



A Life Course Framework for Improving the Lives of Boys and Men of Color

Arnold Chandler | Forward Change Consulting

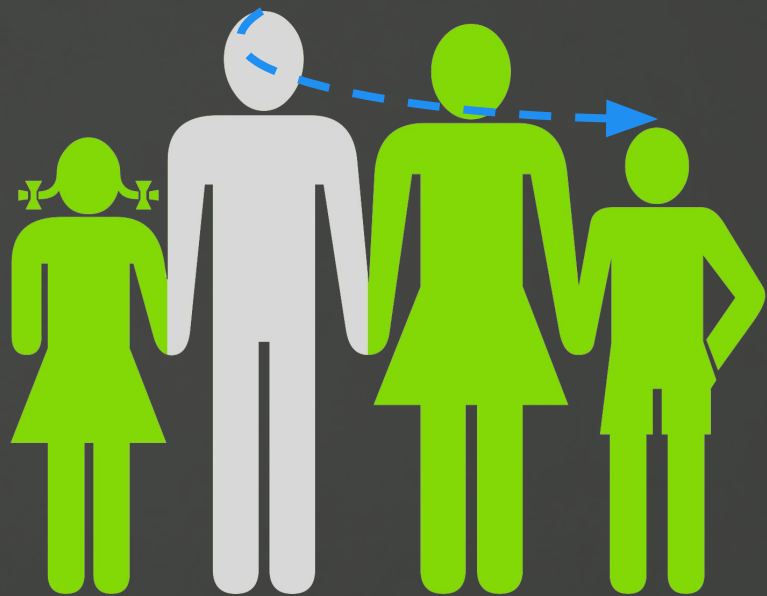
1. Why a Focus on (Gender) Boys and Men of Color (BMOC)?: **A Gender-Specific Cycle of Intergenerational Disadvantage**
2. A Life Course Framework for Improving the Lives of Disadvantaged Populations: **Interrupting the Cycle**

Gender-Specific Effects of Family Disadvantage on Educational Outcomes

Gender-Specific Effects of Family Disadvantage on Educational Outcomes

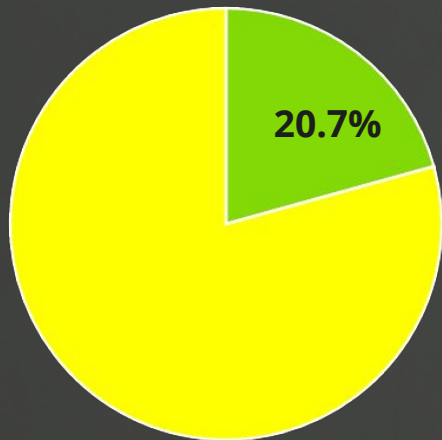
Growing up in a single-parent family:

- Reduces college attendance for boys, but not for girls (*Jacob, 2002*)
- Increases juvenile delinquency among boys, but not girls (*Cobb-Clark, 2011*)
- Increases behavior problems significantly more among boys than girls (*Bertrand and Pan, 2011*)
- Causes behavioral and academic outcomes between boys and girls to substantially diverge starting in Kindergarten: Based on a sample of 1 million Florida kids (*Autor, 2015*)
- Causes a reversal of gender gap in the likelihood that males will work compared to girls. Boys raised in single parent families work less than girls as adults: Based on a U.S. sample of 10 million children. (*Chetty, 2016*)

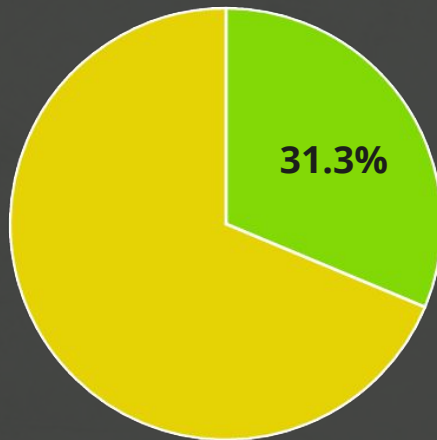


Children Living in Single Parent Families

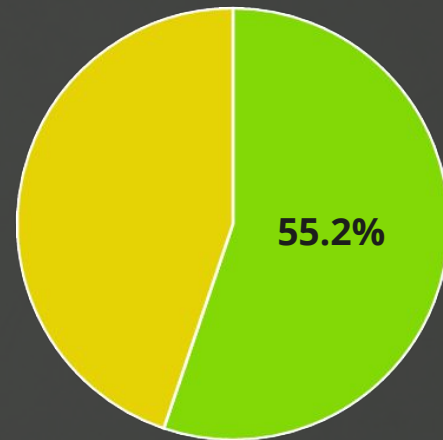
In 2012, the Percentage of
Children Living in Single Parent
Families



White Children



Latino Children

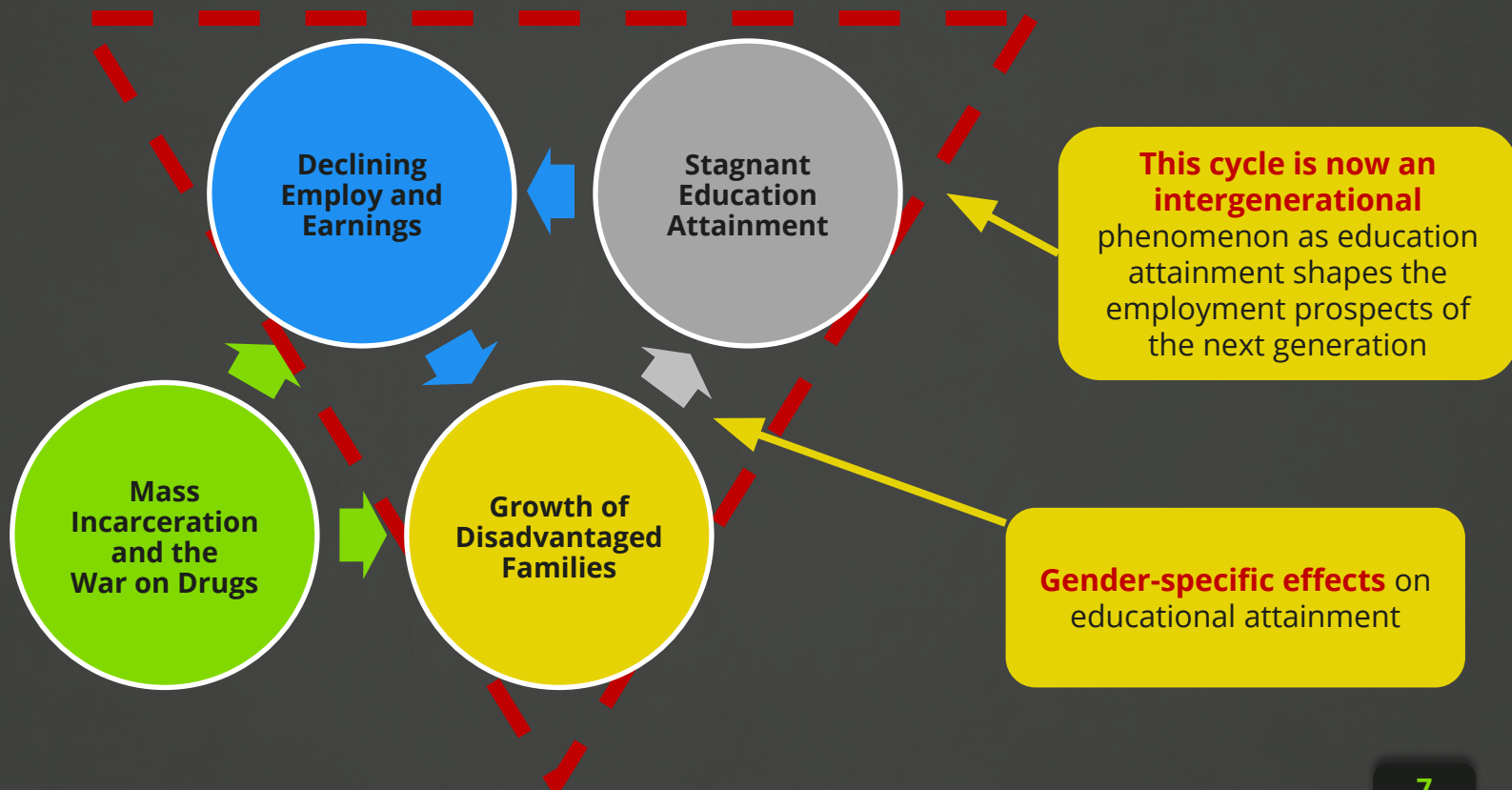


Black Children

A Vicious Cycle of Intergenerational Male Disadvantage



A Vicious Cycle of Male Intergenerational Disadvantage



Oakland, CA

Declining
Employ and
Earnings

Declining
Education
Attainment

Growth of
Single-Parent
Families

There are **12-14 million** formerly incarcerated individuals residing in US Neighborhoods

Growth of
Single-Parent
Families

Declining
Employ and
Earnings

Declining
Education
Attainment

Growth of
Single-Parent
Families

Declining
Employ and
Earnings

Declining
Education
Attainment

Growth of
Single-Parent
Families

Rise of
concentrated
disadvantage

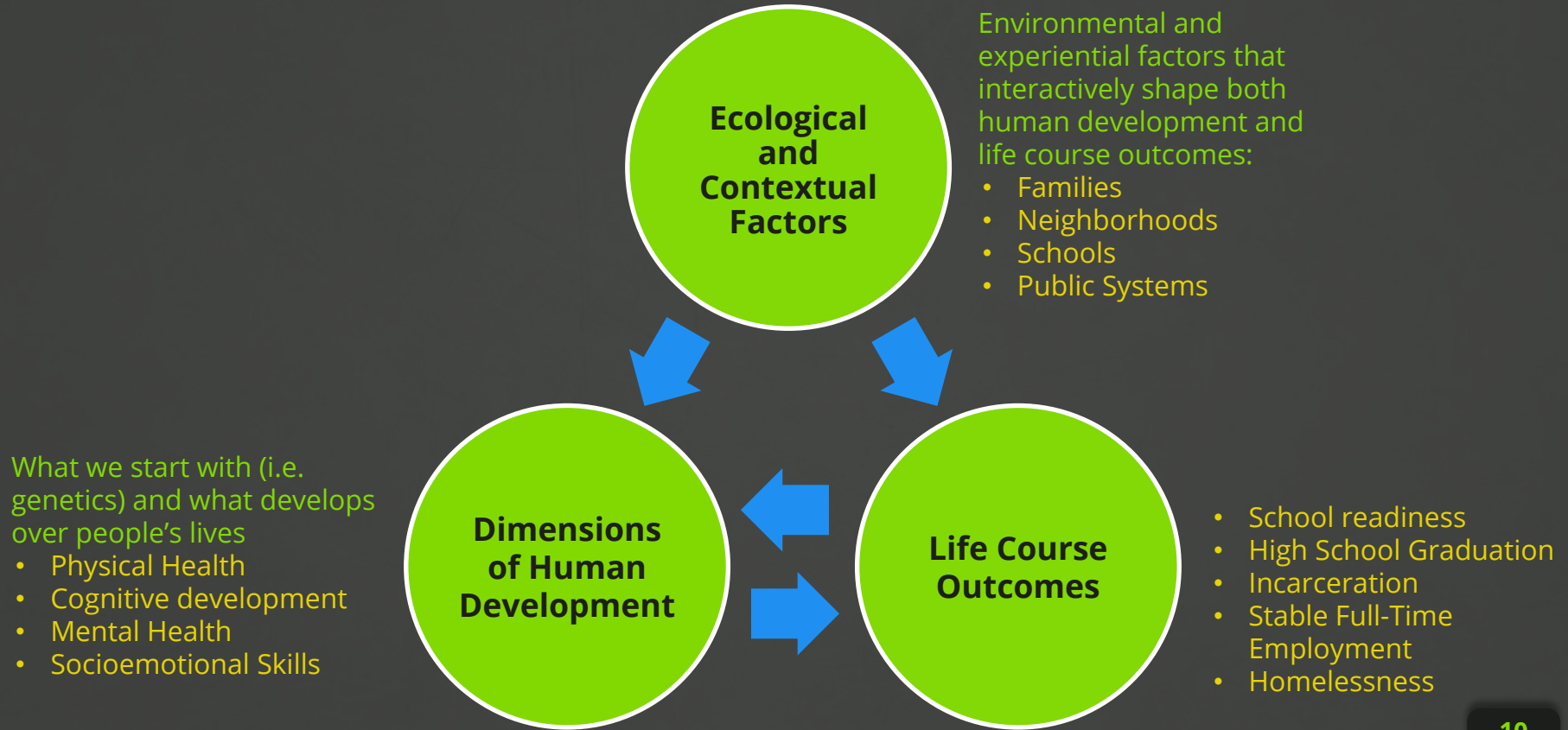
- Poor neighborhoods are **over-policed** through aggressive drug enforcement and order-maintenance policing and **under-protected** from violence due to reduced “police legitimacy” and police effectiveness with regard to violent crime
- Mass incarceration is also concentrated** (Clear, 2007)

Mass Criminalization
(War on Drugs and Incarceration)

- The rise of concentrated poverty and jobless ghettos since the early 1970s** (Wilson, 1996)
- Concentration of negative factors associated with poverty** like crime, violence, poor school quality, drugs, disinvestment (Massey, 2007)

A Life Course Framework for Improving the
Lives of Disadvantaged Populations:
Interrupting the Cycle

Overview of Framework Components



Dimensions of Human Development

Physical Health: genetic predisposition; motor-visual-auditory dev, morbidity, physical frailty, brain development, **biological embedding of social adversity and toxic substance exposures:** chronic adversity, allostatic load/toxic stress, environmental toxin exposure (e.g. air pollution, lead poisoning, etc.), epigenetics, basal cortisol levels, addiction

Cognitive Development: intelligence, information processing, language, numeracy, literacy, **executive functions** (e.g. **memory, attention, reasoning, problem solving**), mathematical reasoning, scientific thinking, verbal and written communication skills

Mental Health and Sense of Well-Being: **secure attachment**, trauma, happiness/contentment, hope, self-esteem/mastery, stigma stress, mood disorders, schizophrenia, PTSD, psychosis, addiction

Personality: Openness, Conscientiousness, Agreeableness, Neuroticism



Socioemotional Development: Emotion and behavior regulation; autonomy; determination; self-monitoring/meta-cognition

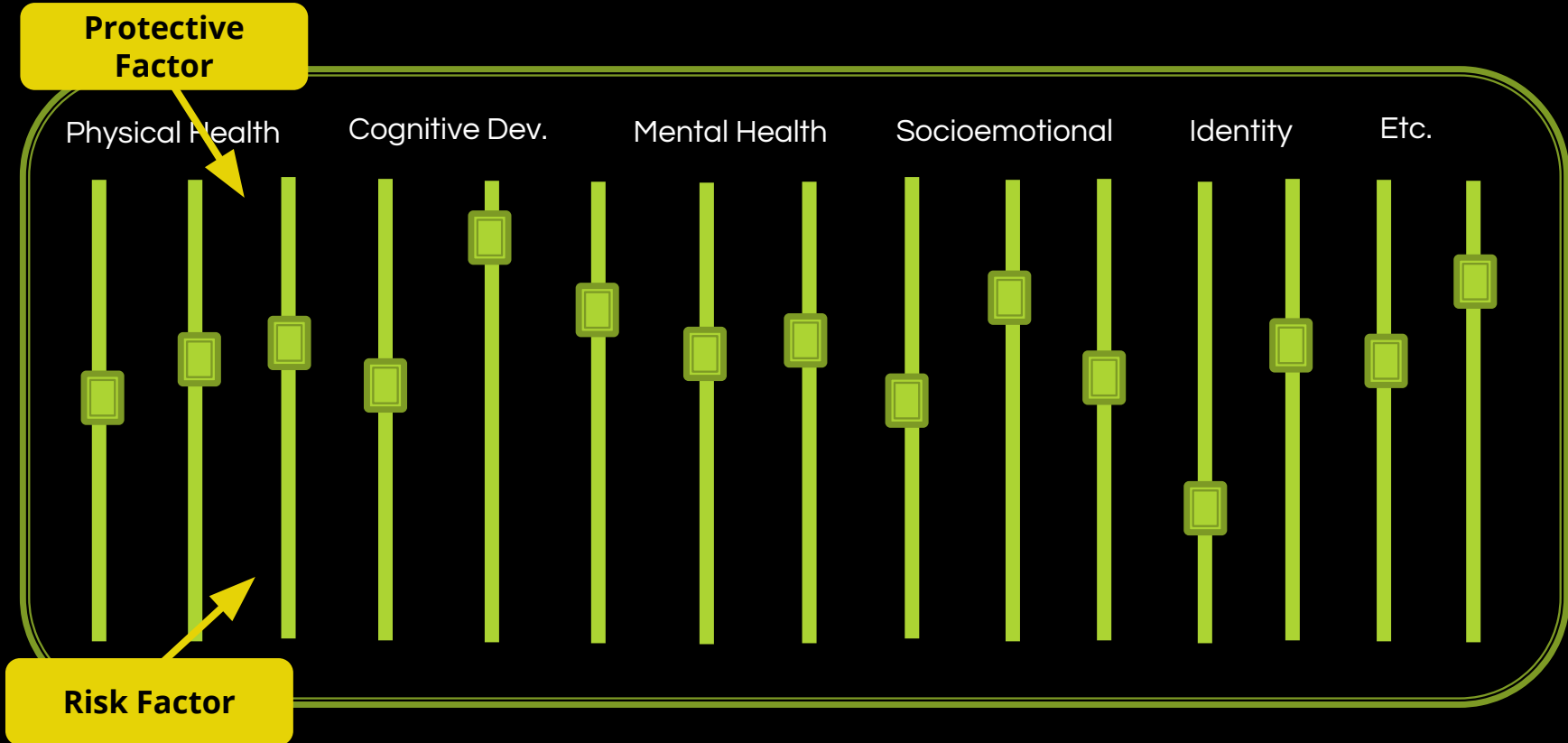
Identity Development: **Self-concept**, Self-Awareness, **Mindset**, self-efficacy, gender identity, sexual identity, cultural orientation/attachment

Content and Cultural Knowledge: Declarative, procedural and evaluative content and cultural knowledge.

Meaning-Making/Spiritual Development: Global and Situational Meaning including beliefs, goals, subjective sense of meaning, spiritual orientation and practice; religious affiliation

Moral Development: conscience and moral agency, moral judgment, **moral reasoning, altruism, empathy, moral action/behavior** (Prosocial behavior), moral emotion, moral character (i.e. virtue, ethics)

Dimensions of Human Development



Society, Culture & History
Institutions and Public Systems
Place
Peers, Mentors and Networks
Schools and Childcare
Family

ON TRACK

OFF TRACK

0-5

6-11

12-18

19-25

26-35

Physical Health

Cognitive Dev.

Mental Health

Socioemotional

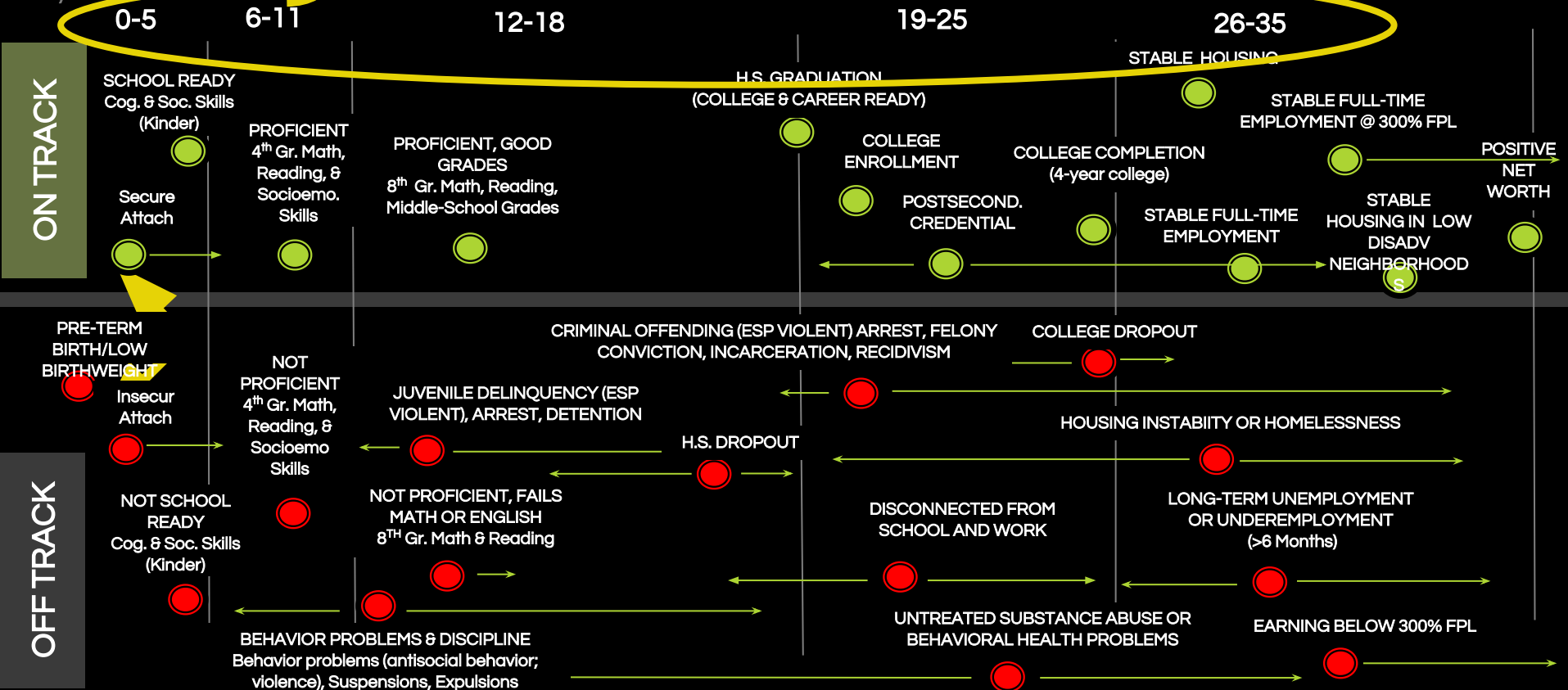
Identity

Etc.

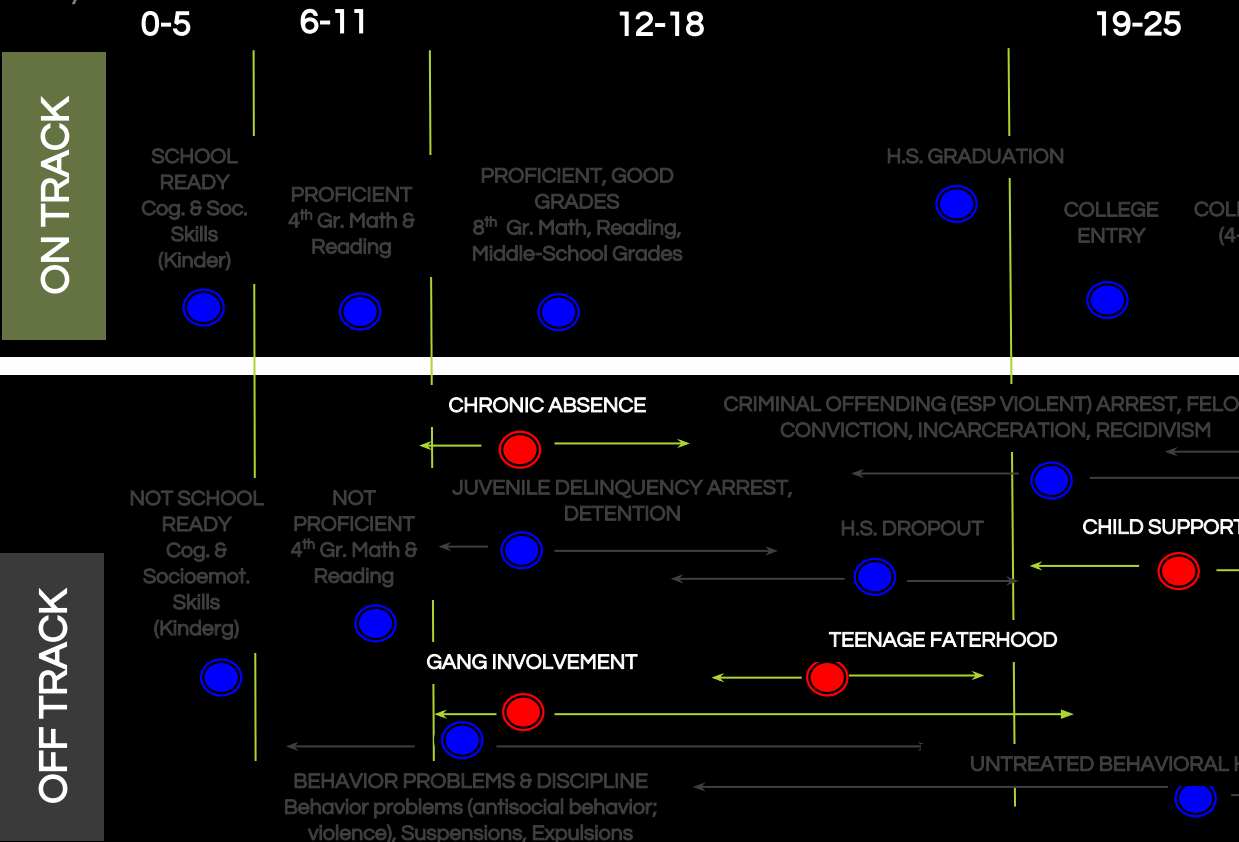
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Ecological/Contextual Factors

Life Course Outcomes

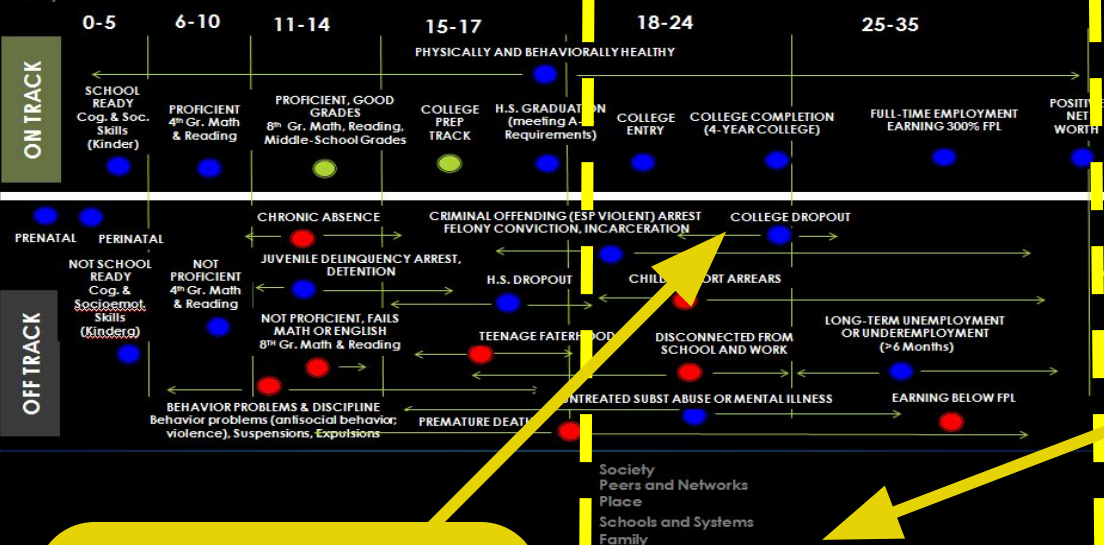


Life Course Outcomes



Key Themes:

- **Earlier life outcomes affect later ones.**
- There is a need for interventions across the life course, not just early ones. **Early intervention is necessary, but not sufficient.**
- There are **"sensitive"** developmental periods for intervention
- **"Causal Density"**: Everything is related to everything else which makes "siloe" approaches ineffectual

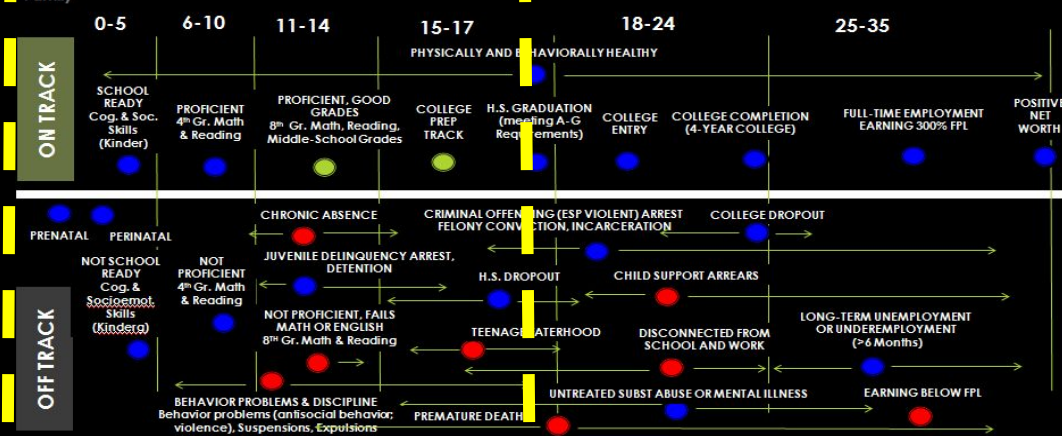


Generationally Linked Life Courses: Adopting a Two-Generation Approach

Father's Life Course (or Mother's)

While these are later life course interventions, they have early life course implications for the next generation.

Roughly 65% of black and Latino fathers have their first child before age 25. By age 30, roughly 85% of these fathers have had their first child. These fathers have 2 or fewer kids on average around 5 years apart. Thus, by age 35, a majority of the next generation has been



Child's Life Course

Ecological and Contextual Factors

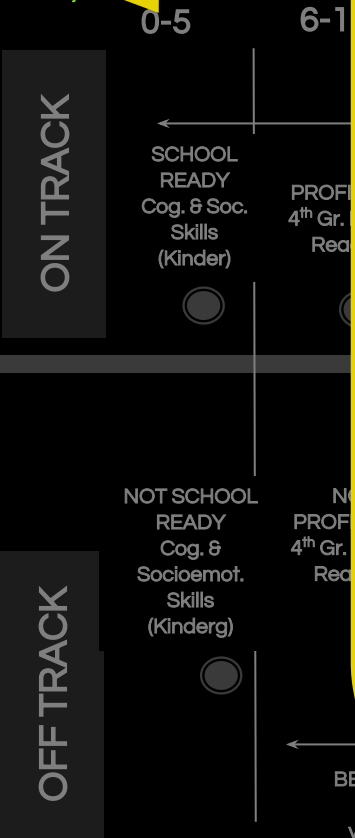
Ecological and Contextual Factors

Society, Culture & History
Institutions and Public Systems
Place
Peers, Mentors and Networks
Schools and Childcare
Family



Ecological and Contextual Factors can be

Society, Culture & History
 Institutions and Public Systems
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 Schools and Childcare
 Family



- Parental age at child's birth
- **Documentation Status**
- **Incarcerated Parent**
- **Parental death**
- **Parental behavioral health problem**
- **Language spoken at home**
- **Additional supportive persons (e.g. grandparents, aunts/uncles, fictive kin)**

Family Resources

- Pre-natal and neo-natal care
- Quality of early caregiving
- Food security
- Health insurance
- Parental Income and Wealth
- Parental Education
- Family structure and instability
- Housing stability/instability

Parental Attention, Expectations, Skills

- Parental attention
- Parental Expectations
- Parenting skills, practices (e.g. harsh parenting) and beliefs

Society, Culture & History
Institutions and Public Systems
Place
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Schools and Childcare
Family

SCHOOLS AND CHILDCARE

•**School System:** discipline practices (e.g. exclusionary discipline), resources, peer effects, teacher quality, developmental relationships, institutional practices (i.e. administration), classroom management, climate, instructional practices, curricula

•**Childcare:** kin care, center-based child care, other care

ON TRACK

0-5

6-10

SCHOOL
READY
Cog. & Soc.
Skills
(Kinder)

PROFICIENT
4th Gr. Math
Reading

NOT SCHOOL
READY
Cog. & Socioemot.
Skills
(Kinderg)

NOT
PROFICIENT
4th Gr. Math &
Reading

JUVENILE ARREST, DETENTION

H.S. DROPOUT

CHILD SUPPORT ARREARS

NOT PROFICIENT, FAILS
MATH OR ENGLISH
8TH Gr. Math & Reading

TEENAGE FATHERHOOD

DISCONNECTED FROM
SCHOOL AND WORK

EARNING BELOW FPL

BEHAVIOR PROBLEMS & DISCIPLINE
Behavior problems (aggression & violence), Suspensions, Expulsions

NON-COLLEGE PREP TRACK

UNTREATED SUBSTANCE ABUSE OR
MENTAL ILLNESS

OFF TRACK

Society, Culture & History
Institutions and Public Systems
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Peers, Mentors and Networks
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0-5

6-10

11-15

16-18

19-24

25-34

35-44

45-54

55-64

65-74

75-84

85-94

95-104

105-114

115-124

125-134

135-144

145-154

PEERS, MENTORS and NETWORKS

- **Social and Emotional Support** (e.g. relationship with a caring adult outside the family; close friends)
- **Mentors:** formal and informal
- **Negative peer socialization**
- **Social Capital** (bridging and bonding)

SCHOOL READY
Cog. & Soc.
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(Kinder)

PROFICIENT
4th Gr. Math &
Reading

NOT SCHOOL
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Reading

NOT PROFICIENT, FAILS
MATH OR ENGLISH
8th Gr. Math & Reading

TEENAGE FATERHOOD

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EARNING BELOW FPL

BEHAVIOR PROBLEMS & DISCIPLINE
Behavior problems (aggression &
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BEHAVIOR PROBLEMS
 Behavior problems (e.g. aggression, violence), Suspensions, Expulsions

PLACE

(Neighborhoods, Places of Routine Activities and Metros)

- **Concentrated Disadvantage** and **Concentrated Affluence**
- **Violence and Crime** (victimization and secondary exposure)
- **Racial Segregation**/Social Isolation
- Street culture and underground economy
- Residential instability/"Coercive Mobility"
- **Employment opportunities/Labor Markets**
- **Housing quality/Neighborhood Deterioration** (e.g. uncollected garbage, abandonment)
- **Neighborhood institutional infrastructure** (e.g. CBOs, Nonprofit service providers, organizers)
- **Social capital and community involvement**
- Neighborhood **collective efficacy**
- **Toxic substance** exposure
- **Policing**: place-focused law enforcement practices and tactics (e.g. aggressive street drug enforcement, racial profiling, stop-and-frisk)
- Religious Institutions
- Day care/After School Programs
- Shopping (e.g. supermarkets)
- **Metro-level income and racial segregation, income inequality and intergenerational mobility**

Society, Culture & History
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11-17

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Socioemot.
Skills
(Kinderg)

NOT
PROFICIENT
4th Gr. Math &
Reading

CHRONIC

JUVENILE

NOT PROFICIENT
MATH &
8TH Gr. Math

BEHAVIOR PROBLEMS & DISCIPLINE
Behavior problems (aggression &
violence), Suspensions, Expulsions

NON-COLLEGE PREP TRACK

UNTREATED SUBSTANCE ABUSE OR
MENTAL ILLNESS

EARNING BELOW FPL

INSTITUTIONS AND PUBLIC SYSTEMS

- **Neighborhood and Community Institutions:** afterschool programs, community centers, civic & community organizations, workplaces, etc.
- **Juvenile Justice** Systems: Referral, Detention, Community Supervision
- **Criminal Justice** System: Policing practices/effectiveness, Incarceration (state sentencing policies and practices), Prosecutorial policies and practices, Community Supervision policies and practices, Re-entry programs and services
- **Social, Health and Human Service** Systems:

0-5

6-10

SCHOOL
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NOT SCHOOL
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Reading

BEHAVIOR PROBLEM
Behavior problems
(violence), Suspensions, etc.

SOCIETY, CULTURE & HISTORY

- **Implicit bias and explicit bias**
- **Market-based racial and gender discrimination:**
 - labor market
 - housing
 - retail
 - financial
- **Legal and law-enforcement discrimination**
- **Educational Discrimination**
- **Legacy of all past forms of discrimination**

Macro-Trends

- Demographic change (e.g. immigration)
- Rise and Decline in Violence and crime
- Rise in Mass Incarceration
- Rise in Income inequality
- Rise in Income segregation (e.g. concentrated poverty & concentrated affluence)
- Decline in Male Employment and Earnings
- Deindustrialization

• **Political Economy Shifts**

- Rise of Neo-liberalism

• **Gender norms: patriarchal forms of masculinity and gender relations**



Key Takeaways from the life course framework for intervention strategy

1. **Changing conditions** (and removing barriers) confronting BMOC through **policy and systems change**
 - Focused on State & Local with some Federal Policy change
 - Tie savings from punishment reform to “reinvestment”
2. Help children become more **resilient** to bad conditions through **applying programs, services and practices** that we know work for males of color
3. **Both are indispensable!**

Key Takeaways: Intervention Principles

- Must adopt a **life-course approach**:
 - **Early predicts/causes later** through patterns of cumulative advantage/disadvantage
 - **Intervention is necessary across the life course**: early intervention is necessary but not sufficient
 - **Timing Matters**: there are sensitive periods for intervention
 - **History matters**: the legacy of past inequalities shape current realities
 - **Agency matters**: environments shape people and people shape environments
 - **Equifinality**: There are multiple pathways to the same negative outcome (often fewer ones to a positive outcome)
- **Place Matters**
- **Causal Density**: Everything is related to everything else which makes “siloe” approaches ineffectual
- **Dual Generation**: Tying interventions together that change outcomes for children and parents simultaneously
- **Gender-Specificity**: That is “gender-specific” in its analysis of causes, correlates and solutions
- **Support Successful Pathways**: Prevent off-ramp pathways and create recovery pathways
- **Balance social control vs. social support** for producing key outcomes



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