention strategies for Black males. It promotes strategies for enhancement of self-esteem and motivation for learning in Black males, thereby analyzing power relations in the classrooms, schools, and community. It is designed as a resource for those concerned with helping American African males to break free from and defy negative stereotypes and fatalistic imaging.

**Kafele, B.K. (1991). *A black parent's handbook to educating your children (Outside the classroom)*. Publisher: Author.**

A Black Parent's Handbook to Educating Your Children is a guide describing ways in which parents can play a much more active and productive role towards "our" children's educational growth and development at home. Throughout the Black community, there is a tremendous amount of debate and discussion about the problems of the public school system, and it's impact on the future of "our" children. This necessitates the need for parents to maintain maximum involvement.

**Kafele, B.K. (2004). *A handbook for teachers of African American children*. Publisher: Author.**

A Handbook for Teachers of African American Children is a guide providing strategies and suggestions for teachers to utilize towards raising the achievement levels of

African American children.

**Kafele, B.K. (2009). *Motivating black males to achieve in school and in life*. Alexandria, VA: ASCD.**

One of the most vexing problems confronting educators today is the chronic achievement gap between black male students and their peers. In this inspiring and thought-provoking book, veteran educator Baruti K. Kafele offers a blueprint for lifting black males up and ensuring their success in the classroom and beyond.

*Motivating Black Males to Achieve in School and in Life* offers proven strategies for getting black male students in middle school and high school to value learning, improve their grades, and maintain high standards for themselves. The author shows how simple but powerful measures to instill self-worth in young black males can not only raise these students' achievement, but also profoundly alter their lives for the better.

**Kafele, B.K. (2013). *Closing the attitude gap: How to fire up your students to strive for success*. Alexandria, VA: ASCD.**

In this inspiring and thought-provoking follow-up to his 2009 best-seller *Motivating Black Males to Achieve in School and in Life*, Baruti Kafele makes the case that the "attitude gap" that often affects underperforming students can only be closed if educators first help students develop the will to strive for excellence.

**Kunjufu, J. (1986). *Motivating and preparing black youth for success*. Publisher: Author.**

This book address the needs of African-American youth in the educational system. It address how to reduce the dropout rate and motivate black children.

**Kunjufu, J. (2002). *Black students. Middle class teachers*. Publisher: Author.**

This compelling look at the relationship between the majority of African American students and their teachers provides answers and solutions to the hard-hitting questions facing education in today's black and mixed-race communities. Are teachers prepared by their college education departments to teach African American children? Are schools designed for middle-class children and, if so, what are the implications for the 50 percent of African Americans who live below the poverty line? Is the major issue between teachers and students class or racial difference? Why do some of the lowest test scores come from classrooms where black educators are teaching black students? How can parents negotiate with schools to prevent having their children placed in special education programs? Also included are teaching techniques and a list of exemplary schools that are successfully educating African Americans.

**Kunjufu, J. (2005). *Keeping black boys out of special education*. Publisher: Author.**

This critical analysis looks at the disproportionate number of African American males in special education. Arguing that the problem is race and gender driven, questions covered include *Why does Europe send more females to special education? Why does America*

*lead the world in giving children Ritalin? Is there a relationship between sugar, Ritalin, and cocaine?* and *Is there a relationship between special education and prison?* More than 100 strategies to help teachers and parents keep black boys in the regular classroom, such as revising teacher expectations, increasing parental involvement, changing teaching styles from a left-brain abstract approach to a right-brain hands-on approach, redoing the curriculum, understanding the impact of mass media, and fostering healthy eating habits.

**Kunjufu, J. (2009). *200+ educational strategies to teach children of color*. Publisher: Author.**

With an emphasis on pragmatic approaches that can be accomplished in the classroom, this almanac of teaching solutions provides inner-city educators with 100 all-new strategies to daily challenges. As turnover rates remain excessively high among teachers in urban schools—83 percent of whom are white females who were ill-prepared by their college programs—the type of firsthand experience offered by this helpful manual continues to be an essential source of training. The advice and expertise presented is fully supported by real-life examples rather than intangible theory, and the details directly tackle issues of race and class while offering a legitimate criticism of the American school system that poses many of the problems that teachers face.

**Kunjufu, J. (2010). *Reducing the black male dropout rate*. Publisher: Author.**

Outlining the 10 most significant reasons behind the high drop-out rate amongst black male students, this guide provides more than 30 solutions towards addressing this national crisis. Revealing that currently close to one half of black males do not graduate from high school, this exploration pursues the causes behind this alarming statistic and looks at many angles of the issue, including poor parental involvement, low expectations from teachers, boredom, negative peer pressure, and lack of positive role models. The solutions presented—including smaller classes, single gender classrooms, relevant Afro-centric curriculums, cooperative learning, motivational speakers, and higher expectations from teachers—are designed to provide prevention strategies for administrators and teachers, as well as empowerment principles for students.

**Kunjufu, J. (2011). *Understanding black male learning styles*. Publisher: Author.**

In this book, Dr. Kunjufu advocates for the need to instill motivation; which many experts believe is the cause for the high dropout rate among African-American males. Tips and discussions to effectively motivate African-American youth are discussed in order to help them develop successfully and avoid the pitfall of premature high school dropout.

Offering information for use inside and outside of the classroom, this educational resource delineates how black males learn differently from other students and what can be done to most effectively reach them. Outlining the differences as both behavioral (attention span, aggression, maturation, energy level, and pressure from peers) and educational (verbal skills, organization, gross and fine motor skills, and reading interests) among others, this proposal provides real-world experiences alongside theories, making this an essential guide for educators, parents, counselors, psychologists, and others involved with black male adolescents. A section on how the majority of teachers, who are nonblack and female, can extend their education to overcome differences within the normal classroom setting,



and help to reduce the number of black males in special education, is also provided.

**Kunjufu, J. (2012). *There is Nothing Wrong with Black Students*. Publisher: Author.**

Refuting common ideas about the racial achievement gap, this exploration of the education system posits that the gap is not the result of the students, their parents, or the larger community, but rather stems from the limited effectiveness of the schools they attend. With a focus on what principals and teachers can do, this instructive resource explores ways that schools can change in order to better serve the needs of these students, such as gaining a better understanding of different learning styles, implementing a curriculum that is more relevant to students' lives, focusing on the amount of time each task takes each student, and experimenting with single-gender classrooms. This book also looks at examples of the success of black students in schools that have taken the time to apply some of these policies, demonstrating that any student can thrive when benefited with a passionate and comprehensive education.

**Kunjufu, K. (2013). *Changing school culture for black males*. Publisher: Author.**

Addressing the many unique academic challenges that face black males—from low self-esteem, absenteeism, fatherlessness, and gangs to not accepting middle-class values, the impact of hip-hop culture, and drugs—this book provides answers and hope to teachers and the afflicted students and their families. With more than 75 solutions for educators to implement in their schools, including mentoring programs, rites of passage, internships, motivational speeches, counseling, and cooperative learning, this helpful resource shows how issues of retention, illiteracy, special education, and dropping out are simply symptoms of a much larger disease, and, if left unaddressed, will continue to stunt the education of black students.

**Porter, M. (1997). *Kill them before they grow: Misdiagnosis of African American boys in American classrooms*. Publisher: Author.**

Examining how African American males end up in dead-end classes, this book explores what must be done to change this trend, asking such questions as What happens to these boys in special education? How can educators and communities reduce the number of African American boys receiving Ritalin and ultimately dropping out?

## ***African American Male Development***

**Kunjufu, J. (2001). *State of emergency: We must save African American males*. Publisher: Author.**

Raising important questions and offering more than 100 applicable solutions, this critical analysis examines the challenges facing African American males in today's society. Providing a thorough investigation of educational issues, class struggles, absentee fathers, penal institutions, and the drug industry, the book condemns the standards and circumstances that have declared war on black men: Why is there such a disparity between punishments for crack and cocaine? Why is 91 percent of the African American prison population illiterate? What are the effects of rampant racial profiling? Further discussion

evaluates the institutions that have helped African American men thrive and succeed, providing hope for the future.

**Rich, J.A. (2009). *Wrong place, wrong time: Trauma and violence in the lives of young black men*. Baltimore, MD: The Johns Hopkins University Press.**

Medical school taught John Rich how to deal with physical trauma in a big city hospital but not with the disturbing fact that young black men were daily shot, stabbed, and beaten. This is Rich's account of his personal search to find sense in the juxtaposition of his life and theirs. Young black men in cities are overwhelmingly the victims -- and perpetrators -- of violent crime in the United States. Troubled by this tragedy -- and by his medical colleagues' apparent numbness in the face of it -- Rich, a black man who grew up in relative safety and comfort, reached out to many of these young crime victims to learn why they lived in a seemingly endless cycle of violence and how it affected them. The stories they told him are unsettling -- and revealing about the reality of life in American cities.

### ***Parenting/Mentoring***

**Boyd-Franklin, N., Franklin, A.J., & Toussaint, P.A. (2000). *Boys into men: Raising our African American teenage sons*. New York, NY: The Berkley Publishing Group.**

In this compassionate and comprehensive handbook parents will learn how to foster a positive racial male identity, plant strong spiritual roots, promote sexual responsibility, overcome negative influences of hip-hop and "hoop dreams," and rise above the no-win skin color game. As Scared Black Parents transform themselves into Prepared Black Parents, they'll be able to cope with problems of violence, drugs, gangs, and racism. Filled with hundreds of real-life success stories and a detailed list of books, Web sites, and helpful organizations, *Boys into Men* is a much-needed antidote to the one-size-one-color-fits-all approach of most parenting guides.

**Kunjufu, J. (1982). *Countering the conspiracy to destroy black Boys*. Publisher: Author.**

**Kunjufu, J. (1986). *Countering the conspiracy to destroy black boys: Vol II*. Publisher: Author.**

**Kunjufu, J. (1990). *Countering the conspiracy to destroy black boys: Vol III*. Publisher: Author.**

**Kunjufu, J. (1995). *Countering the conspiracy to destroy black boys: Vol IV*. Publisher: Author.**

These volumes offer advice for parents, educators, community, and church members is provided in this guide for ensuring that African American boys grow up to be strong, committed, and responsible African American men. This book answers such questions as Why are there more black boys in remedial and special education classes than girls? Why are more girls on the honor roll? When do African American boys see a positive black male role model? Is the future of black boys in the hands of their mothers and white female teachers? and When does a boy become a man? The significance of rite of passage activities, including mentoring, male bonding, and spirituality, are all described.



**Kunjufu, J. (2000a). *Developing positive self-images and discipline in black children*. Publisher: Author.**

The relationship between self-esteem and student achievement is analyzed in this book.

**Kunjufu, J. (2000b). *Raising black boys*. Publisher: Author.**

Geared towards African American parents, this handbook offers more than 100 tips on successfully guiding boys into manhood and helping them avoid common pitfalls. By understanding the detrimental impact that peer pressure, rap music, and television have on today's youth, especially males, parents can learn how to effectively support their children.

**Moore, D., & Perry Moore, S. (2013). *Raise him up: A single mother's guide to raising a successful black man*. Nashville, TN: Thomas Nelson, Inc.**

There is no greater hope for single mothers than to watch their sons succeed, and African-American single mothers face more adversity than most. *Raise Him Up* delves into the challenges faced by African-American single moms and offers advice, scriptural support, and helpful prayers. Each chapter relates a spiritual point taken from the book of Acts, a mother's story, and draws parallels to the struggles of the modern day African-American mother. Chapters also offer stories of African-American athletes who were raised by single moms, and against all odds, succeeded.

**Winbush, R. (2001). *The warrior method: A parent's guide to rearing healthy black boys*. New York, NY: HarperCollins Publishers.**

According to the recent statistics from the U.S. Department of Justice, black males die at a rate fifteen times higher than that of white males because of homicidal violence. The Department estimates that 28 percent of black males will enter state or federal prisons during their lifetime. In response to these devastating statistics, psychologist, educator, and father Raymond Winbush has created *The Warrior Method* -- a program designed for parents and teachers to help black boys become strong, self-reliant men. Filled with thoughtful reflections on the author's own experiences, the book looks at a male's life through the prism of the four seasons: spring -- conception to four years old; summer -- ages five through twelve; autumn -- ages thirteen through twenty-one; and winter -- age twenty-two and beyond.

**Wynn, M. (2006). *Empowering African-American males: Teaching, parenting, and mentoring with successful black males*. N.p.: Rising Sun Publishing.**

The Empowering African-American Males workbook contains over 50 activities and discussion questions that reinforce the concepts, ideas, and strategies outlined within each of the Chapters in the book: Mission, Vision, Climate & Culture, Curriculum & Content, Instruction, and Assessment. Activities include: Developing your mission, vision, and core values; constructing a "Web of Protection"; understanding student demographics; creating cooperative groups; Team Charter; creating a classroom code of conduct; understanding "The Dozens"; and helping students to set goals and develop college-bound dreams. The

Teacher, Parent, and Mentor Workbook provides over 50 activities to support the strategies outlined in the book.

**Wynn, M. (2008). *Teaching, parenting, and mentoring successful black males: A quick guide*. N.p.: Rising Sun Publishing.**

This book is part of Mychal Wynn's Quick Guide Series, designed to provide a comprehensive set of no nonsense strategies. Based on the book, *Empowering African-American Males: Teaching, Parenting, and Mentoring Successful Black Males*, this quick guide provides over 60 strategies. Perfect for book clubs and policy makers who must grapple with the question; Are we willing to do what it takes to increase achievement for this demographically identifiable subgroup?

## ***Social Work Practice***

**Brunswick, A.F., Connor, M.E., Dembo, R., Larson, T., Reed, R., & Solomen, B. (1988). *Young, black and male in America: An endangered species*. Westport, CT: Auburn House Publishing Company.**

The problems of young black males are challenging, complex, and chronic, perplexing educators, social scientists, and policymakers. While other groups, including women and recent immigrants, have made economic and social gains in the last two decades, black youth are now more likely than they were in 1960 to be unemployed, to be involved in the criminal justice system, to be unwed fathers, and to commit suicide. Young black males are a population at risk in an escalating cycle of deviance, dysfunction, and despair.

This comprehensive volume provides in-depth analyses of the deteriorating status of black youth, particularly black males. Experts from a variety of professions examine the implications and interrelationships of the multiple problems facing black youth and propose a comprehensive set of policies and programs that address those problems. They consider such important economic, sociocultural, and political issues as unemployment, teenage pregnancy, crime and delinquency substance abuse, and the conservative backlash against civil rights and social welfare programs.

**Hardy, K.V., & Laszloffy, T.A. (2005). *Teens who hurt: Clinical interventions to break the cycle of adolescent violence*. New York, NY: The Guilford Press.**

Offering a fresh perspective on treatment, this book presents an overarching framework and many specific strategies for working with violent youth and their families. The authors shed light on the complex interplay of individual, family, community, and societal forces that lead some adolescents to hurt others or themselves. Effective ways to address each of these factors in clinical and school settings are discussed and illustrated with evocative case material. The book provides essential guidance on connecting with aggressive teens and their parents and managing difficult situations that are likely to arise. The strengths-based interventions presented are applicable to a broad range of high-risk behaviors, from bullying and assault to substance abuse, self-mutilation, and suicidality.

**Johnson, W.E. (2010). *Social work with African American males: Health, mental health and social policy*. New York, NY: Oxford University Press, Inc.**

Taking a step back from the traditionally myopic view of African American males as criminals and hustlers, this groundbreaking book provides a more nuanced and realistic portrait of their experiences in the world. Chapter authors, both established and emerging scholars of social problems relevant to African Americans, offer a comprehensive overview of the social and economic data on black males to date and the significant issues that affect them from adolescence to adulthood. Via in-depth qualitative interviews as well as comprehensive surveys and data sets, their physical, mental, and spiritual health and emerging family roles are considered within both individual and communal contexts. Chapters cover health issues such as HIV and depression; fatherhood and family roles; suicide; violence; academic achievement; and incarceration.

**Rozie-Battle, J. (2002). *African-American adolescents in the urban community: Social services policy and practice interventions*. Philadelphia, PA: Haworth Press.**

*African-American Adolescents in the Urban Community: Social Services Policy and Practice Interventions* examines contemporary issues confronting African-American youth. It highlights key areas such as health, education, the criminal justice system, and youth development strategies. An essential overview of the status of urban African-American youth for students, professionals working with this important population, and policymakers, this vital book proposes policy and programming considerations for today and for the future.

## ***Rites of Passage***

**Butler-Derge, S.R. (2009). *Rites of passage: A program for high school African American males*. Lanham, MD: University Press of America, Inc.**

In this book, Dr. Shirley R. Butler-Derge examines Rites of Passage programs and whether they are an effective and necessary educational tool to improve academic performance and self-confidence among male African American high school students—a demographic group that has statistically struggled in both standardized testing results and grade point averages. Commentary is provided on the effectiveness of these programs as well as some necessary components that must be incorporated when developing and implementing Rites of Passage programs.

**Hill, Jr., P. (1992). *Coming of age: African American male rites of passage*. Chicago, IL: African American Images.**

Exploring an important aspect of coming of age, this book examines how the black community can institutionalize rites of passage as part of the child-rearing process.

**McNair, C. (2001). *Young lions: Christian rites of passage for African American young men*. Nashville, TN: Abingdon Press.**

This resource provides the tools and encouragement needed to help leaders of African American young men experience the joy of supporting and challenging youth to grow as Christ's disciples. Includes practical tips for getting started, a comprehensive leadership recruitment and training plan, complete meeting outlines and directions, reproducible pages for participants, and an interaction-oriented mentor's guide.

**Harper, H. (2006). *Letters to a young brother: Manifest your destiny*. New York, NY: Gotham Books.**

Offering inspirational advice in a down-to-earth style, this unique compilation of letters provides wisdom, guidance, and heartfelt insight to help the reader chart their own path to success. Based on the author's motivational speaking at inner-city schools across the country, the letters deal with the tough issues that face young people today.

**McCall, N. (1994). *Makes me wanna holler: A young black man in America*. New York, NY: Random House.**

Examining the complexities of the problems of black youths from an insider's perspective, an African-American journalist recalls his own troubled childhood, his rehabilitation while in prison, and his successful Washington Post career.

**Powell, K. (2008). *The black male handbook: A blueprint for life*. New York, NY: Atria Books.**

*The Black Male Handbook* is a collection of essays for Black males on surviving, living, and winning. Kevin Powell taps into the social and political climate rising in the Black community, particularly as it relates to Black males. This is a must-have book, not only for Black male readers, but the women who befriend, parent, partner, and love them. *The Black Male Handbook* answers a collective hunger for new direction, fresh solutions to old problems, and a different kind of conversation—man-to-man and with Black male voices, all of the hip-hop generation. The book tackles issues related to political, practical, cultural, and spiritual matters, and ending violence against women and girls.

**Whyte, III, D. (2005). *Letters to young black men: Advice and encouragement for a difficult journey*. Dallas, TX: Torch Legacy Publications.**

Actually written from numerous historically black colleges, such as Tuskegee, Morehouse and North Carolina A&T, from the very heart of a black Christian minister, who has himself faced all of the perils and problems young black men face today, comes forth this book, written just for the young black man in your life, whether you are a Mother, Father, grandmother or Sunday School teacher. *Letters to Young Black Men* is overflowing with "advice and encouragement for a difficult journey."

## Websites of Interest

### [100 Black Men of America](#)

The mission of the 100 Black Men of America, Inc. is to improve the quality of life within our communities and enhance educational and economic opportunities for all African Americans. 100 Black Men of America, Inc. is committed to the intellectual development of youth and the economic empowerment of the African American community based on the following precepts: respect for family, spirituality, justice, and integrity.

### [Black Male Development and Advocacy](#)

A collection of essays and articles that address the experience of African American males in America. Issues such as racial disparity, trauma, and economics are discussed.

### [Black Male Institute](#)

Our primary goal is to provide reliable research, practical interventions, and effective programs that enrich the educational experiences and life chances of Black males. We do this by engaging researchers, scholars, practitioners, community members, policy makers and students of all ages in our work.

### [Brotherhood/Sister Sol](#)

The Brotherhood/Sister Sol, or Bro/Sis as members and staff affectionately shorten the name, was established in 1994 to offer supportive programs for Black and Latino youth in impoverished communities. Various resources for African-American males are hosted on this website.

### [Rising Sun Publishing Group](#)

The publishing company of acclaimed author, Mychal Wynn, The Rising Sun Publishing Group's website provides a variety of resources by Mychal Wynn, including workbook series' for teachers, coaches, counselors, and parents.

### [Save My Son](#)

Renowned educator Dr. Steve Perry is fighting for young, black men who have fallen through the cracks in his television show Save My Son, which premieres on TVOne. The website provides clips from the show and resources for parents and caregivers of African-American adolescent males.

### [The Black Male Development Symposium](#)

The Black Male Development Symposium was initiated by the leadership of Chicago's Third World Press, one of the oldest African-American publishing houses in the United States.

The venue was established as a national tour that promoted community discussions on the plight of African American Males (AAM). Resources include links to sites for business development, education, parenting, entrepreneurial development, and financial management.

### [The Foundation for Ensuring Access and Equity](#)

The Foundation for Ensuring Access and Equity's mission is to ensure accessible and equitable opportunities for all students to enter into the primary to postsecondary pathway to college and careers. The website compiles a collection of useful articles and research studies to assist teachers in understanding the challenges confronting students; to assist parents in avoiding the many pitfalls confronting their children; and to assist students in developing the best plan given their situation and circumstances.

### [The Osiris Group](#)

The Osiris Group was formed to offer to the Black community culturally competent mental health practitioners who practice their craft from an Afro-centric paradigm. The Osiris Group believes that the psychological, emotional and spiritual needs can best be served by individuals who reflect the ethnicity of the clients they serve. Resources for families, including African-American male rites of passage programs are described.