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WHAT WORKS FOR AFRICAN AMERICAN CHILDREN AND ADOLESCENTS: Lessons from Experimental Evaluations of Programs and Interventions

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OVERVIEW

The disproportionate vulnerability of African American youth to certain negative outcomes, including teen pregnancy, low academic achievement, HIV infection, and violent death, has emphasized the need for out-of-school time program providers and funders to seek programs that have been found to have positive impacts for this population. Identification of *what works* for African Americans is a critical step in furthering efforts to improve outcomes among this population.

To meet this need, this literature review synthesizes findings from 53 random assignment experimental intent-to-treat evaluations of social interventions that specifically targeted African American children and adolescents, or intervention programs in which African Americans made up a substantial proportion of program participants and separate data about impacts for African American children and adolescents are available.¹ The goal of this review is to identify programs that work, as well as those that don't, and the intervention strategies that contribute to program success.

Overall, 29 out of these 53 rigorously evaluated programs were found to have a positive impact on at least one child outcome ("found to work"), of which 10 are manualized.² Thirteen had mixed reviews, and 11 were not proven to work.

Findings from these 53 studies of out-of-school time programs for African American children and adolescents are segmented by the outcome examined. While several themes emerge, we did not find any program or practice that worked across all outcome areas. Overall, we find that:

- Programs that foster partnerships between the community and schools tend to work.
- Strategies that garner family buy-in appear to be a critical component to program success.
- High-intensity programs that meet on a consistent basis and frequently result in impacts for African American children and adolescents.

¹ The reported sample size of African Americans was 100 or more, or African Americans make up at least 80% of the sample.

² [Be Proud! Be Responsible! Teen Outreach Program \(TOP\)](#), [Focus on Kids Making Proud Choices!](#), [Staying Connected With Your Teen](#), [FastTrackPrevention](#), [Dialogic Reading](#), [Experience Corps](#), [Brain Power](#), [Keepin' it R.E.A.L.](#)

INTRODUCTION

The 53 random assignment experimental evaluations that provided data on social intervention program impacts for African American children and adolescents were drawn from Child Trends' database of random assignment, intent-to-treat studies of social interventions for children and adolescents – LINKS (Lifecourse Interventions to Nurture Kids Successfully).³ Findings for the programs in this fact sheet are reported in the following categories:

Not Proven to Work. Programs in this category have *statistically non-significant* or *marginally significant* impacts on a particular child or adolescent outcome as it relates to African Americans.

Mixed Findings. Programs in this category have *varied impacts* either on particular outcomes or at different times as it relates to African Americans. For example, a program that results in significant improvements in risky sexual behaviors for African Americans at post-test, but has no impact at a one year follow-up would be rating as having mixed findings. A program that works for African American boys, but not for girls would also receive a “mixed findings” rating.

Found to Work. Programs in this category have *positive and significant*⁴ impacts on a targeted child or adolescent outcome for African Americans.

Eight outcome areas were identified for this synthesis:

- Reproductive health (such as sexual activity, condom and contraceptive use, pregnancy or births)
- Substance use (such as alcohol, cigarettes, marijuana or illicit drugs)
- Literacy (such as vocabulary, reading)
- Physical health and nutrition (such as dietary habits, BMI, weight or physical activity)
- Social skills (such as getting along with others, conflict resolution, or empathy)
- School readiness (such as cognitive development, socio-emotional development or test performance)
- Externalizing behavior (behavior problems such as aggression, hyperactivity, or violence)
- Academic Achievement (school performance, grades)

REPRODUCTIVE HEALTH AND SEXUALITY

The LINKS database contains **27** rigorously evaluated social intervention programs that targeted and/or measured reproductive health and sexuality among African American children and adolescents. Twelve of 27 were found to work, while nine of 27 had mixed findings. Only six of 27 programs had no impacts.

³ <http://www.childtrends.org/links>

⁴ Reported impacts are those reported by the evaluators to be significant at the $p \leq 0.05$ level. Note that this literature review does not focus on the magnitude or duration of the impact, though this information is generally included in the LINKS program summaries.

*What Works for Sexuality and Reproductive Health*⁵

Administration of intervention by ethnically similar facilitators. All seven programs and interventions that used African American facilitators had positive impacts on sexual behavior.⁶

Participant-centered activities. All twelve programs and interventions that included some form of role-playing, rehearsal, knowledge demonstration, and/or group discussion worked for pregnancy prevention and HIV prevention.⁷

Community- or clinic-based programs. Interventions that have the most frequent impacts on reproductive health of African American males and females tend to be located in a community setting or clinic. Of the 10 programs that worked, eight were community-based.⁸

Mentoring for African American males. Both programs that included mentoring as an intervention component worked.⁹

What Has Not Been Found to Work for Sexuality and Reproductive Health

Abstinence-based interventions. None of the five abstinence-based programs had positive impacts on sexuality or reproductive health outcomes for African Americans.

Mixed Findings for Sexuality and Reproductive Health

Video- and/or audio-based curriculums. Of the three programs and interventions that used video- or audio-only curriculums, all had at least one significant impact on reproductive behaviors. However, only one had impacts at a one year follow-up.¹⁰

Inclusion of a home-visiting component. One of two programs that utilized home-visiting as part of their intervention had positive impacts.¹¹

Needed Research for Sexuality and Reproductive Health

Gender empowerment for girls. Mixed impacts were found for the two interventions that incorporated components to empower girls.¹²

⁵ For a synthesis of what works for adolescents in general, see V. Ball and K. Moore, 2008 (http://www.childtrends.org/Files/Child_Trends-2008_05_20_FS_WhatWorksRepro.pdf). See also (<http://www.hhs.gov/ash/oah/prevention/research/programs/index.html>)

⁶ [Be Proud! Be Responsible!](#), [Sistering, Informing, Healing, Loving, and Empowering \(SiHLE\)](#), [Strong African American Families \(SAAF\)](#), [Project AIM \(Adult Identity Mentoring\)](#), [Culturally Appropriate STD/AIDS Education in a Clinic Setting, Making A Difference!](#), [Three Generations Project](#)

⁷ [Be Proud! Be Responsible!](#), [Becoming A Responsible Teen \(BART\)](#), [Focus on Kids Making Proud Choices!](#), [Real Men, Strong African American Families \(SAAF\)](#), [Teen Outreach Program \(TOP\)](#), [Untitled Health Care Program for First-Time Adolescent Mothers and their Infants](#), [The Aban Aya Project](#), [Project AIM \(Adult Identity Mentoring\)](#), [Health Belief Model Intervention to Increase Condom Use Among High-Risk Female Adolescents](#), [Teen Talk](#), [Making A Difference!](#)

⁸ [Be Proud! Be Responsible!](#), [Becoming A Responsible Teen \(BART\)](#), [Focus on Kids](#), [Making Proud Choices!](#), [Strong African American Families \(SAAF\)](#), [Sistering, Informing, Healing, Loving, and Empowering \(SiHLE\)](#), [Teen Outreach Program \(TOP\)](#), [Untitled Health Care Program for First-Time Adolescent Mothers and their Infants](#)

⁹ [Project AIM \(Adult Identity Mentoring\)](#), [Real Men](#)

¹⁰ [Saving Sex for Later](#)

¹¹ [Strong African American Families \(SAAF\)](#)

¹² [What Could You Do?](#), [Sistering, Informing, Healing, Loving, and Empowering \(SiHLE\)](#)

Peer counseling and/or peer teaching. Of the two programs that that used trained peers as the sole or primary facilitators, both had positive impacts, suggesting that this may be a promising approach.¹³

SUBSTANCE USE

The LINKS database contains **five** rigorously evaluated social intervention programs that targeted and/or measured substance use among African American adolescents. Three were found to have at least one positive impact, while two had mixed findings.

What Works for Substance Use

Programs that incorporate multiple components. As found in an earlier synthesis on effective strategies to prevent or address substance use among all groups of children and adolescents,¹⁴ programs that incorporate a variety of approaches, such as media, family, and community have been found to work for African American adolescents.

Programs that infuse African American culture. Of the three programs that infused ethnic pride into the intervention, all had positive impacts on substance use outcomes.¹⁵

Parent-child intervention components. Although only two rigorous evaluations have been identified, both of the programs that implemented components for parent-child participation worked.¹⁶

Needed Research for Substance Use

Substance use intervention methods. All of the evaluated programs were prevention based. Therefore, no conclusions can be drawn about treatment strategies that work for helping African American adolescents who are presently abusing alcohol and/or drugs.

LITERACY

The LINKS database contains **five** rigorously evaluated social intervention programs that targeted and/or measured literacy among African American children. Four were found to work, and the remaining program had no positive impacts.

What Works for Literacy

Developmentally appropriate activities. For pre-literate children, activities that keep their attention and encourage their involvement appear to have positive impacts on their reading skills. Only two programs used interactive techniques, and both had a positive impact on at least one literacy outcome.¹⁷

Teaching staff for pre-literate children. Similarly, only two programs targeted young children and used teachers to implement the interventions, but both worked.¹⁸

Connecting with community members. Of the two programs that used community members as facilitators for the interventions, both had positive impacts for elementary school children.¹⁹

¹³ [Be Proud! Be Responsible!, Making Proud Choices!](#)

¹⁴ Bandy, T., & Moore, K. A. (2008). *What works for preventing and stopping substance use among adolescents.* (Fact Sheet). Washington, DC: Child Trends.

¹⁵ [The Aban Aya Project, Keepin' it R.E.A.L. Strong African American Families \(SAAF\).](#)

¹⁶ [Staying Connected With Your Teen, Strong African American Families \(SAAF\).](#)

¹⁷ [Dialogic Reading, Interactive Book Reading.](#)

¹⁸ [Dialogic Reading, Interactive Book Reading.](#)

PHYSICAL HEALTH AND NUTRITION

The LINKS database contains **five** rigorously evaluated social intervention programs that targeted and/or measured physical health and nutrition among African American children and adolescents. Of these, 3 were found to work, 1 had mixed findings and the remaining program had no impacts.

What Works for Physical Health and Nutrition

Distribution of newsletters. Of the two programs that sent informational newsletters about physical health and nutrition to families, both had a positive impact on at least one outcome.²⁰

Health education in combination with exercise. Of the two programs that provided nutritional information, promoted healthy eating and incorporated physical exercise, both had a positive impact on at least one outcome.²¹

In-school programs. Of the four programs implemented in schools, three worked.²² In comparison, the remaining program was offered after school, and it did not work.

SOCIAL SKILLS

The LINKS database contains just **four** programs that targeted and/or measured social skills among African American children and adolescents. Three were found to work, and the remaining one had mixed findings.

What Works for Social Skills

High-dosage interventions. All three of the programs that worked lasted at least 4 months, and met two times or more a week.²³

Multifaceted interventions. Of the two programs that targeted social skills along with academic skills, both worked.²⁴

SCHOOL READINESS

The LINKS database contains **five** programs that targeted and/or measured school readiness among African American children and adolescents. Four programs had positive impacts, and the remaining programs had mixed findings.

What Works for School Readiness

High-dosage programs. Of the four high-intensity programs, three had positive impacts on school readiness.²⁵

¹⁹ [Building Educated Leaders for Life \(BELL\) Summer Learning Program](#), [Experience Corps](#)

²⁰ [Gimmie5](#), [Hip-Hop to Health Jr.](#)

²¹ [Gimmie5](#), [Hip-Hop to Health Jr.](#)

²² [Gimmie5](#), [Hip-Hop to Health Jr.](#), [Lifestyle Education for Activity Program \(LEAP\)](#)

²³ [Social Skills and Academic Skills Training for Rejected Boys](#), [Fast Track Prevention](#), [Untitled Program for Siblings of Children with Disabilities](#), [Ready to Learn](#)

²⁴ [Untitled Program for Siblings of Children with Disabilities](#), [Fast Track Prevention](#)

²⁵ [Carolina Abecedarian Project](#), [High Scope Perry Preschool](#), [Ready to Learn](#)

Supervised instruction. Although the number of programs is very small, of the two programs that incorporated supervision for preschool teachers, both worked.²⁶

EXTERNALIZING

The LINKS database contains **five** rigorously evaluated social intervention programs that targeted or measured externalizing among African American children and adolescents. One worked, and four had mixed findings.

What Works for Externalizing

No conclusions can be drawn about what works, given that, out of the 5 rigorously evaluated programs, only one program was found to work.

Mixed Findings for Externalizing

Trained professionals with a background in psychology. Of the two programs that used trained professionals to implement interventions targeting externalizing, one had long-term impacts.²⁷

ACADEMIC ACHIEVEMENT

The LINKS database contains **four** rigorously evaluated out-of-school time social intervention programs that targeted and/or measured academic achievement among African American children and adolescents. Two had positive impacts, two had no impacts; and no clear themes emerged.

Needed Research for Academic Achievement.

Program implementation and evaluation. Rigorously evaluated programs targeting or measuring academic achievement among African American children and adolescents appear to be surprisingly sparse. It is difficult to draw conclusions about what works, given that the two programs that had impacts on academic achievement were different in approach and format (e.g., voucher program vs. tutoring).²⁸

DELINQUENCY

What Works for Delinquency

No conclusions can be drawn about what works, given that, of the three rigorously evaluated programs addressing delinquency, no program was found to have a positive impact on even one outcome in this domain. Similarly, no conclusions can be drawn about what does not work. More research is needed in this area.

DISCUSSION

The results from this fact sheet suggest that many of the issues that compromise healthy development for African American children can be addressed successfully. Indeed, over half of the programs and interventions had at least one significant impact on one or more of the eight identified outcome areas. Furthermore, at least one or more rigorously evaluated social intervention program had positive impacts for all of the outcome areas, except delinquency. Still, our analysis reveals that, while some outcome areas have received wide attention, others have been fairly neglected.

²⁶ [Carolina Abecedarian Project](#), [High Scope Perry Preschool](#)

²⁷ [Brain Power](#),

²⁸ [School Choice Scholarships Program](#), [Social Skills and Academic Skills Training for Rejected Boys](#)

Of the 53 programs identified, 27 targeted and/or measured sexuality and reproductive health outcomes. On the other hand, we could only find four that targeted and/or measured academic achievement among African American children and adolescents. Similarly, we were only able to locate three intervention programs that targeted and/or measured delinquency outcomes, and none were found to work. Given the achievement gap between African American and white children, and high delinquency rates among some African American boys, these gaps are troubling. With so few identified experimental evaluations, we are unable to draw conclusions about what works (or does not work) in these areas.²⁹ Also, because our analyses are based on interventions that included primarily children and adolescents who were identified as low-income or high-risk, our findings cannot be generalized to African American children and adolescents as a whole.

Despite this, the fact that many of these rigorously evaluated social intervention programs worked is encouraging. More encouraging is the fact that we were able to delineate several strategies that have been proven to work within and across some outcome areas, including high intensity and family-oriented strategies. While it is important to note that these and other strategies are not exclusive to the African American population, such information improves not only program design and implementation, but also helps to direct interventions targeting and serving African American children and adolescents along various outcome areas.

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²⁹ In addition, programs and strategies addressing other important subgroups such as those of Asian, Pacific Island, and Middle Eastern descent are needed.

**Summary Table: Review of the Research Literature
on Programs Oriented Toward African American Children and Adolescents**

OUTCOME AREA	NOT PROVEN TO WORK	MIXED REVIEWS	PROVEN TO WORK
<p>Reproductive Health</p>	<p><u>Afrocentric Peer Counseling</u>, is an abstinence-based program designed to delay sexual activity, increase reproductive knowledge, prevent pregnancy, and increase contraceptive use. No significant impacts were found for African Americans.</p> <p><u>Families United to Prevent Teen Pregnancy (FUPTP)</u>, an abstinence education after-school program. No significant impacts were found for African Americans.</p> <p><u>Heritage Keepers</u>, a multiyear, multi-component abstinence education program. No significant impacts were found for African American participants.</p> <p><u>Postponing Sexual Involvement (PSI)</u> is a middle school sex education curriculum that focuses on delaying sexual activity. No significant impacts were found on sexually activity, frequency, sexual partners, pregnancy or contraceptive use among African Americans.</p> <p><u>Recapturing the Vision</u>, a one-year abstinence education program. No significant impact was found on abstinence rate, age of sexual onset, number of sexual partners, pregnancy rate, STD acquisition, birth control use, or condom use among African Americans.</p> <p><u>Teens in Control</u> was a two-year abstinence education program. No significant differences were found</p>	<p><u>The Aban Aya Project</u> is an intervention program that uses a social development curriculum to reduce unsafe sexual practices among African American children in 5th through 8th grade. No impacts for girls.</p> <p><u>Project AIM (Adult Identity Mentoring)</u>, is a program developed to steer adolescents away from risky behavioral choices. Although African American male AIM students were significantly more likely to report having abstained from sex, this difference was not observed among female students.</p> <p><u>Culturally Appropriate STD/AIDS Education in a Clinic Setting</u>, an intervention developed to promote condom use among African American male adolescents in clinic settings. Impacts were found, but faded at the six month follow-up.</p> <p><u>Health Belief Model Intervention to Increase Condom Use Among High-Risk Female Adolescents</u> is an intervention developed to increase condom use among high-risk female adolescents. In spite of increased condom use, African American clients who received the HBM intervention were not any less likely than clients who did not to become re-infected with Chlamydia during a six-month follow-up period.</p> <p><u>Making A Difference!</u>, an</p>	<p><u>Be Proud! Be Responsible!</u> program was designed to increase HIV/AIDS-related knowledge and weaken problematic attitudes toward risky sexual behavior within the inner-city, African American community. The program has been found to significantly reduce sexual activity.</p> <p><u>Becoming A Responsible Teen (BART)</u>, is an HIV-prevention program designed for African American high school students. The program was successful in decreasing the frequency of sex among sexually-active youth, delaying the onset of sexual activity among youth who entered the program having never had sex before.</p> <p><u>Focus on Kids</u>, an AIDS prevention program for low-income African American children, aged 9-15. Significant impacts were found on contraceptive use.</p> <p><u>Making Proud Choices!</u>, a safer-sex approach to HIV/AIDS and teen pregnancy prevention. Participation in the program resulted in significantly decreased sexual activity and unprotected sex among African American participants.</p> <p><u>Reach for Health Community Service (RFH CYS)</u> is an intervention designed to help youth develop the skills and knowledge to avoid high-risk behaviors, such as early sexual initiation. African American participants were found to be significantly less likely than their peers to have initiated</p>

OUTCOME AREA	NOT PROVEN TO WORK	MIXED REVIEWS	PROVEN TO WORK
	<p>between students assigned to the Teens in Control program and students assigned to the existing program on measures of abstinence rate, age of sexual onset, number of sexual partners, pregnancy rate, STD acquisition, birth control use, and condom use.</p> <p>ASSESS is a risk assessment and safe-sex education program designed to reduce sexual intercourse and increase condom use in teens. At post-test and both follow-ups there were no significant differences between the groups regarding frequency of sexual intercourse or number of partners</p>	<p>abstinence-based approach to HIV/AIDS and teen pregnancy prevention. Impacts were short-lived.</p> <p>Teen Talk is a teen pregnancy prevention program. Sexually inexperienced participants were significantly more likely to maintain abstinence, and sexually experienced participants became significantly more consistent users of contraception. However, the intervention is somewhat more effective for African American males than females.</p> <p>Three Generations Project, a home visit-based strategy that seeks to improve outcomes for high-risk families of adolescent mothers. Mixed results were found with respect to subsequent births among African American participants.</p> <p>What Could You Do?, an interactive video intervention aimed at increasing young women's ability to make less risky sexual health decisions. "What Could You Do?" African American participants were significantly less likely to report having been diagnosed with an STD and more likely refrain from engaging in sexual intercourse. However, impacts were short-lived.</p> <p>Sistering, Informing, Healing, Loving, and Empowering (SiHLE), an HIV prevention intervention for African American females, aged 14-18. SiHLE females were marginally less likely to report having</p>	<p>sex.</p> <p>Real Men, a seven-week program intended to prevent HIV acquisition among adolescent boys. Sons in the REAL Men reported significantly greater rates of abstinence.</p> <p>Saving Sex for Later, a parent-focused intervention which aims to delay sexual initiation among young adolescents who are at risk for early sexual initiation. African American students in the program had significantly lower levels of behavioral risk factors.</p> <p>Staying Connected With Your Teen is a family-based program aimed at preventing maladaptive behaviors in youth, including substance use, delinquency, and early-onset sexual activity. African American participants were significantly less likely to have initiated sexual activity.</p> <p>Strong African American Families (SAAF), a program seeks to prevent initiation to sexual activity. Significant impacts were found for all risk behaviors among African Americans.</p> <p>Teen Outreach Program (TOP), an intervention designed to prevent adolescent problem behaviors by enhancing normative processes of social development. Minority students (68% African American and 12% Latino) were significantly less likely than control students to have gotten pregnant (and less likely to have failed a course or receive an academic suspension from school).</p>

OUTCOME AREA	NOT PROVEN TO WORK	MIXED REVIEWS	PROVEN TO WORK
		<p>become pregnant during the follow-up period and were less likely to report having acquired new sexual partners in the month leading up to the follow-up assessment</p>	<p>Untitled Health Care Program for First-Time Adolescent Mothers and their Infants, an intervention designed to prevent second pregnancies. African American participants were less likely to have a repeat pregnancy.</p>
Substance Use		<p>The Aban Aya Project is an intervention program that uses a social development curriculum to reduce substance abuse among African American children in 5th through 8th grade. The study found impacts for boys, but not for girls.</p> <p>STARS (Start Taking Alcohol Risks Seriously) for Families is a school-based prevention program designed to prevent alcohol use among adolescents. At six-month follow-up, alcohol use measures were not significantly different between intervention students and control students.</p>	<p>Keepin' it R.E.A.L., a school-based prevention program designed to reduce substance use and promote anti-drug attitudes and norms among middle school students. The overall intervention was effective in reducing the use of gateway drugs and showed significant impacts on norms, attitudes and resistance strategies.</p> <p>Life Skills Training (LST) is a school-based drug use prevention program. Participants had significantly greater knowledge of smoking consequences and had less self-reported smoking behavior.</p> <p>Strong African American Families (SAAF), a program seeks to prevent initiation to risk drug abuse, and alcohol and cigarette use. Impacts were found for all risk behaviors.</p> <p>Staying Connected With Your Teen is a family-based program aimed at preventing maladaptive behaviors in youth, including substance use, delinquency, and early-onset sexual activity.</p>
Literacy	<p>Voluntary Summer Reading Intervention, an intervention stemmed at summer learning loss. Impacts for African American children's reading skills were marginally significant.</p>		<p>Building Educated Leaders for Life (BELL) Summer Learning Program is an enrichment program that primarily focuses on summer learning loss among children of color from low-income backgrounds. Significant impacts reading</p>

OUTCOME AREA	NOT PROVEN TO WORK	MIXED REVIEWS	PROVEN TO WORK
			<p>comprehension were found.</p> <p>Dialogic Reading is an interactive method of reading picture books with children. Dialogic reading has been found to have an impact whether it is practiced in the school or in the home among African American children.</p> <p>Experience Corps, a school-based program designed to improve the learning readiness of children in the areas of literacy and behavior. Impacts were found for African American participants.</p> <p>Interactive Book Reading, a reading strategy intended to promote the development of language and literacy skills in young children. Impacts were found for African American participants.</p>
<p>Physical Health and Nutrition</p>	<p>Girlfriends for KEEPS was an after-school program designed to prevent obesity among African-American girls. Girls who had been assigned to participate in the Girlfriends for KEEPS intervention did not differ significantly from girls assigned to the control group on measures of physical activity, dietary intake, or body mass index (BMI).</p>	<p>Dance for Health, a school-based physical activity program designed to prevent obesity in African American and Hispanic adolescents. The program led to significant decreases in heart rate and BMI among females, but no impacts were found for African American males.</p>	<p>Gimmie 5: A Fresh Nutrition Concept for Students is a multi-component, school-based dietary intervention for high school students. African American students at Gimme 5 schools significantly increased their knowledge of fruit and vegetable nutrition.</p> <p>Hip-Hop to Health Jr., a program which aims to promote healthy eating and exercise habits in children ages 3-5 years. The program was effective in preventing children from large increases in Body Mass Index (BMI), a measure of body fat relative to overall body size for African American participants.</p> <p>Lifestyle Education for Activity Program (LEAP), a school-based intervention designed to change both</p>

OUTCOME AREA	NOT PROVEN TO WORK	MIXED REVIEWS	PROVEN TO WORK
			instructional practices and the school environment to increase support for physical activity among girls. The program resulted in more self-reported vigorous physical activity among African American participants.
Social Skills		<p>Social Skills and Academic Skills Training for Rejected Boys</p> <p>All participants three received significantly higher social acceptance scores; but only students in the academic training programs improved past social rejection status.</p>	<p>Fast Track Prevention, a prevention project is a multi-component intervention that is designed for use with high-risk elementary-school children, from first through sixth grade. The program resulted in behavioral improvements among high-risk African American students.</p> <p>Ready to Learn, program targets children’s social skills. Impacts were found on listening comprehension and behavior.</p> <p>Untitled Program for Siblings of Children with Disabilities, an after-school program is designed to provide children who have a sibling with a disability with a rewarding and supportive environment. Impacts were found for African American participants.</p>
School Readiness		<p>Head Start is a national subsidy program which provides funding for preschool programs which are designed to help prepare children socially and cognitively for the start of elementary school. Mixed results were found with respect to children's social and emotional development and functioning.</p>	<p>Ready to Learn, program targets children’s listening skills and attending skills. Impacts were found.</p> <p>Carolina Abecedarian Project, a program was designed to enhance children's school readiness, to ease their transition into elementary school, and to investigate the short- and long-term effects of providing children identified as high-risk with educational experiences early in life. Positive impacts have been found for participants during and following the program.</p> <p>Experience Corps, a school-</p>

OUTCOME AREA	NOT PROVEN TO WORK	MIXED REVIEWS	PROVEN TO WORK
			<p>based program designed to improve the learning readiness of children in the areas of literacy and behavior. Impacts were found.</p> <p>High Scope Perry Preschool, a high quality program designed to promote social and cognitive development. Former High/Scope Perry Preschool students outscored control students in reading, math, and language achievement (as well as higher rates of high school graduation, fewer arrests, out-of-wedlock births, and lower levels of welfare receipt)</p>
<p>Externalizing Behavior</p>		<p>The Aban Aya Project is an intervention program that uses a social development curriculum to reduce violence among African American children in 5th through 8th grade. The study found impacts for boys, but not for girls.</p> <p>Peer Coping Skills Training (PCS), a program designed for aggressive children in first through third grade to improve prosocial behaviors and interactions with peers. PCS was effective in reducing teacher ratings of aggression and increasing teacher ratings of prosocial coping among African American children, but children still were not out of clinical range.</p> <p>Responding In Peaceful and Positive Ways is a school-based program strives to reduce violent situations and behavior by promoting peaceful alternatives. The only consistent impact RIPP reported, however, was enhancing the knowledge base of program participants. Other outcomes reveal mixed effects.</p>	<p>Brain Power, a theory-driven, conduct-problem prevention program that seeks to minimize the tendency to misattribute the intents of peers in various social situations and reduce peer-directed aggression. The program reduced aggressive behavior and improved self control among African American participants.</p>

OUTCOME AREA	NOT PROVEN TO WORK	MIXED REVIEWS	PROVEN TO WORK
		<p>Staying Connected With Your Teen is a family-based program aimed at preventing maladaptive behaviors in youth, including substance use, delinquency, and early-onset sexual activity. The intervention resulted in significantly lower levels of violence among African American participants, but results were short-lived.</p>	
<p>Academic Achievement</p>	<p>Mastery Learning is an alternative teaching method which is designed to provide corrective instruction for students who do not reach a pre-set level of "mastery" of material. No significant impacts were found for African American participants.</p> <p>Building Educated Leaders for Life (BELL) Summer Learning Program is an enrichment program that primarily focuses on summer learning loss among children of color from low-income backgrounds. There were no significant impacts on reading test scores.</p>		<p>School Choice Scholarships Program is a voucher program for low-income families. African American children who received the voucher scored high on measures of reading and math.</p> <p>Social Skills and Academic Skills Training for Rejected Boys includes an academic component which provides one-on-one tutoring sessions. African American students after one year performed significantly better than control groups on reading comprehension tests.</p>
<p>Delinquency</p>	<p>Project Aware is a non-confrontational, prisoner-run juvenile delinquency deterrence program. Treatment subjects did not differ significantly from control subjects with regard to frequency of criminal offenses, severity of criminal offenses.</p> <p>Staying Connected With Your Teen is a family-based program aimed at preventing maladaptive behaviors in youth, including substance use, delinquency, and early-onset sexual activity. No program impacts at the two-year follow-up on participation in nonviolent delinquency.</p>	<p>The Aban Aya Project , an intervention program designed to reduce rates of risky behaviors among African American children in 5th through 8th grade. The study found impacts for boys, but not for girls.</p>	