

# Accelerating Results for Black Males: *A Resource Guide for Promise Neighborhoods*

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## **PART I. Creating the Foundation to Accelerate Results for Black Males**

This document is Part I of a series of papers developed to help communities promote black male achievement in their neighborhoods. Part I provides a results-based framework for Promise Neighborhoods to systematically evaluate and respond to the particular needs of black male children in the community. Subsequent papers will offer programmatic and policy solutions that Promise Neighborhoods can employ within this framework to sustain and enhance their impact on this population. Together, this series comprises a guide that is geared toward using the Promise Neighborhoods model to coordinate educational, health, and community supports to help children succeed from the cradle to college to career. This guide was produced by the [Promise Neighborhoods Institute at PolicyLink](#) with assistance from the [Leadership and Sustainability Institute for Black Male Achievement](#) and funding from the [Open Society Foundations Campaign for Black Male Achievement](#). This guide is applicable to any community working to improve outcomes for black males. It can also be adapted for communities working to improve outcomes for other populations.

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## Introduction

***“An approach that is sensitive to the needs of particular communities ensures that everyone's needs are being addressed.”***

—john a. powell, Executive Director, [Kirwan Institute for the Study of Race and Ethnicity](#)

In communities across the nation, black males face disproportionate barriers that impede their academic success.<sup>1</sup> They are more likely than their peers to be suspended or expelled from school, maligned by low expectations, placed in less challenging or underresourced learning environments, victimized by violence, and criminalized by law enforcement.<sup>2</sup> This document is designed to help Promise Neighborhoods systematically identify and address these barriers to improve the outcomes of black male children in their communities. It offers step-by-step instructions for assessing their needs and recommends a results-based framework for using this information to make a positive impact in their lives, from cradle to college to career. In doing so, this document describes how to build the infrastructure to plan and implement targeted interventions for children who need them most. By following these guidelines, Promise Neighborhoods will create a pathway to opportunity for all children in the neighborhood and build a brighter future for the nation.

## Chapter 1: Collecting Data on Black Males in the Community

*Last year, Duane—a 7-year-old black boy living in the Saint Paul Promise Neighborhood—was having trouble at school and at home. He had nightmares, a constant feeling of nameless foreboding, and symptoms of hyperactivity, impulsivity, and aggression. Given Duane’s history of intense trauma, it is not surprising that his mind, body, grades, and social attachment skills were suffering. During his short life, Duane experienced an armed robbery in his home, witnessed ongoing violence at home and in the neighborhood, survived a severe beating, and withstood bullying and social neglect from his peers. Duane is not alone; black male youth are far more likely than any other group to be exposed to traumatic and life-threatening events. They are 19 times more likely than their white male counterparts to die of homicide, 8 times more likely to have someone close to them murdered, and nearly 3 times more likely to witness a shooting, bombing, or riot.<sup>3</sup>*

*Recognizing the particular challenges facing Duane and other black males in the Saint Paul Promise Neighborhood, the Amherst H. Wilder Foundation launched Kofi Services to respond to their needs. Kofi is an evidence-based Afrocentric school- and home-based program that provides cultural affirmation and role modeling to improve behavior, boost academic performance, and increase parental involvement. Through intensive individual play therapy, family therapy, parent education, case management, work with the schools, and diligent follow-up, Kofi Services has helped Duane make tremendous strides. In just a year and a half, Duane increased his test scores on the Minnesota Comprehensive Assessment, became engaged in playing basketball, and learned social and emotional skills to help him feel safe and connected with others. Through Kofi Services and several other culturally specific programs, the Saint Paul Promise Neighborhood ensures that all children have the support they need to succeed.*

As Duane’s experience shows, black males often have distinct needs that reflect the particular challenges they face. Collecting appropriate data on black males is essential to assess and respond to their needs. This chapter specifies data that Promise Neighborhoods can collect to assess these needs, and provides guidance on how these data can be collected.

### **A. Essential Data on Black Males**

It takes a variety of statistics from diverse sources to capture the complexity of a population's needs. Current data, as well as historical data, are both critical to understanding population trends, setting realistic targets, and measuring impacts over time. By gathering the following information, Promise Neighborhoods can better assess the needs of black males in the community.

#### **✓ Step 1: Calculate Baseline Population Counts and Penetration Rates for Black Males**

To evaluate impacts on black males at the population and program levels, Promise Neighborhoods first need to determine the number of black males in the community (i.e., population counts) and to what extent they are being served (i.e., penetration rates). This requires the collection of the following statistics:

- number and percent of black male children living in the Promise Neighborhood
- number and percent of black male children attending target schools
- number and percent of black male children living in the Promise Neighborhood that are served by the Promise Neighborhood's interventions
- number and percent of black male children living outside of the Promise Neighborhood that are served by the Promise Neighborhood's interventions

#### **✓ Step 2: Collect Data on the 15 Government-based (GPRA) Indicators for Black Males**

At minimum, Promise Neighborhoods interested in accelerating results for black males should regularly collect and interpret data on how black male children fare on each of the 15 Government Performance Results Act (GPRA) indicators<sup>4</sup> compared to all children assessed and compared to other racial, ethnic, and gender groups. For example, Promise Neighborhoods should collect data on the number and percent of black males at or above grade level according to state mathematics and English language arts assessments in at least the grades required by the Elementary and Secondary Education Act (ESEA) (GPRA 4). *Exhibit A* provides a full description of the 15 GPRA indicators for black males. To compile these data, Promise Neighborhoods will need to identify children's race and gender for all neighborhood and school climate surveys and for all individuals in the case management system.

#### **✓ Step 3: Collect Data on 10 Black Male Achievement Indicators**

Black males often face particular challenges that impede their success. The 10 black male achievement indicators featured in *Exhibit B* pinpoint these barriers to help Promise Neighborhoods eliminate performance gaps between black males and their peers. By turning the curve<sup>5</sup> on these indicators, Promise Neighborhoods can create pathways for equitable black male outcomes on corresponding results.<sup>6</sup>

#### **✓ Step 4: Collect 10 Summary Neighborhood-level Statistics on Black Males**

In addition to the indicators listed above, Promise Neighborhoods are encouraged to track 10 summary statistics to evaluate the overall well-being of black males in the neighborhood. The statistics featured in *Exhibit C* assess key areas where black males often face disparities compared to their peers.<sup>7</sup> When compared to data on all residents and other racial/ethnic/gender groups, these data will help Promise Neighborhoods determine the particular needs of black males in the community and measure impacts on this population.

**Exhibit A: 10 Results and 15 GPRA Indicators for Black Males**

<b>Result</b>	<b>GPRA Indicator</b>
Black male children enter kindergarten ready to succeed in school.	GPRA 1. Number and percent of black male children, from birth to kindergarten entry, who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.
	GPRA 2: Number and percent of black male three-year-olds and black male children in kindergarten who, at the beginning of the program or school year, demonstrate age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.
	GPRA 3. Number and percent of black male children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool.
Black male students are proficient in core subjects	GPRA 4. Number and percent of black male students at or above grade level according to state mathematics and reading or language arts assessments in at least the grades required by the Elementary and Secondary Education Act (ESEA) (3rd through 8th and once in high school).
Black male students successfully transition from middle grades to high school.	GPRA 5. Attendance rate of black male students in 6th, 7th, 8th, and 9th grade as defined by average daily attendance.
Black male students graduate from high school	GPRA 6. Graduation rate of black male students.
Black male high school graduates obtain a postsecondary degree, certification, or credential.	GPRA 7. Number and percent of black male Promise Neighborhoods students who a) enroll in a two-year or four-year college or university after graduation; b) matriculate to an institution of higher education and place into college-level mathematics and English without need for remediation; c) graduate from a two-year or four-year college or university or vocational certification completion; and d) earn industry-recognized certificates or credentials.
Black males are healthy.	GPRA 8-9. Number and percent of black male children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and consume five or more servings of fruits and vegetables daily.
Black male students feel safe at school and in their community.	GPRA 10. Number and percent of black male students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.
Black male students live in stable communities.	GPRA 11. Black male student mobility rate.

Families and community members support learning of black male students in Promise Neighborhoods schools.	GPRA 12. For black male children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week.
	GPRA 13. For black male children in the kindergarten through 8th grades, the number and percent of parents or family members who report encouraging their child to read books outside of school.
	GPRA 14. For black male children in the 9th to 12th grades, the number and percent of parents or family members who report talking with their child about the importance of college and career.
Black male students have access to 21 <sup>st</sup> century learning tools	GPRA 15. Number and percent of black male students who have school and home access (and percent of the day they have access) to broadband Internet and a connected computing device.

**Exhibit B: 10 Black Male Achievement Indicators Recommended for Promise Neighborhoods**

<b>Result</b>	<b>Black Male Achievement (BMA) Indicator</b>	<b>Target Population</b>	<b>Data Source</b>	<b>Age/Grade Category</b>	<b>Level of Data Collection</b>
Black male students are proficient in core subjects	BMA 1. # and % of black males missing 10% of the school year <sup>8</sup>	Children attending target schools	School District	K-12	School
	BMA 2. # and % of black male teachers of core subjects <sup>9</sup>	ELA/reading and math teachers at target schools	School District	K-12	School
	BMA 3. # and % of black males who report high levels of the three protective factors (caring relationships, high expectations, and meaningful participation) at school and in the community <sup>10</sup>	Children attending target schools	Youth Risk and Protective Factors Survey	Middle and High School	Individual
Black male students graduate from high school	BMA 4. # and % of black males enrolled in special education <sup>11</sup>	Children attending target schools	School District/CRDC	K-12	School
	BMA 5. # and % of black males receiving one or more out-of-school suspension <sup>12</sup>	Children attending target schools	School District/CRDC	K-12	School
	BMA 6. # and % of black males expelled <sup>13</sup>	Children attending target schools	School District/CRDC	K-12	School
	BMA 7. # and % of black males receiving one or more school-related arrest <sup>14</sup>	Children attending target schools	School District/CRDC	Middle and High School	School
Black male high school graduates obtain a postsecondary degree, certification, or credential.	BMA 8. # and % of black males who participate in the SAT/ACT <sup>15</sup>	Children attending target schools	School District/CRDC	High School	School
	BMA 9. # and % of black males enrolled in at least one advanced placement class <sup>16</sup>	Children attending target schools	School District/CRDC	High School	School
	BMA 10. # and % of black males who pass at least one AP test <sup>17</sup>	Children attending target schools	School District/CRDC	High School	School

**Exhibit C: 10 Recommended Summary Neighborhood-level Statistics on Black Males**

<b>Neighborhood-Level Statistics</b>	<b>Data Source</b>
% of black male children living below the poverty line <sup>18</sup>	Decennial Census/ American Community Survey
% of black female-headed households with related children under 18 <sup>19</sup>	Decennial Census/ American Community Survey
% of black males aged 16-24 in labor force who are employed <sup>20</sup>	American Community Survey
# and % of black males 18 years and over with less than a high school diploma, GED or equivalent <sup>21</sup>	American Community Survey
# and % of black males 25 years and over with a bachelor's degree or higher <sup>22</sup>	American Community Survey
# and % of black males in foster care <sup>23</sup>	Child Welfare Services
# and % of juvenile arrests of black males per year <sup>24</sup>	Police Department/County Sherriff
# and % of black males 10-17 in juvenile detention and black males 18 years and over who are incarcerated <sup>25</sup>	Department of Juvenile Justice/Department of Corrections/Decennial Census/American Community Survey
# and % of reported violent crimes involving a black male suspect or victim <sup>26</sup>	Police Department/County Sheriff
# and % of black male homicide victims <sup>27</sup>	Public Health Department/Coroner/Police Department/County Sherriff

## **B. Data Sources for Compiling Statistics on Black Males**

While the requirements for obtaining particular data vary by community, Promise Neighborhoods should be able to collect all or most of the above-mentioned data by following these guidelines.

### **✓ Step 1: Collect Data from School Administrators and Local Agencies**

Where possible, Promise Neighborhoods should collect data directly from school administrators and local agencies. These sources have the most current information and can provide data that are aligned with the Promise Neighborhoods footprint. Ideally, all 10 black male achievement indicators and at least five of the 10 summary neighborhood-level statistics would be collected from these local sources. Local sources also have access to individual-level data that can help improve service delivery. For example, school administrators and teachers can provide day-to-day and monthly achievement and behavior data on individual children living in the Promise Neighborhood to inform the work of Promise Neighborhoods partners who serve these children. For information on the particular requirements Promise Neighborhoods must comply with to access student information, consult Chapter 6 of The Urban Institute's *Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results*.

### **✓ Step 2: Collect Data from State and National Data Sources as Needed**

If data are inaccessible from local sources, Promise Neighborhoods can collect several online statistics from state education department websites, the U.S. Department of Education's Office for Civil Rights Data Collection (CRDC), and the U.S. Census American Fact Finder website.

- The Office for Civil Rights Data Collection's (CRDC) website (<http://ocrdata.ed.gov/>) has school-level data for seven of the 10 black male achievement indicators. At present, information for the 2000, 2004, 2006, and 2009 school years is available. For more information about the CRDC data, visit <http://ocrdata.ed.gov/Downloads/CRDCFAQs.docx>.
- U.S. Census American Fact Finder website (<http://factfinder2.census.gov/>) has data for six of the 10 summary neighborhood-level statistics. From this page, users should click Advanced Search - > Show Me All and then select the appropriate racial and ethnic groups, topic, and geography (down to the census tract). Chapter 8 of The Urban Institute's *Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results* explains how to calculate neighborhood-level estimates from this data.

### **✓ Step 3: Collect Data from a Youth Risk and Protective Factors Survey**

One black male achievement indicator—number and percent of black males who report high levels of the three protective factors (caring relationships, high expectations, and meaningful participation) at school and in the community—must be collected from a self-assessment completed by children in target schools. The *California Healthy Kids Survey (CHKS)* is a nationally recognized model for collecting this information.<sup>28</sup> CHKS questions A16-A33 demonstrate how these protective factors should be measured. These questions can be found at <http://chks.wested.org/resources/chks-hs-core-1213.pdf>. Guidelines for calculating this indicator can be found on page 7 of [http://chks.wested.org/resources/rydm\\_surveycontent.pdf](http://chks.wested.org/resources/rydm_surveycontent.pdf).

Numerous states and individual school districts administer youth risk and protective factors surveys that are comparable to the CHKS. *Exhibit D* lists many of these providers. Some agencies also collect data on family protective factors, which can help inform Promise Neighborhoods work with parents. Promise Neighborhoods can generally access data on school, community, and, where available, family protective factors through local school districts or state agencies.

Communities in which most students in target schools live outside of the borders of the Promise Neighborhood should consider administering the community protective factor survey specifically to children who live in the neighborhood. This can be done by working with community partners to administer the survey to youth in Promise Neighborhoods programs. Though youth attending these programs may not be representative of all neighborhood youth, this method of data collection provides useful information on the community and on program performance.

✓ **Step 4: Incorporate Community Knowledge to Contextualize the Data**

Residents, youth, and community-based organizations possess deep knowledge and understanding of the challenges and resources in the community. Their voices add value to the data by explaining the story behind the numbers and raising issues that have been overlooked. Sustained community engagement and meaningful participation, particularly for black male youth, is critical to ensuring that this population’s needs are properly understood and addressed. For detailed guidelines for including community input in planning and implementation processes, consult the *PolicyLink Community Engagement Guide* at [http://www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/COMMUNITYENGAGEMENTGUIDE\\_LY\\_FINAL.PDF](http://www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/COMMUNITYENGAGEMENTGUIDE_LY_FINAL.PDF).

*After knocking on countless doors and surveying hundreds of Chula Vista families, the Chula Vista Promise Neighborhood was surprised to find that more than 90 percent of parents reported talking to their children about the importance of attending college. CVPN knew that the community could help them make sense of this finding, so they convened focus groups to ask parents follow-up questions. CVPN discovered that while parents spoke to their children about college, many told their children that they couldn’t afford it or that they needed their child to stay home to provide childcare. With this insight, CVPN began educating parents about the benefits of a college degree, introducing them to available student grants, and connecting them to childcare providers.*

**Exhibit D: Examples of Youth Risk and Protective Factors Surveys**

Survey Name	Provider	Survey Location	Frequency	Protective Factors
California Healthy Kids Survey (CHKS)	CA Department of Education/ WestEd	CA and individual school sites in Washington D.C.	Annual	School, community, family, in some cases
Prevention Needs Assessment (PNA) Youth Survey	Bach Harrison, L.L.C. Survey Research & Evaluation Services	AK, AL, AZ, CA, FL, IL, LA, MA, MI, MO, NE, NY, OK, TN, VA, VT, UT, WY	Biennial	School, community, family
Communities that Care (CTC) Youth Survey	International Survey Associates Pride Surveys	NY, OR, AK, individual school districts	Annual, Biennial	School, community, family
Michigan Profile for Healthy Youth (MiPHY)	MI Departments of Education and Community Health	MI	Biennial	School, community, family
Minnesota Student Survey	MN Department of Education	MN	Triennial	School, community, family
Pennsylvania Youth Survey (PYS)	PA Commission on Crime and Delinquency	PA	Biennial	School, community, family, in some cases
Maryland Youth Risk Behavior Survey	Maryland State Department of Education	MD	Biennial	School, community

## Chapter 2: Structuring Performance Management Systems to Support Results

Performance management systems allow Promise Neighborhoods to use the data they collect to increase their impact on the community. Most Promise Neighborhoods use Social Solutions’s *Efforts to Outcomes*® (ETO) software to manage individual-level data and the Results Leadership Group’s *Promise Scorecard* software to monitor aggregate-level data. An overview of ETO and the *Promise Scorecard* can be found, respectively, at <http://www.socialsolutions.com/promise-neighborhoods.aspx> and <http://resultsleadership.org/promise-scorecard/>.

This chapter outlines how to configure these systems to collect information on how black male children are doing at the population, agency, and program level in order to enhance Promise Neighborhoods capacity to evaluate impact.

### A. Ensuring Population Accountability for Black Males with the Promise Scorecard

The *Promise Scorecard* allows users to “drill down” into a specific indicator to see the sub-indicators impacting its data. This disaggregation feature permits Promise Neighborhoods to monitor how black males and other groups fare on all indicators assessed. *Exhibit E* shows a sample *Promise Scorecard* with disaggregated population indicators corresponding to the result, “students are proficient in core subjects.” Promise Neighborhoods might also find it useful to create a scorecard that displays all 10 results or separate scorecards for academic results and family and community supports results. By following these guidelines, Promise Neighborhoods can use this disaggregation feature to track the condition of black males at the neighborhood and school level.

#### ✓ Step 1: Develop 15 GPRA Indicators for Black Males in the Promise Scorecard

Develop indicators with data for black males and other race and gender groups that mirror the existing 15 GPRA indicators for all children. For detailed instructions on creating new indicators, see pages 61-64 of the *Scorecard Builder User Guide* accessible at the following web address: <http://support.resultsscorecard.com/documentation/rsc-scorecardbuilder.pdf>.

#### ✓ Step 2: Associate Indicators for Black Males to Corresponding Indicators for All Children

Once created, link the indicators with data on black males and other race and gender groups as “sub-indicators” to the corresponding “top-level” GPRA indicators with data on all children. More specifically, the “top-level” GPRA indicator for all children should be linked to a “sub-indicator” for *either* race *or* gender categories which are disaggregated further to “sub-sub-indicators” of gender within race (i.e., black males, black females) or race within gender (i.e., black males, white males). *Exhibit F* provides an example of an indicator that has been disaggregated by gender within race. The *Promise Scorecard* can link sub- and top-level indicators in two ways. The **Associated** feature attaches sub-indicators to a top-level indicator, while the **Calculation** feature attaches sub-indicators and uses data from the sub-indicators to calculate a top-level indicator. The **Associated** feature is used when the combination of sub-indicators does not equal the top-level indicator. For detailed instructions on using the **Calculation** and **Associated** features of the *Promise Scorecard*, see pages 64 and 67-69, respectively, of the *Scorecard Builder User Guide*.

#### ✓ Step 3: Develop the 10 Black Male Achievement Indicators

Adding the 10 black male achievement indicators (see *Exhibit B*) to the *Promise Scorecard* allows Promise Neighborhoods to monitor and address critical disparities facing black males. These indicators should be populated with data for all children and then disaggregated with “sub-sub-indicators” for black males and other racial/ethnic and gender populations. *Exhibit E* shows how black male achievement indicators can be included with GPRA indicators in the *Promise Scorecard*.

## **B. Integrating Data Systems to Ensure Performance Accountability**

Efforts to Outcomes® (ETO) and the *Promise Scorecard* can be integrated to provide regularly updated information on how programs and agencies are delivering services. While it is critical to evaluate performance for all children and families served, black males often receive fewer services and lower-quality services than their peers.<sup>29</sup> Disaggregating performance measures by race and gender allows Promise Neighborhoods to identify and address these gaps in service delivery. The following steps explain how to configure the Efforts to Outcomes® and *Promise Scorecard* systems to provide information on how partners and programs are serving black males.

### ✓ **Step 1: Develop Performance Measures for Black Males in the *Promise Scorecard***

Performance measures must first be created in the *Promise Scorecard* to be automatically updated with data from ETO. Promise Neighborhoods should create disaggregated performance measures on black males or other groups served that mirror existing performance measures for all children served. *Exhibit G* provides an example of a disaggregated performance measure for the “New Image After-school Program.” Performance measures should be aligned as closely as possible with population-level indicators to ensure that all programs are contributing to the Promise Neighborhood’s core goals. For example, the performance measures associated with the “New Image After-school Program” in *Exhibit E* are aligned with GPRA 4: the number and percent of students at or above grade level according to state mathematics and reading or language arts assessments. More detailed instructions on creating performance measures can be found on pages 99-103 of the *Scorecard Builder User Guide* accessible at <http://support.resultsscorecard.com/documentation/rsc-scorecardbuilder.pdf>.

### ✓ **Step 2: Configure ETO Data System to Populate Performance Measures in the *Promise Scorecard***

ETO can be configured to update the performance measures in the *Promise Scorecard* to provide Promise Neighborhoods with timely information on program and agency performance. This is done by creating a report in *ETO Results* that aggregates performance measure data for a given time frame and periodically sends this information to the *Scorecard*. Social Solutions’s online resource entitled “Instructions for automating the Scorecard with data from ETO using the customer report builder ETO Results” provides detailed instructions for how to complete this process. This resource can be found at <https://sites.google.com/site/etosoftwarehelpmanual/Promise-Neighborhood-Institute-at-PolicyLink>. For further assistance, contact Social Solutions Customer Support at [support@socialsolutions.com](mailto:support@socialsolutions.com).

Exhibit E: Sample Promise Scorecard showing a Result, related Indicators and Program Performance Measures


Welcome, Michael McAfee | [Help](#) | [Logout](#) | [Change Password](#)

Home  
Start Again
 Scoreboard  
Data Driven Decisions
 Reports  
Data & Projects
 Scorecard Builder  
Organize Data
 Administration  
Users, Data Import, Set up

**PNI BMA Scorecard**

Edit Mode
 Make Default
 Print to PDF

Expand All | Collapse All
Scorecards: PNI BMA Scorecard

Population Results

Name	Prior Period	Current Value	Trend Over # of Periods	Most Recent Period	Comments/ Projects
<b>PNname: Students proficient in core subjects</b>					
<input checked="" type="checkbox"/> PNname: Hillcrest Elementary School: % of students at or above grade level in Reading (3rd-5th grade) <small>↕</small>	49%	41%	↓ 1	SY 12/13	
<input checked="" type="checkbox"/> PNname: Hillcrest Elementary School: % of students at or above grade level in Math (3rd-5th grade) <small>↕</small>	17%	19%	↑ 1	SY 12/13	
<input checked="" type="checkbox"/> PNname: Hillcrest Elementary School: % of students missing 10% of the school year <small>↕</small>	13%	16%	↓ 1	SY 12/13	
<input checked="" type="checkbox"/> PNname: Hillcrest Elementary School: % of students who report high levels of the three protective factors (caring relationships, high expectations and meaningful participation) at school <small>↕</small>	42%	45%	↑ 1	SY 12/13	

Program Performance

Name	Prior Period	Current Value	Trend Over # of Periods	Most Recent Period	Comments/ Projects
<b>PNname: New Image After-school Program</b>					
<input checked="" type="checkbox"/> PNname: New Image After-school Program: # of children enrolled <small>↕</small>	88	105	↑ 1	SY 12/13	
<input checked="" type="checkbox"/> PNname: New Image After-school Program: % of children attending program two or more days a week <small>↕</small>	83%	80%	↓ 1	SY 12/13	
<input checked="" type="checkbox"/> PNname: New Image After-school Program: % of children with improved scores on quarterly reading assessments <small>↕</small>	63%	70%	↑ 1	Q1 2013	
<input checked="" type="checkbox"/> PNname: New Image After-school Program: % of children with improved scores on quarterly math assessments <small>↕</small>	53%	59%	↑ 1	Q1 2013	

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## Exhibit F: Disaggregating an Indicator in the Promise Scorecard

% of students at or above grade level in Reading → Disaggregated by grade level

PNName:Hillcrest Elementary School: % of students at or above grade level in Reading (3rd-5th grade)					Print to PDF
Actual Value	Change	Target Value	Time Period	Projects & Comments	
41%	1	43%	SY 12/13		
Data Related to the Indicator					
Name	Prior Period	Current Value	Trend Over # of Periods	Most Recent Period	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of students at or above grade level according to 3rd grade reading assessments	40%	33%	1	SY 12/13	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of students at or above grade level according to 4th grade reading assessments	38%	35%	1	SY 12/13	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of students at or above grade level according to 5th grade reading assessments	48%	54%	1	SY 12/13	

% of students at or above grade level in Reading → Disaggregated by grade level → Disaggregated by race

PNName:Hillcrest Elementary School: % of students at or above grade level according to 3rd grade reading assessments					Print to PDF
Actual Value	Change	Target Value	Time Period	Projects & Comments	
33%	1	49%	SY 12/13		
Data Related to the Indicator					
Name	Prior Period	Current Value	Trend Over # of Periods	Most Recent Period	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of students at or above grade level according to 3rd grade reading assessments (Black)	30%	28%	1	SY 12/13	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of students at or above grade level according to 3rd grade reading assessments (White)	62%	68%	1	SY 12/13	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of students at or above grade level according to 3rd grade reading assessments (Hispanic)	47%	46%	1	SY 12/13	

% of students at or above grade level in Reading → Disaggregated by grade level → Disaggregated by race → Disaggregated by gender

PNName:Hillcrest Elementary School: % of students at or above grade level according to 3rd grade reading assessments (Black)					Print to PDF
Actual Value	Change	Target Value	Time Period	Projects & Comments	
28%	1	30%	SY 12/13		
Data Related to the Indicator					
Name	Prior Period	Current Value	Trend Over # of Periods	Most Recent Period	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of males at or above grade level according to 3rd grade reading assessments (Black)	28%	19%	1	SY 12/13	
<input checked="" type="checkbox"/> PNName: Hillcrest Elementary School: % of females at or above grade level according to 3rd grade reading assessments (Black)	35%	40%	1	SY 12/13	

**Exhibit G: Disaggregating a Program Performance Measure in the Promise Scorecard**

% of children (in the New Image After-school program) with improved scores on quarterly reading assessments → Disaggregated by race

PNName: New Image After-school Program: % of children with improved scores on quarterly reading assessments					
Actual Value	Change	Target Value	Time Period	Projects & Comments	
70%	1	65%	Q1 2013		
Data Related to the Performance Measure					
Name	Prior Period	Current Value	Trend Over # of Periods	Most Recent Period	
<input checked="" type="checkbox"/> PNName: New Image After-school Program: % of children with improved scores on quarterly reading assessments (Black)	55%	53%	1	Q1 2013	
<input checked="" type="checkbox"/> PNName: New Image After-school Program: % of children with improved scores on quarterly reading assessments (Hispanic)	61%	63%	1	Q1 2013	
<input checked="" type="checkbox"/> PNName: New Image After-school Program: % of children with improved scores on quarterly reading assessments (White)	80%	85%	1	Q1 2013	

% of children (in the New Image After-school program) with improved scores on quarterly reading assessments → Disaggregated by race → Disaggregated by gender

PNName: New Image After-school Program: % of children with improved scores on quarterly reading assessments (Black)					
Actual Value	Change	Target Value	Time Period	Projects & Comments	
53%	1	65%	Q1 2013		
Data Related to the Performance Measure					
Name	Prior Period	Current Value	Trend Over # of Periods	Most Recent Period	
<input checked="" type="checkbox"/> PNName: % of males with improved scores on quarterly reading assessments (Black)	35%	30%	1	Q1 2013	
<input checked="" type="checkbox"/> PNName: % of females with improved scores on quarterly reading assessments (Black)	60%	65%	1	Q1 2013	

## Chapter 3: Using Results-Based Accountability to Accelerate Results for Black Males

*Recognizing the important role fathers play in their children’s early development, the Harlem Children’s Zone® took action to turn the curve on the number and percent of male graduates from its Baby College program. Finding that males represented only about 2 percent of graduates from the nine-week parent education class each year, Program Director Marilyn Joseph and her team developed several strategies to recruit and retain more men in the program. They traveled around the country to learn from successful fatherhood initiatives, convened focus groups for males in the program, hired male outreach workers to recruit fathers, introduced a “Father of the Year” award, and created a “Daddy’s Day” focused specifically on fatherhood. These strategies have resulted in a dramatic increase in male participation and graduation. Over the past two years, males have comprised almost 15 percent of nearly 900 total program graduates. Building upon this success, HCZ® is planning further efforts to increase father-involvement in Baby College and to expand this initiative throughout the cradle to college to career pipeline.*

Following the Harlem Children’s Zone® example, Promise Neighborhoods across the country have adopted Results-Based Accountability as a framework for using data to plan and implement effective strategies in the community. This chapter outlines how to use results-based thinking to “turn the curve” on an indicator for black males and to improve the performance of agencies and programs that serve this population.

### **A. Take Action to Turn the Curve on a Baseline Indicator for Black Males**

Promise Neighborhoods can accelerate a result for this population by identifying an indicator that corresponds to the chosen result and then implementing targeted strategies for turning the curve on that indicator. The following questions are organized to show how this can be done. For more detailed information and coaching on using results-based accountability, contact the Results Leadership Group at [info@resultsleadership.org](mailto:info@resultsleadership.org).

1. What result do we want for all children in the Promise Neighborhood and/or target schools?  
**Pick one result on which to focus.**
2. Which indicator will we use to measure progress towards this result? **Pick an indicator corresponding to the chosen result.**
3. What data do we have for this indicator?
  - a. Do we have the data for all children?
  - b. Do we have the data specifically for black males and for other race and gender groups?
  - c. Do we have the current data and comparison data from the past several years to establish a baseline history and forecast for each of these groups?
  - d. How do black males fare on this indicator?
  - e. If black males are not performing as well, is this disparity increasing or decreasing? **If there is a significant or increasing disparity for black males, focus on closing this gap.**
4. What is the story behind the data?
  - a. What are the most important factors contributing to or restricting progress on this indicator?
  - b. What do our stakeholders and community residents have to say about these data?
  - c. What explains disparities on this indicator for race and gender groups? Which additional barriers to opportunity do these groups face?

- d. If there are disparities for black males, are any of the 10 black male achievement (BMA) indicators within the same result as the chosen indicator? If so, what is the relationship between them?
  - i. If they appear related, does the BMA indicator appear to be contributing to the disparity between black males and other groups on the GPRA indicator? Does the BMA indicator disparity emerge first and increase more rapidly?
  - ii. **If we are confident the BMA indicator is an important factor contributing to the GPRA indicator, focus on the BMA indicator as a pathway to making progress with black males on the GPRA indicator.**
- 5. Who are our partners with a role to play?
  - a. Who is involved in work that impacts this indicator for this population?
  - b. What is our relationship to these partners and how do we collaborate with them better?
  - c. Who is not currently involved that we should involve and how do we get them involved?
- 6. What works to do better?
  - a. What strategies can we think of that would make a positive difference for this population on this indicator, including no-cost and low-cost strategies?
  - b. What are some evidence-based strategies, programs, practices and/or policies that have worked for this population on this indicator?
  - c. What distinguishes members of this population who are doing well on this indicator?
  - d. What contributions can partners make to turn the curve on this indicator?
- 7. What do we propose to do?
  - a. What is a realistic target we can set to accomplish by next year for this population on this indicator?
  - b. What is each partner's role in realizing this goal and how will they be held accountable?
  - c. What are the corresponding budgets for this action plan and are they adequate for this goal?

### ***B. Improve Program, Partner, and Lead Agency Performance with Black Males***

Access to high-quality services is essential to achieving measurable results. Promise Neighborhoods programs, partners, and lead agencies can follow these guidelines to improve performance with the black males they serve.

- 1. Who are the clients we serve? (age range, demographics, geographic area, particular needs, etc.)
- 2. How can we measure if our clients are better off?
  - a. Since organizations benefit from more frequent progress reports to guide their work, they should utilize day-to-day or monthly data such as student progress reports, attendance, missing assignments, or self-administered assessments to gauge whether the children served are better off.
- 3. How can we measure the quality of the service we provide?
  - a. How much of a service has been provided (# of programs or clients)?
  - b. How well a service has been provided (% of programs or clients)?
- 4. How are we doing on these measures? **Pick the 3-5 most important performance measures.**
  - a. Do we have the data for all of our clients?

- b. Do we have this data specifically for black males and for other race and gender groups?
  - c. Do we have the current data and data from the past several years to establish a baseline history and forecast for each of these populations?
  - d. How are black males served by the program or agency doing?
  - e. Are black males served as much (#) and as well (%)? Do black males who are served benefit as much as other groups? **If there are significant disparities for black males, focus on closing those gaps.**
5. What is the story behind the data?
    - a. What are the causes or contributing factors behind the baselines of these performance measures?
    - b. What explains potential disparities on these performance measures for race and gender groups?
  6. Who are our partners with a role to play?
    - a. Who is involved in work that impacts this indicator for this population?
    - b. What is our relationship to these partners and how do we collaborate with them better?
    - c. Who is not currently involved that we should involve and how do we get them involved?
  7. What works to do better?
    - a. What strategies can we think of that would improve program, partner, and lead agency performance, including no-cost and low-cost strategies?
    - b. Which of these options are the most closely aligned with the performance measures we intend to address?
    - c. What strategies have worked to improve performance given the best available evidence?
  8. What do we propose to do to improve performance?
    - a. What is a realistic performance target we can set to accomplish by next year for improving these measures?
    - b. How will this goal contribute to community results?
    - c. What actions do we propose to take and how will we implement these plans?
    - d. What role will partners play and how will we work with them?
    - e. What is the corresponding budget for this action plan and is it adequate for this goal?

The strategies and steps in this document describe how to create the infrastructure to plan and implement targeted strategies to improve black male outcomes in Promise Neighborhoods. These prescriptions are not exhaustive, nor can they anticipate the particular challenges facing every community. They cannot substitute for the relationship building, advocacy, and adaptive leadership required to build and sustain any collective impact effort. Rather, this document highlights the need for a targeted approach to systematically assess and respond to the particular needs of population groups. Moreover, it offers Promise Neighborhoods a vision for what that approach looks like in practice. By adopting this approach, Promise Neighborhoods can improve the lives of children with the greatest needs and build a brighter, more equitable future for communities and the nation.

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## Notes

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<sup>4</sup> Urban Institute, “Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results,” 2013, <http://www.urban.org/UploadedPDF/412767-Measuring-Performance.pdf>.

<sup>5</sup> “Turning the Curve” means turning the baseline or trend line in the right direction.

<sup>6</sup> Citations next to each black male achievement indicator in *Exhibit B* specify research that establishes a connection between the indicator and corresponding result.

<sup>7</sup> Citations next to each neighborhood summary statistic in *Exhibit C* correspond to research that validates that black males face particular disparities in these areas.

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