

A report from seven centers that rigorously investigate the educational experiences of boys and men of color

# Advancing the Success of **Boys and Men** of Color in Education



## Recommendations For Policymakers

*The opinions expressed herein belong entirely to the  
centers and do not necessarily represent the viewpoints of  
the institutions in which they reside*

# A Collective Policy Statement

**The Center for the Study of Race and Equity in Education**

University of Pennsylvania

**Minority Male Community College Collaborative**

San Diego State University

**Morehouse Research Institute**

Morehouse College

**Project MALES and the Texas Education Consortium for Male Students of Color**

University of Texas at Austin

**Todd Anthony Bell National Resource Center on the African American Male**

The Ohio State University

**Black Male Institute**

University of California, Los Angeles

**Wisconsin's Equity and Inclusion Laboratory**

University of Wisconsin-Madison

# Boys and Men of Color in Education

On February 27, 2014, President Barack H. Obama announced a new national initiative called My Brother's Keeper (MBK), which proposed to "address persistent opportunity gaps faced by boys and young men of color" (White House, 2014, para 1). Through substantial financial support and partnerships with private organizations and foundations committed to the initiative, MBK aims to promote promising practices and programs that demonstrate effectiveness and offer males of color, regardless of their income, geography, or family circumstances, the greatest opportunities to succeed in school and beyond. Evidence has mounted demonstrating how critical education is for success in today's American economy, yet too many males of color are not experiencing optimal outcomes at the elementary, secondary, and postsecondary levels. It is also widely understood that meager educational outcomes often lead to poorer life chances. With these facts in mind, MBK proposed to concentrate on improving school readiness for early childhood education, grade-level reading proficiency, and rates of high school graduation, college-going, and completion of post-secondary education and training. By concentrating on the aforementioned areas, MBK stands to measurably improve the life chances for males of color.

Institutions across the U.S. and throughout the educational pipeline (e.g., elementary, secondary, and postsecondary) have been confronted with innumerable challenges achieving parity in educating males of color compared to their White and Asian male counterparts. For example, only 18% of Black boys are proficient in fourth grade mathematics compared to 55% and 64% for their White and Asian peers, and 27% and 28% for Native American and Latino boys. Similar trends are also evident in eighth grade mathematics, where only 13% and 21% of Black and Latino young men are at proficient or above, respectively. Moreover, these educational disparities are evident in other key subject areas, including reading (NAEP, 2013).

Challenges experienced in the early education stages intensify over time as evidenced by national high school graduation rates for men of color. According to the Schott Foundation (2012), Black and Latino males graduate from high school at significantly lower rates than their White peers. The four-year graduation rate for Black and Latino males is 52% and 58%, respectively, while the rate is 78% for White males. More revealing are the differences, across states. For example, in the District of Columbia, only 38% of Black males and 46% of Latino males graduate from high school. In New York, only 37% of Black and Latino males graduate. Other states—including South Carolina, Mississippi, Michigan, Georgia, Florida, Delaware, Alabama, Colorado, and Connecticut—also have graduation rates below 60% for Black and Latino males.

**Table 1.**

***Percent of boys at proficient or above by grade and subject, 2013***

	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade	4 <sup>th</sup> Grade	8 <sup>th</sup> Grade
	Mathematics	Mathematics	Reading	Reading
<b>White</b>	55%	45%	41%	38%
<b>Black</b>	<b>18%</b>	<b>13%</b>	<b>14%</b>	<b>12%</b>
<b>Hispanic</b>	<b>28%</b>	<b>21%</b>	<b>18%</b>	<b>17%</b>
<b>Asian</b>	64%	59%	47%	43%
<b>Native American</b>	<b>27%</b>	<b>23%</b>	<b>20%</b>	<b>16%</b>

Source: NAEP (2013). U.S. Department of Education, Institute of Education Sciences, National Assessment of Educational Progress (NAEP), 2013 *Mathematics and Reading Assessment*. Washington, DC: National Center for Education Statistics.

# Boys and Men of Color in Education

For men of color, these negative trends also persist at the postsecondary educational level. At four-year colleges, only 33.2% of Black males and 44.8% of Latino males earn a bachelor's degree within six years—rates strikingly lower than those of their White (57.1%) and Asian (64.2%) peers (Digest of Education Statistics, 2012). At two-year colleges, only 32.1% of Black males and 30.2% of Latino males earn a certificate, degree, or transfer to a four-year institution within six years, compared to 39.8% for White males and 43.4% for Asian males (BPS, 2009).

Although often characterized as an at-risk population, boys and men of color possess the intellectual capacity to excel in PreK-12 schools and postsecondary contexts when educational policies and practices support their success. Collectively, the contributors to this brief believe that “every system is perfectly designed to achieve the results it gets” (quote attributed to W. Edward Deming and to Paul Batalden). Thus, the existing educational policies and practices that routinely fail to produce positive results for boys and men of color demand scrutiny. MBK represents a major undertaking in that it seeks to diagnose the pitfalls that plague educational achievement among males of color and comprehensively catalogue proven solutions to the problem. To this end, this brief aims to contribute to this effort by proposing specific educational policies and practices that should be implemented to improve outcomes for boys and men of color at every junction of their education.

The recommendations offered were derived from internationally- and nationally-recognized researchers who are leaders of major research centers throughout the United States. These include The Center for the Study of Race and Equity in Education (University of Pennsylvania), Minority Male Community College Collaborative (San Diego State University), Morehouse Research Institute (Morehouse College), Project MALES and the Texas Education Consortium for Male Students of Color (University of Texas at Austin), Todd Anthony Bell National Resource Center on the African American Male (The Ohio State University), Black Male Institute (University of California, Los Angeles), and Wisconsin's Equity and Inclusion Laboratory (University of Wisconsin-Madison). These researchers all have rigorously studied factors that influence educational, social, and occupational opportunities for boys and young men of color. To this end, this brief reflects their collective ideas, perspectives, and recommendations.



# Pipeline Recommendations

The following recommendations are divided into three sections. The first section focuses on educational pipeline recommendations, including policy interventions spanning preschool to doctoral education. The second section focuses specifically on PreK-12 policy recommendations, and the last section outlines postsecondary education policy recommendations, with major emphases on two-year and four-year colleges and universities.

## Pipeline Recommendations

### Create a National Clearinghouse on Exemplary Studies, Practices, and Policies on Males of Color in Education

Over the past several decades, educational practitioners have increasingly recognized the need for greater support of boys and men of color in education through established programs, conferences, symposia, and initiatives designed to improve outcomes throughout the pipeline. Likewise, these intensified efforts have been mirrored in the scholarly community resulting in the establishment of research centers, peer-reviewed journals, and academic conferences focused on issues relevant to males of color in education. These combined efforts have produced effective policies at various levels of governance (i.e., school, district, state, national) as well as innovative practices (e.g., teaching strategies, counseling techniques, evaluation standards) and tools for research, assessment, and evaluation that can inform educational interventions for boys and men of color. However, access to and awareness of these newly developed resources is limited; no centralized location exists where such information is maintained, organized, and disseminated. A national clearinghouse or repository featuring exemplary studies, practices, and policies focused on males of color in education would go a long way toward meeting this need. The U.S. Department of Education's Institute of Education Sciences already houses the *What Works Clearinghouse*, which features information on effective interventions for the general student population. A similar clearinghouse on educational interventions focused on boys and men of color in education

should also be established either as a standalone entity or as a combined endeavor of the existing clearinghouse. Promising educational practices, studies, and policies featured in the repository should be subject to a rigorous review process by a board with extensive research experience and expertise on males of color.

### Implement a National Center for Education Statistics (NCES) Dataset that Tracks Males of Color across PreK-12 and Postsecondary Education

Social and behavioral science research continues to affirm that even as many boys and men of color successfully navigate PreK-12 and postsecondary educational systems, many continue to face distinct barriers throughout the educational pipeline. These challenges may include, but are not limited to poverty, access, single-parent households, and negative stereotypes. A national database, implemented through NCES, could track individuals throughout the pipeline and identify indicators of their past, current, and future educational status. A NCES data tracking system would also provide insight into enrollment, retention, and graduation trends throughout the educational pipeline, helping to optimize institutional success in society's high-skilled labor economy. The dataset should yield information on undergraduate participation, engagement at the graduate and professional level, and detailed employment plans of boys and men of color. Because NCES currently records demographic information and associated behaviors that impact achievement, persistence, and outcomes in education, a tracking system devoted to males of color would inform and embolden innovative high-touch educational policy and practice that intentionally and holistically serves this population. This evidence-based practice, rooted in accurate record-keeping, would not only help identify emerging trends in educational progress but also enable researchers to identify challenges and opportunities related to educational achievement. These efforts would facilitate research with significant implications for today's PreK-20 educational systems and the broader 21<sup>st</sup> century workforce.



# Pipeline Recommendations

## **Refine Ethnic Classifications Collected by the U.S. Department of Education to Better Account for Within-Group Differences**

The racial classifications currently collected by the U.S. Department of Education are in desperate need of refinement. For example, data from the National Assessment of Educational Progress (NAEP) report racial demographic data in six categories: White, Black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and two or more races. Particularly troubling are categories for Hispanic and Asian/Pacific Islander students. Unfortunately, these data hide critical disparities across subpopulations that may otherwise heighten the need for subgroup-specific interventions. For example, Asian/Pacific Islander data currently conceal deleterious outcomes for Pacific Islander and Southeast Asian men (e.g., Hmong, Laotian, Cambodian, Vietnamese) who have academic experiences and outcomes on par with those of other underserved men of color. As a result, it is recommended that a more expansive classification formula be used, which includes a greater number of categories such as Asian American, Southeast Asian, South Asian (e.g., Indian, Pakistani, Sri-Lankan), Pacific Islander, and Filipino. Similar problems are evident with respect to the Hispanic classification, which may mask the needs of the large percentage of students of Mexican/Mexican-American descent, particularly in the Southwestern U.S. At a minimum, the Hispanic category should be divided into two groups: Mexican/Mexican-American and Latino (excluding Mexican heritage).

## **Mandate that Institutions Create Equity Plans to Improve Success of Boys of Color**

Using quantitative and qualitative data derived from periodic self-studies and external evaluations, school districts and postsecondary institutions should be required to create equity plans for promoting student success. These equity plans should identify areas for intervention derived from regular analyses of experience and outcome disparities. Plans should also identify goals for student access, retention, and completion for student

populations in general and by race/ethnicity within gender. Further, the equity plan goals should be accompanied by clearly specified outcomes and resultant courses of action focused on building institutional capacity to better serve student populations, particularly boys and men of color. Additionally, the plans should address both resourcing strategies and methods for evaluating the success of planned interventions, with benchmarks and mechanisms for performance monitoring. All plans should be submitted to the Department of Education for review every two years with an accountability infrastructure in place to ensure that identified courses of action and evaluation of these actions are performed. Moreover, equity plans should be publically shared documents that are available and accessible to prospective students and their families.



# Pipeline Recommendations

## Facilitate Curricular Partnerships Across the Pipeline

Currently, a lack of alignment and collaboration across the different levels of the education pipeline may hinder efforts to effectively serve challenging student populations. Courses taken in high school may not necessarily prepare students for college-level coursework. Similarly, in many locales, community college coursework allows a student to transfer; however, due to a misalignment in course learning outcomes, transfer students are often forced to obtain a substantially greater number of total academic credits than expected had they attended a four-year institution alone. To address these concerns, the federal government should require school districts, community colleges, and public four-year institutions to partner in designing curricula that create seamless pathways for students to matriculate across each sector. These partnerships should focus specifically on ensuring that students meet academic expectations at each level of schooling, adequately covering foundational content at each stage and prioritizing English and mathematics skills in particular. By providing enhanced opportunities for information- and resource-sharing, pipeline partnerships represent a key strategy for improving outcomes for historically underrepresented boys and men of color. Through partnerships, educators can identify common exit points in the educational pipeline where attrition among boys and men of color frequently occurs. Institutions can then work collaboratively to reduce attrition at those junctures. The federal government can also facilitate such partnerships by incentivizing collaborations across institutional-types. Given the unique needs of pipeline collaborations across region, federal grants monies can be directed to state governments to support the implementation of partnership structures.





# PreK-12 Recommendations

## PreK-12 Recommendations

### Implement Interventions to Ensure Third and Fourth Grade Level Proficiency in Literacy for Males of Color

Literacy matters. The third and fourth grade marker is a foundational point in students' academic journeys that has direct implications for future achievement. Outcome data presented in Table 1 of this report reveal that only 14% of Black and 18% of Latino males are proficient in reading by fourth grade, while rates for their White peers are 2.5 to three times higher (NAEP, 2013). Unfortunately, the longer males of color remain in school, the wider the literacy gap grows. Moreover, males of color who are not reading at grade level by the time they enter fourth grade are less likely to ever reach grade level proficiency in reading, are more likely to be referred to special education, and are more likely to drop out of school. Given the importance of early grade level reading proficiency, schools should provide specific interventions aimed toward students who are not demonstrating reading proficiency by third grade. These interventions should include supplemental learning opportunities with an intense literacy focus in the form of after-school programs, summer school, literacy sessions, or Saturday academies. School districts and state departments of education should provide incentives for literacy teachers and instructional coaches to participate in such programs, which have advanced in recent years to include rigorous, culturally relevant frameworks that offer promise for diverse student populations, including males of color. Literacy has a direct impact on school outcomes and life chances. School districts should invest considerable financial and human resources to the development of appropriate structures and systems to prevent disproportionate numbers of boys of color from leaving third grade and entering fourth grade without the requisite skills needed to be successful in school and beyond.

### Adopt Data Tracking Systems and Scorecards to Identify Schools with Disproportionately High Suspension and Special Education Placement Rates

Black and Latino males are the two groups of students most likely to be suspended and expelled in PreK-12 schools. They also tend to be grossly overrepresented in special education and underrepresented in Gifted and Talented and other accelerated learning programs. As a preventative measure, school districts should be required to adopt data systems that track the classrooms, teachers, and schools where levels of suspension are significantly higher. School districts and state departments of education should also be required to investigate whether their current policies contribute to "student push out" becoming commonplace. For example, the Los Angeles Unified School District recently dismantled their "willful defiance" policy, which led large numbers of Black and Latino males to be suspended for extended periods of time. To this end, it is imperative for all school districts to evaluate their current policies and practices to identify those that may be inappropriately used as a conduit for the removal of groups of students from learning communities in schools. It is also recommended that school districts consider the development and implementation of equity scorecards (see Harris, Bensimon & Bishop, 2010 for example), which would spotlight schools for their success in identifying strategies and pedagogical practices to keep boys of color in the classroom. These scorecards could also include suspension, special education, and gifted education placement data for students, disaggregated by race within gender and socioeconomic categories.

# PreK-12 Recommendations

## Focus on Increasing Men of Color Teachers, Principals, and School Counselors

There is growing concern that the current pool of school teachers, administrators, and school counselors do not mirror the growing racial/ethnic diversity of students. While there are promising programs (e.g., Call Me Mister program at Clemson University) focused on encouraging male college students of color to pursue teaching careers, colleges of education across the nation should do more to create pathways to the education profession to attract larger numbers of these male students. Young men of color in high school need a critical mass of men of color educators as positive male role models and mentors to better understand their own identities and to develop plans for college enrollment. Through unique partnerships between local high schools, colleges of education, and other institutions of higher education, potential men of color educators can learn about the dire need to diversify the education profession, consider the benefits of becoming a teacher, and set long-term career goals to advance into educational administration. The federal government, through the Department of Education and the National Science Foundation, should implement demonstration grants that focus on bolstering the pipeline of men of color entering the education field.

## Tighten Accreditation and State Certification Standards for Teacher Education and Counselor Education Programs

Many educational problems that disproportionately affect young men of color (e.g., higher rates of suspension and expulsion) are attributable to a lack of substantive engagement of these issues in the curricula of programs that prepare educators for PreK-12 schools. The overwhelming majority of pre-service teachers in the U.S. are White, and most are White women. Education preparation programs do not devote enough of their curricula to enhancing the cultural competence of aspiring education professionals. Likewise, most academic training programs that prepare future guidance counselors provide too few courses on race and diversity, and they do not

adequately prepare guidance counselors for the complexities of counseling in inadequately resourced high schools that enroll students largely from low-income families. Additionally, many counselor education programs include just one course on counseling high school students and their families on the vast landscape of postsecondary options. Given these deficits, these programs and the educators they prepare for careers in PreK-12 schools warrant more rigorous accreditation and state certification standards. Accreditors and state licensing entities should demand greater evidence from schools of education and alternative teacher preparation programs of curricular efforts that vigorously engage aspiring professionals in meaningfully complex exercises that awaken and disrupt their assumptions about students and communities of color. Current state policies and certification or licensure standards do too little to ensure that highly qualified teachers and counseling professionals are prepared to effectively educate young men of color as well as other diverse student populations and families.



# PreK-12 Recommendations

## Implement Sustained Professional Development Structures for Effectively Working with Boys of Color

Students of color are disproportionately concentrated in schools with underqualified and less experienced educators. In contrast, certified teachers with greater levels of experience are more likely to teach in predominantly White and affluent schools. The limited numbers of qualified teachers who do teach in majority-minority schools are retained at lower rates, and often transition to schools with greater resources that can provide enhanced job security. Given these dynamics, the least capable teachers too often teach students that demand the most qualified teachers. In addition to these challenges, PreK-12 educators tend to be disproportionately White and female who often struggle to connect with young boys of color personally and pedagogically. These educators may inadvertently perpetuate social messages that school is not a domain suited for boys of color. A professional development infrastructure is needed to train teachers to work more effectively with boys of color. Districts and departments of education should be mandated to develop sustained professional development structures that assist practitioners in developing the knowledge, skills, and dispositions to effectively work with boys of color. Professional development activities should focus on the practical implementation of promising practices that enable teachers to better understand, work with, and support boys of color.

## Develop High School Policies and Practices that Improve Male of Color Participation in Advanced Academic Programs

Extant research highlights the benefits that accrue to high school students who enroll in college preparatory coursework. However, national data reveal that few high school males of color enroll and complete dual-enrollment college courses, Advanced Placement (AP) courses, honors courses, International Baccalaureate (IB) courses, and other types of college preparatory courses. Ample evidence has shown that students who engage in college preparatory coursework are more likely to enroll in college, navigate the transition to college more smoothly, and are better prepared for academic expectations in college. While many high schools offer advanced coursework, we believe that high schools need to do more to encourage historically underrepresented students (particularly male students of color) to enroll in these courses. One strategy supporting this recommendation would be to mandate reporting of completion rates and access ratios to advanced coursework, disaggregated by race/ethnicity within gender. Advanced coursework in a 21<sup>st</sup> century school should be open and available to all students. Schools with enrollment in advanced coursework enrollment that fall below a specified threshold proportionate to their overall demographics should be identified for program improvement. For some male students of color, their participation in these types of academic courses may serve as a catalyst for their improved academic motivation to attend and succeed in college.

# Postsecondary Recommendations

## Postsecondary Recommendations

### Require all Institutions to Implement an Institutional-Level Early Alert System

Many postsecondary institutions have support services (e.g., academic advising, counseling, tutoring, financial aid, etc.) that can curb challenges that inhibit student success in college. However, few institutions have mechanisms in place that can readily connect these resources to students when they are needed. Early alert systems have been identified as an important strategy to remedy this problem. These systems enable college personnel to identify and intervene with students who demonstrate warning patterns (e.g., low test scores, absenteeism, missing assignments) associated with premature departure. In optimal circumstances, early alert systems detect concerns *early* in an academic semester/quarter, allowing time for appropriate interventions to occur before final course marks are significantly impacted. For instance, if a student misses several classes in a row, an automatic alert would be generated as soon as attendance records are updated by faculty members. In these cases, the student would receive an electronic communication informing him that he is required to meet with an intervention specialist (e.g., academic advisor or college counselor) immediately. If a student fails to report to the intervention specialist by the specified time frame, a follow-up is made by telephone. The specialists work individually with students to identify root cause(s) of the challenges they face (i.e., academic, personal, institutional), providing guidance and referrals to key campus resources that can assist students. Unfortunately, early alert systems are almost uniformly underutilized, targeted primarily toward students in select areas (e.g., small retention programs, athletics). The federal government should require all Title IV degree-granting institutions to implement institutional-level early alert systems with associated standards of practice. Moreover, mandated training should be routinized that facilitates better utilization of the early alert system among campus personnel who provide and respond to referrals.

### Disaggregate Student Right-to-Know Data by Race/Ethnicity within Gender

In November of 1990, Congress passed the Student Right-to-Know and Campus Security Act, requiring all Title IV institutions to disclose completion and graduation rates for current and prospective students. Specifically, per the Act, colleges and universities must report completion and graduation rates for certificate or degree-seeking full-time students. Student Right-to-Know data are essential for enabling the public to hold institutions of higher education accountable for student outcomes and allowing prospective students to make more informed decisions about where to attend college. However, the aggregate data mask disparities across racial/ethnic and gender groups, particularly among men of color. For that reason, Student Right-to-Know data should be disaggregated by race/ethnicity within gender. For Title IV institutions, disaggregated data by race and gender are already available for student athletes (per the Student Athlete Right-to-Know). Data for the general student population should be similarly available. This approach would provide prospective students and the general public a more nuanced understanding of how colleges and universities foster differential outcomes by student backgrounds. The Act itself is somewhat flawed because it focuses specifically on full-time students—even as men of color overwhelmingly attend institutions such as community colleges and for-profit colleges part-time. Thus, the law could be strengthened by specifying that rates for part-time students also be reported. Altogether, these revisions to the Act would assuredly stand to benefit men of color as well as other subgroups experiencing deleterious outcomes.

# Postsecondary Recommendations

## **Mandate that Institutions Conduct a Self-Study of Student Experiences and Outcomes with Data Disaggregated by Race within Gender**

The U.S. Department of Education requires all institutions of higher education to track the academic achievement and graduation rates of their students. However, many institutions seem to have only a very limited understanding of the specific personal factors (e.g., socioeconomic status, work ethic, self-efficacy), in-college factors (e.g., student leadership, joining a fraternity, studying abroad), and institutional factors (e.g., freshmen orientation, number of required years of on-campus living, advisement system) that foster success. While analyses of national datasets of college students can yield interesting results regarding predictive factors, these studies should serve as a guide rather than a prescription of colleges and universities. National studies include a diverse set of schools and often aggregate data that may mask wide variation within the data set. For instance, the impact of living on campus in rural Iowa may differ from the impact of living on-campus in Washington, DC. It is imperative that each institution understand the impact of various factors on *its* campus. Further, many institutions do not consider the extent to which factors that foster college success vary by race and gender. Institutions of higher learning should examine these factors specifically among segments of the student body that do not reach their full academic potential. According to national statistics, males of color, often Black and Latino males, are not performing as well as members of other racial/gender groups, despite the potential to do so. If postsecondary institutions truly wish to understand and facilitate the success of all of their students, then they have a moral obligation to investigate and scale up what works for males of color and scale down what doesn't. Regular self-studies should be conducted that document student experiences and outcomes with data disaggregated by race within gender. Whenever possible, this assessment should incorporate a combination of research methods (e.g., surveys, focus groups, archival research, and interviews) that allow for the authentic voices of males of color to be heard. The use of mixed methods will also add confidence to the results.

Ultimately, high quality self-studies allow institutions to improve their selection and support of males of color; therefore, these practices should be integral to the operations of institutions of higher learning.

## **Require Federally Designated Minority-Serving Institutions to include, "Serving Historically Underserved Students" in their Strategic Plan with Stated Student Success Goals**

A considerable share of men of color students in postsecondary education are enrolled in minority serving institutions (MSIs). Some of these institutions, namely Tribal colleges and historically Black colleges and universities (HBCUs), have historically maintained a mission to specifically serve populations of color. However, a large contingent of MSIs receive that designation based solely on the percentage of their respective student populations who are students of color. The MSI designation allows institutions to qualify for federal grants as Hispanic Serving Institutions (HSIs), Asian American and Native American Pacific Islander Service Institutions (AANAPISIs), and predominantly Black institutions (PBIs). The scholarly community has levied criticism that some of these institutions are minority enrolling, not necessarily minority *serving*. Specifically, some MSIs have striking outcome gaps for students of color, and in particular, for men of color. These outcome gaps raise concerns about whether funding from the federal government intended to serve historically underrepresented students in these institutions actually reach the intended student populations. In light of these concerns, the federal government should require that all federally designated minority-serving institutions include the statement "serving historically underserved students" or similar phrases (e.g., "serving men of color," "serving Latino students," "serving Asian Americans") in their strategic plan. Moreover, the federal designation should also require institutions to set specific student success goals and associated benchmarks for achievement within their strategic plans along with mechanisms to monitor performance toward identified targets. These modifications will help ensure that institutions with an MSI designation are actually *serving* the needs of the student populations they are designed to support.



# Conclusion

Providing boys and men of color with viable educational advancement opportunities is a matter of both social and economic importance. For many young men of color, earning a college degree or specialized postsecondary training can change the course of their lives and the lives of generations that follow. The policy recommendations proposed herein are reflective of the innovative and collaborative efforts that must be taken across the PreK-20 pipeline to redress the inequities that have hampered educational opportunities—and ultimately life opportunities—for boys and men of color.

While these efforts aim specifically to improve educational outcomes for boys and men of color, it should be noted that these recommendations also stand to positively impact outcomes for other underrepresented and underserved students. Moreover, the proposed recommendations do not focus solely on remediating student deficits but instead address institutional and systemic problems that enable outcome disparities to persist. To this end, it is essential to build on the capacity and effectiveness of educators who have a direct impact on the experiences of boys and men of color within schools and classrooms. Likewise, decision-making and practice at all levels should be informed by data and knowledge derived from rigorous research and assessment. Finally, given the complexity of challenges facing males of color, and the interdependent nature of social and educational systems, efforts to improve educational outcomes for boys and men of color must be collaborative, entailing sustained partnerships with school districts, community partners, researchers, colleges and universities, policymakers, and other key stakeholders.

Readers are encouraged to visit the appendix of this brief to review the published research that served as the basis for the recommendations described in this brief. Moreover, each research center involved in the development of this brief stands by available to advise and support policymakers who are interested in pursuing efforts to enhance outcomes for boys and men of color in society.



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## Pipeline

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# Recommended Readings

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# About Us

## **The Center for the Study of Race and Equity in Education** (University of Pennsylvania)



The Center for the Study of Race and Equity in Education unites University of Pennsylvania scholars who do research on race and important topics pertaining to equity in education. Principally, the Center aims to publish cutting-edge implications for education policy and practice, with an explicit focus on improving equity in P-12 schools, colleges and universities, and social contexts that influence educational outcomes.

## **Minority Male Community College Collaborative** (San Diego State University)



The mission of the Minority Male Community College Collaborative (M2C3) is to develop knowledge and advance promising practices that enhance access, achievement and success among historically underrepresented and underserved men in the community college. Through institutional- and program-level needs assessment, we facilitate capacity building among community colleges to better serve these men.

# About Us

## **Morehouse Research Institute** (Morehouse College)



## **THE MOREHOUSE RESEARCH INSTITUTE**

The Morehouse Research Institute (MRI) is a self-supporting research and service unit at Morehouse College. Established in 1990, the MRI is a national clearinghouse of information about the more than 18 million African-American males in the United States. Our major thrust is research, publications and symposia to address the dearth of scholarship on issues affecting African-American men.

## **Project MALES and the Texas Education Consortium for Male Students of Color** (University of Texas at Austin)



**Project MALES**  
Mentoring to Achieve Latino Educational Success

Project MALES (**M**entoring to **A**chieve **L**atino **E**ducational **S**uccess) is multi-faceted research and mentoring initiative based within the Division of Diversity and Community Engagement (DDCE) at the University of Texas at Austin. Project MALES encompasses three interrelated initiatives: an ongoing research agenda focused on understanding the experiences of Latino males across the education pipeline; a mentoring program that aims to cultivate an engaged support network for males of color at UT-Austin and across the Central Texas community; and, a newly launched statewide P-16 Consortium focused on the success of male students of color.

# About Us

## **Todd Anthony Bell National Resource Center on the African American Male**

(The Ohio State University)



### **THE OHIO STATE UNIVERSITY**

BELL NATIONAL RESOURCE CENTER  
ON THE AFRICAN AMERICAN MALE

The mission of the Todd Anthony Bell National Resource Center on the African American Male is to examine and address critical issues in society that impact the quality of life for African American males throughout the lifespan. The Center achieves these goals by conducting robust research studies and evaluations that inform social policy and theory on African American males and developing research-based programs, models, and initiatives that could be replicated at other institutions.

## **Black Male Institute**

(University of California, Los Angeles)



The primary goal at the Black Male Institute is to conduct reliable research, practical interventions, and effective programs that enrich the educational experiences and life chances of Black males in the United States. It does this work by engaging researchers, scholars, practitioners, community based organizations, policy makers and students in our work across the P-20 spectrum.



# About Us

## **Wisconsin's Equity and Inclusion Laboratory**

(University of Wisconsin-Madison)



The mission of Wisconsin's Equity and Inclusion Laboratory (Wei LAB) is to design, conduct, and disseminate research that informs policymakers, practitioners, and concerned citizens on how to best promote equitable and inclusive learning and work environments in education in general, and higher education in particular. The Lab's research agenda and priorities seek to engage the most difficult and important equity and inclusion topics confronting the educational system.