Webinar: Linking Academic and Social Supports for Young Men of Color

Wednesday, June 27, 2012
1–2 p.m. EDT
Submitting Online Questions & Comments

- Questions and comments may be submitted at any time during the presentation.

- To submit a question:
  - Click on the Question Mark icon (?) on the floating toolbar on your Web Session screen (as shown at the right).
  - This will open the Q&A window on your computer only.
  - Type your question into the small dialogue box and click the Send Button.
Overview of IHEP and College Board Advocacy and Policy Center

• IHEP: Ensuring the Academic Success for Males of Color in Higher Education (Latino and African American research briefs)

• College Board: Educational Crisis Facing Young Men of Color

• April 2012 convening
Summer Webinar Series

• Academic and Social Supports

• Family and Community Engagement

• College and Career Readiness
Overview of Academic and Social Supports Webinar

• Agenda
  • What the Research Says
  • Scalable/replicable programs and strategies
    – XY-Zone, Communities in Schools of Central Texas
    – The University of Arizona
    – Minority Male Mentoring Program (3MP), NCCCS
  • Q&A

• Social Media/Twitter
  – Draft your own tweets using the #YMOC hashtag and the @CB_Advocacy handle
What the Research Says

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Young Men of Color

2008: Dialogue Days at College Board Diversity Conferences
- Scholars, activists and policymakers from four racial/ethnic groups discussed problems facing males within each ethnic group.

2010: Educational Crisis Facing Young Men of Color
- Compiled insights and experiences of over 60 scholars, practitioners and activists into a report

2011: The Educational Experience of Young Men of Color
- Most compelling and comprehensive data that tracks progress and pitfalls and adds the voice of young men of color on their way to college.
- Website: http://youngmenofcolor.collegeboard.org/

2012: College Board and IHEP Convening
- Convened over 100 educators and practitioners, from across the nation, for the Young Men of Color: Charting a Way for Educational Success event on strategies to improve the educational outcomes of young men of color.
The Current Landscape
Population Growth in the United States

The U.S. population is projected to grow with major race/ethnic shifts; by mid-century the minority population is forecasted to outnumber the current majority group.
Population Growth in the U.S. Education System

School Age Population in Public Elementary and Secondary Schools by Race/Ethnicity 2004-2019

Source: US Census Bureau, 2010

By 2020, the minority population is forecasted to outnumber the current majority group in the U.S. education system.
The Goal: 55% by 2025

Percentage of Female 25- to 34-Year-Olds with an Associate Degree or Higher, 2008

If green is good and red is bad, females have 8 light green states and one red state.

Source: College Board Advocacy & Policy Center, College Completion Agenda, 2011 Progress Report (Calculated from the US Census Bureau, 2008)
The Goal: 55% by 2025

Percentage of Male 25- to 34-Year-Olds with an Associate Degree or Higher, 2008

If green is good and red is bad, males have no light green states and 15 red states.

Legend
- Red: 30 and Below
- Orange: 40-31
- Yellow: 50-41
- Green: 60-51
- Light Green: 61+

Source: College Board Advocacy & Policy Center, College Completion Agenda, 2011 Progress Report (Calculated from the US Census Bureau, 2009)
The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress

- Enrollment in a 2–yr or 4–yr college or vocational school
- Enlistment in the U.S. Armed Forces
- Employment in the workforce
- Unemployment
- Incarceration
- Death
The majority of students enrolled in postsecondary institutions are females.
Pathways through the Pipeline: Military

Non-Prior Service Active Component Enlisted Accessions by Service, 1973-2008


KEY
Enlistments in the U.S Armed Forces has declined from 1973 until 2008 for all branches of the military.
Pathways through the Pipeline: Military

Non-Prior Service Active Component Enlisted Accessions by Race/Ethnicity, 1973-2008


KEY

Enlistments in the U.S Armed Forces has declined from 1973 until 2008 for all branches of the military by race/ethnicity.
The majority of all enlistments in the U.S. Armed Forces were males. African American females have highest percentage of enlistments among females.
Pathways through the Pipeline: Employed

Percentage of 15- to 24-Year Olds Employed by Gender and Race/Ethnicity, 2008

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>49.3%</td>
<td>50.7%</td>
</tr>
<tr>
<td>African American</td>
<td>49.8%</td>
<td>50.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>32.9%</td>
<td>67.1%</td>
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<tr>
<td>Hispanic</td>
<td>41.6%</td>
<td>58.4%</td>
</tr>
<tr>
<td>Native Americans*</td>
<td>53.1%</td>
<td>46.9%</td>
</tr>
<tr>
<td>White</td>
<td>52.8%</td>
<td>47.2%</td>
</tr>
</tbody>
</table>

*Estimates for Native American based on US Population Percentages

The majority of those who are employed are female with the exception of Native Americans and Whites.
The majority of those who are unemployed are males with the exception of Native Americans.
Pathways through the Pipeline: Incarceration


Federal, state and total incarcerations have increased from 2000 to 2008.
Pathways through the Pipeline: Incarceration

Estimated Number of Male and Female Inmates Held in State or Federal Prison, or in Local Jails by Gender, June 30, 2000-2008


Key: Federal, state and total incarcerations have increased from 2000 to 2008.
Pathways through the Pipeline: Incarceration

Percentage of African Americans, Hispanics and Whites 18- to 24-Year-Old Inmates in State or Federal Prisons, or in Local Jails by Gender, 2008


*Estimates for Asian and Native American based on US Population Percentages

The majority of incarcerated persons in the United States are male.
Pathways through the Pipeline: Incarceration

Percentage of Males and Females 18- to 24-Year-Old Inmates in State or Federal Prisons, or in Local Jails by Race/Ethnicity, 2008

- African American: 42.2%
- Asian Americans*: 4.0% (4.7% female)
- Hispanic: 23.1%
- Native Americans*: 0.9% (1.1% female)
- White: 29.7%

*Estimates for Asian and Native American based on US Population Percentages

KEY
65 percent of all males and 50 percent of all females incarcerated in the U.S. are African American or Hispanic.
Pathways through the Pipeline: Incarceration

Estimated Number of Inmates Held in State or Federal Prison, or in Local Jails, by Gender, Race, and Hispanic Origin, June 30, 2000-2008

African American females are the only group that has experienced an overall decline in incarcerations from 2000-2008.

Estimates for Native Americans not available
Pathways through the Pipeline: Death

Percentage of 18- to 24-Year-Old Deaths by Gender and Race/Ethnicity, 2007

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Females</th>
<th>Males</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>22.5%</td>
<td>77.5%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>28.5%</td>
<td>71.5%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20.6%</td>
<td>79.4%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Native American</td>
<td>29.0%</td>
<td>71.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>White</td>
<td>27.4%</td>
<td>72.6%</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

Source: CDC, National Center for Health Statistics, 2010

KEY
Males are more likely to die than females between the ages of 18 to 24.
Collectively, more than 51% of Latino males, 45% of African American males, 42% of Native American males and 33% of Asian American males ages 15-24 who graduate high school will end up unemployed, incarcerated or dead.
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www.cisaustin.org
Mission: CIS surrounds students with a community of support, empowering them to stay in school and achieve in life

What is CIS: CIS is the largest dropout prevention program in Central Texas and in the United States

How CIS Works: CIS full-time professional staff provides & coordinates an array of social services on school campuses to remove non-academic barriers to learning

Service Coverage: 52 schools • 5 districts • 5 counties

Individuals Served: 6,700 students served intensively
49,000 additional students & parents served

Target Population Programs: ASPIRE, XY-Zone, SmartKids, Pebble Project, 9th Grade Transition Initiative
Program Mission:
The XY-Zone supports and guides adolescent males as they “Journey Into Manhood,” empowering them to stay in school and achieve in life.

Program Model:
The XY-Zone Program of Communities In Schools of Central Texas (CIS) is a leadership development and peer support program that was founded in 1999 to develop productive life skills in high school-age males, at the highest risk of dropping out of school. The XY-Zone model provides a “Rites of Passage” into manhood. The XY-Zone provides a unique opportunity for the young men to connect with each other, inspiring and empowering one another to share their struggles or challenges in small group discussions. The young men are supported and encouraged to not only face their personal challenges, but as a group they help support positive change as they move through the various steps of the curriculum. The curriculum combines experiential learning strategies with a “Positive Fraternal Brotherhood” that engages young men during the critical formidable adolescence years.

Program Curriculum: Experiential Learning Strategies
Peer support groups based on five core values “common language”:
Respect, Responsibility, Relationships, Role Modeling, Reaching Out

• Step 1: 12-week 5R’s Support Group
• Step 2: 12-week Leadership Development Group
• Step 3: 10-week Ambassador/Blue Shirt Group/Individual
Demographic and Positive Outcomes

Demographic data from 2011-12:

- 50% Hispanic, 41% African American, 7% Anglo, 2% Other
- 98% have experienced some form of violence
- 85% identified by TEA as economically disadvantaged
- 48% live within a single parent home
- 16% are in special education classes
- 15% spoke English as a second language

Positive Program Outcomes:

- 436 students participated in the program
- 12,550 hours of direct service to the participants
- 89% of high school students improved or maintained in grades, attendance, or behavior
- 97% of participants stayed in school
- 81% of case managed participants stopped or reduced at least one risk-taking behavior
- 84% of students demonstrated increases in developmental assets
Engaging in External and Internal Evaluation: Results

External Evaluation Results:
- “The number of hours student participated in CIS predicted an improvement in grades and attendance.”
- “The number of curriculum hours students participated in CIS predicted improvement in behavior.”
- “For every 16 hours of participation in CIS group-direct services, students were absent one less day from school.”

Internal Evaluation Results:
- 92% of students receiving individualized case management services advanced to the next grade level.
- 81% reduced negative risk behaviors and 84% increased developmental assets. Further, evaluation showed that student participants were significantly more likely to believe “my life has purpose” after completing the program.
CIS/XY-Zone Strategies: Implementing Best Practice Research

- Assign adult coordinators for small caseload of students
- Provide leadership training and enrichment programming
- Engage students “where they are” and provide relevant services such as stress management, goal setting and social skills education
- Provide opportunities for the implementation of service learning projects
- **Consistently monitor** grades, attendance and behavior with timely intervention
- Engage parents with home visits, postcards, newsletters, phone calls, and celebration banquets
- Create peer support programming where students teach students
- Provide mentoring opportunities at middle and elementary schools
- Promote the relevance of school: college and career exploration
- Coordinate with school and community efforts such as transition camps, community collaborations, (Project Males & UT Blazers) mentoring, and tutoring initiatives
College Board Advocacy & Policy Center’s Educational Experience of Young Men of Color website (http://youngmenofcolor.collegeboard.org/) and the Institute for Higher Education Policy (IHEP) website (www.ihep.org)

Project MALES (Mentoring to Achieve Latino Educational Success) within the Division of Diversity and Community Engagement (DDCE) at the University of Texas at Austin (http://ddce.utexas.edu/projectmales/)

IHEP Policy Brief on Latino Males in Higher Education. To download the brief visit: http://www.ihep.org/assets/files/publications/m-r/%28Brief%29_Men_of_Color_Latinos.pdf

Perspectivas Issue No 1- Latino Males: Improving College Access and Degree Completion-A New National Imperative (Saenz & Ponjuan 2012) www.aahhe.org/perspectivas

Currently participating in a 2 year evaluation of the CIS/XY-Zone program with the University of Texas School of Social Work
The University of Arizona

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Arizona

- 22 federally recognized tribes
- 32% land base is reservation land
- 4.6% American Indian population (6,482,505)
- 60,000 Native American students in Arizona’s public/charter schools
- 2 tribal colleges; 19 community colleges
- 3 public state universities

University of Arizona

- 39,086 total enrollment
- 1,153 Native American students (3%)
- Over 75 tribal nations represented
- 225 New Freshmen (3.3%)
- 70 New Transfer (3.9%)
U of Arizona First-time, Full-time American Indian/Alaskan Native Freshmen Women: First Year Retention Rate

OIRPS 01/06/2012
U of Arizona First-time, Full-time American Indian/Alaskan Native Freshmen Women: Four- and Six-Year Graduation Rates

<table>
<thead>
<tr>
<th>Entering Year</th>
<th>4-Yr Rate</th>
<th>6-Yr Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>16%</td>
<td>3%</td>
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<tr>
<td>1992</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>1993</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>1994</td>
<td>16%</td>
<td>31%</td>
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<tr>
<td>1995</td>
<td>30%</td>
<td>24%</td>
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<td>1996</td>
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<td>1998</td>
<td>22%</td>
<td>6%</td>
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<tr>
<td>1999</td>
<td>30.4%</td>
<td>7.2%</td>
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<tr>
<td>2000</td>
<td>30.4%</td>
<td>6%</td>
</tr>
<tr>
<td>2001</td>
<td>35.0%</td>
<td>2.7%</td>
</tr>
<tr>
<td>2002</td>
<td>33.8%</td>
<td>12.3%</td>
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<tr>
<td>2003</td>
<td>34.1%</td>
<td>15.9%</td>
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<td>2004</td>
<td>28.6%</td>
<td>3.8%</td>
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<tr>
<td>2005</td>
<td>20.9%</td>
<td>4.1%</td>
</tr>
<tr>
<td>2006</td>
<td>23.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>2007</td>
<td>21.1%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

OIRPS 01/06/2012
U of Arizona First-time, Full-time American Indian/Alaskan Native Freshmen Men: Four- and Six-Year Graduation Rates
Sociocultural, Academic and Personal Factors

• Sociocultural
  – Irrelevance: education being a “white man’s” thing
  – Dependence on welfare; apathetic attitudes
  – Increase of gang membership (23%); “warrior” glorification

• Academic
  – Lack of academic preparation
  – Length and demands of college (vocational benefits vs. college)

• Personal
  – Low levels of financial support; expectations of male to be the “breadwinner”
  – Stressful family situations (care of elders & family livestock)
  – Military option vs. college (4,603 male vs. 1,299 female)
  – Masculinity issues
Research findings support the important role of ethnic centers and support services for minorities on predominantly white campuses (Astin, 1993; Day, 1999; Dell, 2000). Furthermore, campuses must ensure that these services and organizations have enough staff, funding and resources to serve students successfully (Hurtado, Milem, Clayton-Pedersen, and Allen, 1988).

- **Sociocultural**
  - Orientation & Welcome
  - Workshops (social justice, cultural, leadership, etc.)
  - Student clubs & organizations (Beta Sigma Epsilon Fraternity)
  - Residential theme wing (O’odham Ki:)
  - Native American Convocation
- **Academic**
  - Tutoring Support (graduate students & tutoring center)
  - Tracking
- **Personal**
  - Scholarships /emergency loans & financial aid advocate
  - Phone outreach
  - Native American recruiter
- **Institutional**
  - Assistant Vice President for Tribal Relations
  - President’s Native American Advisory Council
  - Arizona Tri-Universities for Indian Education (ATUIE)
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THE NORTH CAROLINA MINORITY MALE MENTORING PROGRAM (3MP)
Programmatic History

- Only state- and system-wide program in nation
- Increased from 6 pilot programs to 43 campus programs
- Each program has designated coordinator or contact
- Partnership with UNC General Administration and Independent Colleges and Universities
- Minority Male Mentoring Conference
 Minority Male Challenges

- 12% of total community college population
- High developmental course placement
- Lower graduation and retention rates
- Finances/Transportation/Resources
- Academic Unpreparedness
- Academics/Academic Advising
- Financial Aid
- Testing/Remediation
- Learning to Develop Social Skills
- Unemployment
- Peer Pressure
- Incarceration/Criminal History
- Accessing Campus Resources
## 3MP Programs

### North Carolina Community Colleges (CC) with 2011-2012 Minority Male Mentoring Programs

<table>
<thead>
<tr>
<th>College</th>
<th>College</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamance CC</td>
<td>Forsyth Technical CC</td>
<td>Richmond CC</td>
</tr>
<tr>
<td>Asheville-Buncombe Technical CC</td>
<td>Gaston College</td>
<td>Roanoke-Chowan CC</td>
</tr>
<tr>
<td>Bladen CC</td>
<td>Guilford Technical CC</td>
<td>Robeson CC</td>
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<tr>
<td>Brunswick CC</td>
<td>Halifax CC</td>
<td>Rowan-Cabarrus CC</td>
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<tr>
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<td>Isothermal CC</td>
<td>Sampson C</td>
</tr>
<tr>
<td>Cape Fear CC</td>
<td>James Sprunt CC</td>
<td>Sandhills CC</td>
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<tr>
<td>Carteret CC</td>
<td>Johnston CC</td>
<td>South Piedmont CC</td>
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<tr>
<td>Catawba Valley CC</td>
<td>Lenoir CC</td>
<td>Southeastern CC</td>
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<tr>
<td>Central Carolina CC</td>
<td>Martin CC</td>
<td>Stanley CC</td>
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<tr>
<td>Central Piedmont CC</td>
<td>Mitchell CC</td>
<td>Vance-Granville CC</td>
</tr>
<tr>
<td>Cleveland CC</td>
<td>Montgomery CC</td>
<td>Wake Technical CC</td>
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<tr>
<td>Davidson County CC</td>
<td>Nash CC</td>
<td>Wayne CC</td>
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<tr>
<td>Durham Technical CC</td>
<td>Piedmont CC</td>
<td>Wilson CC</td>
</tr>
<tr>
<td>Edgecombe Community College</td>
<td>Pitt CC</td>
<td></td>
</tr>
<tr>
<td>Fayetteville Technical CC</td>
<td>Randolph CC</td>
<td></td>
</tr>
</tbody>
</table>
Program Goals

The North Carolina Community College Minority Male Mentoring Program (3MP) is a student access and success oriented program designed to support the educational goals of minority males in the Community College System. The four goals of the program are to:

- Increase the completion of developmental courses,
- Increase retention rates (per semester and annually),
- Increase graduation rates, and
- Increase transfer to four-year colleges and universities.
Programmatic Format

- Incorporate Early Alert Systems
- Standardized Interventions and Workshops
- Common Message
- Aligned Communication/Data Collection
- Standardized Training/Professional Development (Staff)

3MP
Programmatic Format

- Financial Aid/Financial Management Workshops
- Academic Advising Workshops
- Transfer Advising Workshops
- Career Exploration/Preparation Workshop
- Professional Development Workshops
- Personal Development Workshops
- Regular tutoring opportunities
- Monthly updating by program coordinators of student participants
2010-2011 Programmatic Outcome

- Not Graduated, but Still Enrolled
- Graduated

Graduated or still enrolled after four years:

- Non-Minority Female: 17% Graduated, 15% Still Enrolled
- Non-Minority Male: 12% Graduated, 16% Still Enrolled
- Minority Female: 10% Graduated, 17% Still Enrolled
- Minority Male: 12% Graduated, 11% Still Enrolled
- MMM: 32% Graduated, 17% Still Enrolled

*Outcomes using sample 3MP population.
Submitting Online Questions & Comments

• Questions and comments may be submitted at any time during the presentation.

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Upcoming Webinars

• Coming soon!
  – Part II: Family and Community Engagement
  – Part III: Promoting Career and College Readiness
Presenters

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