Ensuring the Success of Male Students of Color Across the P-20 Education Pipeline

Region 11 ESC
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Overview

✓ Introductions
✓ Understanding the crisis facing our men of color
✓ Context (national/state/local data)
✓ Our Response: Project MALES/TECMSC
✓ Q&A/Dialogue/Share your story
Understanding the **CRISIS** facing Males of Color in Education

**Stealth Issue**
- Many are unaware of the depth of the gender gap; It’s a SILENT CRISIS

**Skeptics & Naysayers**
- Some are unwilling to discuss; some find it counter-productive
- Gender Equity Debate Persists!
- Not a Zero Sum Context

**What is Happening to our Boys?**
- Elementary Education/High-Stakes
- Over-representation in Special Education & School Discipline Pipeline (STPP)
- Teaching Ranks & Disparate Learning Styles
National context: Trends in Black and Latino male college access and participation

“The fastest-growing populations in the United States are those minority groups with the lowest levels of educational attainment.”

“As of 2008 ... only 30% of African Americans and 20% of Latinos ages 25 to 34 had attained an associate degree or higher in the United States, compared to 49% for White Americans and 71% for Asian Americans.”

National Context: African American Young Men & Women After High School

<table>
<thead>
<tr>
<th>Enlisted in the Military</th>
<th>Unemployed</th>
<th>Incarceration</th>
<th>Death</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74.3%</td>
<td>52.6%</td>
<td>94.6%</td>
<td>77.5%</td>
</tr>
<tr>
<td>25.7%</td>
<td>47.4%</td>
<td>5.4%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

A greater percentage of young African American men are:

<table>
<thead>
<tr>
<th>Enrolled in Postsecondary Education</th>
<th>Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Women</td>
<td></td>
</tr>
<tr>
<td>55.5%</td>
<td>50.2%</td>
</tr>
<tr>
<td>44.5%</td>
<td>49.8%</td>
</tr>
</tbody>
</table>

Where are young African American men going after graduating from high school relative to their female counterparts?

National Context: Latino Young Men & Women After High School

Where are young Hispanic men going after graduating from high school relative to their female counterparts?

A greater percentage of young Hispanic men are:

- Enlisted in the Military: 82.4% (men) vs. 17.6% (women)
- Unemployed: 57.0% (men) vs. 43.0% (women)
- Incarceration: 93.0% (men) vs. 7.0% (women)
- Death: 79.4% (men) vs. 20.6% (women)

A greater percentage of young Hispanic women are:

- Enrolled in Postsecondary Education: 54.3% (women) vs. 45.7% (men)
- Employed: 58.4% (women) vs. 41.6% (men)

National Context: Associate’s Degrees Awarded by Gender & Race/Ethnicity (2010-2011)

Source: NCES, 2012
http://nces.ed.gov/programs/digest/2012menu_tables.asp (tables 326 & 327)
National Context: Bachelor’s Degrees Awarded by Gender & Race/Ethnicity

The Figures

Percentage distribution of bachelor’s degrees awarded by gender and race/ethnicity, 2007–08

Source: Aud, Fox, & Ramari, NCES, 2010

- Male
- Female

https://youngmenofcolor.collegeboard.org/research-landscape/higher-education
The Texas Context


<table>
<thead>
<tr>
<th>Group</th>
<th>Starting Cohort</th>
<th>Enrolled in Postsecondary Ed. within 11 years</th>
<th>Earned a HE credential within 11 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Male 8th Graders (1996-98)</td>
<td>100</td>
<td>47.9</td>
<td>16.1</td>
</tr>
<tr>
<td>Latino Male 8th Graders (1996-98)</td>
<td>100</td>
<td>36.5</td>
<td>8.9</td>
</tr>
<tr>
<td>Black Male 8th Graders (1996-98)</td>
<td>100</td>
<td>40.9</td>
<td>7.7</td>
</tr>
</tbody>
</table>
Framing (or “narrating”) the Experiences of Black/Latino Males in Education

- Male “Crisis”
- “Endangered” Species
- Culturally “damaged”
- “missing” or “vanishing” males
- Need to be saved
- Deviant behavior

Modify behavior toward “respectability”

Pathology of Black/Latino males
Student Voice Matters!

*What Students Say*

Relationships, expectations, instructor qualities, and engagement are key to success.

A SPECIAL REPORT from the Center for Community College Student Engagement at UT Austin

*Aspirations to Achievement: Men of Color and Community Colleges*

Men of Color video

[https://www.youtube.com/watch?v=KEOM4g3ElO8](https://www.youtube.com/watch?v=KEOM4g3ElO8)
Local context? Ft. Worth and Ft. Worth ISD

• So does this national and state data and context reflect the Ft. Worth ISD experience?
• Are the experiences of young men of color in your schools similar/different?
Our Response...

Research Agenda

Project MALES Student Mentoring Program

"NEW" Texas Education Consortium for Male Student Success

Latino Male Educational Success (K-16)

Student Fellows/Mentors

Project MALES Student Council

Summer 2013 Launch; 12 institutional members (K-16)

http://ddce.utexas.edu/projectmales/mentor-program/
Research Agenda: Our response is based on years of research and current research on the Black and Latino male college experience

*Latino males in Postsecondary Education*

**Ensuring the Success of Latino Males in Higher Education**
Dr. Victor Saenz (UT Austin), Dr. Luis Ponjuan (Texas A&M) and Dr. Julie Figueroa (Cal State University)

*African American males in Postsecondary Education*

**Advancing Black Male Student Success From Preschool Through PhD**
Dr. Shaun Harper (University of Pennsylvania) and Dr. J. Luke Wood (San Diego State University)

*Faculty and Research Affiliates*
Taryn Ozuna-Allen (UT Arlington), Nolan Cabrera (U of Arizona), Richard Reddick, (UT Austin), Sarah Rodriguez (Iowa State University), David Perez (Miami of Ohio)
Rationale: Texas Education Consortium for Male Students of Color

In Texas and across the country, Latino and African American male students are struggling along their educational pathways relative to their peers.

These populations of students are struggling to keep pace at key transition points along the education pipeline – at high school graduation, at college entry, and at college completion.

Recent revision of Texas’ Closing the Gaps plan issued by the Texas Higher Education Coordinating Board (THECB, 2010) urged that the improvement of college participation and success rates for Hispanic and African American males should be a statewide policy imperative.

To address these issues requires a comprehensive and coordinated approach by key stakeholders across the education continuum (P-20); alignment of metrics for success; development of a learning or knowledge community
Consortium Institutional Members

<table>
<thead>
<tr>
<th>FOUR-YEAR INSTITUTIONS</th>
<th>TWO-YEAR INSTITUTIONS</th>
<th>INDEPENDENT SCHOOL DISTRICTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Texas</td>
<td>El Paso CC District</td>
<td>La Joya ISD</td>
</tr>
<tr>
<td>Texas State University</td>
<td>Austin Community</td>
<td>Austin ISD</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>College District</td>
<td>El Paso ISD</td>
</tr>
<tr>
<td>University of Texas San Antonio</td>
<td>Palo Alto College</td>
<td>Ft. Worth ISD*</td>
</tr>
<tr>
<td>Prairie View A&amp;M</td>
<td>San Antonio College</td>
<td></td>
</tr>
<tr>
<td>University*</td>
<td>Northeast Lakeview College</td>
<td></td>
</tr>
<tr>
<td>Houston Baptist</td>
<td>South Texas College</td>
<td></td>
</tr>
<tr>
<td>University*</td>
<td>Tarrant County College District</td>
<td></td>
</tr>
<tr>
<td>University*</td>
<td>Lone Star College District</td>
<td></td>
</tr>
<tr>
<td>University*</td>
<td>Mountain View College*</td>
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* New members
## Consortium Vision

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Institutionalization</td>
<td>• Male-focused Programs and Partnerships</td>
</tr>
<tr>
<td>Effective collaboration</td>
<td>• Across educational sectors (K-12 &amp; HE)</td>
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<tr>
<td>Sustainability</td>
<td>• Develop a long-term Consortium learning community</td>
</tr>
<tr>
<td>Leadership</td>
<td>• Consortium members as models of best practice</td>
</tr>
<tr>
<td>Policy Development</td>
<td>• Evidence-based, multi-level, viable solutions</td>
</tr>
<tr>
<td>Evidence of Impact</td>
<td>• Moving the needle on minority male academic success in Texas</td>
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Consortium purpose and goals

<table>
<thead>
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<th>Purpose</th>
<th>Goal</th>
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<tr>
<td>• To cultivate a state-wide network of K-12 and higher education institutions and practitioners</td>
<td>• Use the strategy of collective impact to align existing programmatic efforts and stimulate new capacity-building initiatives that will enhance the educational attainment of Hispanic and African American males</td>
</tr>
<tr>
<td>• To collaborate, share expertise, advance research, and leverage resources in a coordinated effort to make a collective impact on the state of Texas’ imperative to improve male student success (K-16)</td>
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Future Directions for Policy, Practice, and Research

We understand that there is a need to better understand male learning styles and interactions, especially in the early grades.

Here are some additional factors that we believe are relevant to helping Latino males succeed and that have implications for policy, practice, and research:

– The role of Latino families and communities.
– The importance of Latino male leaders as mentors.
– The need to raise awareness of this complex issue at all levels of our society.
Project Males Mentoring Program: How can MS guidance counselors support college access and success of their male students of color?

**Mentoring** allows for students of color to:

- Helps remove students from the common stereotypes that hinder their education
- Have a safe environment and community of support
- Engage in authentic dialogues using curriculum that focuses on issues relevant to the male experience in the education system
- Build learning communities that are near peer and peer based (Hall, 2006)
Q&A/Dialogue/Share your story

What sorts of programs or initiatives are in place at your schools that focus on African American and Latino males?

What are challenges that you face to address this issue?
Ensuring the Success of Male Students of Color Across the P-20 Education Pipeline

For more information:
www.projectmales.org

Email: ecampos@austin.utexas.edu
Twitter: @emmetc