Walden Dissertations and Doctoral Studies

2017

Social Change Initiatives for African-American and Latino Males in Los Angeles County

Kay Ramsey
Walden University

Walden University

College of Social and Behavioral Sciences

This is to certify that the doctoral dissertation by

Kathleen Ramsey

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Yvonne Thompson, Committee Chairperson,
Public Policy and Administration Faculty

Dr. Lydia Forsythe, Committee Member,
Public Policy and Administration Faculty

Dr. Dianne Williams, University Reviewer,
Public Policy and Administration Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2017

Abstract

Social Change Initiatives for African-American and Latino Males in Los Angeles County

by

Kathleen Renee Ramsey

MA, Pepperdine University, 2012

MBA, University of Phoenix, 2007

BA, California State University, Los Angeles, 2005

Dissertation Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

December 2017

Abstract

In the 21st Century, many Americans continue to fight battles for men of color who are at the forefront of criminal injustice, unemployment, and low matriculation. With great dominion and urgency, our Nation must ensure all men, regardless of the adversity can succeed and build legacies in their families, communities, and the economy. In this action research study, an ecological system theory was used to analyze the stakeholders who have implemented the following public polices under the Obama Administration: 21st Century Policing, My Brother's Keeper, and Race to the Top. This research answers the question how stakeholders are able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County. Data was retrieved from 16 non-profit organizations; a target population was then sampled resulting in 25 participants that have expertise in working with men of color. Participant's answered10 interview questions and their short answers were inductively coded, which revealed significant themes. Daily mentorship was identified as the leading tool to garner success in working with men color, while ecological influences, limited funding, policy misalignment, and stereotypical threats have been recurring barriers. Key findings recommended: mixed-method data, stakeholder collaborations, training programs, and creative marketing. Furthermore, this study closes the gap towards aligning with public polices that will create supportive services for men of color and offering stakeholders 'the what, and the how' towards implementing social change.

Social Change Initiatives for African-American and Latino Males in Los Angeles County

by

Kathleen Renee Ramsey

MA, Pepperdine University, 2012

MBA, University of Phoenix, 2007

BA, California State University, Los Angeles, 2005

Dissertation Submitted in Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Policy and Administration

Walden University

December 2017

Dedication

To the men of color that persevere beyond adversity and to the men in search of their own level of greatness I continue the *WORK* for you because " you have to find something that you love enough to be able to take risks, jump over the hurdles & break through the brick walls that are always going to be placed in front of you, If you don't have that kind of feeling for what it is you are doing you'll stop at the first giant hurdle" George Lucas.

Acknowledgments

As a little girl I knew I wanted to have the D-R in front of my name and to have this day come into fruition is truly a dream, prayer, wish, and twinkle in my eye come true. I first want to thank my angel resting in heaven…my mother for choosing to love me continuously beyond foster care and adopting me into her home, life, and heart. The community I grew up in truly shaped me into the woman I am and aspire to become. It has also been the phenomenal men that I have met over the years that have touched my heart. These men have made my heart skip a beat with the hope the generations that come thereafter, will carry their essence; for they have inspired me to write on such a topic as this: Oshea Luja, George McDonald, Khi-Min Jung, Erron Jay, Tony Norman, Thomas Aaron, Greg Abellera, Dr. Gregory Canillas, Dr. Thomas Thompson, Phillip Usher, Joe Rouzan, Feliciano Shields, and Mike Joseph E. I also want to thank my "Mentor" I have never met him but he changed my life through his books, videos, conferences, and podcast…Dr. Eric Thomas the motivational speaker. To my dissertation committee thank you for putting up with me for all these years; Dr. Lydia Forsythe and Dr. Yvonne Thompson, I offer infinite thanks and gratitude for your encouragement, mentorship, thoughtfulness, steadfastness, countless edits and the ability to push me beyond unforeseen levels of greatness. To the most important women in my life thank you for your strength, love, and always checking on me: Dr. Sarah Haider my kindred spirit, and Khristina Sanders my best friend. Most of all, I want to offer a special heartfelt thanks to all of my dissertation participants. Lastly, to my Grandfather Willie Mack who is also resting in heaven, thank you for showing me what a man should be.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Background

The United States has experienced an increase in the number of African-American men killed by police (Swaine & McCarthy, 2017). This is problematic as the loss of life affects communities, the local economy, and the families of the victims (Swaine & McCarthy, 2017). The National Center of Fathering (2013) reported fatherlessness as the most significant familial-social problem facing America. The U.S. Census Bureau reported 57.6% of black children and 31.2% of Latino children live without their biological father (U.S. Fatherless Statistics, 2016). According to the Bureau of the Census (2017), 90% of homeless and runaway children come from fatherless homes. In addition, 71% of high school dropouts come from fatherless homes, as reported from the National Principals Association Report on the state of high schools (U.S. Fatherless Statistics, 2016). A special report from the U.S. Department of Justice stated 70% of juveniles in state-operated institutions have no father (U.S. Fatherless Statistics, 2016). Positive social change among African-American and Latino males was an identified need In 2014, the Obama Administration developed the initiative of My Brother's Keeper, which addresses the disparities in academia, criminal justice, and employment of young boys of color through partnerships with businesses and foundations (Joiner, 2014). Other initiatives that contribute to shifting adverse statistics for African-American and Latino males are 21st Century Policing, which bridges the gap between local police and the community while reducing crime and building trust. The

Race to the Top initiative focuses on education reform and improves results for children to ensure long-term gains for students in college and career (Harris, 2012).

Although the initiatives under the Obama Administration were formed to create social change for men of color, the media and scholarly literature often fails to highlight their successes. In this action research, I asked the question, how are stakeholders able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County? A critical analysis on the stakeholders was conducted on those that have taken on the challenge of implementing 21st Century Policing, My Brother's Keeper, and Race to the Top to discover their success towards program implementation. The goal of this research is to close the research gap in analyzing initiatives to implement positive social change for African-American and Latino males in Los Angeles County; thus, resulting in successful outcomes for men of color in academia within the criminal justice system, and employment.

Problem Statement

In February 2015, the unemployment rate, according to the U.S. Bureau of Labor of Statistics, was 10.4% for African-Americans, while it was less than half of that number for whites (as cited in Morrison, 2015). The high unemployment rate for African-American and Latino men has a negative effect on their families and communities (Morrison, 2015). Media prejudices can be revealed through stereotyping, which may influence employers, resulting in higher unemployment (Rabinowitz, 2015). Of those males not contributing to the economy, the Knafo (2013) stated that one-third of African-

American males will end up in prison, while Latino males are the fastest group being imprisoned, according to the sentencing project (The Sentencing Project, 2008). Unlocking America (2007) reported that if African-American and Latino males went to prison at the same rate white males did, the prison population rate would decline by 50%. Furthermore, African-American men who avoid prison only make up 5.5% of all college students (Feierman, 2014).

In the past 15 years there has been an increase of nonprofit organizations whose mission is to create social change by shifting the adverse statistics affecting African-American and Latino males (citation). However, for this population to break self-fulfilling prophecies, stakeholders need to be cognizant of all the barriers they are up against. According to Guyll, Madon, Prieto, and Scherr (2010), "Self-fulfilling prophecies can have long-term and negative influences on the outcomes of targets who are perceived unfavorably, ultimately widening the gap between advantaged and disadvantaged groups" (p. 116). In addition, psychological barriers play a significant role in program challenges due to the shame and embarrassments of the needed services (Rabinowitz, 2015).

In previous literature, researchers often highlighted the negative stereotypes of African-American and Latino males within their lack of matriculation, frequency in the criminal justice system, and unemployment rates (Bush & Bush, 2013). It has only been within the past decade that there has been a focus on the success in educational attainment for this demographic (Bush & Bush, 2013). In addition, there is a limited body

of knowledge on how stakeholders address the barriers when providing services to African-American and Latino males.

Purpose of the Study

This research focused on the positive initiatives under the Obama Administration, 21st Century Policing, My Brother's Keeper, and Race to the Top, that implement social change in the lives of African-American and Latino males. The major concern presented is that despite the numerous nonprofit organizations and initiatives that have a vision to shift statistics in academia, criminal justice, and employment, the changes over time remain stagnant. The purpose of this study was to analyze the public policy initiatives that were created to implement social change in the areas of academia, criminal justice, and employment in the lives of African-American and Latino males in Los Angeles County. This research sought to close the gap in literature, in analyzing the barriers and success that stakeholders are challenged with as they implement initiatives that will affect social change in the areas of academia, criminal justice, and employment.

Research Question

How are stakeholders able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County?

Conceptual Framework

Action research was the framework used for this study, which has been coined as the ideal change model for nonprofit organizations (Fletcher, Zuber-Skerritt, Bartlett, Albertyn, & Kearney, 2010). The action research model was first developed by Lewin

(1944), which integrates inquiry through a cyclical process of planning, implementing, observing, and reflecting (Fletcher, Zuber-Skerritt, Bartlett, Albertyn, & Kearney, 2010). "Action research stresses that for change to be effective, it must take place at the group level, and must be a participative and a collaborative process which involves all of those concerned" (Burnes, 2004, p. 984). Researchers discovered action research requires investment and time to balance community-based projects and patience to handle the possible tensions that come along with affecting change (Carlisle & Cropper, 2009). In implementing policy change, researchers have challenges with establishing scientific evidence and garnering civic engagement; however, action research strategies help to fill these gaps (Carcari-Stone, Wallerstein, Garcia & Minkler, 2014). More specifically, Carcari-Stone et al. (2014) applied action research with the alignment of social justice, which is community-based participatory research. Community-based participatory research engages partners, researches, analyzes, and defines the problem to help effect change with the findings (Carcari-Stone et al., 2014). Historically, action research has been a cyclical, dynamic, collaborative process that invokes social improvement, ideal for nonprofit organizations (Hine, 2013). This approach was best suited for this study because the goal is to analyze and discover how organizations have implemented a collaborative process to implement social change in the lives of men of color.

In understanding the impact of high incarceration rates, police brutality, high school dropout rates, unemployment, and low matriculation into higher education, stakeholders' greatest tool is the utilization of the theories of change model, which is the second theory for this research. Nonprofit organizations have used theory of change to

develop solutions for complex social problems and bring about social change (Annie E. Casey Foundation, 2004). Theory of change was developed in the 1990s by Weis at the to assist stakeholders in reaching a long-term goal through strategic planning (Annie E. Casey Foundation, 2004). "Theory of change turns conventional planning on its head because it pushes groups to figure out their goals or desired impact and work backwards towards outcome pathways rather than engage in conventional forward orientated, so that reasoning" (Taplin, Clark, Collins, & Colby, 2013, p. 3). Although theory of change originated as an evaluation tool, it has been known to measure success, strengthen partnerships, support organizational development, and facilitate communication (Taplin et al., 2013). The theory of change is a living document to be implemented and meet organizational benchmarks (Taplin et al., 2013).

To create social change amongst this demographic, and to shift the stereotypical disparities that have historically affected families, communities, and the economy of African-American and Latino males, the lens of ecological systems theory was used to for the theoretical framework to understand the levels between individuals and social systems (Suarez-Balcazar, Balcazar, Garcia-Rameriz & Taylor-Ritzler, 2014). As seen in Figure 1. Bronfenbrenner's ecological theory diagram, explains "levels vary in their complexity and interaction, ranging from social, political, and economic forces (macro); to community, school, and town (meso); to (micro) which where the individual interactions in day to day face-to-face experiences" (Orrock & Clark, 2015 p. 12). For stakeholders to begin to create social change that will influence statistics for African-

American and Latino males, ecological systems theory aids in the conceptualization of multicultural psychology and how it influences behavior (Suarez-Balcazar, et al. 2014).
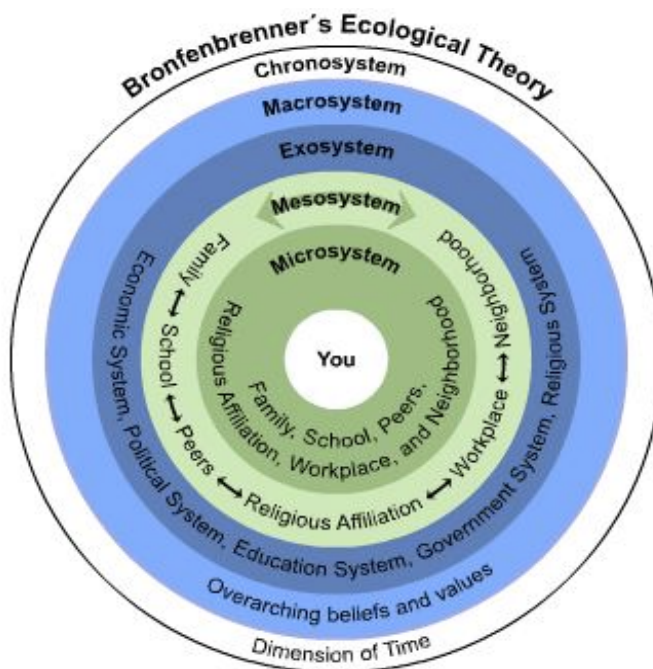
Figure 1. Bronfenbrenner's ecological theory diagram

Nature of Study

The nature of this qualitative study used action research as the framework and ecological theory and theories of change for the theoretical foundation. It evaluated the outcomes and barriers in implementing 21st Century Policing, My Brother's Keeper, and Race to the Top for African-American and Latino males whom are challenged with adversities in obtaining academic success, employment, and justice. I conducted an action research analysis to determine if public policies have an impact on creating social change in the lives of men of color and identified strategic solutions for stakeholders.

21st Century Policing

The goal of 21st Century Policing is to build trust between the law enforcement and the communities they serve (President's Task Force on 21st Century Policing, 2015).). United States' President Obama signed the executive order in 2014 to establish the 21st Century Policy Task Force (President's Task Force on 21st Century Policing, 2015). Over the span of a year, the task force adopted six action items to address: (a) building trust and legitimacy, (b) policy and oversight, (c) technology and social media, (d) community policing, and (e) crime reduction (Presidents Task Force on 21st Century Policing, 2015). In reference to adapting technology and social media, the task force discovered the use of body-worn cameras resulted in 90% fewer incident reports and 60% fewer civilian complaints (Presidents Task Force on 21st Century Policing, 2015). "Body-worn cameras are mobile audio and video capture devices that allow officers to record what they see and hear" (A Primer on Body-Worn Cameras for Law Enforcement, 2012, p5). Self-awareness was attributed to these significant improvements in police-civilian interaction for both parties, merely for, behaving better (Presidents Task Force on 21st Century Policing, 2015). In the first quarter of 2016, the Long Beach Police Department in California, joined thousands of officers around the country in wearing body-worn cameras, which is a part of a 1-year pilot program (Ruiz, 2016). The pilot program awards 40-50 officers with body cameras, as well as supplies the Long Beach Police Department with the infrastructure, support, and training to achieve 21st Century Policing (Ruiz, 2016). Researchers from the California State University Long Beach criminal justice department and the Urban Institute are assisting in analyzing the pilot

program (Ruiz, 2016). The Urban Institute is a think tank in Washington, DC focused on
offering solutions through economic and social policy research (Ruiz, 2016).

My Brother's Keeper

As stated previously, My Brother's Keeper was established by Obama on
February 27, 2014. Obama's presidential task force was comprised to develop programs
to improve the circumstances of men of color in conjunction with various organizations
Harris, 2012). In 2016, the Task Force reported on their first 2 years and My Brother's
Keeper has since been established in 250 communities in 50 states Harris, 2012).
Evidence-based polices have shown MBK to have positive outcomes in the following
areas as stated in the My Brother's Keeper 2016 Progress Report:

- Entering school ready to learn;

- Reading at grade level by third grade;

- Graduating from high school ready for college and career;

- Completing postsecondary education or training; successfully entering the
  workforce;

- Reducing violence and providing a second chance to justice-involved youth.

Over the years, My Brother's Keeper has implemented polices to address
disparities in the lives of men of color and continues to strengthen communities, and
transform lives Harris, 2012).

Race to the Top

The Race to the Top initiative was launched in 2009 under the Obama
Administration as part of the American Recovery and Reinvestment Act (ARRA) to

improve educational progress, ensure students compete with the global economy and to affect social change in the lives of low-income students and students of color (Fundamental Change: Innovation in America's Schools Under Race to the Top, 2015). Currently, the Race to the Top initiative has been implemented in the District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, Rhode Island, and Tennessee (Fundamental Change: Innovation in America's Schools Under Race to the Top, 2015). The Research Alliance of New York City Schools conducted a report on how high schools serve Black and Latino young men (Villavicencio, Klevan, & Kang, 2015) and improves college readiness (Villavicencio, Bhattacharya, & Guidry, 2013). The Research Alliance for New York City Schools was established in 2008, from a group of civic leaders focused on collaborating with policy makers to address problems at city schools with high-quality research and offering reform strategies (The Research Alliance for New York City Schools, 2016).

The stakeholders for 21st Century Policing, My Brother's Keeper, and Race to the Top have established a momentous resolve to establish social change in the lives of African-American and Latino males. This body of literature contributes in understanding how past research and methods were applied in five key areas: barriers, disparities, public policy initiatives, men of color, and theory. This research helps close the gap in literature in specifically addressing a demographic that have barriers in achieving academic success, employment and fighting injustice to improve public policy statistics. Further research can expand the knowledge base through researching various genders, ethnicities, and initiatives.

In this action research qualitative study, the methods used consisted of specific open-ended interviews through online email distribution, and phone interviews. A focus group was also established to develop solutions for the targeted population. Lastly, all data was analyzed using hand coding.

Operational Definitions

21st Century Policing: Twenty-first Century Policing is an executive order signed by President Obama to bridge the gap between local police and the community (Interim Report of the President's Task Force on 21st Century Policing, 2015). Given the urgency of these issues, the President gave the task force an initial 90-days to identify best practices and offer recommendations on how policing practices can promote effective crime reduction while building public trust (Interim Report of the President's Task Force on 21st Century Policing, 2015, p.2).

Action research model: The action research model is used to provide a theoretical foundation that investigates a concept through critical analysis and helps gain awareness to alter their beliefs and perceptions (Harnett, 2012).

Barriers: Barriers are the conditions, policies, or attitudes that prevent or make it difficult for participants to utilize and enjoy a beneficial service (Rabinowitz, 2015).

My Brother's Keeper: My Brother's Keeper is an initiative created by the Obama Administration to address the disparities in academia, criminal justice, and employment of young boys of color in a partnership with businesses and foundations (Obama, 2014).

Ecological Theory: Ecological theory "examines the interaction between the individual and his or her cultural and sociopolitical environment, placing much emphasis

on the relationships formed by interacting levels of influence" (Suarez-Balcazar, et al., 2014, p. 536).

Race to the Top: Rach to the Top is a grant signed into law in the American Recovery and Reinvestment Act of 2009 (ARRA) through the Obama Administration. Race to the Top focuses on education reform and improves results for children to ensure long-term gains for students (Race to the Top Executive Summary, 2009). "Race to the Top Fund…makes substantial gains in student achievement, closing achievement gaps, improving high school graduation rates, and ensuring student preparation for success in college and career; and implementing ambitious plans for core education reform areas" (Race to the Top Executive Summary, 2009, p.1).

Self-fulfilling Prophecy: Self-fulfilling prophecy is a concept that stems from Becker's theory in stating individuals that are labeled negatively will become the negative stereotype placed upon them (Gold & Richards, 2012).

Theory of change: Theory of change "describes a process of planned social change, from the assumptions that guide its design to the long-term goals it seeks to achieve." (Mackinnon, Amott, & McGarvey, 2006, p. 2).

Research Alliance for New York City Schools: The Research Alliance for New York City Schools was established in 2008 from a group of civic leaders focused on collaborating with policy makers to address problems at city schools with high-quality research and offering reform strategies (The Research Alliance for New York City Schools, 2016).

Urban Institute: The Urban Institute is a think tank in Washington, DC that is focused on offering solutions through economic and social policy research (Ruiz, 2016).

Assumptions

There are two key assumptions regarding barriers against policy initiatives as they affect African-American and Latino males. In the first assumption, I assumed that the stakeholders who adapted the public policy initiatives to assist men of color in progressing within academia, the economy, and the criminal justice system were seeking positive outcomes for men. The other assumption I made was that the stakeholders faced difficulties in affecting social change as it pertains to political initiatives and grant objects.

Scope and Delimitations

The goal of this research is to analyze the barriers stakeholders have in affecting change in the way political initiatives are implemented. Moreover, stakeholders that have implemented 21st Century Policing, My Brother's Keeper, and Race to the Top are dedicated towards shifting the negative stereotypes placed upon African-American and Latino males. This population often attributes stereotypical threats towards the increase in high school dropouts, low matriculation, high incarceration rates, and unemployment, leaving the family unit, community, and economy in a deficit (Guyll, et al, 2010) . West (2001) stated that the problematic social circumstances continue to be revealed in the wavering statistics of unemployment, incarnation, police brutality, and education. More importantly, the initiatives created under the Obama Administration, 21st Century Policing, Race to the Top and My Brother's Keeper, specifically focused on targeting the

statistics due to the overwhelming lack of significant change within these marginalized communities.

Despite the economic recoveries within the black unemployment rate, African-Americans still see minimal gains compared to other ethnicities (Morrison, 2015). The unemployment rate for African- American and Latino men negatively affect their families and communities as these men continue to drop out of the labor force (Blackwell, 2014). According to data released by the US Bureau of Labor Statistics, the unemployment rate for African-Americans was 9.6%, while for Latinos; it was 4.7% (Bureau of Labor Statistics, 2015). My Brother's Keeper focuses on "young men getting connected to the world of work, while their communities gain, and the economy gets a boost from higher workforce participation" (Blackwell, 2014, p.1). The American Civil Liberties Foundation adds to the research when stating, "once arrested African-American and Latino juveniles are more likely to face tougher convictions and face racial disparities when charged with similar crimes to their white counterparts" (American Civil Liberties Foundation, 2014, p. 1). The disparities in education suggest that African-American and Latino males growing up in the inner cities of Los Angeles County are often raised in communities that struggle with high school delinquency and low matriculation rates (Knafo, 2013). In 2013, Knafo (2013) stated that if we are unable to inspire our men towards the pathway of education then the cycle of broken men, families, and communities continue a systematic decline. The Race to the Top initiative is hyper-focused on closing achievement gaps from high school to college to career (Race to the Top Executive Summary, 2009). For African-American and Latino males living in the

inner city, police shootings and police brutality is far more commonplace than for other races (Markam, 2015). With the 21st Century Policing Task Force, the goal is to shift this reality, bring the community and law enforcement together recreating a new foundation of trust (Interim Report of the President's Task Force on 21st Century Policing, 2015).

Limitations

This study has limitations in three key areas; demographics, stakeholder initiatives, and the statistics analyzed. The purpose of this research is primarily focused on African- American and Latino males. Furthermore, only three initiatives under the Obama initiative were analyzed: 21st Century Policing, My Brother's Keeper, and Race to the Top. Lastly, the policies analyzed are specific to the impact of academia, criminal justice, and employment.

With further exploration, researchers have the opportunity to discover the barriers of other initiatives that target various demographics that will potentially alleviate disparaging statistics on the populations studied. Other researchers might consider how the same disparities affect African-American and Latina women or an entirely different ethnicity group. My research also has limitations in only capturing the voice of the stakeholders and not the participants receiving the support. A case study of the participants served could serve as an elevated platform in evoking change and promise for those affected as well as the leaders serving them. Globally, researchers may also look to see how public policy initiatives affect one nation from the next and the differing barriers towards success in helping various ethnicities. As the scale of research expands the opportunity for quantitative data is also relevant and limited in this research.

Significance

The significance of this study is to give public policy stakeholders the tools to affect social change within the lives of the African-American and Latino inner-city males. This research closes a gap in literature in addressing the adverse effects African-American and Latino males are challenged with when living in the inner cities of Los Angeles County. It is also significant in providing stakeholders the fundamental tools toward implementing similar initiatives and programs for men of color.

This study encourages stakeholders, nonprofit directors, community activists, and public policy makers to understand what is working in affecting change within this population. It is also significantly important to hear the stories of those challenged with adversity in future research to hear how they triumphed to be a testament for others.

<div align="center">

Summary

</div>

This study addresses the urgency for African-American and Latino males to succeed beyond adversity living in the inner cities of Los Angeles County. The Obama Administration implemented initiatives to reduce crime, increase graduation rates, and offer a path of guidance towards success. These initiatives are 21st Century Policing, My Brother's Keeper, and Race to the Top, which are geared towards ensuring African-American and Latino males growing up in various inner cities have an opportunity to achieve success beyond their adversities (Guyll et al., 2010). The major concern presented is this research is based upon the numerous nonprofit organizations and initiatives that have a vision to shift statistics in academia, criminal justice, and

employment; however, the changes over time lack a significant statistical increase towards social change.

The nature of this study is a qualitative action research inquiry, using ecological theory and theory of change as the theoretical foundation. Action research was used to analyze the success and barriers of 21st Century Policing, My Brother's Keeper, and Race to the Top. Theory of change was used to provide stakeholders with information on reaching long-term goals towards social change. Whereas, ecological theory offers stakeholders the insight to conceptualize on how meso, macro, and micro influences behavior of men of color. In summation, this policy analysis seeks to find the causes of the barriers within stakeholder's initiatives and provide remedies to help close the research gap and produce successful outcomes for African-American and Latino males.

Chapter 2: Literature Review

Introduction to Literature Review

The absence of a positive male figure contributes to youth in prison, homelessness, runaways, and high school delinquency (U.S. Fatherless Statistics, 2016). The Obama Administration created initiatives to ensure that not only men of color succeed, but all youth (Joiner, 2014). This action research study specifically explored how African-American and Latino males contribute to high incarceration rates, low matriculation into college, and an increase in high school dropout rates. A significant amount of nonprofit organizations have taken on the challenge to address these outcomes; unfortunately, lack of change in the statistics questions the effectiveness in the initiatives and induced me to discover what the barriers are preventing initiative success. In this literature review, I sought to discover the current barriers in policy formulation as well as why the chosen demographic has been stagnant in improving. The goal is to bridge the gap in literature by providing stakeholders the necessary tools to affect social change in the lives of African-American and Latino males living in the underserved, lower socioeconomic inner cities of Los Angeles County.

Literature Search Strategy

The strategy taken to conduct this literature review started with an analysis of journals, books, white papers, magazines, and dissertations published within the last 5 years from electronic libraries provided by Walden University and the general internet. Abstracts of peer-reviewed journal articles were reviewed for content and relevancy. Database searches included Political Science Complete, Business Source Complete,

Academic Search Complete, Psych Article, Psych Info, Regional Business News, Education Search Complete, and Research Starters. Electronic keyword searches included *ecological theory, policy design theory, action research model, Kurt Lewin, change model, theory of change, logic model, barriers in nonprofit organizations, self-fulfilling prophecy, systematic oppression, public policy, education, success, police brutality, incarcerations, graduation rate, unemployment, adversity, disparity, political initiatives, men of color, Black men, African-American and Latino men*.

Theoretical Foundation

Ecological theory was used in this research to provide an understanding of socially complex problems affecting African-American and Latino males. The origin of ecological theory was formed in 1977 by Bronfenbrenner to examine child development and to analyze the influence of the environment on individual behavior (Suarex-Balcazar, Balcazar, Garcia-Rameriz, & Taylor-Ritzler, 2014). In my research, the goal was to understand the barriers towards creating social change within academia, criminal justice, and employment for African-American and Latino males living in the inner cities of Los Angeles County. Ecological theory provided a multifaceted approach in exploring the areas men of color struggle to thrive. Ecological theory was the ideal theoretical foundation for this research as I sought to discover the multiple systems that stakeholders utilize in implementing social change. Ecological theory provides a reflective understanding on how stakeholders can strategically analyze the barriers of political initiatives for men of color (Suarex-Balcazar, Balcazar, Garcia-Rameriz, & Taylor-Ritzler, 2014). Therefore, if inner city African-American and Latino males fail to adhere

to the stereotypical disparities, then the self-fulfilling prophecies becomes invalid (Gooding-Williams, 1998). Consequently, scholars often fail to discuss the barriers stakeholders have when implementing public policy initiatives affecting men of color. Furthermore, my research fills the gap in literature in understanding why this particular demographic statistical data fails to shift towards promising outcomes for men of color regardless of the influx of supportive services.

Conceptual Framework

Before identifying a strategic initiative for stakeholders to implement, a situational impediment should be identified. In this research, I used the theory of change as the conceptual framework, it provides a visual map for stakeholders to evaluate and plan programs focused on social change. In a review of best practices for theory of change, researchers developed mental health care plans in low and middle-income countries to establish evidence based strategic platforms to obtain stakeholder buy-in (Breuer et al., 2014). The results revealed that the theory of change is an effective planning and evaluation tool that also provides the catalyst for stakeholders to have a consensus in program delivery (Breuer et al., 2014). On a separate platform, Walker and Matarese (2011) used the theory of change in evaluating wraparound services, which is a comprehensive community based care for at-risk clients. The use of the theory of change in this research resulted in a high quality, well-functioning, cohesive team that was able to establish a commitment towards the team's purpose and principles (Walker & Matarese, 2011). The theory of change used in this research resulted in a greater need for

stakeholder cohesive as they often work in a silo yet focused on similar goals to affect change.

Furthermore, "other researchers have contended that a well-developed theory of change can serve effectively as a theoretical framework for implementation" (Walker & Matarese, 2011, p.796). Conversely, Gready (2013), explored new concepts in organizational change for nongovernmental organizations and expressed that the theory of change cannot solve operational problems unless the theories are integrated into the footprint of the organization and stakeholders.

Literature Review

The literature review compiled initiatives into five themes: barriers, disparities, initiatives, men of color, and theory. With use of Cooper's Taxonomy of Literature Reviews, the focus is on research outcomes and the goal is a generalized integration of neutral perspectives. In addition, the central coverage will be organized methodologically, with an intended audience of policymakers and nonprofit stakeholders.

Men of Color

In identifying the barriers that nonprofit organizations experience in supporting men of color, researchers need to understand the unique cultural competencies of this targeted population. Throughout the years, African-American and Latino males have been perceived as subhuman, loveless, and incorrigible (Willams, Aiyer, Durkee, & Tolan, 2014). This sort of devaluing, negatively affects their ethnic identity, promotes antisocial criminal behavior, and police profiling which makes it difficult for them to obtain supportive services and become an integral part of the economy (Willams et al.,

2014). It has been stated "no other group of people are emulated yet despised simultaneously to the extent that black men are today" (Howard, 2013, p. 55). In effecting change in the lives of men of color, it is necessary to investigate how stakeholders keep ethnic disparities at the forefront in meeting their program objectives. In a longitudinal study, researchers discovered that African-American and Latino males living in the inner city who have increased exposure to violence and family hardship also had high levels of aggressive behavior and delinquency (Willams et al., 2014). In addition, Latino-Americans are depicted to have a negative vulnerability to emotional distress (Nunez et al., 2015). Researchers also examined the dominant male gender roles of machismo (a Spanish term) and applied it with negative cognitive-emotional factors (Nunez et. al, 2015). However, even though machismo has elements of bravery, honor, and dominance, it encompasses reserved emotions (Nunez et. al, 2015).

As researchers conceptualize the male identity and discuss some of the psychosocial stressors that are related to growing up in the inner city, it is also evident that mental health is a contributing factor towards their well-being. Similarly, the construction of masculine identity, regardless of the negativity portrayed, is often a byproduct of social media (Watkins, 2012). Watkins (2012) considered the well-being of African-American men in determining six social determinants of depression that affect African-American men over the course of their life. It has been conveyed their mental health status is the key component for reaching levels of success, which leads to economic prosperity throughout their life (Watkins, 2012. The same holds true for Latino Americans, research shows that lower socio-economic status contributes to a lower sense

of self, masculinity, and academic performance (Ojeda, Piña-Watson, & Gonzalez, 2016). "It is possible for youth whom feel a sense of powerlessness often experience angst and hopelessness toward future aspirations (Lorenzo-Blanco, Unger, Baezconde-Garbunati, & Rett-Olsen, 2012). In addition, research revealed that traditional roles in the Latino American communities contribute to depressive symptoms and stress which can signify mental health barriers towards success (Piña-Watson, Castillo, Jung, & Castillo-Reyes, 2014).

When researchers examine the well-being of men of color across cultures, the male identity is usually the cornerstone of the family. It has been reported that 72% of African-Americans come from single parent homes; with young men being raised by their mothers and or grandmothers, there is a lack of a male role model (Dickerson, 2014). Research explains when African-American men are empowered so are their entire families (Eniya, Watkins, & Williams, 2016). In further exploration, regardless of a single parent household, involved-diligent parenting styles also contribute to developmental competencies in African-American youth (Hurd, Varner, & Rowley, 2012). The integrative model of minority child development indicates the benefit of parental and mentoring relationships, which promote positive socio-emotional development (Hurd et al., 2012). Beyond the four walls of schools, teachers and coaches can influence positive outcomes in youth living in urban communities (Richardson, 2012). Horner, Rew, and Brown (2012) emphasized the importance for parents to openly communicate their expectations, which will also lead to developmental support (Horner, Rew, & Brown, 2012). Organizations like 100 Black Men of Long Beach and the Social

Justice Learning Institute expressed men of color need consistent daily motivation towards persevering to change. Emic and etic influences can often-illicit barriers in the lives of men of color, however non-organizations like these instill various levels of confidence, self-esteem and self-development.

<div align="center">**Disparities**</div>

Throughout the United States, men of color from a lower socioeconomic status have been subject to the stereotypes and the self-fulfilling prophecies of incarceration, high school dropout rates, and lack of matriculation into college (Willams et al., 2014). Within Los Angeles inner cities, African-American and Latino males have been become the focal point of innovative public policy initiatives that have been creating social change in their lives (Willams et al., 2014). The following literature explores the success and barriers in areas of academia, criminal justice, and employment, which is beneficial for stakeholders working with this population.

Academia

African-American adolescents experience racial discrimination in school settings that challenge them to be successful academically (Butler-Barnes, Chavous, Hurd, & Vurd, 2013). Dealing with race, attending lower performing schools, and coming from poverty, notably has negative effects on adolescents, which also affects their self-efficacy (Butler-Barnes et al., 2013). It is more beneficial when stakeholders adopt a comprehensive approach when working with men of color (Butler-Barnes et al., 2013). In recent years, racial discrimination across the United States has become a topic of conversation. As state policies are constructed and re-examined through a lens of racial

biases, some researchers feel the achievement gap will never be closed (Christopher, 2013). Despite the perception of some researchers, African- American and Latino males, even in the face of academic hardships, often put on a façade of resiliency in reluctance to appear vulnerable (Bukoski & Hatch, 2016).

Other research reveals that, regardless of the setback, youth coming from adversity have been found to thrive and succeed towards better opportunities (Conchas, Lin, Oseguera & Drake, 2015). Their adversities give them a sense of self-determination and discipline to succeed (Land, Mixon, Butcher & Harris, 2014). Successful African-American high school students combated their personal adversities of absent fathers, disruptive homes, and inadequate school systems with gaining a sense spiritualty and the desire to make their mom and school personnel proud (Land et al., 2014). Researchers have also identified positive factors in young men's pathways toward academic success, which were role models that reflected success and struggle (Cerezo, Lyda, Beristianos, Enriquez, & Connor, 2012). Additionally, having supportive friends aids towards successful outcomes in academia (Espinoza, Gillen-O'Neal, Gonzales, & Fuligni, 2014). Orrock and Clark (2015) identified self-concept for promoting the success of African-American males in school, family, and community. African-American and Latino males reportedly found success when they were intrinsically motivated to put their focus on obtaining material possessions (Bukoski & Hatch, 2016). Males and/or youth being hyper-focused on material possessions is significantly credited towards music, media, and the Internet (Anderson et al., 2003). The goal of material possessions for youth,

regardless of the perseverance required to obtain goals, serves as a motivator that often begins with an extrinsic component (Anderson, et. al., 2003).

Latino males have an increased level of roadblocks in their journey towards college completion and job placement; research indicated a "sense of not belonging" as the key factor (Borrego & Borrego, 2015, p484). Latinos traditionally come from a collectivistic culture, with values in collaboration/interdependence, and if they are able to acculturate, they will have a higher sense of self-efficacy within academia (Ojeda et al., 2016). Family detachment has also been identified as an overarching barrier for young males' lack of academic success (Walker, 2012). In Latino males, pride (machismo) has been a barrier toward academic success and prevents them from seeking academic support (Saenz, Bukoski, Lu, & Rodriguez, 2013). Fear of failure also plays a major role in their educational pathways, instead of seeking help, fear leads to excuses which creates an escape plan (Saenz et al., 2013).

Criminal Justice

In 1967, Dr. Martin Luther King stood outside Santa Rita Prison with a crowd giving a vigil after a peace movement and iterated these prophetic words "There can be no justice without peace and there can be no peace without justice" (Mulhall, 2014). It's nearly fifty years later and the chant of No Justice No Peace still echoes as we continue to witness injustice. "Consequently, economically disadvantaged youth growing up in urban contexts are at a greater risk for traumatic exposure, violent injury, and premature death than middleclass youth growing up in suburban areas" (Smith & Patton, 2016 p. 212).

There are significantly higher incarceration rates in the African-American and Latino community, non-profit organizations attempt to combat this through education and sport programs. However, the infiltration of recidivism organizations offers a reality for some males whom need support beyond incarceration. In an effort for recidivism to be successful, young African-American males need comprehensive services in areas of education employment, housing assistance, substance abuse, and family support (Stepteau-Watson, & Lawrence, 2014). Recidivism services can assist those formerly incarcerated toward a path of overcoming barriers and becoming contributing members of our society (Stepteau-Watson, & Lawrence, 2014). However, the contrary remains for those who fail to receive support, they will follow a path back into incarceration (Stepteau-Watson, & Lawrence, 2014). Incarceration has become a normative cycle in the lives of African-American and Latino males; this adversity significantly affects their masculine identity (Patrick, 2014). Those youths who become incarcerated often experience feelings of realism, fear, inferiority and a level of rage as they now view themselves as a criminal (Shuckle, 2012). Reportedly, criminal activity peaks during late adolescence and subjectively declines as youth enter adulthood (Sweeten, Piquero, & Steinberg, 2013), which can be credited to distinct levels of psychological maturity (Knight, et. al., 2012). However, contrary to what many believe those that are vulnerable to adverse social environment are also the ones that benefit from environmental support (Simons, et al., 2012). Incarceration has also allowed other discriminating rights to remain legal, such as areas in education, employment, and voting for the formerly incarcerated (Patrick, 2014). This is a significant barrier regarding the low statistics for

education and employment with in this demographic. Research on high school male inmates revealed a sample study; subsequently, all had absent fathers, yet provided with a positive presence it would deter young men away from violence (Allen, 2012). Again, the idea of mentorship for males is indicative to towards them achieving success and ultimately creating social change in their lives.

Employment

In recent years, unemployment has had varying fluctuations; research has addressed the many challenges African-American males face in areas of unemployment and developed strategies to strengthen their career attainment (Bethall, 2012). It has been suggested for employment providers to utilize creative approaches towards career attainment (Arbina, 2014). In addressing career exploration, researchers determined the benefits of storytelling as a method to discuss career paths, which is a tool that could aid service providers (Bethall, 2012). Consequently, career assessments and theories fail to cater to minority groups, the focus should be on career maturity, career decision-making, self-efficacy, and beliefs (Arbona, 2014). This is particularly a key point for workforce organizations attempting to combat unemployment within this demographic.

Bethall, explains how African-American males would often pursue careers of individuals they admire and whom have great influence over them (2012). This explains the influx of mentorships community programs, similar to My Brother's Keeper. In further exploration towards empowering young males, it has been said economic strengthening through entrepreneurial development has been shown to motivate youth (Jennings, 2014). Programs such as Hope in a Box, an activity from Operation Hope,

which is a non-profit that focuses on community financial success. Hope in a Box molds young entrepreneurs to create their own profitable businesses. Latino-Americans have been said to make occupational gains towards economic success through being bilingual, parental and mentor support (Morando, 2013). Parental support is a vital component towards the success of our youth; unfortunately, many youths in the inner-city lack parental involvement and or stability. Another key component is the psychosocial skills such as perseverance and resiliency, which is attributed towards entrepreneurial, educational, and professional success amongst men (Jennings, 2014). However, the question posed is how do stakeholders and nonprofit providers instill perseverance and resiliency in the lives of men of color?

Initiatives

In recent years, it has been with the steadfastness of politicians, community leaders, and activist to implement initiatives to help men of color succeed beyond adversity. As our nation continues to struggle in helping this population this research analyzes the success and barriers of 21st Century Policing, My Brother's Keeper, and Race to the Top, initiatives creating social change in the lives of men of color.

My Brother's Keeper

My Brother's Keeper was developed from the disadvantages that several young men of color have been troubled with as some are ill prepared entering the workforce which cycles throughout their life (Graves, 2014). My Brother's Keeper is an initiative created by President Obama and his Task Force, he eloquently stated "If we help these wonderful young men become better husbands and fathers, and well-educated,

hardworking, good citizens then not only will they contribute to the growth and prosperity of this country, but they will pass on those lessons to their children, on to their grandchildren, and start a different cycle. And this country will be richer and stronger for it for generations to come," (Joiner, 2014). At the University of Penn, in the wake of My Brother's Keeper, the university created a 3-year study called R.I.S.E (Research Integration Strategy Evaluation) to understand and provide better outcomes for African-American men (Watson, 2015). In like manner, ten years prior to the inception of My Brother's Keeper, Todd Anthony Bell created the National Resource Center for African-American males at Ohio State University, which is a 4-day program consisting of 50-60 males, that takes place prior to freshman year (Gose, 2014). The men in this program learn skills in areas of motivation and study habits, rather than academic instruction, which have proven to have a greater success rate towards academic matriculation (Gose, 2014). Although MBK is innovative, it also rests on the backbone of several successful programs targeting men of color.

In a separate standpoint, Powell and Rockeymoore (2014), calls My Brother's Keeper strategies as targeted universalism; whereby, the focus is on men of color and their disadvantages and not serving other genders or ethnicities. Brendtro, also disputes My Brother's Keeper in stating it fails to address disparities in education, employment, justice, family stability and community health (Brendtro, Mitchell, & Jackson, 2014). Brendtro's research focuses on positive psychology and neuroscience to conceptualize positive growth through four principles; in areas where My Brother's Keeper lacks, positive psychology incorporates: belonging, mastery, independence, and generosity

(Brendtro, Mitchell, & Jackson, 2014). "A wealth of evidence establishes belonging, mastery, independence and generosity as foundations for positive life outcomes yet belonging trumps them all" (Brendtro, Mitchell, & Jackson, 2014, p. 12). Have organizations adopting these initiates dealt with these challenges with in My Brother's Keeper, in addition, have community organizations created programs to ensure males have a sense of belonging? For My Brother's Keeper to have an impact, the structural barriers that African-American and Latinos face must be addressed (Noguera, 2014).

Research shifts to address the 'colorblind racism' where prejudice and stereotypes result in ordinary perceptions of black males. It is the awareness of our unconscious biases that need to be discussed because the dissolution of negative stereotypes about black men is unprecedented (Ware, 2014). Scholarly research also adds to this paradigm with the lack of positive research about men color, as the focus is often on their disparities.

Race to the Top

Researchers affirmed that Race to the Top (RTTT) made comprehensive improvements nationwide in areas of assessments, teacher evaluations, and public-school choice (Weis & Hess, 2015). More specifically this initiative presented 4 federal options for low performing schools: 1. Transformation – replace principal, 2. Turnaround – replace majority of staff, 3. Restart – conversion to a charter school, or 4. Closure, (Tanner, 2013). Race to the Top has paved the way in addressing controversial political issues with the expansion of charter schools, new academic standards and revamping teacher evaluations (Harris, 2012). Even though RTTT had good intentions that strive to

remedy the inequities of low performing schools, the competitive grant process still creates winners and losers (Harris, 2012). Although this may be true, other researchers felt President Obama fell short in achieving the goals for RTTT since children are still being left behind (Tanner, 2013). In addition, due to the numerous changes, RTTT has been seen as superficial and the attempt to close the achievement gap has yet to be met (McGuinn, 2014).

Race to the Top was created for eastern region schools however STEM (Science, Technology, Engineering and Math) schools are widely populated in the western region and featured in this research as the focus is universal to the RTTT goals and objectives. The Race to the Top grant program encompasses 4 priorities and the second one focuses on STEM, which is listed below as seen in the RTTT Executive Summary:

   i.   *To meet this priority, the State's application must have a high-quality plan to address the need to offer a rigorous course of study in mathematics, the sciences, technology, and engineering;*

   ii. *Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students;*

   iii. *Prepare more students for advanced study and careers in the sciences, technology, engineering, and mathematics, including by addressing the needs of underrepresented groups and of women and girls in the areas of*

science, technology, engineering, and mathematics.

21st Century Policing

As the goal is to build trust between police officers and communities, Markman (2015) recommends strategies for the efficacy of 21st Century Policing, which are to test body cameras, extend police training, discipline officers appropriately, teach moral consciousness, discipline/dismiss ineffective officers and reduce crime surveillance when crime is down. In an effort for 21st Century Policing to be accountable, the public needs to be aware of problematic officers yet this initiative has privacy hurdles despite the goal in building trust and transparency (Korte, 2015). In addition, as the nation saw the evolution of body worn cameras come into fruition, policy makers and police officers must be on the same page when interpreting evidence and defining misconduct because cameras alone will not end injustice (Van Brant, 2014). At the University of Chicago, Data Science for Social Good Program the police department has already started plans towards 21st Century Policing in creating an algorithm of police data that will identify problematic officers and tag them for training (Rutkin, 2014). In the wake of police brutality and racial profiling, police departments have unsuccessfully attempted to recruit minority officers (Alcindor & Penzenstadler, 2015). The experts say diversity also benefits the police forces when the population reflects the community (Alcindor & Penzenstadler, 2015).

Barriers

Creating organizational change and implementing new strategies can result in a variety of challenges. Theories of change has been identified as the framework for this

study, it is also the key strategy utilized in restructuring non-profit organizations. This research explores other change strategies as well as barriers towards implementing public policy initiatives. This research seeks to understand the barriers towards implementing public policy initiatives focused on social change in the lives of men of color. Rubio-Valera (2014) identified qualitative studies as the best practice in identifying barriers towards implementation. Organizations also have used the diffusion of Innovations Model, which provides an understanding for implementation guidelines focusing on (3) attributes: relative advantage, compatibility, complexity, and observability (Masse, Nairman & Naylor, 2013). When looking at the actual individual, organizational theory has been conceptualized as the social influence to alter one's attitude in response to another (Battilana & Casciaro, 2012). Change theory framework helps managers reach success, unfortunately 2/3 change theory strategies fail due to poor active plans, ineffective communication, and under-motivated staff (Mitchell, 2013). In a separate study, it was the utilization of a systematic review to identify barriers in implementation, which revealed in lacking research and collaboration between researchers and policy makers (Oliver, Invar, Lorenc, Woodman, & Thomas, 2014). However, when implementation research has legitimacy towards a set of clear objectives, it is still likely to be counterproductive (Harden, 2012). Evan, 2012, also discussed barriers to public policy, his research findings revealed a lack of infrastructure, collaboration on service offerings and crossing boundaries with federal agencies as challenges towards organizational success. However, "when motivated to reach a desired conclusion, people might subtly shift their implicit theories of change and stability to garner supporting

evidence for their desired position" (Leith, Ehrlinger, & Wilson, 2014, p. 597). In a review on multiple studies about theories of change, authors discovered people's effort to change their program goals was motivated by self (Leith, et al., 2014).

In affecting organization change, there are various barriers that stakeholders are challenged with, we seek to understand what has become successful in working with public policies that affect men of color. Researchers have explored the efficacy within policy implementation, Organizational Readiness for Change (ORC) has been shown to have good predictive validity in (4) key areas: motivation for change, staff attributes, organizational climate and resources (Gill, Campbell, Gauthier, Xenocostas, Charney, & Macaulay, 2014). Another successful strategy in evaluating implementation strategies is intervention mapping. This type of design maximizes implementation strategies for suitable modifications when discussing barriers within (EBI) Evidenced Based Interventions (Highfield, Hartman, Bartholomew, Bailhe, & Ausburn, 2015). Another concept is called the theories of action, which is the intellectual heir of ecological systems theory (Wolf-Powers, 2014). Theories of action, discusses the possibilities for change while creating options for interventions towards implementation (Wolf-Powers, 2014).

In addition, self-fulfilling prophecies has historically been a barrier for minorities, it has been defined as when people cause their initial false opinions about themselves to become true (Madon, et al, 2013). Researchers have also seen self-fulfilling prophecies within teacher's misperceptions of their low-income student's abilities in math and language skills (Sorhagen, 2013). Notably, self-fulfilling prophecies in the classroom has

been linked to the level of engagement on how much teachers believed in their student's intellectual abilities (Sorhagen, 2013). It is important to realize that a teacher's belief in a student can have a long-lasting affect that leads well into adulthood on the expectations they have for themselves (Riley & Underleider, 2012). In another study, researchers redefined self-fulfilling prophecy as Early Warning Systems (EWS) which is a method to predict early warning signs of negative student behavior (Soland, 2013). "These EWS predict negative student outcomes, such as dropping out before they occur, while predictions are then used to match at-risk students to appropriate supports and interventions" (Soland, 2013, p. 233). Are stakeholders that have implemented the initiatives under the Obama administration dealing with the barriers of self-fulfilling prophecies when working with men of color? Consequently, self-fulfilling prophecy and early warning systems can also be categorized as stigmatization and stereotyping (Soland, 2013). Thus, those whom are stigmatized are treated unfairly through various acts of discrimination, which can presumably limit their life chances towards success (Riley & Underleider, 2012).

Theory

Researchers have done an exceptional job in identifying theories that conform to the needs of African-American and Latino males. In this study, ecological systems theory is utilized to understand the ecological stressors of men of color and how it affects them as an individual as well as within their family, community, society and lastly as a public policy. Other theories researched affecting men of color, such as critical race theory provide a conceptualization on social justice behaviors.

Theories such as, African-American Male Theory (AAMT) was created to account for the pre/post enslavement to discuss the spiritual psychological and education experiences (Blush & Blush, 2013). In AAMT men defined masculinity as being self-determined, accountable, prideful and spiritual (Blush & Blush, 2013). Phenomenological Variants of Ecological Systems Theory (PVEST) has specifically been used to research youth dealing with discrimination, the authors discovered these youths also experienced high levels of aggression and delinquency (Williams, Aiyer, Durkee, & Tolan, 2014). Phenomenological Variants of Ecological Systems Theory also "recognizes that what might be considered objective stressors (violence, economic hardship, & family instability) might not be experienced the same way by all youth depending on the resources available to them" (Williams, Aiyer, Durkee, & Tolan, 2014, p. 1729). This point is relevant because 2 males from the same family, community, etc. may have two entirely different paths in life. The Phenomenological Variants of Ecological Systems Theory framework identifies areas of risk within stress engagement and coping responses, which may be needed to illicit positive outcomes for men of color, across their life span (Thomas, Hammond, & Kohn-Wood, 2015). As an interdisciplinary model, Phenomenological Variants of Ecological Systems interprets findings and makes implications to be applied at the micro, meso, and macro levels (Smith & Patton, 2016). Consequently, the proposed research on ecological theory has an inadequate perspective on adolescent development and should be explored thoroughly when analyzing Black and Latino males (Knight, 2014). Critical Race Theory (CRT) is helpful in this regard, as it applies emphasis on racial dynamics which is a great tool for ethical decision-making and

social justice behaviors (Trahan & Lemberger, 2013). Critical Race Theory also contends that single gender education offers a strategy for academic achievement amongst African-American males (Trahan & Lemberger, 2013). This research will also consider the theories applied when implementing My Brother's Keeper, Race to the Top and 21st Century Policing.

Summary

This compelling literature review offers a summary of perspectives on various methodologies concentrating on 5 themes: barriers, disparities, initiatives, men of color and theory. These themes focus on a centralized issue in identifying barriers as well as successes for policy makers and non-profit stakeholders in their work towards adapting new policy initiatives for African-American and Latino males growing up in the inner-cities of Los Angeles County.

As this research seeked to discover the common barriers as well as successes stakeholders face in implementing social change within the lives of African-American and Latino males we look toward past literature for understanding. The current research provided informative tools to increase the knowledge base of men of color and the implementation of public policies. The following provides a synopsis of the key points gathered in this literature review.

The literature on program implementation affirmed that poor planning (Mitchell, 2013) lack of research and collaboration could have negative effects towards policy change (Leith, et al., 2014). Another barrier researched; self-fulfilling prophecy, provided

new information on how teachers' misconceptions of their student's intellectual abilities can lead toward negative academic outcomes for youth (Sorhagen, 2013).

The three major disparities reviewed are academia, criminal justice, and employment. Research regarding employment opportunities for men of color has reportedly been a difficult plight, although this may be true, researchers discovered psychosocial skills in the development of economic strengthening and perseverance can lead towards professional success (Jennings, 2014). It was also said that storytelling to discuss career paths has been helpful (Bethal, 2012) in addition to parental support and advice from mentors (Morando, 2013).

Within the realms of education, men of color combat academic discrimination (Butler-Barnes, Chavous, Hurd, & Vurd, 2013) when they are susceptible to attending lower performing schools while living in poverty (Conchas, Lin, Oseguera, & Drake, 2015). Conversely, adversity gives some men of color the ammunition to succeed (Land, 2014) not to mention, keeping the company of role models that reflect success and struggle (Cerezo, Lyda, Beristianos, Enriquez, & Connor, 2012).

Growing up in some inner cities, youth are exposed to trauma and violence (Smith & Patton, 2016) with incarceration being a normative lifecycle for these men of color (Patrick, 2014). On the other hand, the positive presence of a father can deter men of color from violence (Allen, 2012) and those same you can benefit from environmental supportive systems (Simmons et al., 2012).

With initiatives like My Brother's Keeper, whose vision is to help young men of color for generations to come (Joiner, 2014) and Race to the Top has made

comprehensive improvements in education, men of color will have the springboard to create alternative legacies (Weis & Hess, 2015). Another key point are the efforts of 21st-century policing in their focus to build trust and transparency (Korte, 2015) and a diverse policing city (Alcindor & Penzenstadler, 2015).

As research looked to understand men of color, this culture is uniquely different as in some areas research identified African American males as a subhuman yet emulated (Williams, Aiyer, Durkee, & Tolan, 2014). Men of color are often categorized as in having a lower sense of self (Ojeda, Piña-Watson, & Gonzalez, 2016) due to increased exposure to violence (Williams, Aiyer, Durkee, & Tolan, 2014) and the expectation to uphold machismo attitudes (Nunez, 2015). Men of color have become empowered through the diligent support of their families (Hurd, Varner, & Rowley, 2012) and open communication with their teachers and coaches (Richardson, 2012). Markedly, ecological systems theory proved to be one of the leading theories researchers use in identifying factors in aggression, discrimination, and delinquency (Williams, Aiyer, Durkee, & Tolan, 2014).

Overall, this literature review lacks in providing adequate barriers on the public policy initiatives analyzed. The analysis of 21st-Century Policing, My Brother's Keeper, and Race to the Top initiatives fills the gap in literature in creating social change for men of color living in the inner cities of LA County. This research progresses towards a deeper conceptualization of the literature in the methods section, toward the utilization of best practices.

Chapter 3: Research Method

This research focused on the initiatives under the Obama Administration, 21st Century Policing, My Brother's Keeper, and Race to the Top, that implement social change, and more importantly, aimed to shift adverse statistics for African-American and Latino males. The major concern presented is based upon the numerous nonprofit organizations and initiatives that have a vision to shift statistics in academia, criminal justice, and employment but have not achieved significant change. The purpose of this study was to analyze the public policy initiatives that were created to implement social change in the areas of academia, criminal justice, and employment in the lives of African-American and Latino males in Los Angeles County. This research aims to close the gap in literature by analyzing the barriers and success that stakeholders are challenged with as they seek to create social change within our economy and educational system.

In the methods section, the research design, the role of the researcher, and methodology are discussed. In addition, the number of participants, recruitment strategies, and the procedures used in the instrumentation are also discussed. The plan for data analysis and collection is identified within the discussion of coding and analysis of software. Chapter 3 concludes with reviewing issues of trustworthiness, credibility, transferability, dependability, and the ethical procedures with Institutional Review Board (IRB) approval.

Research Design Rationale

Research Question: How are stakeholders able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County?

In order to create social change amongst this demographic and to shift the stereotypical disparities that have historically affected families, communities, and the economy of African-American and Latino males, the lens of ecological systems theory was applied (Suarez-Balcazar et al., 2014). In this qualitative action research study I also used the theory of change as the theoretical foundation. I used it to evaluate the outcomes and barriers in implementing 21st Century Policing, My Brother's Keeper, and Race to the Top for African-American and Latino males. The theoretical framework I used in this study was the action research model, which focuses on change and development (Fletcher et al., 2010). The action research model integrates inquiry through a cyclical process of planning, implementing, observing, and reflecting (Fletcher et al.2010). Further research of this model will allow stakeholders to address the barriers in adopting the initiatives under the Obama Administration.

Role of Researcher

The role of the researcher is to act as the observer in analyzing the surveys of chief executive officers, program directors, program managers, and/or coordinators as they implement the initiatives under the Obama Administration My Brother's Keeper, Race to the Top, and 21st Century Policing. I had no personal relationship with the participants of this study. However, there were researcher cultural biases that I had to

address, as I am from African-American decent. Methods to minimize culture bias were to adopt culture relativism through displaying a positive regard and being conscious of cultural assumptions as recommended by Sarnaik (2015). Other biases were having the awareness for social desirability bias and acquiescence bias when working with participants. Efforts to minimize these biases were to ensure questions are indirect and focus on the respondents' point of view (Sarnaik, 2015).

Methodology

Participant Selection Logic

The participant selection and focus of this research were on stakeholders that have implemented the public policies that create social change in the lives of African-American and Latino-American males living in the inner cities of Los Angeles County. The stakeholders selected for this research were also based on proximity to me as well as well as the willingness of the organizations to participate in this study. Sixteen organizations chosen for this study and 25 participants completed the 10 interview questions. Two participants were disqualified from the study due to a lack of knowledge in working with African-American and Latino males. The organizations were recruited via email and followed up with via phone contact. They were chosen based on the research from their website pertaining to creating social change in the lives of men of color.

Instrumentation

The instrumentation used in this qualitative action research study was interviewing participants using open-ended questions. Qualitative interviewing generally

consists of nine stages: (a) the research question that will be answered, (b) identifying

interviewees, (c) determining the type of interview, (d) use of adequate recording

procedures, (e) designing the interview protocol, (f) refining the interview questions, (g)

determining the place to conduct the interviews, (h) obtaining consent, and (i) using good

interview procedures (Creswell, 2013). This process was broken up into five phases,

which are listed in Figure 2. I developed interview and focus group questions to properly

answer the research question. The interview questions were emailed through Survey

Monkey, a cloud-based software tool for creating questionnaires, analyzing data, and

getting real-time results (https://www.surveymonkey.com, n.d.). Survey Monkey is

sufficient in building relevant data to gain the perspectives, experiences, and issues

regarding the proposed research questions from the participants

(https://www.surveymonkey.com, n.d.).

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
• Research sites for suitability	• Obtain IRB approval • Create interview questions • Contact Site for participation, submit invitation letter	• Submit informed consent • Submit letters of cooperation • Submit full interview questions • Conduct focus group	• Hand Code repsonses • Check for disconforming evidence • Follow-up with partcipants to establish member checking • Develop themes	• Committe will conduct audit trial and make necessary edits • Write Chapters 4 and 5 • Edit Dissertation

Figure 2. *Phases of the dissertation study*

Procedures for Recruitment, Participation, and Data Collection

As stated in the five phases of dissertation study, the organizations that implemented the initiatives studied were researched and recruited via email, then phone contact. I collected data via Survey Monkey and then coded the data. After concluding my study, I debriefed the participants regarding IRB policies as well as how their responses were utilized within the research.

Data Analyses Plan

The results from the interview questions were hand coded and the themes were generated. The participants were also a part of the member checking process to review their data and disconfirm any evidence which all returned valid. The committee members conducted the audit trail to establish the level of trustworthiness, creditability, and conformability, this also returned valid.

Issues of Trustworthiness

Writing about validity in qualitative inquiry is increasingly challenging due to engaging in procedures to demonstrate credibility and trustworthiness (Creswell & Miller, 2000). Studies suggest, "the choice of validity procedures is governed by two perspectives: the lens researchers choose to validate their studies and researcher's paradigm assumptions" (Creswell & Miller, 2000, p. 124). This framework helps researchers establish credibility towards their study. In this inquiry, the lens of the researcher will stem from a constructivist paradigm utilizing disconfirming evidence; the participants and the external study will utilize a post positivist paradigm of member checking and an audit trial (Creswell & Miller, 2000). The procedure for disconfirming

evidence is up to the researcher to review the data for consistent or inconsistent themes, the researcher then examines multiple perspectives in an effort to find validity (Creswell & Miller, 2000). Member checking is heavily relied upon the participants in the study for establishing credibility; the researcher systematically takes the interpretations back to their participants for them to reconfirm their credibility (Creswell & Maxwell, 2000). "Throughout this process, the researchers asked participants if the themes or categories makes sense, whether they are developed with sufficient evidence, and whether the overall account is realistic and accurate" (Creswell & Miller, 2000, p.127). Lastly, the audit trial is how the researcher establishes external validity by having an auditor examine the documentation of the research and activities within the study (Creswell & Maxwell, 2000). " The goal of a formal audit is to examine both the process and product of the inquiry, and determine the trustworthiness of the findings" (Creswell & Maxwell, 2000, p.128).

Participants had the opportunity to review the data for trustworthiness during the member checking process and none of the participants felt that any changes needed to be made. The committee members also validated the data and the themes generated.

Ethical Procedures

The ethical challenges within qualitative studies are often between the researchers and the participants; the guidelines were listed in the informed consent and letter of cooperation that was emailed to the participants, which they signed. As the researcher, the respect for privacy was established with honesty and the avoidance of misrepresentations (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). The

informed consent dictated how the data will be collected, published, the participants and researchers roll, and the purpose of the research (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). Personal information was also protected through various methods of anonymity, confidentiality, and data keeping (Sanjari, Bahramnezhad, Fomani, Shoghi, & Cheraghi, 2014). Lastly, the Walden University (IRB) approved this study.

Summary

The purpose of this study is to analyze the public policy initiatives that were created to implement social change in the areas of academia, criminal justice, and employment, in the lives of African-American and Latino males in Los Angeles County. In this qualitative action research study, I used open-ended questions to analyze the data from public policy stakeholders. I received data from 16 organizations that took on the initiatives from 21st-Century Policing My Brother's Keeper & Race to The Top, and a detailed account of the data findings is listed in the following chapter. The goal of this research is to close the gap that focuses on disparities placed upon African-American and Latino males; thus, resulting in successful outcomes for men of color in academia, criminal justice and employment.

Chapter 4: Results

In the analyses to discover how stakeholders are able to create social change in the lives of men color, this chapter presents the results from the interview questions and focus group. In further detail, the purpose of this study was to analyze the public policy initiatives that were created to implement social change in the areas of academia, criminal justice, and employment in the lives of African-American and Latino males living in the inner cities of Los Angeles County. The research question for my study was How are stakeholders able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County?

In the data analyses process, themes were created after coding the data, member checking, and a committee audit trail for trustworthiness concluded the data analysis process. The findings from the interview and focus group provided a rich context of the various barriers and tools towards success that stakeholders experience in implementing public policies for this population.

Setting

The participants were emailed the 10 interview questions via Survey Monkey. The focus group was originally scheduled at one of the participant's conference rooms, however due to availability issues, it was held via conference call.

Demographics

Surveys were completed by 27 participants however, two of the participants were not able to answer the questions due to lack a of experience with men of color as they

notated (n/a) more than four times to their responses. The final number of participants

used for this research is 25: two Caucasian, 16 African-American, and six Latino. Six of

the participants were female and 16 were male.

Data Collection

The data was collected via Survey Monkey, which is an online portal for

conducting interviews and then imported on a Microsoft Excel sheet. The focus group

responses were transcribed. I also intended to record the focus group responses but there

was a malfunction in the conference call system.

Data Analysis

Data was analyzed with the participation of 16 organizations, all the participants

held a vision of creating social change in the lives of men of color. Several of the

organizations participated in the focus group, which is discussed in the further detail in

Chapter 5. The aim of this research was to seek stakeholders that work for organizations

focused on public polices set forth by the Obama Administration. All of the selected

organizations fit the study criteria as they facilitate programs in areas of academia,

criminal justice, and/or employment.

The data was analyzed through hand coding and themes generated thereafter.

Each response was thoroughly reviewed multiple times for keywords, phrases, and

themes. There were 10 interview questions (nine multiple choice) asked via Survey

Monkey; demographic questions were combined to alleviate redundancy. The questions

are listed in the results section and in Appendix A.

Evidence of Trustworthiness

Once the interviews were completed, the participants had the opportunity to review their responses for member checking and I was able to clarify responses. All of the participants confirmed their responses and no changes were made. Two participants were withdrawn from the interview process due to having limited experience working with men of color. Then, results were hand coded, themes were generated, and the committee received the data for credibility and trustworthiness in the audit trail. The audit trail also included field notes taken during the survey which focused on how many times participants were sent reminders to complete the survey and highlighted notes from the participants short answers which was used for coding and theme development. The research committee reviewed and approved the data given in the audit trail.

Concerning transferability, this study can be expounded upon to identify the success and barriers in various ethnic groups; demographics in other geographical locations as well as specific age groups can be identified.

Adjustments can be made to the interview questions for increased differentiation of the participant responses. Several reminders were emailed to participants to complete the interview questions. This was unanticipated at the beginning of the data collection process; however, it resulted in a 70-80% increase in response level The initial participant recommended the interview questions be multiple-choice to reduce time spent completing the interview; this request was denied as this study focused on developing new research from stakeholders and their short answers would later form content for a follow-up study. Participants completed the interview between 12-75 minutes.

Results

The results from Appendix 2 are comprised from n=25 participants from 16 organizations, and 9/10 of the questions they answered were a short answer; the 10th question was a multiple-choice response. During the data analysis, hand coding generated 3-4 themes from each question, which are listed below; chapter 5 includes the interpretations to the responses.

1. What are the barriers in adhering to public policy initiatives (grant objectives/expectations) that affect social change in the lives of African-American and or Latino males in the inner city?

   - Themes: Policymakers, Consumers, and Non-profit Leaders.

2. What barriers towards success have you experienced in working with African-American and or Latino males?

   - Themes: Etic, Emic and Educational Barriers.

3. What form of success have you experienced in working with African-American and or Latino males to effect social change in their lives?

   - Themes: Self-confidence, Trust, Empowerment, and Support.

4. What are the best-recommended tools/skills to garner success in working with African-American and or Latino males from the inner city?

   - Themes: Education, Perseverance, and Marketing to the Community.

5. In what ways does your program instill perseverance in the lives of men of color?

   - Themes: Consistency, Changing the Perspectives of men and Encouraging men of color to succeed.

6. How often should motivation occur in the lives of African-American and Latino males in the inner city when programs are focused on creating social change?

    • Themes: 70.8% responded with Daily, 25% stated Weekly, and 4.2% stated Monthly.

7. In what ways have African-American and Latino males been challenged with their own self-fulfilling prophecies? (Self-fulfilling Prophecy states individuals that are labeled negatively will become the negative stereotype).

    • Themes: Media, Stereotypes, and Emic Influences.

8. What have been your solutions for addressing the racial biases in implementing initiatives focused on social change for men of color in the areas of academia, criminal justice, and or employment?

    • Themes: Education, Communication, and Role Models.

9. How long does it generally take significant change to occur in the lives of African-American and or Latino males in the inner city where programs are focused on creating social change? Why?

    • Stakeholders found this question the most difficult to answer as they felt motivation is concurrent and develops at different stages over one's life.

10. Why do you believe there isn't a significant shift in statistics that highlights the success made in the lives of African-American and or Latino males in the inner city where programs are focused on creating social change?

    • Themes: Decrease in program offerings and the oppression of men of color.

Summary

In summation of the stakeholder's responses, this research was based on ecological systems theory, which has been used to understand the levels between individuals and social systems (Suarez-Balcazar, Balcazar, Garcia-Rameriz & Taylor-Ritzler, 2014). The data showed that the barriers towards social change for men of color stem from emic and etic forces as seen in Bronfenbrenner's Theory in Figure 1. on page 7. The data reveled themes in the microsystems (self/family), mesosystem, (neighborhood) and ecosystem (politics) in addressing concerns about public policy, self-fulfilling prophecy, racial biases, and working with men of color. Theories of change was found in the literature to be the leading tool non-profit organizations use for impacting changes; however, as data was collected, theories of change were not as relevant in this research but to focus more on a collectivist cultures amongst stakeholders. The impacting concern was on the discussion about the barriers they face when adopting public policies to impact change and how in further research the actual perspectives of men of color could benefit the theories of change. The data extended knowledge in requiring a need for mixed methods data collection to caption a full picture of what occurs in non-profits. Stakeholders stated mixed methods would improve and shift statistics more favorably regarding men of color, as it would highlight more success. Lastly, knowledge was further extended as stakeholders all felt a need to collaborate more effectively; unfortunately, they were unable to identify how such collaborations would look like.

The stakeholder's responses revealed their barriers and success in working with men color as they implement specific public polices to create social change. The barriers

stemmed from a variety of areas, such as ecological influences, academic challenges, limited funding, and a lack of training in working with men of color. The stakeholders also shared the success in working with men of color, which was being consistent, having daily role models, empowering men, building their trust and perseverance. From an organizational aspect, creative marketing & advertising tools were a needed resource toward retaining clients and informing the community. The themes discussed in this chapter are further discussed in chapter 5 from the viewpoint of the stakeholders.

Chapter 5: Discussion, Conclusion, and Recommendations

Introduction

The following are the interpretations from the participants' short answers to the questions listed in Chapter 4 and in Appendix A. The interpretations contain the thoughts and perspectives of solely the participants, as the role of the researcher was to provide a summarization of the findings. The participant's responses are focused on answering the research question, which is: How are stakeholders able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County? My study focuses on identifying their barriers and successes in implementing public policies and working with men of color are detailed below.

Interpretation of the Findings

1. What are the barriers in adhering to public policy initiatives (grant objectives/expectations) that affect social change in the lives of African-American and or Latino males in the inner city?

Stakeholders reported a lack of funding, which is the biggest concern due to it affecting the amount of resources given to programs for men of color. Stakeholders also felt policy makers are not only ignorant of but also arrogant towards fully understanding the needs of men of color as they display their own biases. The inability to have enough funding affects resources, which also affects the ability to meet the needs in inner-city communities. The second theme generated was regarding the actual consumer of programs. Men of color often associate a stigma about getting resources and their pride

inhibits them to receive the help that they desperately need. For the men that do seek services, they often have a lack of access to resources, which can be attributed to the lack of advertising and marketing of nonprofit programs. Stakeholders have also seen a lack of commitment of consumers when receiving resources. This is credited to several factors: socioeconomic health, lack of familial/social support, and the inability to establish trust with service providers. Nonprofit leaders also stated their barriers stem from having a lack of training in working with men of color. Engaging men at their current level of engagement has been a challenge, be it their educational level or inept life skills. Lastly, when there is a lack of job consistency and retention amongst employees doing direct service, this serves as an additional barrier, as men of color have a difficult time garnering trust.

2. What barriers towards success have you experienced in working with African-American and or Latino males?

The etic barriers were results from outside the consumer's inner circle, such as dealing with racism, stereotypes, and the socioeconomic climate. Funding, lack of resources, and community buy-in have also been a barrier in working with men of color. On a political and justice level, funding is a barrier when higher resources are allocated to prisons instead of educational institutions, as expressed by one of the stakeholders. Media and societal norms also contribute to the barriers when sports are glorified over education and other quality professions. Educational barriers have also been an issue when students often lack rapport with teachers, affecting their school functioning. Stakeholders expressed, within the inner-city school schools, there is minimal access to technology, a

lack of qualified teachers, and an emergent need of in-school mentors. Often, classrooms

fail to offer tools for success as efficient skills for men to work together beyond sports.

The emic barriers stem from within; as men of color will often lack confidence, have

false perceptions of success, and increased level of mistrust. In addition, the lack of

support from family and friends leave them feeling misunderstood. Mental health has

also played a vital role in a barrier towards success for men. "African American/Black

males dealing with trauma and complex PTSD have a greater risk of experiencing mental

health challenges than the rest of the population due to racism, classism and economic

inequalities/injustices that they experience every day in the United States" (Lipscomb,

2016, pg. 5).

3. What form of success have you experienced in working with African-American and
    or Latino males to effect social change in their lives?

Nonprofit organizations like 100 Black Men of Long Beach and the Social Justice

Learning Institute have programs that instill various level of self-confidence. The men

have been able to develop their listening skills, express themselves artistically, and be

provided a safe space to show their vulnerabilities. Their increase in self-confidence has

shown success in school, increased their self-esteem and self-development. It is with

stakeholder consistency, honesty, and relationships building the men have gained a better

sense of program buy-in, which also establishes trust. Beyond trust, the men have become

empowered in their program participation, as they are encouraged to strive towards

higher education, leadership opportunities, and the workforce. Success has also come

from men that have been able to respect one another through healthy levels of

communication in discussing consequences and how to triumph beyond adversity. Lastly, the men have found support in various areas of their lives through support networks (individual and group), parental involvement and peer support. The opportunity for youth to reach back and help the next person has been an ongoing mentoring model that several organizations utilize.

4. What are the best-recommended tools/skills to garner success in working with African-American and or Latino males from the inner city?

    This study revealed that the ideal mentor has the following character traits:

    - Compassionate
    - Consistent
    - Respectful
    - Successful
    - Supportive
    - Trustworthy
    - Understanding

The ideal mentor also provides individual guidance that instills hope in youth, encourages change, participates in spiritual meditation, and provides a safe place for open dialogue for men to share their stores. High impact workshops have been a great tool for behavior modification towards consequences, awareness, and exposure to career/college that reiterates their goals. The second tool that instills success in men of color is continuing the discussion about education and the value of learning. It is necessary to ensure there is a support system coupled with family involvement to helps lead thy way towards

academic success for men of color. The third tool identified is giving men of color the

skills to succeed beyond adversity. In order to do this, stakeholders

need to have a *why* for what they do. Having a why will help them to remain consistent,

dedicated, and encouraged through the challenges of life and it will build their

confidence. Effective mentors and role models have a why that regenerates and is passed

down from generations to come. Lastly, effective marketing to increase recruitment and

engagement is a vital tool toward organizational success. It is also necessary for

stakeholders to provide internal/external support services for consistent engagement.

Providing quality case management helps stakeholders in ensuring pre and post

assessments for qualitative and quantitative feedback can occur.

5. In what ways does your program instill perseverance in the lives of men of color?

As reflected in other responses, stakeholders and direct service providers must remain

consistent in instilling trust, hope, grit, communication, respect, and discipline.

Stakeholders shared that when they are transparent in verbalizing their struggles

(personal stories) men of color can not only understand perseverance but also apply it in

their lives. One of the participants from a Los Angeles Community College indicated,

instilling perseverance also comes from encouraging youth through programs held on

campus like Umoja and Puente for academic success and empowerment. Addressing and

working through trauma from holistic perspectives has also been significant in triggering

perseverance. Lastly, getting men of color to change their perspective derives from

having good mentors and supportive networks that will increase their confidence.

6. How often should motivation occur in the lives of African-American and Latino males in the inner city when programs are focused on creating social change? Daily 70.8%; Weekly 25.0%; Monthly 4.2%. This was the one multiple choice interview question and it did not leave room for further explanation regarding the participants responses. However, for significant change to occur stakeholders felt motivation should occur on daily basis because on daily basis they must also fight the adversities they live in.

7. In what ways have African-American and Latino males been challenged with their own self-fulfilling prophecies?

The news media can often times be an inadequate source of information that portrays men of color negatively and fails to highlight their success beyond sports. Social media and reality TV also contribute in depicting false and or negative images of people of color. Negativity becomes sensationalized and consumers are held accountable for not requiring images that are more positive and depicting themselves negatively. Stakeholders and direct providers reported some males have a "why bother" attitude as they feed into their self-fulfilling prophecy and become the stereotype of a low achiever. Lastly, the emic influences also contribute to the negative stereotypes. When men of color have poor role models, no father figures, and live in a vicious cycle of community violence, the self-fulfilling prophecy has a greater chance of actualizing.

8. What have been your solutions for addressing the racial biases in implementing initiatives focused on social change for men of color in the areas of academia, criminal justice, and or employment?

Dealing with racial biases has become more prevalent as police brutality and

punishments mimic the turmoil and prejudice African-Americans faced at the height of

the 1960's (West, 2011). Stakeholders have a difficult time in working with men color

and giving them the tools to fight racial biases so they can achieve social change in their

lives. It first must begin with cultural and social justice education for men to gain a

cultural history and understand the generations of racism to internalize the full purpose of

social change that will break down barriers. Men of color also need to learn how to

respect the law, comprehend the history of police brutality, and have an awareness of

what ideal policing looks like. Organizations like Why'd You Stop Me (WYSM) is a

nonprofit organization created in 2014 by Long Beach Police Officer Lehman

(wysm.org). Lehman created this nonprofit organization to address the continued distrust

communities have against police officers (wysm.org). Lehman has been able to take

WYSM across the country, training both law enforcement and the community in reducing

acts of violence between police and the community (wysm.org). Similar training needs to

occur with school administration, law enforcement, and news media so they can learn to

avoid their own racial biases. Stakeholders also expressed a need to have communication

between various ethnic groups to help diminish racial biases. They also revealed, positive

role models in the lives of men of color have been shown to improve their own racial

biases as they can discuss alternatives towards racism and how it affects them.

9. How long does it generally take significant change to occur in the lives of African-
American and or Latino males in the inner city where programs are focused on
creating social change? Why?

This was the most difficult question to code because all the participants had various answers, which led to a universal theme that change is concurrent. Social Justice Learning Institute stated their data reveled that changes occurs within 3-6 months; however, others stated it can take up to a 1 year, within 90 days, or even immediately in one conservation. In summation, one participant stated, "progress is a process".

10. Why do you believe there isn't a significant shift in statistics that highlights the success made in the lives of African-American and or Latino males in the inner city where programs are focused on creating social change?

Stakeholders shared, as program offerings decrease, so do the interest of needing supportive services. When programs lack volunteers, educators, and a male presence, statistics also shift negatively. In addition, ineffective reporting is an issue because it effects the funding of programs. When statistics fail to include qualitative reporting, stakeholders feel quantitative reporting is limited in adding pertinent information about the real changes within this demographic. Oppression has been a major source of the stagnation due to the stereotypes seen in the media, news, and Internet.

Limitations, Recommendations, and Implications of the Study

As addressed in Chapter 1, this study had limitations in three key areas: demographics, stakeholder initiatives, and the statistics analyzed. The purpose of the research was to primarily focus on African-American and Latino males. Furthermore, only three initiatives were analyzed; 21st Century Policing, My Brother's Keeper, and Race to the Top that support the success men of color. Lastly, the policies analyzed are specific to the impact of academia, criminal justice, and employment.

In collecting data there were additional limitations presented. The first was the length of the interview questions. The first survey participant complained that the interview questions were too long and overall it was time consuming. With the first participant's feedback I made changes in combining questions to eliminate redundancy. Unfortunately, I was unable to adhere to his final recommendation, which was to create multiple-choice questions. The other limitation came from the format of the Survey Monkey interview question page; participants were able to view one question at a time, which often duplicated their responses. Moving forward I would have all the questions on one page so, the participants could differentiate their responses. In addition, I would ensure each question elicited varied responses from the participants.

Additionally, another barrier stakeholders must be aware of within this particular demographic of inner city lower socio-economic, under-privileged males is the concept of self-fulfilling prophecies. "The term self-fulfilling prophecy (SFP) was coined in 1948 by Robert Merton to describe a false definition of the situation evoking a new behavior which makes the originally false conception come true" (Biggs, 2009, p. 294). Therefore, the success and sustainability of these government programs that support African-American and Latino males are heavily weighted upon their own personal belief in creating change within a system or within themselves. Presumably, assumptions are contradictory yet plays a significant role in guiding policy formulation (Bockett, 2010). For stakeholders to successfully implement programs in the lives of at-risk men of color, they have to potentially break down self-fulfilling prophecies for men to believe beyond self-fulfilling prophecies (Guyll, Madon, Prieto, & Scherr, 2010). In other respects,

epigenetics is the generational inheritance of DNA ranging from the disposition to develop cancer or becoming obese (Shaw, 2017). In correlation to self-fulfilling prophecies, research states that a traumatic experience may also be epigenetically inherited from molecular memory (Kirkpatrick, 2016). Trauma is noted to increase the manifestation of behavioral and psychological disorders even when the child has never experienced trauma for themselves (Kirkpatrick, 2016). Dr. Norrington –Sands a Psychologist with Los Angeles Unified School District stated in a Departmental of Mental Health presentation, stated that untreated historical trauma is later manifested into the cradle to the prison pipeline, school dropout rates, homelessness, foster care and imprisonment.

Beyond the challenges of addressing unemployment, low matriculation, and criminal justice for men of color; are challenges with policy formulation. The Race to the Top initiative was created under the Obama Administration, which stemmed from the failure of The No Child Left Behind initiative from the Bush Administration. "No Child Left Behind, took the law off track by mandating that all students hit arbitrary scores on standardized tests instead of ensuring equal opportunities…accountability was hinged entirely on standardized test scores of a single number that was used to determine whether students graduate or teachers keep their jobs" (Garcia & Thornton, 2015, p. 1). The Urban Institute conducted a study in 2013, which revealed other problems non-profits are experiencing, which are applying, reporting and complying to the requirements of government contracts and grants (Pettijohn, Vita, Fyffe, & Boris, 2013). Nevertheless, the stakeholders involved in academic initiatives have pressure to succeed

with this challenge to create social change in the lives of African-American and Latino males. The stakeholders that agreed to take on the My Brother's Keeper challenge also have high expectations to ensure our men of color become "successful" under their program supportive services. Lastly, the inception of the 21st Century Policing Task Force was formed after the multiple killings of innocent unarmed black men. The challenge here is also change, how can communities seek refuge in police officers that take an oath to uphold the law, yet fail to do so. Not only do communities need a mind shift to remember there is still good in police officers; officers also need to change their way of thinking about the populations they serve.

Recommendations

Upon concluding the data collection and the focus group, this study revealed several recommendations towards implementing social change, which is listed in the Table 1.

Recommendations

Mixed Methods Research	Stakeholder Collaboration	Training Programs	Marketing/Advertising
Outcomes			
Mixed method data would aid in garnering increased funding and reveal an in-depth story.	Conferences with multiple non-profit providers' revealing their success, barriers, and new programs affecting social change.	Skilled direct service workers, mentors, parents, police officers, policy writers, and teachers.	Nonprofit Application for iPhone and Androids phones.

The research question asked: How are stakeholders able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County? Key findings recommended a demand to collect mixed method data instead of exclusively quantitative research, which often depicts statistics negatively for men of color. The inclusion of mixed method data would ideally support increased funding, as the entire scope of the consumer would include a favorable scope of goals met. Stakeholders also expressed a need for collaborative unity amongst themselves, consistency, and training on how to better serve men of color. Through annual and national conferences, stakeholders could commune to develop their skill set and learn innovative tools towards ensuring men of color can succeed. In addition, there was also an apparent need to develop training programs for direct service workers, mentors, parents, police officers, policy writers, and teachers. Data reveled that to shift statistics beyond the negative stereotypes, a better understanding how to truly help this population is needed. The study also revealed what the ideal characteristics are for mentors working with this population, which is being compassionate, consistent, respectful, successful, supportive, trustworthy, and understanding. Organizations like Project Fatherhood have trainings throughout the year to teach those serving this population on how to better relate and provide services for men color (projectfatherhood.org). Lastly, due to the stigma of mental health and obtaining supportive services, stakeholders felt a need for support in implementing creative marketing and advertising tools for their nonprofit organizations. The creation of a nonprofit application for consumers and families to use would be a

creative groundbreaking tool. The application would recognize the user's current location, the user would click on services they need, which would then lead to a population of nonprofits in their service area. Utilization of this app could offer users mini-consultations, appointment setting/reminders, and information about a host of nonprofits providing the services they need. GuideStar is the world's largest platform for information about nonprofits as it remains a common tool for nonprofit stakeholders (guidestar.org). A new application would bridge the gap and assist consumers in continuing the work with a 21st century approach.

Furthermore, this study closes the gap towards effectively aligning with public polices to provide supportive services for men of color and offering stakeholders 'the what, and the how' to implement social change within this population.

Implications

Reviewing the participants data provided insight on the stakeholder's experiences working with men of color and implementing public policies to impact social change. Their responses led to a greater awareness into the repercussions of self-fulfilling prophecies as news, social media, familial influences and the community continue to be debilitating factors in the lives of men of color raised in the inner city. Social change ultimately begins with self, as men of color which to create a shift in their lives, the need of mentors, roles models and positive parenting are the cornerstones. In implementing public polices, stakeholders felt policy makers and funders lacked proper insight and training about the challenges men of color face. These challenges make meeting grant objectives for funding too stringent and as a result, programs get closed. It was

recommended for public policy makers to implement qualitative and quantitative data to further capture the impact of non-profit organizations. When funders seek quantitative data with this population, men of color have multiple barriers to reach statistical expectations in the areas of areas of academia, criminal justice, and employment.

Focus Group

In fully developing this research to implement social change, a few stakeholders from the original participants gathered to conduct a focus group. Stakeholders included Evelyn Wright of the Slauson Learning Center, which is predominantly an all-male behavioral nonpublic school, focused on improving the lives of men of color in the inner city. Daniel Castillo of the Social Justice Learning Institute (SJLC), their mission works towards improving the lives of urban communities of color. Social Justice Learning Institute has also implemented the My Brother's Keeper challenge to ensure their youth are provided the opportunities to prove themselves as scholars. "The Social Justice Learning Institute specializes in culturally relevant learning, teaching, and curriculum development which supports positive growth, increase academic competencies, and expands opportunities for civic participation" (sjli.org). Another stakeholder was Jason Lehman CEO and Founder of Why'd You Stop Me (WYSM) a non-profit organization created in 2014 by Long Beach Police Officer. Why'd You Stop Me was created to bring police and communities together through various trainings presented nationwide. Alan-Michael Graves of Project Fatherhood, as the Director, this organization addresses the problem of the absentee incarcerated father through empirically based workshops

throughout the county. Project Fatherhood established by the late Dr. Hershel K. Swinger has a 17-year history of the following objectives:

1.   Increased access to and utilization of fatherhood services

2.   Increased community capacity to provide fatherhood services

3.   Reduced involvement in the child protective system

4.   Increased father-to-child contact

5.   Greater awareness of fatherhood issues

Employees from Children's Institute, Inc. also participated they both brought a breadth of knowledge in serving disenfranchised men of color in areas of education and mental health.

Due to scheduling, the focus group was conducted via conference call, three key questions were asked and listed in Appendix B. Often times when a stakeholder implements a public policy and non-profit organizations are created, it is done in solace as they seek to build their communities for one common goal, which is social change. However, the focus group revealed a need for collaboration amongst non-profits with similar goals and to implement mixed methods research. The focus group also stated to ultimately affect social change, cycles need to be broken through the catalyst of various trainings: community policing, cultural, mental health, and parental. The goal would be to build knowledge and empower the community on a consistent level. Funding was the primary concern amongst the stakeholders for continuing the work and sustainability for new and current programs. Overall, the goal of the work was to break barriers in the lives

of men of color and see the statistics shift into positive outcomes. Evelyn Wright, of the Slauson Learning Center in Los Angeles, CA expressed the "work" must begin at home.

Literature

In the literature review as well in the data, collected self-fulfilling prophecy was stated as a prominent barrier towards success for men of color with additional etic and emic influences. The data reveled a need to increase the level of training for stakeholders whereas literature provided new information on how teachers' misconceptions of their student's intellectual abilities can lead toward negative academic outcomes for youth (Sorhagen, 2013). Research regarding employment opportunities for men of color has been a difficult; however, the increase in psychosocial skills with the development of economic strengthening and perseverance has been shown to lead towards professional success (Jennings, 2014). Stakeholders confirmed this, as they offered various skillsets in supportive programs and mentorships for men color. Within the realms of education, literature stated men of color combat academic discrimination (Butler-Barnes, Chavous, Hurd, & Vurd, 2013) when they are susceptible to attending lower performing schools while living in poverty (Conchas, Lin, Oseguera, & Drake, 2015). Stakeholders also shared that growing up in the inner city, youth are often bombarded with various barriers that limit their success in academia and employment. On the other hand, literature revealed, the positive presence of a father can deter men of color from violence (Allen, 2012) and those same you can benefit from environmental supportive systems (Simmons et al., 2012). Men of color have become empowered through the diligent support of their families (Hurd, Varner, & Rowley, 2012) and open communication with their teachers

and coaches (Richardson, 2012). Organizations like Project Fatherhood, 100 Black Men of Long Beach, and the Social Justice Learning Institute have all confirmed that success within their organizations have stemmed from consistency amongst their staff, dedicated and passionate role models.

This research was able to expound upon the needs of the stakeholders to become successful in creating social change in the lives of men of color. Literature lacked to revel concrete tools and skill sets that stakeholders utilize as well problematic concerns in implementing public polices. Further research with a case study will continue the work with actual participants that will continue the goal of creating social change in the lives of men of color in creating the formula for perseverance with a sociological framework.

Conclusion

This research set out to answer the question: How are stakeholders able to impact positive social change through implementing polices that focus on academia, criminal justice, and employment for African-American and Latino males living in Los Angeles County? The nature of this qualitative study used action research as the framework and ecological theory and theories of change for the theoretical foundation. It analyzed the outcomes and barriers in implementing 21st Century Policing, My Brother's Keeper and Race to the Top, for African-American and Latino males whom are challenged with adversities in obtaining academic success, employment and justice. The major concern presented is based upon the numerous non-profit organizations and initiatives that have a vision to shift statistics in academia, criminal justice, and employment; however, the changes over time remain stagnant. This study conducted an action research analysis to

determine if public polices have an impact on creating social change in the lives of men

of color and identify strategic solutions for stakeholders. The significance of this study

was to offer public policy stakeholders the tools to affect social change within the lives of

the African-American and Latino males living in various inner cities. The literature

review offered a summary of perspectives on various methodologies concentrating on 5

themes: barriers, disparities, initiatives, men of color and theory. The themes focused on

a centralized issue in identifying barriers as well as successes for policy makers and non-

profit stakeholders in their work towards adapting new policy initiatives. The literature

review lacked to provide adequate barriers or success on the public policy initiatives

analyzed. Alternatively, this research fills the gap to provide stakeholders insight as well

tools in implementing public policies such as 21st Century Policing, My Brother's

Keeper and Race to the Top. Data was retrieved from 16 organizations and n=25

participants who answered 10 interview questions; their short answers were inductively

coded which revealed significant themes. Daily mentorship was identified as the leading

tool to garner success in working with men color, while ecological influences, limited

funding, policy misalignment, and stereotypical threats have been recurring barriers. Key

findings recommended a demand to collect mixed method data, have stakeholder

collaborations, training programs, creative marketing, advertising solutions to reduce the

stigma of mental health, and obtaining supportive services.

Future Research

  The adaptation of a mandatory 4-day program before the start of 9-12th grade

classes similar to the program at Ohio State University would be a phenomenal study to

conduct at inner-city schools in Los Angeles, CA. The program would focus on academic success, time management, and study skills; a similar program at Ohio State University revealed greater success rates towards academic matriculation (Gose, 2014). Conducting a case or narrative study about the implementation of a public policy through the strategic application of programs would provide a profound view from a consumer's perspective. With the aim of conducting future research, data would be targeted to program consumers who would answer multiple-choice questions from the themes created in this initial study.

Stories like David Frazier's, a Facilitator with Project Fatherhood shared how he came to a crossroads as a young man to either go down a faulty path towards self-destruction or the straight and narrow. At 11 years he lay witness to a murder outside of his home in South Central Los Angeles, CA, thereafter he suffered from acute post-traumatic disorder and grew up with an absentee father. Raised by his single mother, he was the eldest of 4 siblings and before this life-changing event; he was identified as the class clown with behavioral problems. Frazier's crossroad had him realize that he did not want to end up killed or in jail, and from that point on he turned his life around. Frazier shared, during this time another pivotal moment occurred where he received a 'fatherly talk' from his elementary school principal; a Caucasian man that showed him he cared and wanted Frazier to improve his behavior. Frazier also shared how his brother who grew up in the same household, at age 14, had a separate crossroads. Unfortunately, his brother chose to seek vindication for his cousin's murder and presently lives a life in and out of the criminal justice system. Living in the inner city, Frazier identified 'traps' as another pivotal moment in a young man's life, which are illegal ways to get money

(robbery, breaking and entering and selling narcotics). Even though Frazier grew up without his father, the adversity fueled him to never grow up to be like him. The presence of his grandfather, although a quiet man who also lived in the same household, showed him how to be hardworking, steady and secure. Even though Frazier had the presence of his loving and supportive mother and hardworking grandfather, he rarely heard phrases like "good job" or "you're going to be great" which was reassurance he needed growing up. When asked about his experiences growing up, could he identify a formula for men of color to succeed, he stated for organizations to hire men from the community, reinforce success in the schools and provide more support in the home for single mothers. Today, Frazier continues the work as a Facilitator for Project Fatherhood working in various inner-city communities. Frazier assists formerly incarcerated men through the catalyst of empowering weekly workshops and being a mentor that embodies social change.

Hearing elements of Frazier's story ignites the interest to continue the research towards the development for the formula of perseverance for men of color living in the inner city. Further research would also explore the median age men come to a crossroads in attempt to offset such "traps" that lead towards criminal behavior and academic deterioration. As stated before, a case or narrative study about men like Frazier would highlight the success of men faced with advertises. The study would also provide tools to be taught in the schools and at non-profits that would effectively continue the work of social change with a consumer perspective.

References

Alcindor, Y., & Penzenstadler, N. (2015, Jan, 21). Police redouble efforts to recruit diverse officers. *USA Today.* Retrieved from www.usatoday.

Allen, A. N., & Lo, C. C. (2012). Drugs, guns, and disadvantaged youth: Co-occurring behavior and the code of the street. *Crime & Delinquency, 58*(6), 632-953.

Annie E. Casey Foundation (2004). Theory of change: a practical tool for action, results and learning. Retrieved from www.aecg.org.

American Civil Liberties Union Foundation. (2014, Oct, 27). Racial Disparities in Sentencing. Retrieved from https://www.aclu.org/sites/default/files/assets/141027_iachr_racial_disparities_aclu_submission_0.pdf

Arbona, C. (2014). Career assessment. In F.T.L.Leong (Ed.), *APA Handbook of Multicultural Psychology*, (pp.215-230). Washington, DC: Applications and Training American Psychological Association.

Battilana, J., & Casciaro, T. (2012) Change agents, networks, and institutions: A contingency theory of organizational change. *Academy of Management Journal, 55*(2), 381-398.

Biggs, M. (2009). Self-fulfilling prophecies. The Oxford Handbook of Analytical Sociology. Oxford University Press, New York.

Blackwell, G. A. (2014, July, 25). The missing piece for young men of color: Jobs. *The Huffington Post.* Retrieved from http://www.huffingtonpost.com

Bockett, D. (2010). The assumptions underlying arms transfers: towards a more

    meaningful framework for policy analysis. *International Journal of*

    Interdisciplinary Social Services, 5(6),1-16.

Borrego, E., & Borrego, V. (2015). From the barrio to the public sector executive suite:

    Where are the roadblocks? *Journal of Public Affairs Education. 21*(4), 481-

    494.

Brendtro, L. K., Mitchell, M. L., & Jackson, W. C. (2014). The circle of courage: critical

    indicators of successful life outcomes. *Reclaiming Children and Youth, 23*(1),

    9-13.

Breuer, E., De Silva, M., Fekadu, A., Prasad, N., Murhar, V., Nakku, J., Petersen, I., &

    Lund, C. (2014). Using workshops to develop theories of change in five low

    and middle income countries: Lessons from the program for improving mental

    health care. *International Journal of Mental Health Systems, 8*(15), 1-4.

Bukoski, B. E., & Hatch, D. K. (2016). We're still here…we're not giving up": Black

    and Latino men's narratives of transition to community college. *Community*

    College Review, 44 (*2),* 99-118.

Burnes, B. (2004). Kurt Lewin and the planned approach to change: a re-appraisal.

    Journal of Management Studies, issue number, 977-1002.

Bush, L. V., & Bush, E. C. (2013). God bless the child who got his own: Toward a

    comprehensive theory for African-American boys and men. *Western Journal of*

    Black Studies, 37(1), 1-13.

Butler-Barnes, S. T., Chavous, T. M., Hurd, N., & Varner, F. (2013). African American adolescents' academic persistence: a strengths-based approach. *Journal Youth Adolescence, 42*, 1443-1458.

Carlisle, S., & Cropper, S. (2009). Investing in lay researchers for community-based action research: implications for research, policy and practice. *Critical Public Health, 19*(1), 59-70.

Cerezo, A., Lyda, J., Beristianos, M., Enriquez, A., & Connor, M. (2012). Latino men in college: giving voice to their struggles and trumps. *Psychology of Men & Masculinity, 14*(4), 352-362.

Christopher, G. C. (2013). Commitment to racial equity. *Reclaiming Children and Youth, 22*(1), 38-41.

Conchas, G. Q., Lin, A. R., Oseguera, L., & Drake, S. J. (2015). Superstar or scholar? African American male youths' perceptions of opportunity in a time of change, Urban Education, 50 (6), 660-688.

Creswell, J.W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. Theory into Practice. Taylor & Francis.

Dickerson, J. (2014, Aug, 5). 72 percent documentary confronts the black community's single parent epidemic. Retrieved from http://www.huffpost.com

Eniya, O. K., Watkins, Y. J., & Williams, Q. (2016). Am I my Brother's keeper? African American men's health within the context of equity and policy. American Journal of Men's Health, 10 (1), 73-81.

Espinoza, G., Gillen-O'Neal, C., Gonzales, N. A., & Fooling, A. J. (2014). Friend affiliations and school adjustment among Mexican-American adolescents: the moderating role of peer and parent support. Journal of Youth and Adolescence, 43, 1969-1981.

Farmer, E. D., & Hope, W. C. (2015). Factor That influence American male retention and graduation: the case of gateway university, a historically black college and university. Journal of College Student Retention: Research, Theory & Practice, 17 (1), 2-17.

Feierman, L. (2014, April, 10). Troubling statistics For African-American males in the classroom. Retrieved from http://san francisco.cbslocal.com.

Fletcher, M. A., Zuber-Skerritt, O., Bartlett, B., Albertyn, R., & Kearney, J. (2010). Meta-Action Research on a Leadership Development Program: A Process Model for Life-long Learning. Systemic Practice & Action Research, 23 (6), 487-507.

Fundamental Change: Innovation in America's Schools Under Race to the Top. (2015) U.S. Department of Education. Retrieved from http://www2.ed.gov/programs/racetothetop/rttfinalrpt1115.pdf.

Garcia , L., & Thornton, O. (2015, Feb, 13) No child left behind has failed. Retrieved from https://www.washingtonpost.com.

Gill, K.,Campbell, E., Gauthier, G., Xenocostas, S., Charney, D., & Macaulay, A. (2014). From policy to practice: Implementing frontline community health services for substance dependence-study protocol. BMC Journals: Implementation Science, 9, 1-15.

Gold, M. E., & Richards, H. (2012). To label or not to label: The special education

    question for African-Americans. Educational Foundations, 26 (1), 143-156.

Gooding-Williams, R. (1998). Race, multiculturalism, and democracy. Constellations: An

    International Journal of Critical & Democratic Theory, 5 (1), 18-40.

Gose, B. (2014). Helping black men succeed in college. Chronicle of Higher Education,

    61 (9), B4-B5.

Graves, E. G. Sr. (2014, April, 7). Don't just save black boys, redeem black men.

    Retrieved from Black Enterprise Magazine.

Gready, P. (2013) Organizational theories of change in the era of organizational

    cosmopolitanism: lessons from action aids human rights-based approach. Third

    World Quarterly, 34 (8), 1339-1360.

Guyll, M., Madon, S., Prieto, L., & Scherr, K. C. (2010). The Potential roles of self-

    fulfilling prophecies, stigma consciousness, and stereotypes threat in linking

    Latino/a ethnicity and educational outcomes. Journal of Social Issues, 66 (1),

    113-130.

Harnett, J (2012). Reducing, discrepancies between teachers' espoused theories and

    theories-in-use: an action research model of reflective professional development.

    Educational Action Research, 20 (3), 367-384.

Harris, D. (2012). Leveraging Change via Competition: The promise and limitations of

    race to the top. Journal of Education Policy, 1-7.

Hine, G. S. C. (2013). The importance of action research in teacher education programs.

    Issues in Educational Research, 23 (2), 151-163.

Highfield, L., Hartman, M. A., Bartholomew, L. K., Bailhe, P., & Ausborn, V. A. (2015). Evaluation of the effectiveness and implementation of an adapted evidence-based mammography intervention for African American women. BioMed Research International, 1-9.

Horner, S. D., Rew, L., & Brown, A. (2012). Risk-taking behaviors engaged in by early adolescents while on school property. Issues in Comprehensive Pediatric Nursing, 35 (2), 90-111.

Howard, T. C. (2013). How does it feel to be a problem? Black males students, schools and learning in enhancing the knowledge base to disrupt deficit frameworks. Review of Research in Education, 37, 54-86.

Hurd, N. M., Varner, F. A., & Rowley, S. J. (2012). Involved-vigilant parenting and socio-emotional well-being among black youth: The moderating influence of natural mentoring relationships. Journal of Youth Adolescence, 42, 1583-1595.

Interim Report of the President's Task Force on 21st Century Policing. (2015) Retrieved from http://www.cops.usdoj.gov/pdf/taskforce/Interim_TF_Report.pdf

Jennings, L. (2014). Do men need empowering too? A systematic review of entrepreneurial education and microenterprise development on health disparities among inner-city Black male youth. Journal of Urban Health: Bulletin of the New York Academy of Medicine, 91 (5), 836-850.

Joiner, L. L. (2014). My brother's keeper focuses on boys of color. Crisis, 121 (2), p5-6.

Kirkpatrick, B. (2016, April, 16). Inherited epigenetics and behavioral consequences of trauma could be reversed. Retrieved from

https://www.whatisepigenetics.com/inherited-epigenetic-and-behavioral-

consequences-of-trauma-could-be-reversed/

Knafo, S. (2013, Oct, 4). 1 In 3 black males will go to prison in their lifetime.

Retrieved from http://www.huffingtonpost.com

Knight, D. J. (2014). Toward a relational perspective on young Black and Latino males:

The contextual patterns of disclosure as coping. Harvard Educational Review,

84 (4), 433-467.

Knight, G. P., Losoya, S. H., Cho, Y. I., Chassin, L., Williams, J. L., & Cota-Robles, S.

(2012). Ethnic identity and offending trajectories among Mexican American

juvenile offenders: gang membership and psychosocial maturity. Journal of

Research on Adolescence, 22 (4), 782-796.

Korte, G. (2015, June, 21). White House plan to share police data could face obstacles.

Retrieved from USA Today.

Land, A., Mixon, J. R., Butcher, J., & Harris, S. (2014). Stories of six successful African

American males high school students: A qualitative study. NASSP Bulletin,

98 (2), 142-162.

Leith, S.C., Ward, C. L. P., Giacomin, M., Landau, E. S., Ehrlinger, J., & Wilson, A. E.

(2014). Changing theories of change: strategic shifting in implicit Theory

endorsement. Journal of Personality and Social Psychology, 107 (4), 597– 620.

Lipscomb, A. E. (2016). Black male grief reaction to trauma: One man's mental health

treatment. Create space independent Publishing: San Bernardino, CA.

Lorenzo-Blanco, E. I., Unger, J. B., Baezconde-Garbanati, L., & Ritt-Olsen, A. (2012). Acculturation, enculturation, and symptoms of depression in Hispanic youth: The roles of gender, Hispanic cultural values, and family functioning. Journal of Youth and Adolescence, 41, 1350-1365.

Mackinnon, A., Amott, N., & McGarvey, C. (2006, Mar, 29). Mapping change: using a theory of change to guide planning and evaluation. Retrieved from www.grantcraft.org.

Madon, S., Guyll, M., Scherr, K. C., Willard, J., Spoth, R., & Vogel, D. L. (2013). The role of the self-fulfilling prophecy in young adolescents' responsiveness to a substance use prevention program. Journal of Applied Social Psychology. 43, 1784-1798.

Markman, A. (2015).Why are so many unarmed Black American killed by the police? Retrieved from The Humanist.

Masse, L. C., Nairman, D., & Naylor, P. (2013). From policy to practice: implementation of physical activity and food policies in schools. International Journal of Behavioral Nutrition and Physical Activity, 10, -71.

McGuinn, P. (2014). Presidential policymaking: Race to the Top, executive power, and the Obama education agenda. The Forum, 12 (1), 61-79.

Mitchell, G. (2013). Selecting the best theory to implement planned change. Nursing Management, 20 (1), 32-37.

Morando, S. J. (2013). Paths to mobility: the Mexican second generation at work in a new destination. The Sociological Quarterly, 54, 367-398.

Morrison, A. (2015, Mar, 8). Black unemployment rate 2015: In better economy, African-Americans see minimal gains. Retrieved from http://www.ibtimes.com

Mulhall, T. A., (2014). A lasting prophetic legacy: Martin Luther King Jr., the world council of churches, and the global crusade against racism and war. Stock Publishers.

Noguera, P. (2014). Marginalized men. Retrieved from The Nation.

Nuñez, A., González, P., Talavera, G. A., Sanchez-Johnsen, L., Roesch, S. C., Davis, S. M., Arguelles, W., Womack, V. Y., Ostrovsky, N. W., Ojeda, L., Penedo, F. J., & Gallo, L. C. (2015). Machismo, Marianismo, and negative cognitive-emotional factors: findings from the Hispanic community health study/study of Latinos sociocultural ancillary study. Journal of Latina/o Psychology, 1-16.

Orrock, J., & Clark, M. A. (2015). Using systems theory to promote academic success for African American males. Urban Education, 1-30.

Patrick, L. A. (2014). Outside insiders: remember the time. The Journal of Pan African Studies, 7 (6), 106-127.

Pettijohn, S., Boris, E., De Vita, C., & Fyffe, S. (2013). Nonprofit-government contracts and grants: findings from the 2013 national survey. Retrieved from https://www.urban.org/sites/default/files/publication/24231/412962-Nonprofit-Government-Contracts-and-Grants-Findings-from-the-National-Survey.PDF

Piña-Watson, B., Castillo, L. G., Jung, E., & Castillo-Reyes, R. (2014). The Marianismo beliefs scale: validation with Mexican American adolescent girls and boys. Journal of Latina/o Psychology, 2 (2), 113-130.

Powell, J. A., & Rockeymoore, M. (2014). Obama's plan to aid black men and boys will be a boon to other groups, too. Chronicle of Philanthropy, 26 (15), 31-32.

President's Task Force on 21st Century Policing. (2015). final report of the president's task force on 21st century policing. Washington, DC: Office of Community Oriented Policing Services.

Obama, B. (2014). My Brother's keeper. Reclaiming Children and Youth, 23 (1).

Ojeda, L., Piña-Watson, B., & Gonzalez, G. (2016). The role of social class, ethno-cultural adaptation, and masculinity ideology on Mexican American college men's well- being. Psychology of Men & Masculinity, 1-7.

Oliver, K., Innvar, S., Lorenc, T., Woodman, J., & Thomas, J. (2013). A Systematic review of barriers to and facilitators of the use of evidence by policymakers. BMC Health Services Research, 14 (2).

Rabinowitz, P. (2015). Community tool box. Retrieved from http://ctb.ku.edu.

Race to the Top (2009). Executive summary. Retrieved from https://www2.ed.gov/programs/racetothetop/executive-summary.pdf.

Riley, T., & Ungerleider, C. (2012). Self-fulfilling prophecy: how teachers' attributions, expectations, and stereotypes influence the learning opportunities afforded Aboriginal students. Canadian Journal Of Education, 35 (2), 303-333.

Richardson, Jr. J. B. (2012). Beyond the playing field: coaches as social capital for inner-city adolescent African-American males. Journal of African Studies, 16, 171-194.

Rubio-Valera, M., Pons-Vigues, M., Martinez-Andres, M., Moreno-Peral, P., Berenguera, A., & Fernandez, A. (2014). Barriers and facilitators for the implementation of primary prevention and health promotion activities in primary care: A synthesis through Meta-Ethnography. PLOS ONE, 9 (2), 1-13.

Ruiz, J. (2016, Jan, 6). Pilot program outfitting Long Beach police officers with body camera approves unanimously. Retrieved from http://lbpost.com.

Rutkin, A. (2015) Policing the police. New Scientist, 226 (2013) 20-21.

Saenz, V. B., Bukoski, B. E., Lu, C., & Rodriguez, S. (2013). Latino males in Texas community colleges: a phenomenological study of masculinity constructs and their effect on college experiences. Journal of African American Males in Education, 4 (2), 82-102.

Sanjari, M., Bahramnezhad, F., Fomani, F. K., Shoghi, M., & Cheraghi, M. A. (2014). Ethical challenges of researchers in qualitative studies: the necessity to develop a specific guideline. Journal of Medical Ethics and History of Medicine, 7 (14), 1-6.

Shaw, J. (2017). Is epigenetics inherited? Retrieved from http://harvardmagazine.com/2017/05/is-epigenetics-inherited.

Simons, R. L., Lei, M. K., Stewart, E. A., Beach, S. R. H., Brody, G. H., Philibert, R. A., & Gibbons, F. X. (2012). Social adversity, genetic variation, street code, and aggression: a genetically informed model of violent behavior. Youth Violence and Juvenile Justice, 10 (1), 3-24.

Smith, J. R., & Patton, D. U. (2016). Posttraumatic stress symptoms in context: Examining trauma responses to violent exposures and homicide death among

Black males in urban neighborhoods. American Journal Of Orthopsychiatry, 86 (2), 212-223.

Soland, J. (2013). Predicting high school graduation and college enrollment: Comparing early warning indicator data and teacher intuition. Journal Of Education For Students Placed At Risk, 18 (3-4), 233-262.

Sorhagen, N. S. (2013). Early teacher expectations disproportionately affect poor children's high school performance. Journal Of Educational Psychology, 105 (2), 465-477.

Stepteau-Watson, D., Watson, J., & Lawrence, S. K. (2014). Young African-American males in reentry: an Afrocentric cultural approach. Journal of Human Behavior in the Social Environment, 24, 658-665.

Sweeten, G., Piquero, A. R., & Steinberg, L. (2013). Age and the explanation of crime, revisited. Journal of Youth Adolescence, 42, 921-938.

Suarex-Balcazar, Y., Balcazar, F., Garcia-Ramirez, M., & Taylor-Ritzler, T. (2014). Ecological theory and research in multicultural psychology: a community psychology perspective. APA Handbook of Multicultural Psychology, 1, 535-552.

Taplin, D., Clark, H., Collins, E., & Colby, D. (2013). Theory of Change. Retrieved from http://www.actknowledge.org/resources/documents/ToC-Tech-Papers.pdf

Tanner, D. (2013). Race to the top and leave the children behind. Journal of Curriculum Studies, 45 (1), 4-15.

The Research Alliance for New York City Schools (2016). Retrieved from http://steinhardt.nyu.edu.

The Sentencing Project (2008). Reducing racial disparity in the criminal justice

    system: a manual for practitioners and policymakers. Retrieved from

    http://www.sentencingproject.org/doc/publications/rd_reducingracialdisparity.pdf.

Thomas, A., Hammond, W. P., & Kohn-Wood, L. P. (2015). Chill, be cool man: African

    American men, identity, coping, and aggressive ideation. Cultural Diversity and

    Ethnic Minority Psychology, 21 (3), 369-379.

Trahan, D. P. Jr., & Lemberger, M. E. (2013). Critical race theory as a decisional

    framework for the ethical counseling of African American Clients. Counseling

    and Values, 59, 112-124.

Unlocking America (2007). Retrieved

    from http://www.jfa-associates.com/publications/srs/UnlockingAmerica.pdf.

US Fatherless Statistics (2016). Retrieved from http://fatherhoodfactor.com.

U.S. Department of Justice Programs National Institute of Justice (2012). *A Primer on*

    Body-Worn Cameras for Law Enforcement. Retrieved from

    https://www.justnet.org

Van Brant, A. (2014), Nov, 27. Mike Brown's Law is a start, but police body-cams are no

    panacea for violence. Retrieved from http://www.theguardian.com.

Villavicencio, A., Bhattacharya, D., & Guidry, B. (2013). Moving the needle: exploring

    key levers to boost college readiness among Black and Latino males in New York

    City. The Research Alliance for New York City Schools. Retrieved from

    http://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/moving_the_needl

    e/MovingTheNeedle_Report.pdf.

Villavicencio, A., Klevan, S., & Kang, D. (2015). Changing how high schools serve

      Black and Latino young men: A report on New York City's expanded success

      initiative. The Research Alliance for New York City Schools. Retrieved from

      http://steinhardt.nyu.edu/scmsAdmin/media/users/sg158/PDFs/esi_year2/Changin

      gHowHighSchoolsServeBlackandLatinoYoungMen.pdf.

Walker, B. L.T. (2012). Teacher education and African males: deconstructing pathways

      from the schoolhouse to the "big house". Teacher Education and Special

      Education, 35 (4) 320-332.

Walker, J., & Matarese, M. (2011). Using a theory of change to drive human resource

      development for wraparound. Journal of Child and Family Studies, 20, 791-

      803.

Ware, L. (2014, May, 15). Unconscious stereotypes and black males. Retrieved from

      www.diverseeducation.com.

Watkins, D. C. (2012). Depression over adult life course for African-American men:

      Toward a framework for research and practice. American Journal of Men's

      Health, 6 (3), 194-210.

Watson, J. E. (2015, April, 5). National fraternity implements strategies to help black

      males   succeed. Retrieved from www.diverseeducation.com.

Weiss, J. & Hess, F. M. (2015). What did race to the top accomplish? Retrieved from

      www.educationnext.org.

West, C. (2001). Race Matters. Random House, NY.

Williams, J. L., Aiyer, S. M., Durkee, M. I. & Tolan, P. H. (2014). The protective role of

    ethnic identity for urban adolescent males facing multiple stressors. Journal of

    Youth Adolescence, 43, 1728-1741.

Wolf-Powers, L. (2014). Understanding community development in a "theory of action"

    framework: Norms, markets, justice. Planning Theory & Practice, 15 (2), 202–

    219.

Appendix A: Interview Questions

1. What are the barriers in adhering to public policy initiatives (grant objectives/expectations) that affect social change in the lives of African-American and or Latino males in the inner city?

2. What barriers towards success have you experienced in working with African-American and or Latino males?

3. What form of success have you experienced in working with African-American and or Latino males to effect social change in their lives?

4. What are the best-recommended tools/skills to garner success in working with African-American and or Latino males from the inner city?

5. In what ways does your program instill perseverance in the lives of men of color?

6. How often should motivation occur in the lives of African-American and Latino males in the inner city when programs are focused on creating social change? Daily 70.8% Weekly 25.0% Monthly 4.2%

7. In what ways have African-American and Latino males been challenged with their own self-fulfilling prophecies? (Self-fulfilling Prophecy states individuals that are labeled negatively will become the negative stereotype).

8. What have been your solutions for addressing the racial biases in implementing initiatives focused on social change for men of color in the areas of academia, criminal justice, and or employment?

9. How long does it generally take significant change to occur in the lives of African-American and or Latino males in the inner city where programs are focused on creating social change? Why?

10. Why do you believe there isn't a significant shift in statistics that highlights the success made in the lives of African-American and or Latino males in the inner city where programs are focused on creating social change?

Appendix B: Focus Group Questions

1. Please think about affecting social change in the lives of African-American and Latino males, what comes to mind?

2. If there are multiple non-profits that have similar visions, what are the action items that should be implemented to make significant change to alter the statistics in areas of academia, criminal justice, and employment?

3. What are your final thoughts for this research in shaping the lives of men of color and public policy?

Appendix C: Results

Question #1	Themes		
What are the barriers in adhering to public policy initiatives (grant objectives/expectations) that affect social change in the lives of African-American and or Latino males in the inner city?	Policy Makers	Consumers: Men of Color	Non-profit Leaders
Participant Quote: *"Often times there are discrepancies between grant expectations and how much resources are allocated by the granter to address the specific challenge. In addition, the granter understands the challenge and potential solutions from a research level but does not fully understand how it all plays out in the field. Therefore, their expectations on duration, timeline, scope, scale, practices, theory of change, outcomes, measures of success, and etc. are slightly misaligned with the ways the grantees operate to achieve those desired results".*			

Question #2	Themes		
What barriers towards success have you experienced in working with African-American and or Latino males?	Etic Barriers	Educational Barriers	Consumers: Men of Color
Participant Quote: *"Two major barriers exist. One is positioned in the acrimonious debate that our males should pull themselves up by their own bootstraps. In this scenario, the problems of concentrated poverty, poor schooling, and lack of job opportunities are ignored, while the individual is viewed as responsible for the social achievement gap. The other barrier is that communities of color do face insurmountable barriers to progress that are not imagined, but systemic of past histories and antecedents that exist due to social and economic conditions from the past, that impact our communities in the present".*			

Question #3	Themes		
What form of success have you experienced in working with African-American and or Latino males to effect social change in their lives?	Self-confidence	Trust & Support	Empowerment

Participant Quote:

"It is important to not focus on the deficits of an individual, but focus on the strengths. I have asked a variety of times the clients I have worked with to give me what their deficits are and typically I get a long list of what others have told them they are not good at. When I have asked what they believe their strengths are, the typical answer is I don't know. It is important to use strength-based approaches that encourage change talk to come from the individual and not me trying to push an agenda. We are all adults who for the most part is capable of understanding that we are the bearers of our choices. So, it has been my job to show and encourage better decision-making and begin positive goal setting that encourages growth in an individual. If I have a client that has a particular interest, it is an opportunity to encourage them to pursue similar interests as a career or as a motivating tool to move away from poor decision making. It is frustrating at times, but ultimately the one making decisions is the individuals we work with".

Question #4	Themes		
What are the best-recommended tools/skills to garner success in working with African-American and or Latino males from the inner city?	Mentoring & Education	Marketing & Research	Perseverance

Participant Quotes:

"Focus on early education, reading, writing and arithmetic when they are young so they will be placed in advanced honors programs. Expose them to career, college, successful people, fine arts, and STEM. Help them find the value in learning and their value in the classroom. Be supportive and be the one they can come talk to...be understanding and empathetic. Empower them, start talking to young men of color about goals, dreams and the connection between hard work, education at different levels and having a plan of action. Further the conversation by helping them to understand that they have to take small manageable steps towards the goals and dreams every day while demonstrating grit".

Question #5	Themes		
In what ways does your program instill perseverance in the lives of men of color?	Consistency	Encouragement	Perspective

Participant Quotes:
"The best -recommended tool/skills, which garner success is the ability to inspire and demonstrate success others have had. When those of African-American and Latino ethnicity see others like them (neighbors, family, people they know in the community) take part in respective undertakings, they are generally inclined to join in. Create succinct and rich approaches that are relatively, timely, and embrace passion. This tool is effective as well. It is also recommended to choose the leader of the group and have the leader speak to the strength, integrity, and authenticity of whatever is offered".

Question #6	Themes		
6.How often should motivation occur in the lives of African-American and Latino males in the inner city when programs are focused on creating social change?	Daily 70.8%	Weekly 25.0%	Monthly 4.2%

Question #7	Themes		
7.In what ways have African-American and Latino males been challenged with their own self-fulfilling prophecies? (Self-fulfilling Prophecy states individuals that are labeled negatively will become the negative stereotype).	Media	Stereotypes	Etic/Emic Influences

Participant Quotes:
"Statistics say that 89% of black and Latino males that grows up in the inner city, will become a product of their environment. Self-fulfilling Prophecies are fueled by tradition that's engraved in the brains of inner city boys. When this learned behavior is unlearned and replaced with positive and constructive habits, I have witnessed curses being reversed and family legacies being restored to glory".

Question #8	Themes		
What have been your solutions for addressing the racial biases in implementing initiatives focused on social change for men of color in the areas of academia, criminal justice, and or employment?	Education	Communication	Role Models

Participant Quotes:

"I personally have been able to develop programs to promote social change that not only have provided direct services but also have fostered a sense of spiritual development. Inner change must take place before any meaningful external or lasting change.

Question #9	Themes		
How long does it generally take for significant change to occur in the lives of African-American and or Latino males in the inner city where programs are focused on creating social change? Why?	Weeks	Months	Year or more

Participant Quotes:

"Our data indicates that a significant change can be identified within 3-6 months"

Question #10	Themes		
Why do you believe there isn't a significant shift in statistics that highlights the success made in the lives of African-American and or Latino males in the inner city where programs are focused on creating social change?	Programs	Reporting	Oppression

Participant Quotes:

"Many programs and services are very underfunded and cannot endure that challenges of funding cycles that can lead to termination of services and or programs all together".