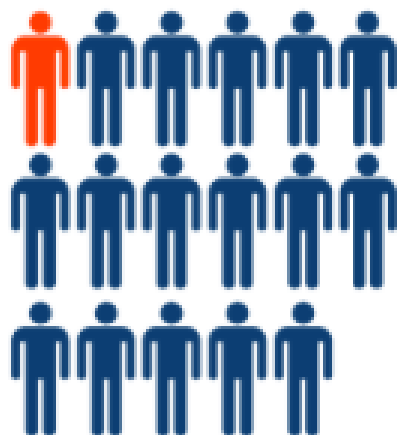


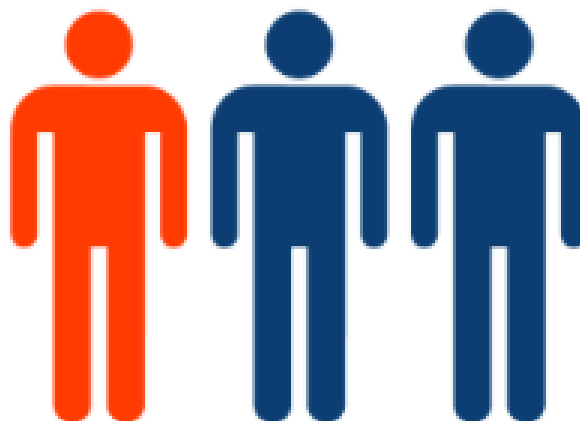
# Lifetime Likelihood of Imprisonment

White Men



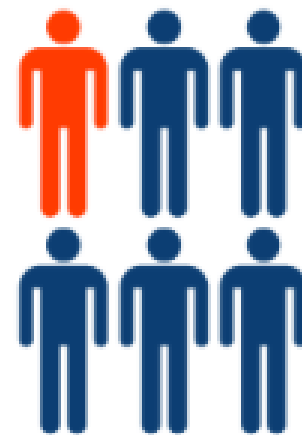
1 in 17

Black Men



1 in 3

Latino Men



1 in 6

Source: Bonczar, T. (2003). *Prevalence of Imprisonment in the U.S. Population, 1974–2001*. Washington, D.C.: Bureau of Justice Statistics



### Locking up youth can be costly for states

States spent about \$5.7 billion in 2007 to imprison 64,558 youth committed to residential facilities.<sup>11</sup> The per diem costs of locking up one young person in a juvenile facility ranges from \$24 in Wyoming to \$726 in Connecticut, but the American Correctional Association estimates that, on average, it costs states \$240.99 per day -- around \$88,000 a year -- for every youth in a juvenile facility.<sup>12</sup>

#### Reporting states spent an average of \$7.1 million per day locking up youth in residential facilities.

State	Youth in Residential Placement	Cost per day per youth	Total cost per day based on total population
Alabama	1,251	\$137.21	\$171,649.71
Alaska	198	\$252	\$49,896
Arizona	1,083	\$314	\$340,062
California	8,955	\$67.51	\$604,552.05
Colorado	1,617	\$161	\$260,337
Connecticut	312	\$726	\$226,512
Georgia	1,398	\$200.68	\$280,550.64
Indiana	1,866	\$153.78	\$286,953.48
Louisiana	807	\$387.12	\$312,405.84
Maine	159	\$412.05	\$65,515.95
Maryland	525	\$229	\$120,298.50
Michigan	2,115	\$391	\$827,451.45
Mississippi	219	\$426.51	\$93,405.69
Missouri	825	\$133	\$109,791
Nebraska	252	\$173	\$43,596
New Jersey	870	\$174	\$151,380
North Carolina	804	\$262	\$210,648
North Dakota	222	\$146.64	\$32,554.08
Ohio	2,898	\$216	\$624,924.72
Oklahoma	624	\$158.96	\$99,191.04
Pennsylvania	3,318	\$362	\$1,201,116
Rhode Island	330	\$58.95	\$19,453.50
South Dakota	474	\$219.79	\$104,180.46
Utah	606	\$195	\$118,170
Virginia	1,455	\$280	\$407,400
West Virginia	417	\$227	\$94,659
Wisconsin	1,092	\$259	\$282,828
Wyoming	288	\$24.44	\$7,038.72
<b>Total for States Reporting</b>	<b>34,980</b>		<b>\$7,146,521</b>

Note: Data not available for Arizona, Arkansas, Delaware, Illinois, Iowa, Kansas, Michigan, Minnesota, Nevada, New Hampshire, New York, Oregon, Tennessee, Vermont, and Washington.

Source: Melissa Sickmund, T. J. Sladky and Wei Kang, (2008) "Census of Juveniles in Residential Placement Databook," [http://ojjdp.ncjrs.gov/ojstatb/cjrp/asp/State\\_Adj.asp](http://ojjdp.ncjrs.gov/ojstatb/cjrp/asp/State_Adj.asp); American Correctional Association, 2008 *Directory: Adult and Juvenile Correctional Departments, Institutions, Agencies, and Probation and Parole Authorities* (Alexandria, VA: American Correctional Association, 2008).



































# **Music to My Ears: The (Many) Socio-Economic Benefits of Music Training Programs**

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**Abstract:** A simple cost-benefit framework is used to estimate substantive social benefits associated with a universal music training program in Venezuela (B/C ratio of 1.68). Those social benefits accrue from both reduced school drop-out and declining community victimization. This evidence of important social benefits adds to the abundant evidence of individual gains reported by the developmental psychology literature.

**Table 1: Baseline indicators**

Measure	Indicator	Treatment group	Control group
Academic achievement	Class attendance (primary and secondary)	95.5%	87.6%
	School dropout rate (primary and secondary education)	6.9%	26.4%
Employability	Participation in formal employment of youth aged 14 and up: participation in social security system and/or written contract	40.7%	12.5%
Conflict management/ social capital	Participation in community activities	60.1%	37.9%
	Percentage of beneficiaries whose parents or guardians are notified of behavior problems at school	12.4%	22.5%
Socioeconomic profile of the beneficiary	Persons living in poverty	59.9%	69.8%

Source: Project's Baseline

These indicators are used to calculate the socioeconomic benefits of the program. They are estimated as the net present value of the net benefits associated with an expansion of the program from its current 250,000 annual beneficiaries to half a million by 2015. In doing so, we first estimate gross unitary benefits per dollar invested in the System. Unitary benefits are estimated as the projected monetized benefits accruing from two sources of social gains associated with the program: public school drop-out rate reductions and reductions in the victimization rates of communities with presence of System centers – see Equation [1]:

$$\text{Social NPV} = \sum_{t=0}^N \sum_{i=s,v} \frac{[(\bar{y}_c - \bar{y}_{tr})_t \cdot n_t \cdot b_t] - C_t}{(1+d)^t} \quad [1]$$























*he*  
KATHRYN ELSESSER  
PHOTOGRAPHY

























































*Social change through music*



*A PROGRAM OF  
BRAVO Youth Orchestras*

## **BRAVO Impacts 3<sup>rd</sup> Grade Reading with 50% gains**

We are delighted to share initial results of the first evaluation of reading assessments for students enrolled in our BRAVO After-school Program at Rosa Parks School. 3<sup>rd</sup> grade students enrolled in BRAVO in 2014-15 achieved **50% greater improvement in reading** when compared to Rosa Parks 3<sup>rd</sup> graders overall.

School Improvement Specialist Ashley Desanno oversees all evaluation and assessment activities at Rosa Parks School. She administered the Performance Series literacy assessment benchmarking tool in July 2014 and again in January 2015. For all students in 3<sup>rd</sup> grade, the average improvement over six months was in the 120 point range. For the 3<sup>rd</sup> graders enrolled in the BRAVO After-school Program, the average improvement over six months was in the 180 point range. This represents approximately 50% greater improvement in reading scores by students enrolled in BRAVO.

Ms. Desanno herself says that BRAVO can only be seen as a positive contributing factor when considering this significant measurable impact on 3<sup>rd</sup> grade literacy.





First year wind students at BRAVO Cesar Chavez

**Studies have shown** that participation in El Sistema programs improves children's outcomes in school attendance, academic performance, and even general health and well-being. Venezuela's flagship program has positively impacted the lives of over 2 million children.



## Our Programs

BRAVO provides intensive orchestral and choral programs to over 500 students at priority public schools in North Portland's Roosevelt High School cluster. They include general introductory music for younger students during the school day and rigorous focused instruction for older students in after-school programs. BRAVO is working in close partnership with Portland Public Schools to restore quality music education for students who have not had access to these opportunities for years.

**In-school programs** - In coordination with PPS music teachers, BRAVO instructors provide in-school music classes to introduce rhythm, pitch, singing and

basic instrumental technique. Approx. 1 hr/wk for over 400 students in 3 schools, grades K-3.

**After-school programs** - Rigorous, daily instruction including choral singing, solfege, instrumental proficiency, sectional rehearsal and full ensemble taught by professional Teaching Artists who average over 20 years of experience. 10 hrs/wk for over 100 students in 3 schools, grades 2-6.

**Regular performance opportunities** - BRAVO students present about 40 concerts per year at major venues in Portland and around the state including City Hall, the State Capitol, and the Arlene Schnitzer Concert Hall. BRAVO has performed alongside the Oregon Symphony, Black Violin, cellist Alban Gerhardt, and many other international touring artists.

## TIMELINE: BRAVO Program Growth and Planned Expansion



