

MEGA Research Question #4:
**What programs/initiatives/partnership-types are promising
for the pathway of Black and Latino males participation in the
workforce?**

There are a variety of programs and initiatives that have been utilized to help with Black and Latino male participation in the workforce. To identify some recent ones, we searched EBSCOhost's Academic Source Complete, Business Source Complete, Education Research Complete, and ERIC. If you notice that our bibliography is missing an important program/initiative/partnership related to this research question, please email Bonnie Fong (fongb@montclair.edu) about adding it to our list. Thank you.

REFERENCE LIST

Barker, C. J. (2018, March). **My Brother's Keeper hosts employment summit for young men in Newark.** *New York Amsterdam News*, 109(9), 4.

Abstract: More than 1,000 young men in Newark recently attended the Pathways to Success: Boys and Young Men of Color Opportunity Summit at the Prudential Center. The participants, aged 16 to 29, were offered on-the-spot hiring interviews, access to community resources and social services, links to mentors, career preparation and leadership development training

Burt, B. A., Williams, K. L., & Palmer, G. J. M. (2019). **It Takes a Village: The Role of Emic and Etic Adaptive Strengths in The Persistence of Black Men in Engineering Graduate Programs.** *American Educational Research Journal*, 56(1), 39–74.
<https://doi.org/10.3102/0002831218789595>

Abstract: Black men, underrepresented in engineering, constitute a missing segment of the population who could contribute to the global knowledge economy. To address this national concern, stakeholders need additional research on strategies that aid in Black men's persistence. This study explores the experiences of 30 Black men in engineering graduate programs. Three factors are identified as helping them persist from year to year, and in many cases through completion of the doctorate: the role of family, spirituality and faith-based community, and undergraduate mentors. The article concludes with implications for future research and professional practice that may improve the experiences of Black men in engineering graduate programs, which may also increase the chances that they will remain in the engineering workforce

Dennis, D. H., & Hudson, C. C. (2007). **Workforce Education and Two Important Viewpoints.** *Journal of Industrial Teacher Education*, 44(2), 89–98.
<https://scholar.lib.vt.edu/ejournals/JITE/v44n2/pdf/dennis.pdf>

Abstract: Workforce Education appears to be a goldmine in the state of Florida. As of December 2003, annual job growth statistics reveal that Florida ranked

number one in the nation in new jobs and tied for number one in percent change relative to other populous states (Georgia, Texas, New Jersey, and New York). The purpose of Florida's Workforce Education Program is to provide career and technical education as well as other educational services to help students attain those skills that enable them to become or remain economically self-sufficient. The purpose of this article is to explore the necessity for students to participate in programs that offer less than bachelor degrees while recognizing the importance of higher education, particularly in the African American community. It addresses the viewpoints of two African-American leaders, Booker T. Washington and W. E. B. DuBois, in light of today's dilemma of how best to address the needs of African-American youth. These two men believed education was essential in African Americans' overcoming of the social ills of their time; Washington put his faith in skills and trade, and DuBois believed that equality and education were more important than wealth.

Dimeny, E., Williamson, D., Yates, L., & Hinson, D. (2019). ***Skilling Up: The Scope of Modern Apprenticeship***. Urban Institute. <https://eric.ed.gov/?id=ED601793>

Abstract: The apprenticeship movement is reshaping skills, policies, and programs in the United States at a critical moment in our country's history. This reader offers a chorus of voices emanating from different countries and populations, echoing commitment to bright, sustainable workforce futures through a well-crafted approach to this talent development model. The collected chapters and vignettes address questions for businesses of all sizes, community-based organizations, and schools looking for a way to build strong pipelines of skilled labor, stimulate economies in struggling regions, provide options for adults seeking career changes, and stimulate engagement for students filled with curiosity about the promise of work-based learning. We endeavored to shatter myths, remove barriers, and erase fears of attempting apprenticeship, particularly for small and medium-size businesses and parents who are naturally concerned about meaningful and gainful career choices for their children. This reader intends to show the possibilities modern apprenticeship affords contemporary societies and to inspire many to reframe the boundaries of traditional thinking.

Dockry, M. J., Sachdeva, S. S., Fisher, C. L., Kenefic, L. S., Locke, D. H., & Westphal, L. M. (2022). **Student trainee and paid internship programs have positive results but do little to influence long-term employee diversity in the USDA forest service.** *PLoS ONE*, 17(11), 1–17. <https://doi.org/10.1371/journal.pone.0277423>

Abstract: Women and Black, Indigenous, and People of Color (BIPOC) employees are underrepresented in science and natural resource management institutions. Student and recent graduate trainee and internship programs have been used to try to address this in United States federal agencies over the last few decades. Our study evaluates how effective such programs are at improving U.S. federal workforce diversity. We used a comprehensive employee dataset

from the United States Department of Agriculture (USDA) Forest Service—which has the largest natural resource management workforce in the country—to analyze the demographic characteristics and career paths of paid interns from 1996–2017. We found that a majority of employees who started as interns later converted to permanent employment with the USDA Forest Service. In addition, Black and Hispanic interns were, respectively, 5 and 3 times more likely than White interns to work for the agency in permanent positions after their internships. However, people who started as interns had significantly shorter USDA Forest Service careers than those who started in permanent positions. White women entering directly into permanent positions typically advanced to higher pay grades through promotion faster than White women who entered as interns. Finally, male BIPOC interns involuntarily separated (i.e., were fired) at significantly higher rates than all other employees. Our study suggests that while internship employment programs can be an effective tool for hiring a diverse workforce, they are not sufficient to close the overall workforce diversity gap. In addition, only a small percentage of new hires every year are interns. To achieve a level of representation that mirrors the civilian labor force, our study suggests that internship programs need to focus on long-term employee retention and be of significantly larger scale.

Grossman, J. B., Quiroz Becerra, M. V., Tessler, B., & Azurdia, G. (2023). ***Changing Workforce Development Systems to Better Serve Young Adults and Advance Equity: The First Five Years of Generation Work***. MDRC.
<https://eric.ed.gov/?id=ED628523>

Abstract: A 2014 report on global human capital trends found that many employers across the United States had difficulties maintaining a skilled and committed workforce. Yet unemployment among young people ages 16 to 29 years was well above the overall unemployment rate. In 2016, 8.2 percent of this group were unemployed, while the national average was 4.9 percent. However, among Black young adults it was even higher: 13.8 percent. Indeed, unemployment among young Black men was more than triple the national average. To help address racial inequity and increase employment among young people, workforce development systems and other systems that serve young adults would need to change. Given this context, in 2016, the Annie E. Casey Foundation launched Generation Work™ to connect more young adults—especially young people of color from families with low incomes—with meaningful employment by changing the way public and private systems prepare them and support their search for jobs. As part of the initiative, it asked partnerships made up of key workforce organizations in five cities to change how their workforce systems operated by better aligning education, training, and support services across organizations, and weaving into their systems best

practices related to employers and youth. This report examines the first five years of the initiative as implemented by five partnerships.

Hammonds, E., Malcom, S., Pinn, V., & Whitacre, P. (2023). ***Psychological Factors That Contribute to the Dearth of Black Students in Science, Engineering, and Medicine: Proceedings of a Workshop***. National Academies Press.
<https://doi.org/10.17226/26691>

Abstract: Efforts over the last several decades to increase the participation and leadership of Black men and women in the scientific and medical workforce have had limited results. Despite many individual successes, the number of Black professionals in science, engineering, and medicine (SEM) fields has not reached a level that corresponds with African American representation in the country at large. Structural racism affects progress at all stages along the pathway - from young children through graduate and medical students through faculty and clinicians at all levels. Beyond entry into educational programs or recruitment into workplaces seeking to diversify, challenges persist to achieve equity and inclusion for Black males and females. Moreover, psychological barriers confound the engagement of Black men and women in SEM fields. To explore these issues and suggest solutions, the National Academies of Sciences, Engineering, and Medicine launched the Roundtable on Black Men and Black Women in Science, Engineering, and Medicine. Over the past 2 years, the Roundtable has convened workshops on K-12 education, the impact of COVID-19, financial burdens to pursuing SEM careers, and other topics. Sessions during each of these workshops identified psychological factors related to those specific topics. To have a more targeted discussion, the Roundtable convened a virtual workshop on September 14-15, 2021. As summarized in this proceedings, panelists and participants identified policies and practices that perpetuate these factors and explored solutions toward achieving and maintaining wellness, especially among students and young professionals.

Ladeji-Osias, J. O., Partlow, L. E., & Dillon, E. C. (2018). **Using Mobile Application Development and 3-D Modeling to Encourage Minority Male Interest in Computing and Engineering**. *IEEE Transactions on Education*, 61(4), 274–280.
<http://dx.doi.org/10.1109/TE.2018.2826466>

Abstract: Contribution: This paper shows that participating in a year-round program for African–American male middle school students (ages 10–14) can positively impact their attitudes toward STEM, their confidence in problem solving and team work, and their interest in STEM careers, but may not impact the interest in taking STEM classes to the same extent. **Background:** Increasing the number of under-represented minorities pursuing degrees in science and engineering through formal and informal learning activities has been a focus in the United States for many years. Efforts to diversify the engineering workforce have often targeted students in high school and college (ages 15–22), with

varying success. *Intended Outcomes*: This program was designed to increase participants' content knowledge, interest in STEM courses, interest in STEM careers, interest in attending college, and improve their attitudes about STEM. *Application Design*: Approaches used included: 1) introducing software tools that encouraged critical thinking, creativity and independent learning; 2) integrating engineering and software design processes; 3) providing projects that were age- and culturally-appropriate; and 4) using ethnically matched mentors. *Findings*: After almost two years in the program participants show improved attitudes toward STEM, more interest and career choices in computing and engineering, and increased interest in attending college. These findings suggested that summer and academic year programs can be effective for cultivating interest in computing and engineering careers, but their impact on interest in studying related subjects may need further study

Lea III, C. H., Brown, M., & Bhatt, R. (2023). **Alternative Schools, Career and Technical Education, and Emerging Adult Black Men in Reentry: A Case Study.** *Child & Adolescent Social Work Journal*, 40(4), 455–472.
<https://doi.org/10.1007/s10560-022-00907-8>

Abstract: Employment is identified as a key factor that supports emerging adult Black men in reentry with making a successful the transition to adulthood. Although anti-Black racism creates barriers to them securing and maintaining legitimate employment, strength-based, education-focused alternative schools that are structured to meet their intersectional needs and experiences can help to promote their transition to employment. Yet, little is known about how these schools promote resilience and career readiness among this population and the ways in which they perceive these strategies to support their transition to employment. As such, this single, exploratory qualitative case study, which included observations, interviews, and focus groups sought to better understand how, if at all, an alternative school promotes resilience and career readiness among emerging adult Black men in reentry. Work readiness training, internships, and job search and placement assistance emerged as meaningful career and technical services and support that the young men with making the transition into employment. While working and attending school simultaneously posed challenges to school engagement and completion, the findings highlight the important promotive and protective role strength-based alternative schools can play in promoting positive educational and employment-related experiences and outcomes among emerging adult Black men in reentry.

Long III, L. L., & Travers, C. S. (2021). **Brotherly Bond: A Collaborative Autoethnographic Analysis of Black Male Scholars.** *Journal of Negro Education*, 90(2), 183–194.

Abstract: Historically, Black men have had limited opportunities to obtain doctoral degrees or faculty positions at U.S. institutions of higher education. Few interventions exist to change historical trends and promote positive examples of successful Black male scholars. Using a collaborative autoethnographic methodological approach, we share our personal narratives as Black male scholars while vividly detailing how our involvement in a program for doctoral students of color positively influenced our career trajectories. More specifically, we discuss how the Bell Fellows Program offered us a peer-to-peer support network, Black male faculty and staff mentors, financial resources, as well as the social and intellectual capital necessary to successfully earn our doctoral degrees and acquire faculty positions in our respective fields.

Mead, L. M. (2007). **Toward a Mandatory Work Policy for Men.** *Future of Children*, 17(2), 43–72. <https://www.brookings.edu/books/the-future-of-children-fall-2007/>

Abstract: Lawrence Mead addresses the problem of nonwork among low-income men, particularly low-income black men, and its implications for families and children. The poor work effort, he says, appears to be caused partly by falling wages and other opportunity constraints but principally by an oppositional culture and a breakdown of work discipline. Mead argues that if government policies are to increase work among poor men, they must not merely improve wages and skills but enforce work in available jobs. Using the same “help with hassle” approach that welfare reform has used successfully to increase work among poor mothers, policymakers should adapt the child support enforcement and criminal justice systems so that both actively help their clients find employment and then back up that help with a requirement that they work. Men with unpaid child support judgments and parolees leaving prison would be told to get a job or pay up, as they are now. But if they did not, they would be remanded to a required work program where their efforts to work would be closely supervised. They would have to participate and get a private job and have their subsequent employment verified. Failing that, they would be assigned to work crews, where again compliance would be verified. Men who failed to participate and work steadily would—unless there were good cause—be sent back to the child support or parole authorities to be imprisoned. But men who complied would be freed from the work program after a year or two. They would then revert to the looser supervision practiced by the regular child support and parole systems. If their employment record deteriorated, they could again be remanded to the work program. Mead estimates that such a program would involve as many as 1.5 million men who are already in the child support and criminal justice systems and would cost \$2.4 billion to \$4.8 billion a year. It is premature, says Mead, for such a program to be mandated nationwide. Rather, the best role for national policy at this point is to establish and evaluate promising model programs to see which work best.

Mohammadi, A., Grosskopf, K., & Killingsworth, J. (2020). **An Experiential Online Training Approach for Underrepresented Engineering and Technology Students.** *Education Sciences*, 10, 46. <https://eric.ed.gov/?id=EJ1250533>

Abstract: Workforce pipelines are essential to sustain a productive workforce in an increasingly competitive, high-tech environment. Advanced automation, sensors, materials and data analytics will increase the need for highly skilled workers in the manufacturing (and manufactured construction) sector. Attracting and developing the next-generation workforce is not without its challenges; however, students are often deficient in technical skills and generally have negative perceptions about manufacturing and construction. As a result, new education and training models have been developed to provide instruction at all levels of the educational system, with a focus on both traditional students and non-traditional students, including ethnic minorities, women, veterans, disabled persons and older adult learners. This study focused specifically on certain underrepresented students in STEM programs offered at community colleges in the Great Plains region of the U.S. An available online training program by the Society of Manufacturing Engineers was used as a contextualized online training tool. The Learning Management System embedded in this online training tool was used to gather student data. Conducting multiple regression analyses on the test outcomes, completion rates, and improvement between post-test and pre-test scores showed that female participants achieved greater improvement between pre- and post-test scores than males, and achieved higher rates of credentialing compared to all other demographic groups. African American participants achieved greatest improvement between pre- and post-test scores than all other ethnic groups while Hispanics achieved higher rates of module completion. Additionally, this study also examines the background related to contextualized teaching and learning, as well as the effectiveness of this delivery method for these underrepresented populations.

Patterson, L. D., Wheeler, R. M., Edge, N., & Daniel, G. (2023). **The High School to Higher Education Pipeline Program: A focus on Black male representation in nursing.** *Journal of Professional Nursing*, 47, 15–24. <https://doi.org/10.1016/j.profnurs.2023.03.021>

Abstract: *Background:* Increasing the number of Black men in nursing can enhance racial, ethnic, and gender diversity within the nursing workforce. However, there is a lack of nursing pipeline programs that specifically focus on Black men. *Purpose:* The purposes of this article are to describe the High School to Higher Education (H2H) Pipeline Program as an approach to increasing representation of Black men in nursing and to describe H2H Program participants' perspectives of the program after the first year. *Methods:* A descriptive qualitative approach was used to explore Black males' perceptions of the H2H Program. Twelve of the 17 program participants completed questionnaires. Data collected were analyzed to identify themes. *Findings:* Four themes emerged during data analysis regarding the participants' perspectives of the H2H Program: 1) Coming to realize, 2) Managing stereotypes, stigma, and

social norms, 3) Making connections, and 4) Expressing gratitude. *Conclusion:* Results indicated that the H2H Program provided participants with a support network that fostered a sense of belonging. The H2H Program was beneficial for program participants in their development and engagement in nursing.

Robinson, P. A., Allen-Handy, A., Bryant, A., & Lewis, C. W. (2019). ***Global Perspectives on Issues and Solutions in Urban Education. Contemporary Perspectives on Access, Equity, and Achievement.*** IAP - Information Age Publishing, Inc. <https://eric.ed.gov/?id=ED598316>

Abstract: In 2014, The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial International Conference on Urban Education (ICUE) in Montego Bay, Jamaica. In 2016, the second hosting of the conference took place in San Juan, Puerto Rico. Additionally, in 2018, the third hosting of the conference took place in Nassau, Bahamas. These solution-focused conferences brought together students, teachers, scholars, public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education. With ICUE's inspiration, this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments (e.g., family and community engagement, student academic achievement, teacher preparation and professional development, targeted instructional and disciplinary interventions, opportunity gaps, culturally-relevant and sustaining practices, etc.). Additionally, with this book, we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions. This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design, development, and delivery; teacher preparation and teaching diverse populations; career readiness and employment; and even more nuanced issues related to foster care, undocumented students and mental health, sustainable consumption, childhood marriage, food deserts, and marine life and urban communities.

[Some of the search queries:](#)

- (African American OR Black OR Latin* OR hispanic) AND (men OR male) AND workforce AND (pathway OR program OR initiative OR partnership) AND (new jersey OR NJ), limiting results to 2000-1/31/2024
- (African American OR Black OR Latin* OR hispanic) AND (men OR male) AND (workforce or employment) AND (pathway OR program OR initiative OR partnership) AND SU(program effectiveness), limiting results to 2018-1/31/2024

- (African American OR Black OR Latin* OR hispanic) AND (men OR male) AND (workforce or employment) AND (pathway OR program OR initiative OR partnership), limiting results to 2018-1/31/2024