Webinar: Encouraging Family and Community Engagement
Thursday, August 2, 2012
1–2 p.m. EDT

Young Men of Color: Charting a Way for Educational Success
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.
Summer Webinar Series

• Academic and Social Supports

• Family and Community Engagement

• College and Career Readiness
Overview of Family and Community Engagement

• Agenda
  • Reframing the conversation
  • Scalable/replicable programs and strategies
    – Fathers Active in Communities and Education (FACE)
    – The Brotherhood/Sister Sol
    – University of Oregon
    – Asian American Resource Center, Pomona College
  • Q&A

• Social Media/Twitter
  – Draft your own tweets using the #YMOC hashtag and the @CB_Advocacy handle
Reframing the Conversation

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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/](http://youngmenofcolor.collegeboard.org/)

2011: Ensuring the Academic Success of Latino Males in Higher Education

- Victor B. Sáenz, Ph.D. and Luis Ponjuan, Ph.D.

2012: Young Men of Color: Charting a Way for Educational Success

- College Board and IHEP 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.

2012 (forthcoming): A Role for Policymakers in Improving the Status of Black Male Students in U.S. Higher Education

- Shaun R. Harper, Ph.D. and Frank Harris, III, Ed.D.
The Current Landscape
The Deficit Approach

- Low high school graduation rates
- Less academically prepared and “learning disabled”
- Low college enrollment and completion rates
- High unemployment
- Increased incarceration rates
Reframing the Conversation on Young Men of Color
Anti-deficit Framework

**FAMILIAL FACTORS**
- How do family members nurture and sustain Black male students’ interest in school?
- How do parents help shape Black men’s college aspirations?

**K-12 SCHOOL FORCES**
- What do teachers and other school agents do to assist Black men in getting to college?
- How do Black male students negotiate academic achievement alongside peer acceptance?

**OUT-OF-SCHOOL COLLEGE PREP RESOURCES**
- How do low-income and first generation Black male students acquire knowledge about college?
- Which programs and experiences enhance Black men’s college readiness?

**PRE-COLLEGE SOCIALIZATION AND READINESS**

**CLASSROOM EXPERIENCES**
- What compels one to speak and participate actively in courses in which he is the only Black student?
- How do Black undergraduate men earn GPAs above 3.0 in majors for which they were academically underprepared?
- Which instructional practices best engage Black male collegians?
- How do Black men craft productive responses to stereotypes encountered in classrooms?

**OUT-OF-CLASS ENGAGEMENT**
- What compels Black men to take advantage of campus resources and engagement opportunities?
- What unique educational benefits and outcomes are conferred to Black male student leaders?
- How do achievers foster mutually supportive relationships with their lower-performing same-race male peers?

**ENRICHING EDUCATIONAL EXPERIENCES**
- What developmental gains do Black male achievers attribute to studying abroad?
- How do Black men cultivate value-added relationships with faculty and administrators?
- What do Black male students find appealing about doing research with professors?

**PEERS**

**PERSISTENCE**

**FACULTY**

**COLLEGE ACHIEVEMENT**

**POST-COLLEGE SUCCESS**

**GRADUATE SCHOOL ENROLLMENT**
- What happened in college to develop and support Black male students’ interest in pursuing degrees beyond the baccalaureate?
- How do Black undergraduate men who experience racism at predominantly white universities maintain their commitment to pursuing graduate and professional degrees at similar types of institutions?

**CAREER READINESS**
- Which college experiences enable Black men to compete successfully for careers in their fields?
- What prepares Black male achievers for the racial politics they will encounter in post-college workplace settings?
- How do faculty and other institutional agents enhance Black men’s career development and readiness?
Fathers Active in Communities and Education (FACE)

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FACE’s Mission

To build communities of fathers to transform education and civic life.

1) Father’s reassessment of time
2) Fathers’ & employers’ reassessment of work
3) Students’ reassessment of fathers as “smart” and teachers’ reassessment of fathers as relevant to the state curriculum and, therefore, classroom instruction
4) Transforming the male instinct for spectator competitive sports into the interactive play that scores in social capital
Coming to Terms with Fathers

Fathers are social creatures; change among fathers implies changes in the entire community.

Invisibility = fathers are present in the community and “potentially willing” to be involved but they are not seen, recognized, or invited.

Absence = fathers, if living in the community, are unwilling to be involved, even if invited.

“Invisibility” vs. “Absence”
Fathers with a vision to embrace rather than slay the dragon: 

**RAAHHHH!**
FACE • GEAR UP STAR Partnership
4th Annual
STAR Dads, Student Grad Celebration!
May 7, 2010
7:30 a.m. to 2:30 p.m.
Borchard Arena
Robstown, TX

Highlights:
- Engineer and race a pickup truck!
- Join in activities with dads and students from other STAR districts!
- Listen to and celebrate the year’s winners of the Student Essay Contest on fathers!
- Enjoy lunch with your child!
- Support & promote a college-going culture!

Schedule - May 7:
- 7:30 a.m. to 8:15 a.m. - Sign-in at campus
- 8:15 a.m. to 9 a.m. - Travel to Arena/Robstown
- 9 a.m. to 1:30 p.m. - FACE activities in the arena
- 1:30 p.m. - Board buses / Travel back to campus

Registration Guidelines:
- Registration Deadline: Monday, May 3, 4:00 p.m.
- Seating is limited to 25 dads and 25 students per STAR campus. Priority: dads with children attending at least one FACE event, 2009-10
- You must register in advance to receive a seat & mail/kit. Turn in your signed registration form w/AD&D Card w/ID. All events are taken by the time we get your registration form, you will be put on a waiting list.
- Provided a current daytime phone number and email address, if you have one.
- No lunch charge for Dads & Students.
- All students must take bus to and from event, please bring bag with your child.
- Registration will be limited to one dad/one student, families of 2 or more will be turned away.

Contact / Questions
Mrs. Bonnie Cuebas
466-2055
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Power Point:
- Title: "WAMS Tuesday with Dads 9-23-08"
- Date: Tuesday, September 23, 2008
- Number of Dads in Attendance: 40
- Number of Students in Attendance: 43
- Total Attendance: 83
- Number of Evaluation Forms Returned: 28
- Students: 34

Item 10. The most important thing I learned today was:
- "TEKS testing skills - info"
- "Son's"  "The importance of father in volunteering"
- "Pay attention"  "Motivation is the key to learning"
- "A basic understanding of how my son will learn"  "There is a lot of dads that really care about child's education"
- "Community"  "Learning together with my son"
- "Is that if everybody come in with a positive attitude you can develop good communications"  "Working as a team"
- "Teamwork, cooperation"  "To listen close"
- "There are many things to help a child learn"  "Communications w/sons"
- "My child's opinion on ed work"  "Working together gets you a long way"
- "Getting more involved w/both my kids school"  "Teaching techniques are so different from the past"
The Brotherhood/Sister Sol

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The Brotherhood/Sister Sol

http://www.youtube.com/watch?v=MtInXpQeqel&lr=1
The Brotherhood/Sister Sol

Founded in 1995, The Brotherhood/Sister Sol provides comprehensive, holistic and long-term support services to youth who range in age from 8 to 22. We offer wrap-around evidence-based programming and focus on issues such as leadership development and educational achievement, sexual responsibility, sexism and misogyny, political education and social justice, Pan-African and Latina/o history, and global awareness. We provide four to six-year rites of passage programming, thorough five days a week after school care, school and home counseling, summer camps, job training and employment, college preparation, community organizing training, and international study programs to Africa and Latin America.

As our founding mission statement reads: “The Brotherhood/Sister Sol is not simply an organization; more accurately, it’s a way of life. Providing youth with an opportunity to explore their ideas, identity and future among peers, with the support and guidance of their immediate elders, is a natural method of promoting positive development into adulthood.”
The Brotherhood/Sister Sol: Ten Curriculum Focus Issues

1) Mind, Body & Spirit
2) Leadership Development
3) Pan-African & Latina/o History
4) Sexism & Misogyny
5) Sexual Health & Responsibility
6) Drugs & Substance Abuse
7) Conflict Resolution & Bias Reduction
8) Political Education & Social Justice
9) Educational Achievement
10) Community Service & Responsibility
The Brotherhood/Sister Sol
Theory of Change

• To provide multi-layered support, guidance, education and love to our membership

• To teach them to have self-discipline and form order in their lives

• To offer opportunities and access so that they may develop agency
The Brotherhood/Sister Sol
Evidence-based Outcomes

EDUCATION
• 94% of BHSS alumni have graduated from high school or earned a GED
• 88% received their high school degree
  HS graduation rate in NYC is 58%, in Harlem is 42%, and graduation rate of Black and Latino boys in NYC is 34% (as reported by the Schott Foundation)

CRITICAL DECISION MAKING
• Teenage pregnancy rate at BHSS is less than 2%
  Harlem’s teenage pregnancy rate is 15%
• No alumni or member of BHSS is incarcerated, and less than 1% have a felony conviction
  One out of three Black males, ages 20-29, are under supervision of the prison system – incarcerated, on probation or on parole

EMPLOYMENT AND MOVING FROM POVERTY
• 95% of BHSS alumni are either enrolled in college or working full time
  30% of youth in Harlem, ages 18-25, are either enrolled in college or employed full time
University of Oregon

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Improving Male Indigenous Student Educational Outcomes through Family and Community Engagement

This presentation will focus on:

- Defining successful educational outcomes
- Factors influencing educational outcomes
- Points to consider when mentoring
- Scalable programs and strategies
Define Educational Success for Male Indigenous Students

Educational success for male Indigenous students:

• is a holistic, multi-dimensional process;
• recognizes the unique talents and gifts of male students;
• involves knowledge of Native culture, history, and language;
• addresses health and wellbeing on multiple levels – mental, spiritual, emotional, and physical; and
• builds the capacity for males to contribute to their family and community.
Factors Influencing Male Indigenous Educational Success

• Culturally responsive curriculum that features positive male role models (past and present)
• Male Indigenous teachers or those whom are culturally respectful and caring
• Institutional support structures and personnel knowledgeable of male needs
• Family, community, and Native organizational/tribal support
Points to Consider When Mentoring Male Indigenous Students

- Overcome personal and educational obstacles to be successful in their own way
- Education promotes individual and community self-sufficiency and empowerment
- Present a “society-wide” perspective as well as understanding their “young male Indigenous” world
- Importance of “giving back to the community and family” versus “personal gain” as an educational outcome
- Relationships with family, community, friends, land, and spirit are central to Indigenous culture
Scalable Programs & Strategies

Dr. David Conley, who is a widely regarded expert on college and career readiness, and his colleagues at the Educational Policy Improvement Center (EPIC) have developed affordable, comprehensive and meaningful tools and services that place a premium on family and community engagements to: (a) create and maintain a college-going culture in the school, and (b) cultivate partnerships and connections with all critical stakeholders.
Two Selected EPIC Tools and Services

ThinkReady
• Instruction and assessment to develop the Key Cognitive Strategies necessary for college and career readiness and success.
• Guides & informs efforts to prepare students grades 6-12 for success after high school by developing important thinking skills

CampusReady Diagnostic
• Research-based
• Building-wide diagnostic
• Provides customized resources for targeted intervention planning

To get a full description of all EPIC tools and services, please visit: https://www.epiconline.org/college_ready_resources/

Contact Information
Toll Free: 877-766-2279
Phone: 541-246-2600
E-Mail: Contact@epiconline.org
Conclusion

This webinar focused on:

- Defining successful educational outcomes that involve the capacity for males to contribute to their family and community,
- Factors influencing educational outcomes such as family, community, and Native organizational/tribal support of male Indigenous students,
- Points to consider when mentoring that include the importance of giving back to the community and family versus personal gain as an educational outcome and that relationships with family, community, friends, land, and spirit are central to Indigenous culture
- Scalable programs and strategies that are affordable, comprehensive and meaningful tools and services that place a premium on family and community engagements to: (a) create and maintain a college-going culture in the school, and (b) cultivate partnerships and connections with all critical stakeholders.
Asian American Resource Center

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Asian American and Pacific Islander Educational Statistics

- Nearly one out of four AAPI students is Limited English Proficient and/or lives in a linguistically isolated household where parents have limited English proficiency.
- The high school drop-out rate among Southeast Asian Americans is staggering: 40% of Hmong, 38% of Laotian, and 35% of Cambodian populations do not complete high school.
- Only 14% of Native Hawaiians and Pacific Islanders 25 years of age and older have at least a bachelor’s degree in comparison with 27% for the total population and 49% of the AA population.
- Among those 25 years and older, single-race Pacific Islanders are only about half as likely as non-Hispanic whites to have at least a bachelor’s degree (15% versus 30%). The gap is even wider when compared to Asians (49% with a bachelor’s or more advanced degree).
- Pacific Islander levels of educational attainment (15%) are similar to African Americans, in which 17% have at least a bachelor’s or more advanced degree.
- Pacific Islanders in Hawai’i have lower educational attainment than those in the other 49 states.
- 29% of Pacific Islanders between the ages of 18 and 24 are enrolled in a college or university, a rate comparable to African Americans (29%). In contrast, the college enrollment figures are 39% for non-Hispanic whites and 57% for Asians.
Model Minority Myth

The term "model minority" was first used in print by sociologist William Peterson in an article titled "Success Story: Japanese American Style" published in the New York Times Magazine in January 1966. Peterson concluded that Japanese culture with its family values and strong work ethic enabled the Japanese Americans to overcome prejudice and to avoid becoming a "problem minority." A second article similarly describing Chinese Americans appeared in U.S. News and World Report on December 26, 1966.

IMPACT ON THE AAPI COMMUNITY

• Asian community as a wedge community
• The flip side of the same coin…Yellow Peril
• It’s used to justify a denial of resources
Approaches to Supporting Marginalized AAPI Groups

- Asian American Mentoring Programs
- Targeted Outreach and Programming
- Community Engagement Opportunities
- Focused Retention Projects
- Ethnic-Specific Courses
Resources

- http://www.successatsouth.com/
Submitting Online Questions & Comments

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Presenters

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Upcoming Webinar

• August 29, 2012, 1-2pm EDT

  – Part III: Promoting Career and College Readiness