

MY BROTHER'S KEEPER

MDK



What Works Showcase

Monday
October 17, 2016

Welcome to the MBK What Works Showcase, hosted by the White House Office of Social Innovation and My Brother's Keeper (MBK), along with the U.S. Department of Education, Campaign for Black Male Achievement, Laura and John Arnold Foundation, and Results for America.



As the President said when he launched MBK, the initiative is about **“building on what works – when it works, in those critical life-changing moments.”** This means a commitment to use data to inform and improve service delivery, and working to develop and scale interventions with evidence of success to ensure all young people can reach their full potential. In a science-fair meets demo-day style event, the MBK What Works Showcase features 33 organizations and interventions from across the country showing potential to have a positive impact across MBK’s cradle-to-college-and-career-goals:

- 1) Getting a healthy start and entering school ready to learn;
- 2) Reading at grade level by third grade;
- 3) Graduating from high school ready for college and career;
- 4) Completing postsecondary education or training;
- 5) Successfully entering the workforce;
- 6) Keeping kids on track and giving them second chances; and
- 7) Empowering parents and engaging caring adults and mentors.

Description of Evidence Categories

Strong Evidence

Interventions shown in well-conducted randomized controlled trials, carried out in typical community settings, to produce sizable, sustained effects on important life outcomes, such as reading and math proficiency, high school graduation, college enrollment and persistence, employment and earnings, teen pregnancy, substance abuse, or criminal arrests. Strong evidence generally includes a requirement for replication – i.e., the demonstration of such effects in two or more trials conducted in different implementation sites, or, alternatively, in one large multi-site trial.

Promising Evidence

Interventions that have been evaluated in randomized controlled trials or rigorous quasi- experimental studies, and found to have positive effects that are sizable but not yet conclusive (e.g., due to only short-term follow-up, a single-site study design, well-matched comparison groups but not randomization, or effects that fall short of statistical significance). Promising evidence requires third-party or external and impartial evaluators.

Preliminary Evidence

The model has evidence based on reasonable hypothesis and supported by credible research findings. Examples of research that meet the standards include: 1) outcomes studies that track participants through a program and measure participants' responses at the end of the program; and 2) third-party pre- and post-test research that determines whether participants have improved on an intended outcome.

Goal 1: Getting a Healthy Start and Entering School Ready to Learn

| Name of Model | Evidence Level |
|---------------------------------------|----------------|
| Child First | Promising |
| The Nurse-Family Partnership Program | Strong |
| Triple P (Positive Parenting Program) | Promising |

Goal 2: Reading at Grade Level by Third Grade

| Name of Model | Evidence Level |
|---|----------------|
| Children's Literacy Initiative | Promising |
| Corporation for Public Broadcasting and Public Broadcasting Service's Ready to Learn Initiative | Preliminary |
| Reading Partners | Promising |
| Reading Recovery | Strong |
| Success for All | Promising |

Goal 3: Graduating from High School Ready for College and Career

| Name of Model | Evidence Level |
|--|----------------|
| Children's Aid Society - Carrera Adolescent Pregnancy Prevention Program | Strong |
| City Year, Inc. Whole School, Whole Child | Promising |
| College and Career Academy Support Network | Strong |
| The Eisenhower Foundation's Quantum Opportunities Model | Promising |
| African American Male Achievement Manhood Development Program | Preliminary |
| Urban Alliance | Preliminary |
| Urban Prep | Preliminary |

Goal 4: Completing Postsecondary Education or Training

| Name of Model | Evidence Level |
|---|----------------|
| Bottom Line | Promising |
| City University of New York's Accelerated Study in Associate Programs | Strong |
| Year Up | Promising |

Goal 5: Successfully Entering the Workforce

| Name of Model | Evidence Level |
|---------------------------------------|----------------|
| Homeboy Industries | Preliminary |
| National Fund for Workforce Solutions | Promising |
| Per Scholas | Strong |
| YouthBuild | Preliminary |

Goal 6: Keeping Kids on Track and Giving them Second Chances

| Name of Model | Evidence Level |
|---|----------------|
| Center for Employment Opportunities | Promising |
| Cure Violence Health Model | Preliminary |
| Reading for Life Diversion Program | Promising |
| Roca Inc. | Preliminary |
| U.S. Soccer Foundation's Soccer for Success | Preliminary |
| Yunion: The Cave of Adullam Transformational Training Academy | Preliminary |
| Youth Guidance's Becoming a Man | Promising |

Goal 7: Empowering Parents and Engaging Caring Adults and Mentors

| Name of Model | Evidence Level |
|---|----------------|
| Big Brothers Big Sisters | Promising |
| Flamboyant Foundation Family Engagement Partnership | Preliminary |
| iMentor | Preliminary |
| MBK Success Mentor Corps | Promising |



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Child First

MBK Goal: Getting a healthy start and entering school ready to learn

Level of Evidence: Promising

Geography: Connecticut, North Carolina, Florida

Child First (CF) is a two-generation, home-based, psychotherapeutic intervention that works with very young children and families, which have experienced significant trauma and adversity. Their goal is to promote emotional/mental health in children and parents, enhance child development and learning, and decrease abuse and neglect. Teams of licensed mental health clinicians and care coordinators foster healing, protective, caregiver-child relationships; connection to community-based services; and scaffolding of executive functioning. The intervention is based on neuroscientific understanding of "toxic stress." Their RCT and ongoing evaluation show strong improvement in child behavior, language, and parental mental health. CF is a national, HHS-designated, evidence-based model.

- In the Child First randomized controlled trial, Child First Intervention children compared to Usual Care Controls demonstrated a 68% improvement in language development and 42% improvement in behavioral problems. Mothers demonstrated a 64% improvement in mental health problems, and families demonstrated a 39% decrease in child welfare involvement, sustained at 33% at 3 year follow-up.
- Child First National Program Office has continued to evaluate all enrolled families. Data from Connecticut for 2012-2015, shows:
 - Overall, 73% of children and caregivers demonstrated .5 SD improvement in at least one area, 49% in at least two areas, and 44% in at least three areas.
 - In specific domains of function, 67% improvement in child language (large effect size), 55% improvement in behavioral problems (moderate effect size), and 68% improvement in caregiver depression (large effect size).



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The Nurse-Family Partnership Program

MBK Goal: Getting a healthy start and entering school ready to learn

Level of Evidence: Strong

Geography: AL, AK, AZ, AR, CA, CO, CT, DE, FL, GA, ID, IL, IA, KS, LA, MD, MI, MN, MO, MT, NV, NH, NJ, NM, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WY

Nurse-Family Partnership® aims to change the future for the most vulnerable babies born into poverty by giving a first-time mom trusted support from her own expert nurse throughout the first 1,000 days, from pregnancy until the child's second birthday. Nurse-Family Partnership is backed by over 39 years of scientifically-proven outcomes for both mom and baby, and currently serves over 32,500 moms in 42 states, the U.S. Virgin Islands and six Tribal communities. Since NFP replication began in 1996, NFP has served over 250,000 families.

- Improved pregnancy outcomes, including decreases in prenatal cigarette smoking by 21%, 35% fewer cases of pregnancy-induced hypertension, and 31% reduction in very closely spaced (<6 months) subsequent pregnancies
- Improved childhood health and development, including reductions in health care encounters for injuries (56% reduction in emergency room visits for accidents and poisonings in the second year of the child's life), reductions in child abuse and neglect (48% reduction in state-verified reports of abuse and neglect by child age 15) and reductions in behavioral problems (67% reduction in behavioral and emotional problems at child age 6)
- Improved school readiness, including improvements in children's early language development (50% reduction in language delays by child age 21 months)



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Triple P (Positive Parenting Program)

MBK Goal: Getting a healthy start and entering school ready to learn

Level of Evidence: Promising

Geography: AK, AZ, CA, CT, DE, FL, GA, HI, IL, IN, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NV, NH, NJ, NM, NY, NC, OH, OK, OR, PA, SC, TX, VA, WA, WV, WI, WY

The Triple P – Positive Parenting Program is an evidence-based parenting program. Backed by over 30 years of ongoing research, it offers parents and caregivers practical strategies that promote healthy social, behavioral and emotional development among children and youth. Through improving outcomes in school readiness, health, and behaviors; youth and their parents benefit in both short and long-term ways. With the model currently offered in 38 states by a wide array of providers in many diverse communities, Triple P aims to make a real and lasting difference in the lives of families across the country.

- Children and youth whose parents participate in Triple P have greater social, emotional, and behavioral health, as emphasized in a recent meta-analysis inclusive of 101 studies (62 of which were RCTs).
- Parents also benefit in many ways, including: improved parenting skills; greater confidence; less stress, anxiety, and depression; and improved partner relationships, as seen across a variety of cultures and analysis of more than 16000 families.
- Communities who implement the Triple P System benefit from reductions in prevalence rates of key factors, such as child maltreatment, out-of-home placements, ER visits/hospitalizations, and children at risk of diagnosable behavioral disorders, as demonstrated in population-level trials of Triple P, including 18 counties in South Carolina.



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Children's Literacy Initiative

MBK Goal: Reading at grade level by third grade

Level of Evidence: Promising

Geography: New Jersey, Pennsylvania, Chicago, Illinois, St. Louis, Missouri, Florida, Colorado, Texas

CLI's approach aims to provide a robust alternative to the professional development commonly found in schools across the county. In contrast to fragmented, one-shot workshops that are tangential to proven, effective early literacy practices, CLI has a defined scope and sequence that focuses on the early building block skills specified by the National Reading Panel (National Institute of Child Health and Human Development, 2000) and the defined research-based instructional practices to teach those skills. CLI provides a) three years of training in a defined scope and sequence along with b) one-one-coaching by a CLI Professional Developer who c) knows the content a teacher is trying to master as well as the local context of their LEA, who d) observes how teachers implement what they have learned in the classroom and provides real-time feedback. This process enables teachers to try new approaches, to reflect, and to improve their practice. Finally, CLI focuses on early literacy leadership development, systems and structures to build school capacity and support continuous instructional improvement.

- A 5-year RCT study of CLI professional development services found that CLI teachers had significantly better literacy-related classroom environment and teaching practice compared to non-CLI teachers
- The same 5-year study found that second grade students of CLI teachers had significantly better literacy skills compared to students of non-CLI teachers
- Of all CLI teachers surveyed over the 2015-16 school year, 86% reported that CLI trainings would positively impact their students' literacy skills "quite a bit" or "a great deal"



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Corporation for Public Broadcasting & Public Broadcasting Service

Ready to Learn Initiative

MBK Goal: Reading at grade level by third grade

Level of Evidence: Preliminary

Geography: Broadcast in all 50 states, with programs in Detroit, MI; Arizona; Illinois; Iowa; Tacoma, WA; Kentucky; Austin, TX; Louisiana; Maryland; Mississippi; Montana; Nashville; Nebraska; New Mexico; St. Louis, MO; Oklahoma; Southern California; Fargo, ND; Minneapolis-St. Paul, MN; Las Vegas; Cookeville, TN; Tallahassee, FL; Indianapolis, IN; Boston, MA; Springfield, MA; Norfolk, VA; Albany, NY; Buffalo, NY; New York, NY; Pittsburgh, PA; Carbondale, IL; Cleveland, OH.

For over 20 years, the CPB and PBS Ready To Learn Initiative has worked to produce educational media and resources proven to advance the school readiness skills of young children from low-income communities. Ready To Learn combines the impact of quality content with community engagement and technological innovation – backed by rigorous research – to improve early learning outcomes for America’s children. Research shows that RTL materials increase children’s math and literacy scores, improve school readiness, foster an interest in learning beyond classrooms, and encourage teacher and parent support of learning..

- CPB-PBS Ready To Learn content boosts children’s literacy and math skills, and children from low-income backgrounds make the greatest improvement; for example, in one study, children from low-income families’ post-test scores rose to the level of pre-test scores of children from higher-income families after an 8-week intervention.
- Children who engage with a combination of media – television, digital games, and off-line activities – make remarkable gains in literacy and math knowledge and skills; for example, in one study, children using a multimedia literacy curriculum out-scored children in a comparison group on five measures of early literacy.
- Between 2010 and 2015, close to a half million parents, children, and educators participated in learning experiences (family learning events, afterschool learning programs, summer and spring break learning camps) conducted by 32 public media stations and their 473 partners.



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Reading Partners

MBK Goal: Reading at grade level by third grade

Level of Evidence: Promising

Geography: Baltimore, MD; Charlotte, NC; Colorado; Los Angeles, CA; New York, NY; North Texas; Sacramento, CA; San Francisco, CA; Seattle, WA; Silicon Valley; South Carolina; Tulsa, OK; Minneapolis and St. Paul MN; and Washington, DC

Reading Partners is committed to ensuring students in under-resourced elementary schools gain the critical reading skills they need to prepare them for school and life success. The 2015 MDRC-led randomized control trial (RCT) evaluation and cost study of Reading Partners across three states found that their volunteer-driven 1-1 reading intervention program led to significantly greater gains in sight word reading, fluency, and comprehension compared to the gains found for control group students who received other supplemental literacy services. Moreover, the evaluation revealed that the Reading Partners program is substantially less costly for schools to implement than other typical literacy interventions.

- Reading Partners had a positive and statistically significant impact on three different measures of student reading proficiency, with impacts equivalent to approximately 1 1/2 to 2 months of additional growth relative to the control group — two-thirds of whom received other supplemental literacy supports.
- Program impacts on students were robust across a range of student characteristic subgroups as well as across groups of students who had different levels of reading comprehension skills at the start of the study.
- Reading Partners had a positive and statistically significant impact on the percentage of students who moved out of the lowest national quartile in terms of reading comprehension (19% vs. 12% of controls).



Reading Recovery®

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Reading Recovery

MBK Goal: Reading at grade level by third grade

Level of Evidence: Strong

Geography: AZ, AR, CA, CO, CT, FL, GA, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MO, MT, NE, NH, NJ, NM, NY, NC, ND, OH, OK, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WY

Reading Recovery is a short-term intervention for first graders having difficulty learning to read and write. Specially trained teachers work individually with children in daily 30-minute lessons for 12 to 20 weeks. After completing a full series of lessons, about 72% of students reach grade-level standard. During the 2015-16 school year, Reading Recovery teachers served 42,394 children, including 18% African American and 19% Latino students. Reading Recovery requires ongoing data collection for each and every child who has lessons – 2.3 million since 1984. Because accountability is key, school administrators have access to reports at the teacher, school, and district levels.

- Among all beginning reading programs reviewed by the What Works Clearinghouse, Reading Recovery achieved strong results across all four domains and received the highest rating in general reading achievement.
- The \$55 million Investing in Innovation (i3) scale-up of Reading Recovery, “one of the most ambitious and well-documented expansions of an instructional program in U.S. history,” was highly successful. Findings from the randomized control trial (RCT) study revealed medium to large impacts across all outcome measures. Effect sizes at the end of 12–20 weeks of treatment ranged between 0.30 and 0.42 standard deviations.
- Reading Achievement improves in weeks, not years, with 72% of students reaching grade-level standard in less than 20 weeks, after receiving a full series of daily 30-minute lessons.

Success for All Foundation

MBK Goal: Reading at grade level by third grade

Level of Evidence: Promising

Geography: AK, AL, AR, AZ, CA, CO, CT, DE, FL, GA, HI, IA, ID, IL, KS, KY, LA, MA, MD, MI, MN, MO, MS, MT, NC, ND, NJ, NM, NV, NY, OH, OK, OR, PA, SD, SC, TX, UT, VA, VT, WA, WI, WV, WY

Success for All is a whole-school improvement approach for elementary and middle schools. It is designed to ensure that all students reach third grade reading at grade level, and then continue to grow. A relentless school-wide focus on student success enables teachers to work together to develop instructional practices built on powerful cooperative learning to actively engage students in their own and each other's learning. Tutoring further supports struggling readers. Strategies to engage parents preventatively address barrier issues such as attendance and health. School-wide goal-setting and progress-monitoring, combined with extensive peer-supported coaching, build a continuous improvement process that ensures growing success.

- Students in second or third grade participating in Success for All for three years showed substantial gains in reading comprehension (averaging more than a quarter of a standard deviation more than controls) in three large multisite studies involving schools serving primarily African-American and Hispanic students, and English learners.
- Success for All has reduced the gap between white and minority students by half for third graders.
- In a longitudinal study that looked at students in eighth grade – three years after leaving their Success for All school – 9% of students from Success for All schools had ever been retained while 23% of control students had been retained and time in special education was reduced by one-third for Success for All students compared to controls.



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Children's Aid Society

Carrera Adolescent Pregnancy Prevention Program

MBK Goal: Graduating from high school ready for college and career

Level of Evidence: Strong

Geography: CT; NY; NJ; DE; MD; FL; GA; WV; MI; OH; IL; WI; NM; TX; OR; WA; OK; LA; IN; Washington, DC

The Children's Aid Society (CAS)-Carrera Adolescent Pregnancy Prevention Program is an evidence-based intervention that develops young people's capacity and desire to avoid early parenthood and other risky behaviors. CAS-Carrera begins working with "at promise" boys and girls at age 10 or 11 and follows them through high school graduation and college completion. CAS-Carrera's holistic approach impacts the needs of the "whole child" – education, health care, mental health, family life and sexuality education, employment, sports, and self-expression. These efforts have a combined and predictive value that hold high school graduation and college and career readiness as achievable and expected outcomes.

- CAS-Carrera is designated as "Top-Tier" by the nonpartisan Coalition for Evidence-Based Policy.
- CAS-Carrera is the only 3-year fully evaluated teenage pregnancy prevention program with statistically proven effectiveness in the country, yielding a 50% reduction in birth rates in communities served and a multitude of other positive youth development outcomes.
- Randomized control trial evaluation demonstrated that: male and female participants were 16% more likely to have had some work experience; 30% more likely to have graduated from high school or obtained a G.E.D.; and 37% more likely to be enrolled in college.



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City Year Inc.

Whole School, Whole Child

MBK Goal: Graduating from high school ready for college and career

Level of Evidence: Promising

Geography: LA; MA; IL; OH; SC; OH; TX; CO; MI; FL; MO; AR; CA; TN; FL, WI; NH; NY; PA; RI; WA; OK; Washington, DC

City Year helps students and schools succeed by deploying diverse teams of City Year AmeriCorps members to provide research-based student, classroom and school-wide supports that help students stay in school and on track to graduate from high school, ready for college, career and civic success. A recent third party study shows that schools that partner with City Year were up to 2-3 times more likely to improve on Math and English assessments. A proud member of the AmeriCorps national service network, City Year is funded by the Corporation for National and Community Service, local school districts, and private philanthropy from corporations, foundations and individuals.

Supporting School-Wide Gains

- According to research by Policy Studies Associates in 22 districts, as compared to schools that did not partner with City Year, schools partnering with City Year:
 - o were two times more likely to improve on state English assessments
 - o were up to three times more likely to increase proficiency rates in math, and gained the equivalent of approximately one month of additional English and math learning, compared with schools that did not partner with City Year



College & Career Academy Support Network
UNIVERSITY OF CALIFORNIA, BERKELEY

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College & Career Academy Support Network

MBK Goal: Graduating from high school ready for college and career

Level of Evidence: Strong

Geography: AL, AR, CA, DC, FL, GA, HI, ID, IL, IA, KS, LA, MD, MA, MI, MO, NV, NJ, NM, NY, NC, OH, OR, PA, TN, TX, WA, WI

High school career academies prepare students for both college and careers, with three key elements: (1) a group of students working with a small team of teachers over a period of two to four years, taking some classes together each year as a cohort; (2) a curriculum that meets academic requirements for admission to a four-year college and a sequence of career-technical courses in a career field such as health, engineering, or arts and media, with interdisciplinary projects that integrate academic and career-technical content; and (3) partnerships with local employers who provide guidance on curriculum, mentoring for students, internship opportunities and other support.

- Career academies improve employment and earnings eight years after high school, especially for young men of color (Kemple, J.J., Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood, 2008).
- Graduates of career academies, most from low-income communities of color, who attended a four-year college were less likely to need remedial courses and more likely to complete bachelor's degrees, than non-academy graduates from the same school district attending the same college (Maxwell, N.L., "Step to College: Moving from the high school career academy through the four-year university," 2001).
- Academy students, most of whom were African American or Latino, drop out at lower rates and graduate at higher rates than similar students from the same districts (Warner, M., et al, Taking stock of the California Linked Learning District Initiative, 2015).



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Eisenhower Foundation

Quantum Opportunities Model

MBK Goal: Graduating from high school ready for college and career

Level of Evidence: Promising

Geography: Albuquerque, NM; Baltimore, MD; Boston, MA; Milwaukee, WI; New Bedford, MA; Dover, NH; Herndon, VA; and Portland, OR

The Eisenhower Quantum Opportunities model invests in high risk, economically disadvantaged, racial minority inner city youth over all four years of high school. Quantum's comprehensive, wrap around multiple solutions consist of 1) "deep" mentoring and advocacy, 2) tutoring and homework assistance, 3) life skills training, 4) college preparation, 5) youth leadership training, and 6) modest stipends for participation. In a randomized control evaluation, Quantum participants had higher grades, graduation rates, college acceptance rates, college enrollment rates and college persistence rates than controls. The level of significance was .001. The outcomes held for African American and Latino youth as well as for male and female youth.

- In a randomized control evaluation, Eisenhower Quantum Opportunities participants had higher grades, high school graduation rates, college acceptance rates, college enrollment rates and college persistence rates than control group members with .001 statistical significance.
- The positive findings held for both young men and young women – as well as for both African Americans and Latinos.
- The Eisenhower Quantum Opportunities Program was designated an Exemplary Evidence-Based Model by United States Department of Justice CrimeSolutions reviewers, and as a National Model by National Mentoring Resource Center (NMRC) reviewers. The NMRC review highlighted how an initial emphasis on graduation as a goal helped Quantum participants feel more comfortable than an initial emphasis on grade improvement.



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African American Male Achievement Manhood Development Program

MBK Goal: Graduating from high school ready for college and career

Level of Evidence: Preliminary

Geography: Oakland and San Francisco, CA

In 2010, Oakland Unified School District (OUSD) launched African American Male Achievement (AAMA) and appointed Christopher P. Chatmon as Executive Director; shortly thereafter the Manhood Development Program (MDP) was created. MDP's core class – Building Self Esteem through Cultural Identity serves as the foundation of AAMA's support for AAM students in grades 3rd – 12th. Classes are taught by AAM teachers who form deep relationships with the students and help them navigate through school and life. Students develop an understanding of who they are as AAM's, develop a brotherhood, and boost their academic achievement by building their vocabulary, engaging in academic discourse, focus on writing and studying culturally relevant texts.

- 20% increase in African American Male Student Cohort Graduation for the Oakland Unified School District
- Reduce Suspension for African American Male Students by 47% within Oakland Unified School District over the course of the past 5 years
- African American Male Students participating in our Manhood Development Program have shown a 1.13 increase in GPA over the course of a school year



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Urban Alliance

MBK Goal: Graduating from high school ready for college and career

Level of Evidence: Preliminary

Geography: Washington, DC; Chicago, IL; Baltimore, MD; Northern Virginia; Fairfax County; Prince George's County (Via Curriculum Outreach)

Urban Alliance provides professional internships, skills training, and mentoring to connect students to pathways for achieving economic self-sufficiency in adulthood. Headquartered in Washington, DC, UA also serves youth in Baltimore, Chicago and Northern Virginia, targeting high school seniors in under-resourced schools and neighborhoods who risk disconnecting from school or work post-graduation. Results from a randomized controlled trial (RCT) show that Urban Alliance profoundly impacts college access for males: program completion increased the probability of enrollment by 26 percentage points; and the final, forthcoming report finds that male alumni are 24 percentage points more likely to complete two years of college.

- Males completing the High School Internship Program are 26 percentage points more likely to attend college than their peers and are 24 percentage points more likely to complete two years of college.
- Middle-tier students (with GPAs between 2.0 and 3.0) completing the High School Internship Program are 21 percentage points more likely to attend four-year colleges than their peers.
- Participation in the High School Internship Program increases student's comfort with hard and soft skills necessary for success in the workplace.



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Urban Prep Academies

MBK Goal: Graduating from high school ready for college and career

Level of Evidence: Preliminary

Geography: Chicago, IL, Over 100 Colleges & Universities Nationwide

Urban Prep Academies is a nonprofit organization that operates the country's first network of charter public high schools for boys. Since opening the first school in 2006, 100% of Urban Prep's graduates—all African American males, mostly from low-income families—have been admitted to college. Urban Prep's three schools in high need Chicago communities, as well as Urban Prep's unique Alumni Program (supporting its graduates while they are in college) and Fellows Program (providing workforce development opportunities to our alumni upon completing college), have given more than 2,500 students the tools they need to succeed in college and life.

- For the last seven years, 100% of Urban Prep graduates have been admitted to college.
- Urban Prep's high school graduation rate of 82% exceeds national Black male graduation rates by more than twenty-three percentage points.
- Urban Prep's average first year college enrollment rate of 91% exceeds national Black male first year college enrollment rates by almost forty percentage points.



Bottom Line

Get in • Graduate • Go far

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Bottom Line

MBK Goal: Completing postsecondary education or training

Level of Evidence: Promising

Geography: Boston, MA; Worcester, MA; New York City, NY; Chicago, IL

Bottom Line has been working to help students get into college, graduate from college and prepare for a career since 1997. During this time Bottom Line refined its model and learned how to grow responsibly without compromising quality. Bottom Line addresses the problem of cyclical poverty by providing personalized, long-term support to students in need, with the ultimate goal of helping them graduate from college, career ready. To date, 78% of its college students have earned a degree within six years, and 86% of its 2015 graduating class were employed or enrolled in graduate school within six months of graduation.

- From an RCT study focusing on the classes of 2015 and 2016: Students offered BL advising were 14% more likely to enroll at a 4-year institution, and attended institutions with higher mean graduation rates and lower cohort default rates
- Historically, 78% of its students have graduated college within 6 years
- 86% of its college graduates from the Class of 2015 were employed or enrolled in graduate school within 6 months of college graduation



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City University of New York *Accelerated Study in Associate Programs*

MBK Goal: Completing postsecondary education or training

Level of Evidence: Strong

Geography: New York City, NY

CUNY ASAP is a comprehensive program designed to help participating students earn their associate degrees as quickly as possible, with the goal of graduating at least 50 percent of students within three years. The program is able to reach this goal by providing its students with extensive supports, including financial resources (tuition waivers, textbook assistance, and MetroCards), structured pathways to support academic momentum (full-time enrollment, block scheduled courses, immediate and continuous enrollment in developmental education, winter and summer course-taking), and support services such as personalized advisement, tutoring, career development services, and early engagement opportunities to build a connected community.

- ASAP students graduate at much higher rates than non-ASAP students. To date, across six cohorts, ASAP has an average graduation rate of 53% vs. 23% of a matched comparison group of similar students. In a third-party evaluation using a random assignment design, ASAP students were found to have nearly double the graduation rate of control group students. ASAP has been found to cost less per graduate than regular college services due to these high graduation rates and realize significant cost benefits to the taxpayer and student in the form of increased tax revenue and lifetime earnings and savings to the public sector.
- There are large and significant differences between ASAP and comparison group students in terms of retention rates, movement through developmental course work, credit accumulation, and graduation rates. These differences are seen as early as the first semester and continue to be found at all junctures over three years.
- All subgroups of students (race/ethnicity, gender and Pell status) are impacted by ASAP and all subgroups come close to, or exceed, the 50 percent three-year graduation rate program goal. Although there are still gaps in three-year graduation rates between subgroups of students within ASAP, ASAP helps to narrow existing graduation gaps for black and Hispanic males.



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Year Up

MBK Goal: Completing postsecondary education or training

Level of Evidence: Promising

Geography: Arizona, Baltimore, the Bay Area, Chicago, Dallas/Fort Worth, Greater Atlanta, Greater Boston, Greater Philadelphia, Jacksonville, Los Angeles, the National Capital Region, New York, Providence, Puget Sound, and South Florida

Year Up is an award-winning national 501(c)3 organization striving to close the Opportunity Divide by providing urban young adults ages 18-24 with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Through a one-year intensive training program, these young adults complete a unique combination of rigorous, hands-on technical and professional skills, college credit and corporate internships. Year Up will serve over 3,000 students in 2016 nationwide.

- Year Up's first randomized controlled trial with Economic Mobility Corp compared our students to controls for two years after graduation and found that Year Up participants earnings were 32% (or \$13,000) higher than controls.
- A 2011 alumni survey done in partnership with Campbell Rinker (project called Long-Term Graduate Success) evidenced sustained employment, upward career mobility, and earnings for a robust sample of 1,283 graduates (out of ~2,100 total alumni since our first graduates in 2002) who responded to a long-term follow-up survey.
- Between 2010 and 2015 the organization roughly doubled the total number of Year Up participants at both existing and new sites across the country. During this time of rapid growth, their retention rate increased from about 70 to nearly 80 percent enterprise-wide. This growth and improved performance was achieved in parallel with randomized controlled trials for the PACE evaluation, when they had to additionally over-recruit by 50% to accommodate control groups.



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Homeboy Industries

MBK Goal: Successfully entering the workforce

Level of Evidence: Preliminary

Geography: Los Angeles County, San Bernardino County, Riverside County, and Orange County, California

Homeboy Industries is a gang rehabilitation and re-entry program, with a participant pool that is primarily Latino and African-American, as well as many members of the LGBTQ community. Homeboy offers an “exit ramp” for those stuck in a cycle of violence and incarceration, helping them develop the strength and skills to transform their lives and become contributing members of society. Homeboy’s holistic approach supports 10,000 individuals a year from every cultural and faith background as they work to overcome their pasts, reimagine their futures, and break the intergenerational cycle of gang violence. Homeboy’s free services from therapeutic and educational offerings, practical services, and job training-focused business provide healing alternatives to gang life, while creating more inclusive and healthier communities.

- In a UCLA study focused on “retention” and preventing re-incarceration of individuals, a third or less of the individuals in the Homeboy Industries program were re-incarcerated on new charges.
- Homeboy Industries, Inc., in collaboration with Behavioral Health Services, Inc., and the RAND Corporation, improved or stabilized housing and social connectedness. With 94 percent of the proposed population enrolled into the program and 73 percent successfully completing the five-session treatment, analysis of the client outcome data showed improvements or stability over time in housing and social connectedness.
- Additionally, this program stabilized employment and held self-reported arrests below 15 percent. Over 70 percent of participants who completed a 12-month interview reported continued employment. Self-reported arrests were below 15 percent.

National Fund for Workforce Solutions

MBK Goal: Successfully entering the workforce

Level of Evidence: Promising

Geography: Georgia, Maryland, Alabama, Massachusetts, Florida, Pennsylvania, Wisconsin, Illinois, Ohio, Texas, Virginia, Missouri, Iowa, North Carolina, South Carolina, Connecticut, Kentucky, Minnesota, Louisiana, New York, New Jersey, California, Washington, Washington D.C., Kansas

The National Fund partners with philanthropy, employers, workers, public and private community organizations, and more than 30 regional collaboratives to invest in skills, improve systems, and generate good jobs. Specifically, the National Fund works with its local partners to organize employers into industry partnerships to understand labor trends, equip individuals with high-demand skills, and connect graduates to a good job in a growing industry. Furthermore, by connecting businesses, educators, philanthropy and workers the National Fund is improving workforce and education systems and bolstering investment in skills and employment locally and nationally. Better results against matched comparison group for five of six industry partnership programs in Wisconsin and Ohio.

- Higher employment rate, 42% to 73% after 6 quarters, exceeding matched comparison group by 8-29 percentage points
- Higher job retention after 6 quarters, 20%-45% of those employed in the first quarter were employed in the 6th quarter, 13-23 percentage points higher than the matched comparison group
- Higher earnings: \$2,635 (31%) to \$16,661 (134%) higher than the comparison group



PER SCHOLAS

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Per Scholas

MBK Goal: Successfully entering the workforce

Level of Evidence: Strong

Geography: Atlanta, GA - Cincinnati, OH - Columbus, OH - Dallas, TX - National Capital Region, MD - New York, NY

At Per Scholas, we believe that much of the nation's talent is hidden in plain sight: people in overlooked communities who may lack the opportunities—but not the motivation or intellectual curiosity—to join the ranks of the growing tech sector. Through employer-led, tuition-free technology training and professional development, their sector-based approach has helped thousands of individuals launch successful careers in technology. Per Scholas uses data to drive innovation, building an alternative pipeline for diverse talent. Per Scholas is not just training people for a job. They are giving people business and life skills that aim to result in long-term success.

- Per Scholas respondents showed increased earnings by over \$3,700 (or 20 percent) above the control group level and decreased reliance...[on] three of the most common public assistance programs by between 4 and 11 percentage points. (Encouraging Evidence on a Sector-Focused Advancement Strategy: Two-Year Impacts from the WorkAdvance Demonstration – MDRC, 2016)
- Per Scholas participants earned significantly more, \$4,663 or 32 percent, than controls in the second year of the Sectoral Employment Impact Study. On average, participants earned almost \$400 per month more than the control group. (Tuning In to Local Job Markets: Findings from the Sectoral Employment Impact Study - Public/Private Ventures, 2010)
- 90 percent of students who graduated or obtained certificates got jobs — typically full-time and at wages over \$20 an hour... Students' wages were 15 percent above what they had earned prior to enrolling in the program. (Moving up the Ladder: Per Scholas Launches Project Scale - The Economic Mobility Program, 2012)



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YouthBuild

MBK Goal: Successfully entering the workforce

Level of Evidence: Preliminary

Geography: AL, AZ, AR, CA, CO, CT, DC, FL, GA, HI, ID, IL, IN, IA, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NE, NV, NJ, NM, NY, NC, OH, OK, OR, PA, RI, SC, TN, TX, UT, VT, VA, WA, WV, WI

Local YouthBuild programs provide direct leadership, education, and employment pathways out of poverty for young men and women, ages 16 to 24, who previously left high school without a diploma. All are unemployed or underemployed, most are young people of color (50 percent African American, 20 percent Hispanic), roughly 1/3 have been court-involved, and 30 percent are parents. During a full-time program lasting 10 months on average, learners spend half their time in personalized and supportive classrooms working to earn a diploma or equivalent, and half their time working to building affordable housing for homeless and low income persons in their community. Community service, leadership development, authentic voice in governance and opportunities to advocate for policy are integral parts of the model.

- Over 70% of enrollees earning a high school diploma or equivalency, and/or industry recognized credential
- Sixty percent of all enrollees land safely in college or jobs
- Reconviction recidivism rate for court involved youth of only 10% within one year of enrollment



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Center for Employment Opportunities

MBK Goal: Keeping kids on track and giving them second chances

Level of Evidence: Promising

Geography: New York: New York City, Albany, Buffalo, Binghamton, Rochester, California: Oakland, San Diego, San Bernadino, Oklahoma: Oklahoma City, Tulsa, Pennsylvania: Philadelphia

The Center for Employment Opportunities (CEO) aims to offer immediate, effective and comprehensive employment services exclusively to formerly incarcerated individuals. Their program helps participants gain the workplace skills and confidence needed for a successful transition to a stable, productive life. Over the past twenty years, CEO has developed award winning performance management systems and built an evidence-base of effectiveness. Since 2009, CEO has replicated its model in 11 cities across four states where the program targets those at the highest risk of recidivism. Over the next five years CEO plans to grow from 5,000 to 11,000 individuals served.

- A randomized control trial found that CEO's program decreased recidivism by 22% - MDRC "More Than a Job" RCT Evaluation.
- For individuals with the highest risk of recidivating and recently released from incarceration, CEO's program saved \$3.30 for every \$1.00 invested - a savings of \$8,336 per person served. CEO's recidivism reduction and cost savings helped lead to the organization's participation in New York State Pay for Success project.
- A subsequent New York State Department of Criminal Justice Services evaluation found that CEO's program reduced felony re-arrests over a three year period by 19% and reconvictions over a three year period by 19%.



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Cure Violence Health Model

MBK Goal: Keeping kids on track and giving them second chances

Level of Evidence: Preliminary

Geography: 21 US cities including Chicago, New York City, Philadelphia, Baltimore, and New Orleans; and 9 countries with a focus on the United States, Middle East, Latin America, and Africa

Cure Violence is a proven, nationally recognized model that utilizes a public health-based strategy for rapidly — almost immediately — reducing violence while changing the thinking, behaviors and very futures of young men at greatest risk for violence, incarceration, and death. The model has been successfully replicated in diverse settings, proving its efficacy across communities, cultures and ethnicities. Independent studies have shown that the program reduces violence at the community and individual level, as well as helping participants to get assistance in education, employment, parenting, and other issues, helping them to get themselves on a better path.

- Multiple independent evaluations show substantial decreases in violence where the Cure Violence approach is implemented, including 41-73% reductions in shootings in Chicago and 34% reduction in shootings and 56% in killings in Baltimore.
- The Cure Violence model transforms communities by eliminating shootings and killings for long periods of time, as in Cherry Hill, Baltimore, which went nearly 300 days in 2014-2015, and Morrisania, New York City, which is currently experiencing a streak of more than a year and counting.
- Cure Violence workers become “like family” to the young men served, with studies showing that 86% received help finding a job, 45% got assistance with educational goals, and 95% of clients with children believed the program made them a better parent.



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Reading for Life Diversion Program

MBK Goal: Keeping kids on track and giving them second chances

Level of Evidence: Promising

Geography: St. Joseph County, Indiana; Elkhart County, Indiana; Madison County, Indiana; Clark County, Ohio

Reading for Life is a mentoring program that uses young adult fiction and seven classic virtues espoused by Aristotle and Aquinas to inspire juvenile offenders to make better life choices. In small groups with trained mentors, at-risk youth choose a novel and explore themes related to justice, prudence, temperance, fortitude, fidelity, hope, and charity. Participants then engage in a service project that relates to these literary themes and the virtues. Through the guidance of their mentors, students learn to view the world from new perspectives, build empathy, and begin the process of applying the virtues to their own lives.

- Reading for Life has a 3% recidivism rate
- Children who received the Reading for Life intervention saw a 68% reduction in prosecuted felonies
- Reading for Life is most effective with African American males between the ages of 16-18 from low socioeconomic backgrounds



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Roca Inc.

MBK Goal: Keeping kids on track and giving them second chances

Level of Evidence: Preliminary

Geography: Boston, Chelsea, Springfield, and Lynn, MA

Roca's mission is to disrupt the cycle of poverty and incarceration by helping young people transform their lives. Using an evidence-based and data-driven Intervention Model, Roca serves young adult ages 17-24 at the highest risk of future incarceration. Through relentless outreach, meaningful relationships, tailored services (employment, education and life skills) and community partnerships, Roca serves young people who are not yet ready, willing or able to change. Roca's rigorous data tracking shows that Roca retains 80% of participants, and after the first two years, 91% of participants have no new arrests and 86% hold a job for 6+ months.

- High retention rate: Despite the fact that Roca serves young people who are not yet ready, willing or able to participate in programs, Roca retains 80% of participants in the organization's 4-year Intervention Model.
- Decreasing recidivism: After completing the intensive part of Roca's Intervention Model (the first two years), 91% of participants have no new arrests.
- Increasing Employment: After completing the intensive part of Roca's Intervention Model (the first two years), 86% of participants hold a job for 6 months or longer.



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U.S. Soccer Foundation

Soccer for Success

MBK Goal: Keeping kids on track and giving them second chances

Level of Evidence: Preliminary

Geography: GA, MD, MA, NY, NJ, PA, IL, OH, TX, CO, MI, CA, FL, HI, MO, LA, NE, AZ, OR, RI, NC, MS, WA, VA

The U.S. Soccer Foundation's sports-based group mentoring program, Soccer for Success is an evidence-based out-of-school-time program that is proven to alter the trajectory of youth from low-income underserved communities. The program is designed to leverage the appeal of soccer as a hook to engage youth aged 6 to 13 who would not traditionally choose to enter a mentoring relationship. Since 2009, it has emerged as a national leading model in sports-based youth development. It is currently supported by the Corporation of National and Community Service's Social Innovation Fund (SIF), and the Department of Justice (DOJ).

- 73% of participants report that the program helped them to try harder in school
- 86% of participants indicate that Soccer for Success helped them stay away from antisocial behavior
- 74% of participants indicate that Soccer for Success helped with gang resistance



THE CAVE OF ADULLAM TRANSFORMATIONAL TRAINING ACADEMY®

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Yunion: The Cave of Adullam Transformational Training Academy

MBK Goal: Keeping kids on track and giving them second chances

Level of Evidence: Preliminary

Geography: Detroit, Oak Park, Farmington Hills, Southfield, Redford, and Warren, Michigan

The Cave of Adullam is a Transformational Training Academy for comprehensive male development. They transform uninitiated boys into men who are physically conscious, mentally astute and spiritually strong enough to navigate through the pressures of this world without succumbing to their negative emotions. Their emotional stability training system, teaches recruits to proactively identify the negative emotions that influence detrimental life decisions, and trains them to introspectively confront and conquer those emotions with composure. As a result, academically, 78% of their recruits improve their GPA without tutoring, and behaviorally, their recruits improve socially with their parents, siblings, teachers and peers.

- Improved mental focus and decreased ADHD Symptoms. 56% of parents report a decrease in school suspensions and an increase in making more positive decisions
- Improved academic performance: 78% of its students improved their GPA without academic tutoring
- Improved social behavioral & emotional stability: 98% of parents report their sons have grown spiritually and became more stable emotionally since becoming a recruit in the CATTa)

Youth Guidance

Becoming a Man

MBK Goal: Keeping kids on track and giving them second chances

Level of Evidence: Promising

Geography: Chicago, IL

Youth Guidance's Becoming a Man (BAM) program is a school-based group counseling program that guides young men to learn, internalize and practice social cognitive skills, make responsible decisions for their future and become positive members of their school and community. (BAM) is an interdisciplinary program integrating clinical theory and practice, men's work, and youth development techniques. Using the evidence-based BAM curricula, BAM counselors facilitate weekly BAM Circles that engage young men in learning, practicing and internalizing the program's six core values: integrity, self-determination, accountability, respect for womanhood, positive anger expression and visionary goal-setting.

- The University of Chicago Crime Lab conducted a second Randomized Controlled Trial evaluating BAM in 2013-2015 and found:
 - BAM reduced violent crime arrests by 50%
 - BAM reduced overall arrests by 35%
- The first University of Chicago randomized controlled trial, conducted in 2009-2010, found a 19% increase in on-time high school graduation for participants, as well as a reduction of violent crime arrests by 45%



**Big Brothers Big Sisters
of America**

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Big Brothers Big Sisters of America

MBK Goal: Empowering parents and engaging caring adults and mentors

Level of Evidence: Promising

Geography: 50 States

Big Brothers Big Sisters (BBBS) operates under the belief that inherent in every child is the ability to succeed and thrive in life. As the nation's largest donor and volunteer supported mentoring network, BBBS makes meaningful, positive, and monitored matches between adult volunteers ("Bigs") and children ("Littles"), ages 6 through 18, in communities across the country. BBBS aims to develop positive relationships that have a direct and lasting effect on the lives of young people. BBBS serves children facing adversity including youth among African Americans, Latinos, Asian Americans, LGBTQ, youth living in poverty, and youth living in high crime communities. BBBS one-to-one matches are the driving force behind making an impact on the lives of children. According to studies by Public Private Ventures and Harris Interactive, Littles paired with a Big compared to children from similar socio-economic communities not in a BBBS program are more likely to avoid risky behaviors and stay in school. Former Littles paired with a Big reported the following:

- 77% Littles reported doing better in school because of their Big
- 65% Littles agreed their Big helped them reach a higher level of education that they thought possible
- 52% Littles reported they were less likely to skip school and agreed their Big kept them from dropping out of high school



FLAMBOYAN
FOUNDATION

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Flamboyan Foundation

Family Engagement Partnership

MBK Goal: Empowering parents and engaging caring adults and mentors

Level of Evidence: Preliminary

Geography: Washington, District of Columbia; Baltimore, Maryland; Denver, Colorado; Kansas City, Missouri; Massachusetts; and Nashville, Tennessee

The Family Engagement Partnership (FEP) is an intensive, capacity-building intervention designed to support student success by transforming the ways teachers and families collaborate with one another. The FEP supports practices of school leaders and teachers designed to: build trusting relationships with families; engage families as partners in their students' academic success; and communicate consistently and meaningfully with families. In 2015, the Johns Hopkins University examined the FEP at 12 elementary schools with more than 4,000 students for school year 2013-14 in Washington, D.C. It found that students whose families received a home visit had 24 percent fewer absences and were more likely to read at or above grade level compared to similar students who did not receive a home visit.

- Students in the Family Engagement Partnership whose families received a home visit were absent, on average, 2.7 fewer days than students whose families did not receive a home visit.
- Students in the Family Engagement Partnership whose families received a home visit were more likely to read at or above grade level compared to similar students who did not receive a home visit.
- Schools where teachers felt more supported by administrators in their family engagement efforts and where teachers reported doing more family engagement practices were more likely to experience improvement in student outcomes.



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iMentor

MBK Goal: Empowering parents and engaging caring adults and mentors

Level of Evidence: Preliminary

Geography: New York, NY; Chicago, IL; Bay Area, CA; Albuquerque, NM; Boston, MA; Charlotte, NC; Colorado Springs, CO; Dallas, TX; Decatur, IL; Denver, CO; Houston, TX; Knoxville, TN; Miami, FL; Milwaukee, WI; Pittsburgh, PA; Salt Lake City, UT; Tallahassee, FL

iMentor's tagline is: "Every student deserves a champion." iMentor partners with public high schools in low-income communities, where a majority of the young people served will be first generation college students. They build mentoring relationships, which empower students to graduate high school, succeed in college, and achieve their ambitions. Since 1999, they have matched more than 20,000 students with mentors.

- 78% of iMentor students were accepted to at least one college in 2015.
- iMentor is currently tracking the long-term college outcomes for 4,228 students nationally.
- 59% of iMentor students who enroll complete college within 6 years, as compared to 26% of students nationally from low-income communities.



EVERYONE
GRADUATES
CENTER



MENTOR
THE NATIONAL MENTORING PARTNERSHIP

MY BROTHER'S KEEPER

MBK

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MBK Success Mentor Corps

MBK Goal: Empowering parents and engaging caring adults and mentors

Level of Evidence: Promising

Geography: 30 MBK Communities: Sacramento, Oakland, Los Angeles & Fresno, CA; Denver, CO; Hartford, CT; Orlando, Jacksonville & Miami-Dade, FL; Boston, MA; Baltimore, MD; Detroit & Flint, MI; Sunflower County, MS; Kansas City, MO; Minneapolis, MN; Albuquerque, NM; New York City, NY; Cleveland & Columbus, OH; Portland, OR; Philadelphia & Pittsburgh, PA; Providence, RI; Dallas, San Antonio & Austin, TX; Seattle, WA; Milwaukee, WI; and the Pine Ridge Reservation

In the most impacted high poverty communities 30 percent or more of students are chronically absent – missing three or more weeks of school. More of these students end up on the path to dropping out than graduating. MBK Success Mentors is a bold and aggressive effort to change this. Evidence shows that if a student has a school based mentor who meets with them at least three days a week, to encourage, recognize, and remove obstacles to their school success, that they will gain two additional weeks of schooling, and from that receive higher grades, better test scores, and have greatly increased odds of staying on track to graduation. MBK Success Mentors is aiming to bring these supports to a million of the most in need students. In less than 9 months it has engaged 30 school districts and growing in this effort

- Students with Success Mentors gained on average 9 additional days of schooling, which is educationally significant, as attendance gains of this size lead to higher graders, higher rates of promotion, stronger test scores and ultimately higher rates of graduation.
- Students in temporary shelters with Success Mentors were 31% less likely to be chronically absent than student without them. Overage high school students with Success Mentors were 51% more likely to return to school the following year than students without them
- Middle Schools using Success Mentors and their supporting infrastructure, had 17% fewer chronically absent 6th graders, than comparison schools.

#MyBrothersKeeper
#WhatWorks

www.whitehouse.gov/mbk