

# **Looking Within to Support Our Students- The Educational Crisis Facing Young Men of Color**

**Jennifer McDonnell- College Board, Senior District Director**

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# Resources

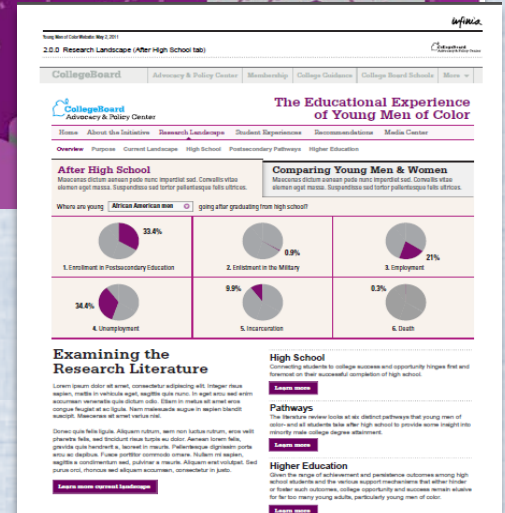
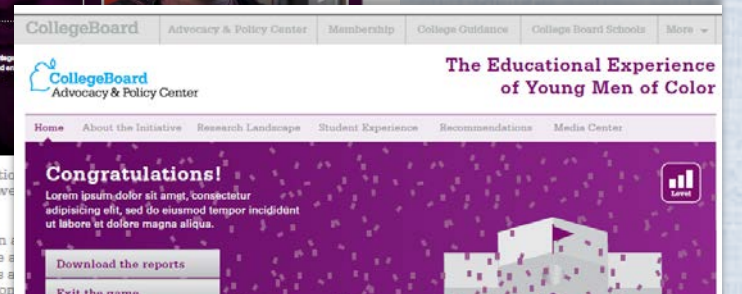
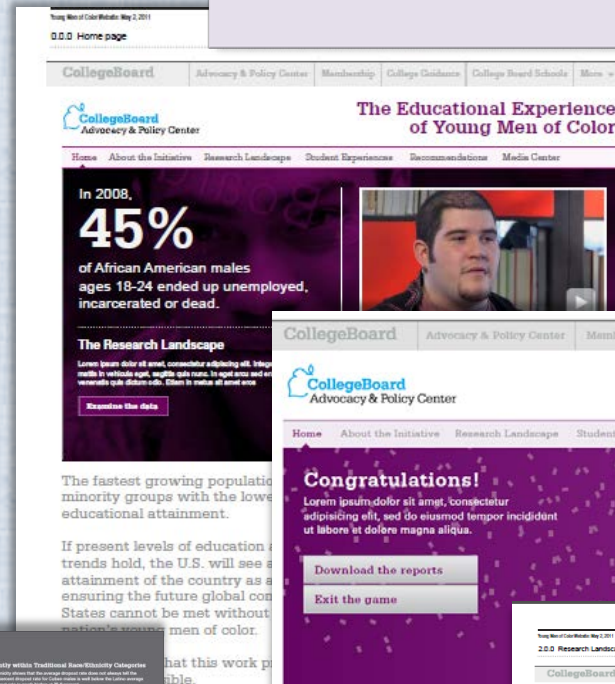
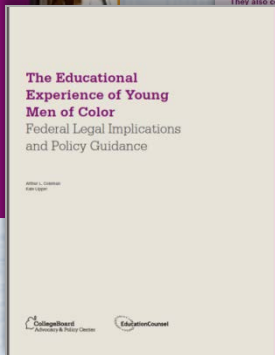
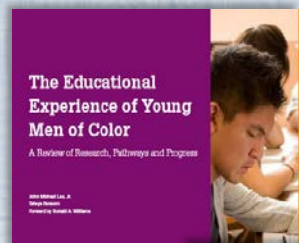
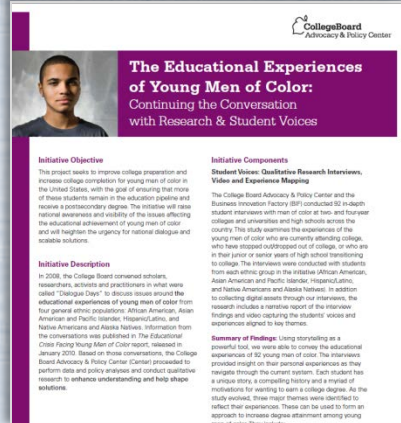
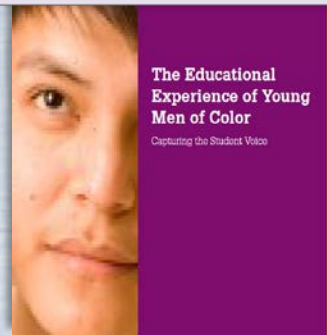
# Interactive Website

<http://youngmenofcolor.collegeboard.org>

## Reports:

### *The Educational Experiences of Young Men of Color:*

- Executive Summary
- A Review of Research Pathways and Progress
- Capturing the Student Voices
- Federal Legal Implications and Policy Guidance





# The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress

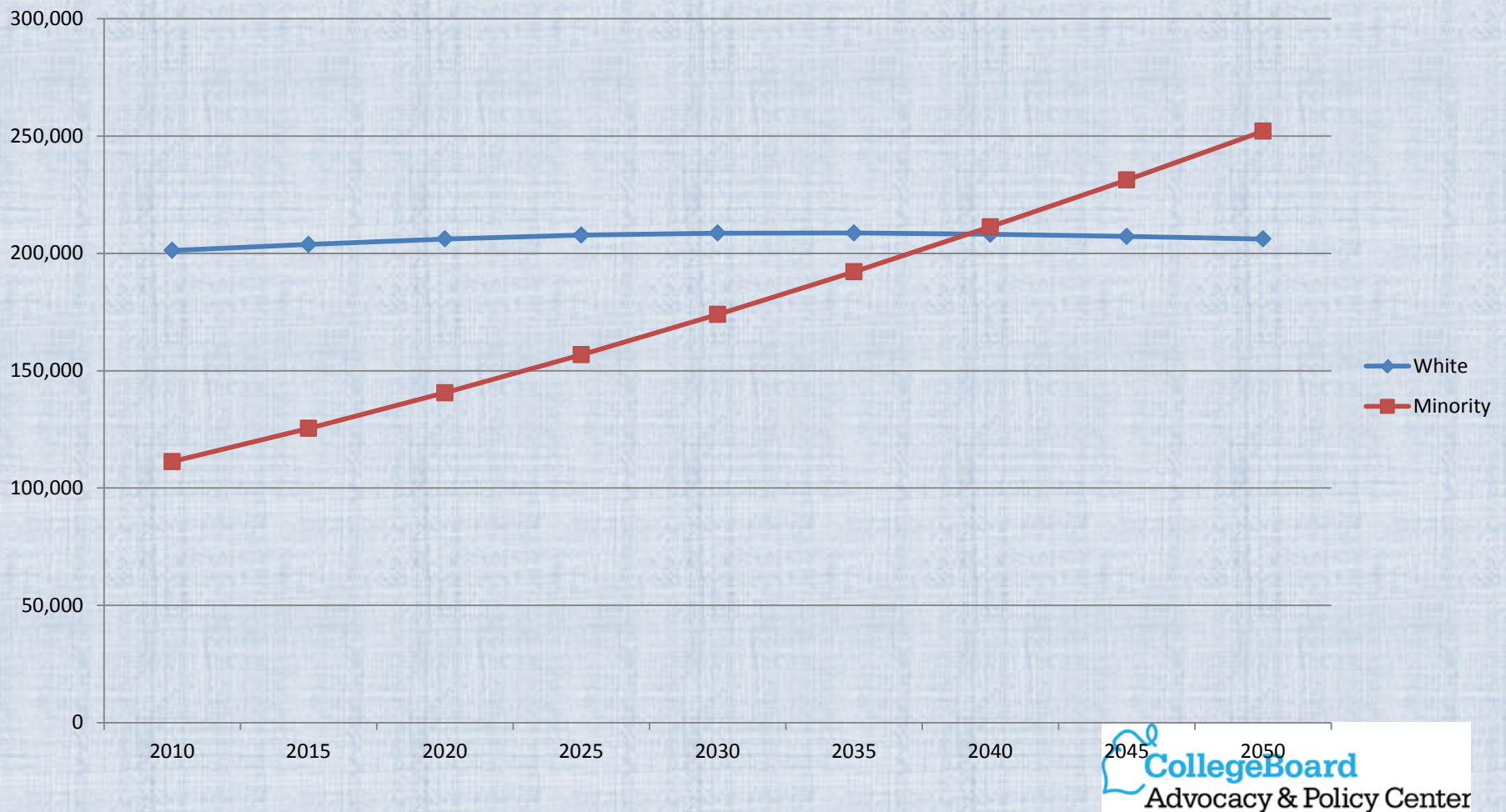
- Literature and Landscape Review
  - Comprehensive **bibliography** of all minority males
  - Synthesizes the literature for
    - **African American**,
    - **Native American**,
    - **Asian American**, and
    - **Hispanic** males for the first time
  - Explores post-secondary **pathways** and educational attainment for minority males and females
  - Examines best practices





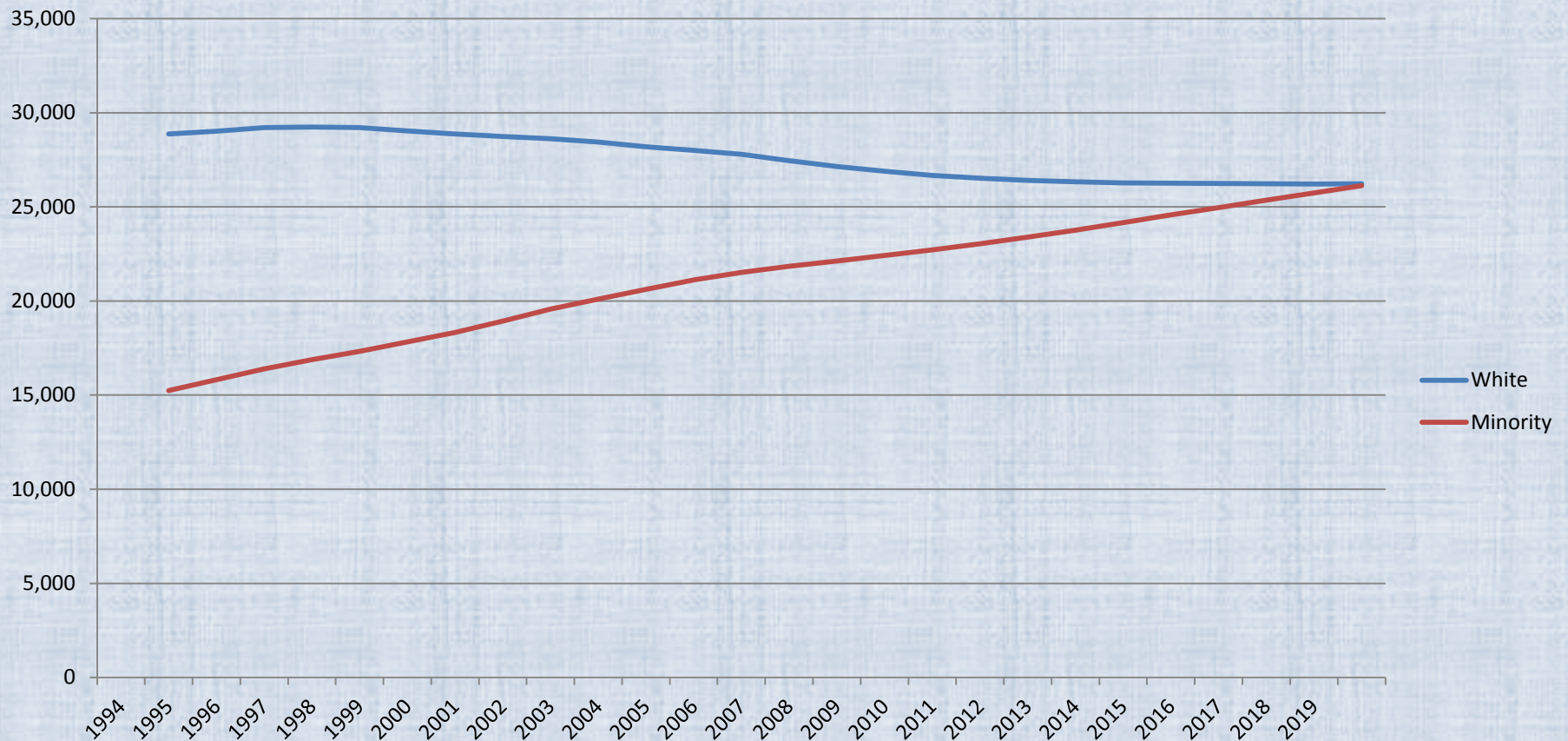
# The Growing Minority

**Projections of the Population by Race and Hispanic Origin for the United States: 2010 to 2050**



# The Growing Minority

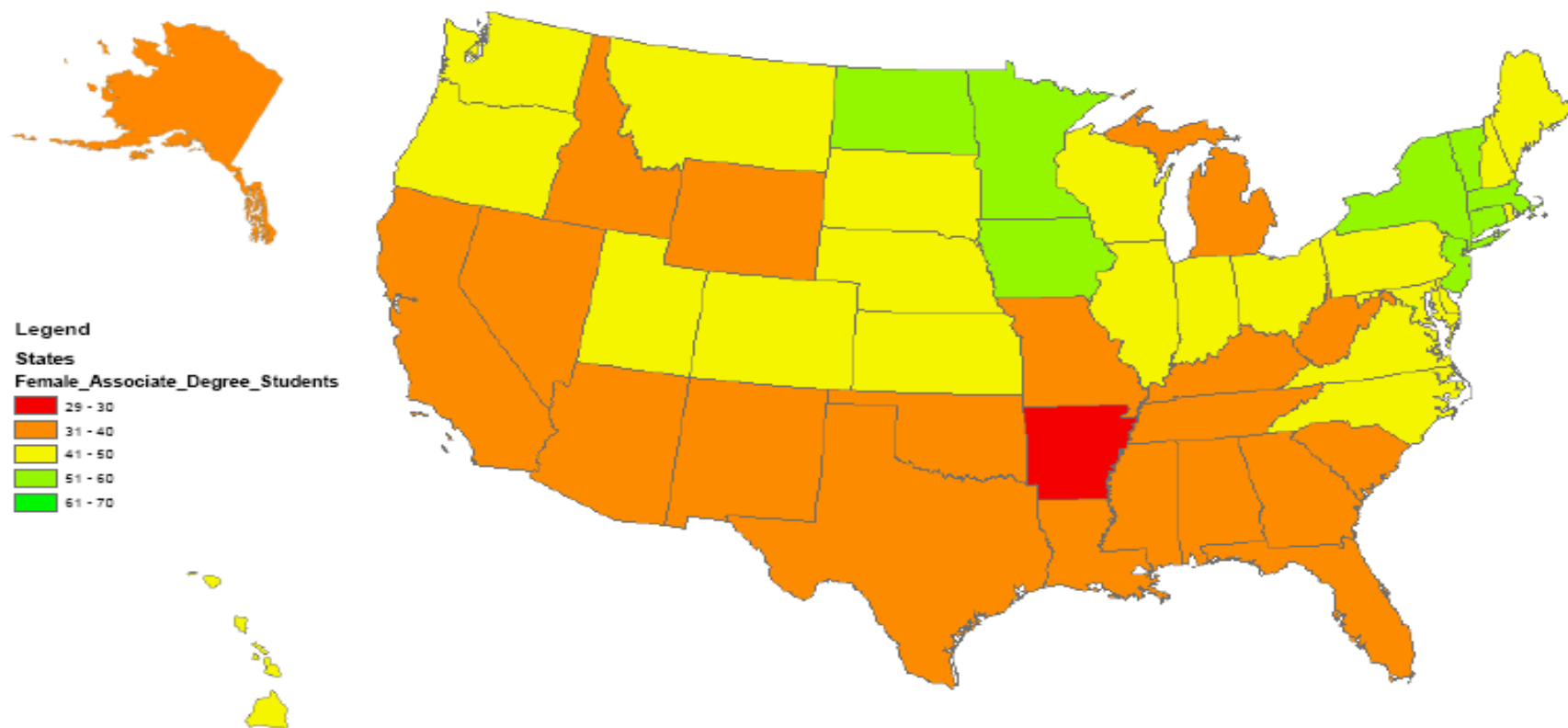
**Figure 1: Percentage and Projections Distribution of the Race/Ethnicity of Public School Students Enrolled in kindergarten Through 12th Grade, Actual 1994-2007, Projection 2008-2019**



Source: National Center for Education Statistics, 2010

# The Goal: 55% by 2025

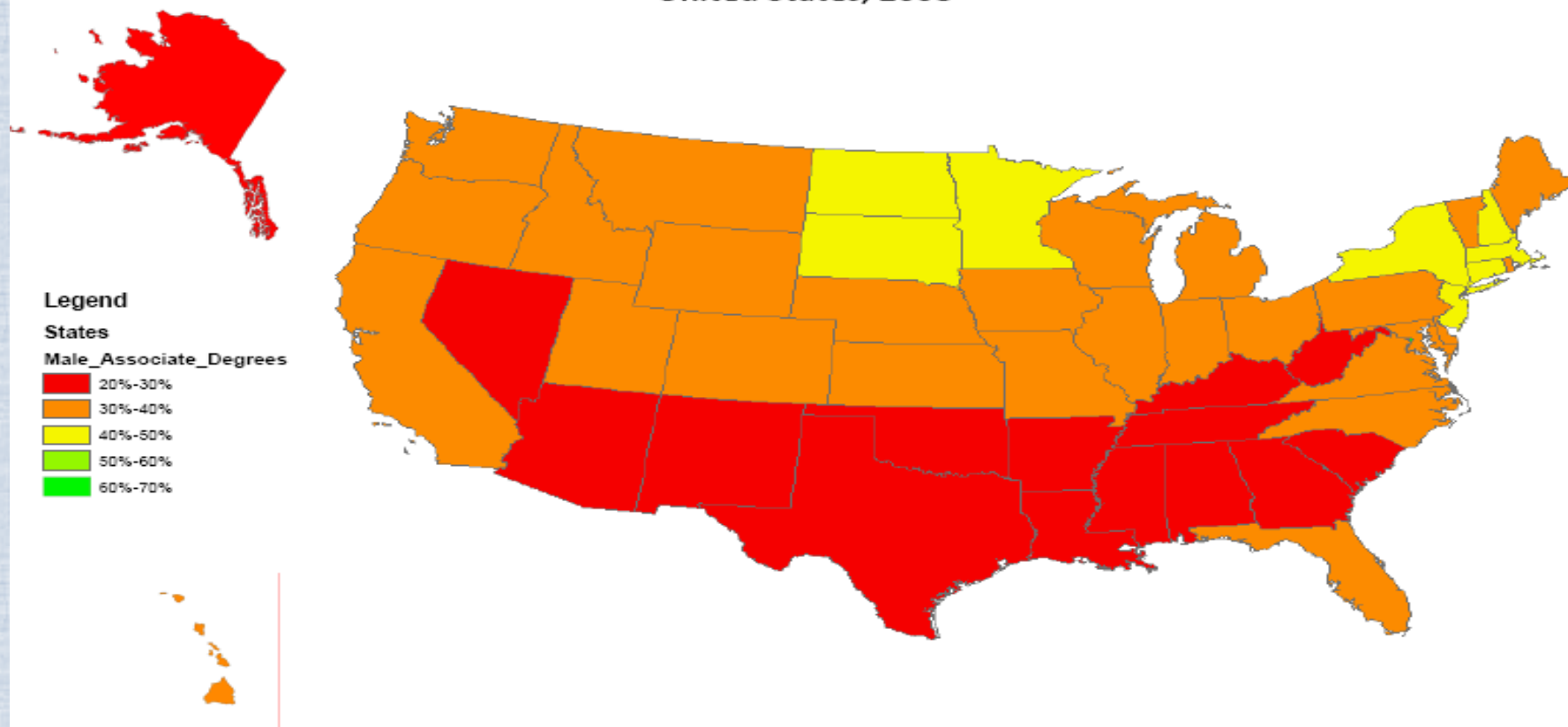
Percentage of Female 25- to 34-Year-Olds with an Associate Degree or Higher in the United States, 2008



Source: U.S. Census Bureau, American Community Survey, 2008

# The Goal: 55% by 2025

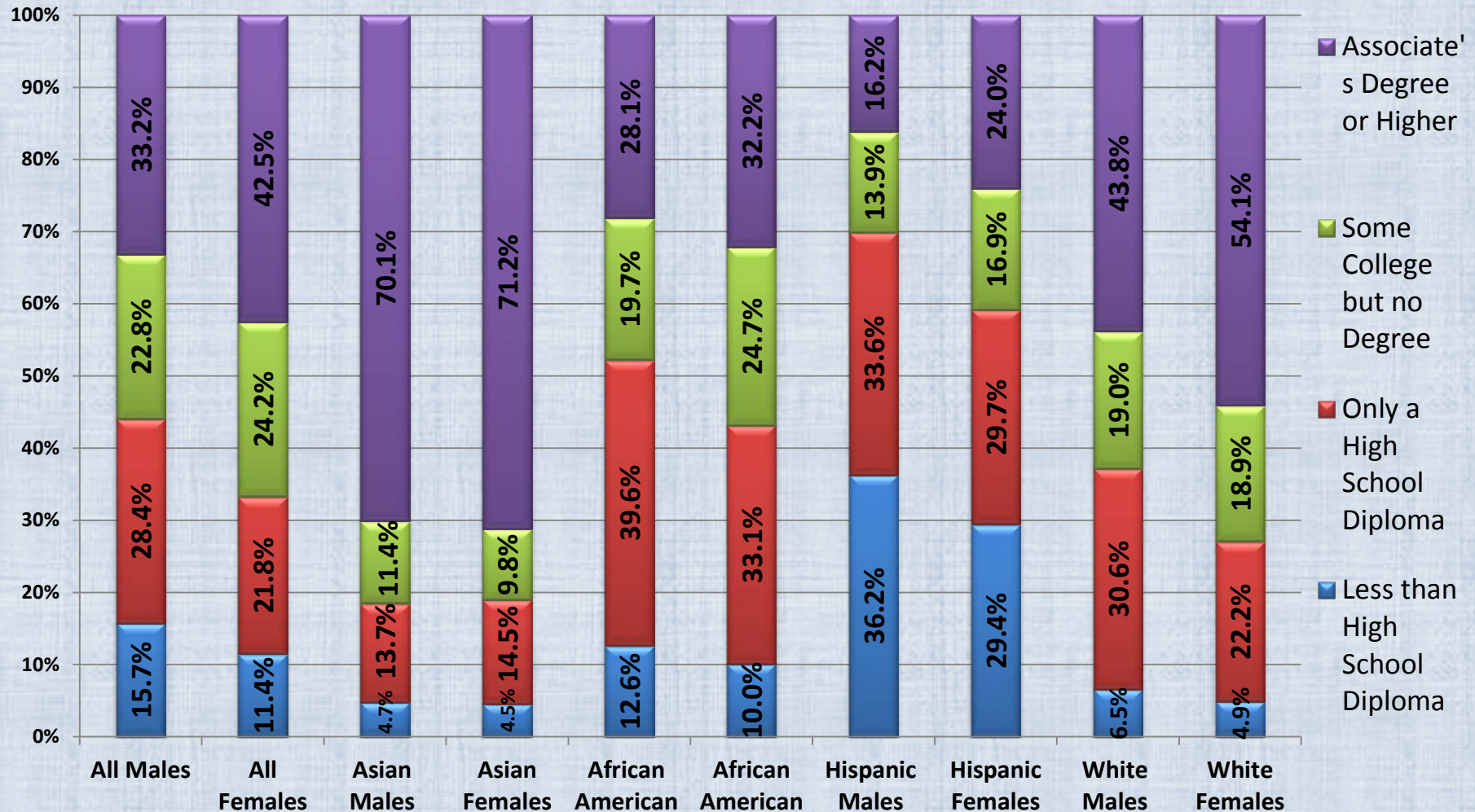
Percentage of Male 25- to 34-Year-Olds with an Associate Degree or Higher in the United States, 2008



Source: U.S. Census Bureau, American Community Survey, 2008

# The Goal: 55% by 2025

Figure 4: Educational Attainment of 25- to 34 -Year-Olds by Race/Ethnicity & Gender



Source: U.S. Census Bureau, Current Population Survey, 2008



# High School Selected Findings

## Achievement

- **Low academic achievement**, high grade level **repetition**, and overpopulation in **special education** programs were all factors that were found to impede achievement for **African American, Latino, and Native American males**.

## Persistence

- High **dropout** rates were found to be a barrier to persistence for young men of color in all race/ethnic groups. Additional barriers exist for African Americans and Native American males including high rates of **absenteeism** and high numbers of **suspensions/expulsions**.

## Support

- These students lack many educational necessities, including support in schools, **teacher expectations** or caring teachers, **caring counselors** or counselor engagement, and **positive teacher student relationships**.



# 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

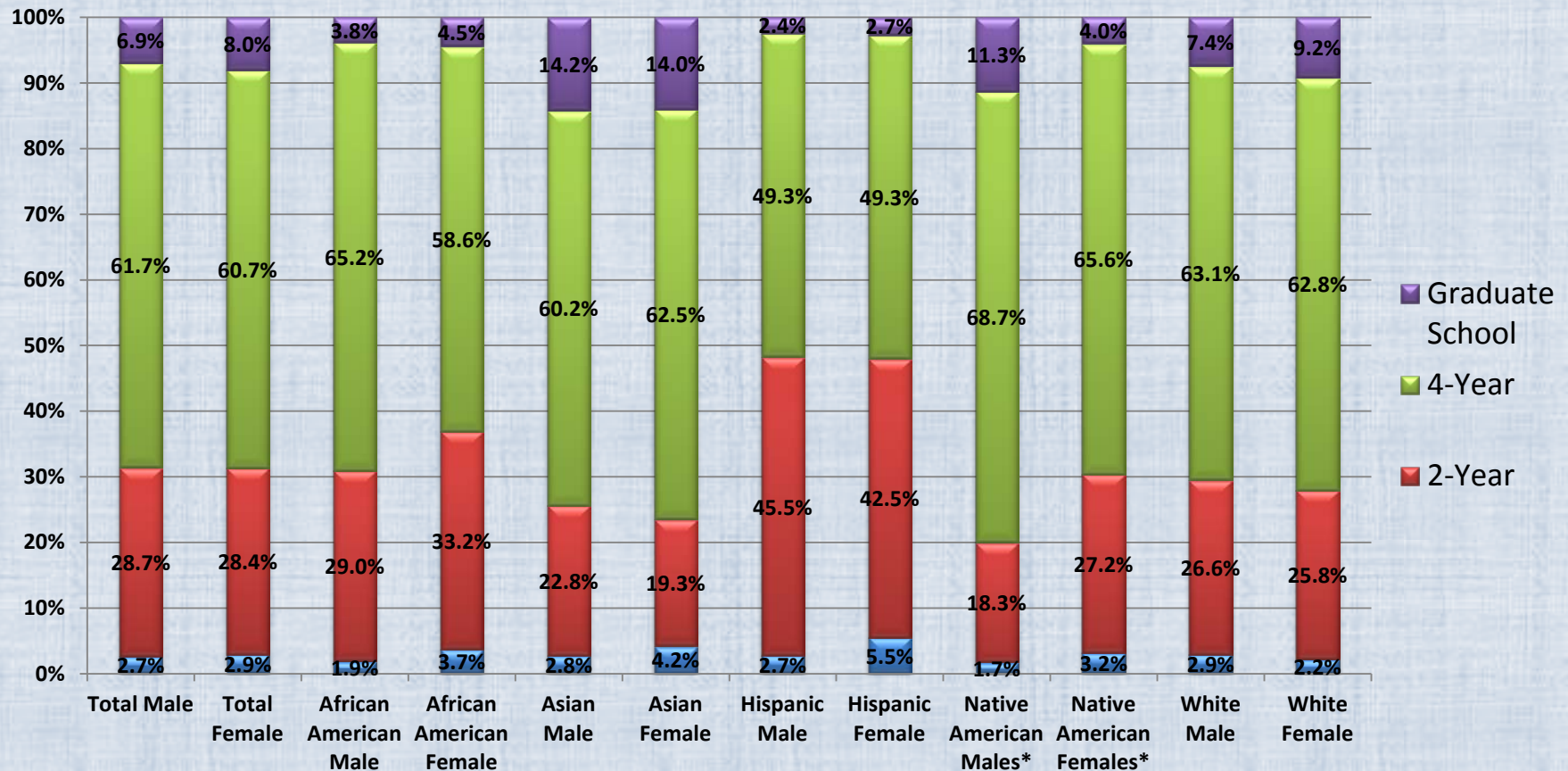
Unemployment

Incarceration

Death

# Pathways through the Pipeline: College

Distribution of 15- to 24-Year **Olds Enrolled in 2-Year or 4-Year College or Vocational School** by Race/Ethnicity, Gender and School Type, 2008



Source: U.S. Census Bureau, Current Population Survey, 2008

\*Estimates for Native American based on US Population Percentages



# The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress

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Collectively, more than **51%** of **Latino males**, **45%** of **African American males** and **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**.



# The Educational Experience of Young Men of Color: Recommendations & Examples

Recommendations to Address Educational Problems of Young Men of Color	Examples
<b>1. Policymakers</b> must make improving outcomes for young men of color a national priority.	<ul style="list-style-type: none"><li>•White House Initiative on Educational Excellence for Hispanics</li><li>•City University of New York (CUNY) Black Male Initiative</li></ul>
<b>2. Increase Community, Business, and School Partnerships</b> to provide <b>mentoring</b> and support to young men of color	<ul style="list-style-type: none"><li>•Harlem Children's Zone</li><li>•100 Black Men of America</li></ul>
<b>3. Reform education</b> to ensure that all students, including young men of color, are college and career ready when they graduate from high school	<ul style="list-style-type: none"><li>•Urban Prep Academies (Chicago, IL)</li><li>•Eagle Academy for Young Men (Bronx, NY)</li></ul>

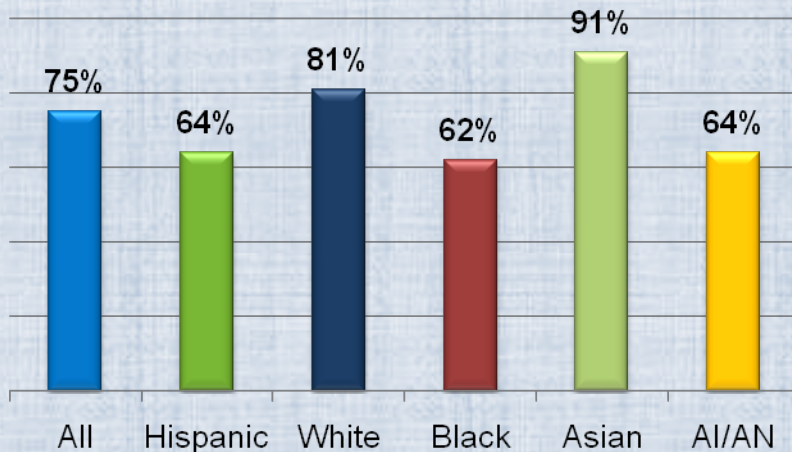
# The Educational Experience of Young Men of Color: Recommendations & Examples (Continued)

Recommendations to Address Educational Problems of Young Men of Color	Examples
<b>4. Improve teacher education</b> programs and provide professional development that includes <b>cultural- and gender-responsive training</b>	<ul style="list-style-type: none"><li>•Educators for Social Responsibility (ESR)</li><li>•Florida A&amp;M University Teachers for a New Era Program</li></ul>
<b>5. Create culturally appropriate persistence and retention programs that provide wraparound services to increase college completion for Men of Color.</b>	<ul style="list-style-type: none"><li>•Todd Anthony Bell National Resource Center on the African American Male @ Ohio State University</li><li>•Multicultural Student Retention Services @ Kennesaw State University</li></ul>
<b>6. Produce more research</b> and conduct more studies that strengthen the understanding of the challenges faced by males of color and provide <b>evidence-based solutions</b> to these challenges.	<ul style="list-style-type: none"><li>•Data must be disaggregated at the federal, state and local levels for all students in all schools</li><li>•Future Research Must Examine High Achievement among Men of Color</li></ul>

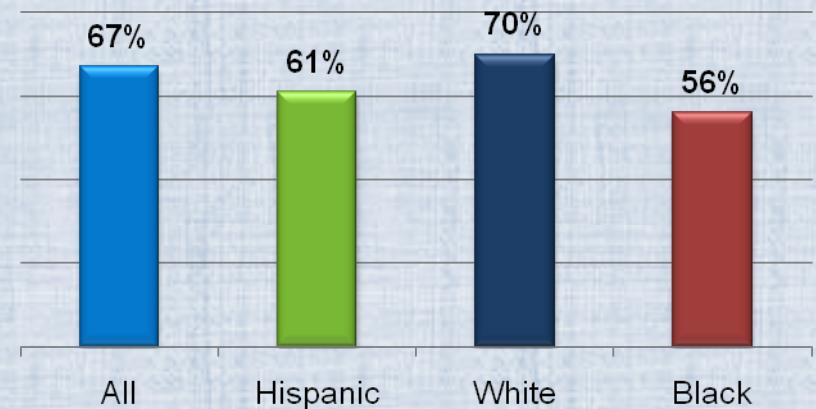
# Latino/Black Student Transition to College

Latino/Black students are less likely to graduate from high school on time, and those who do are less likely to go straight to college.

Public High School Average Freshman Graduation Rate 2007–2008<sup>1</sup>



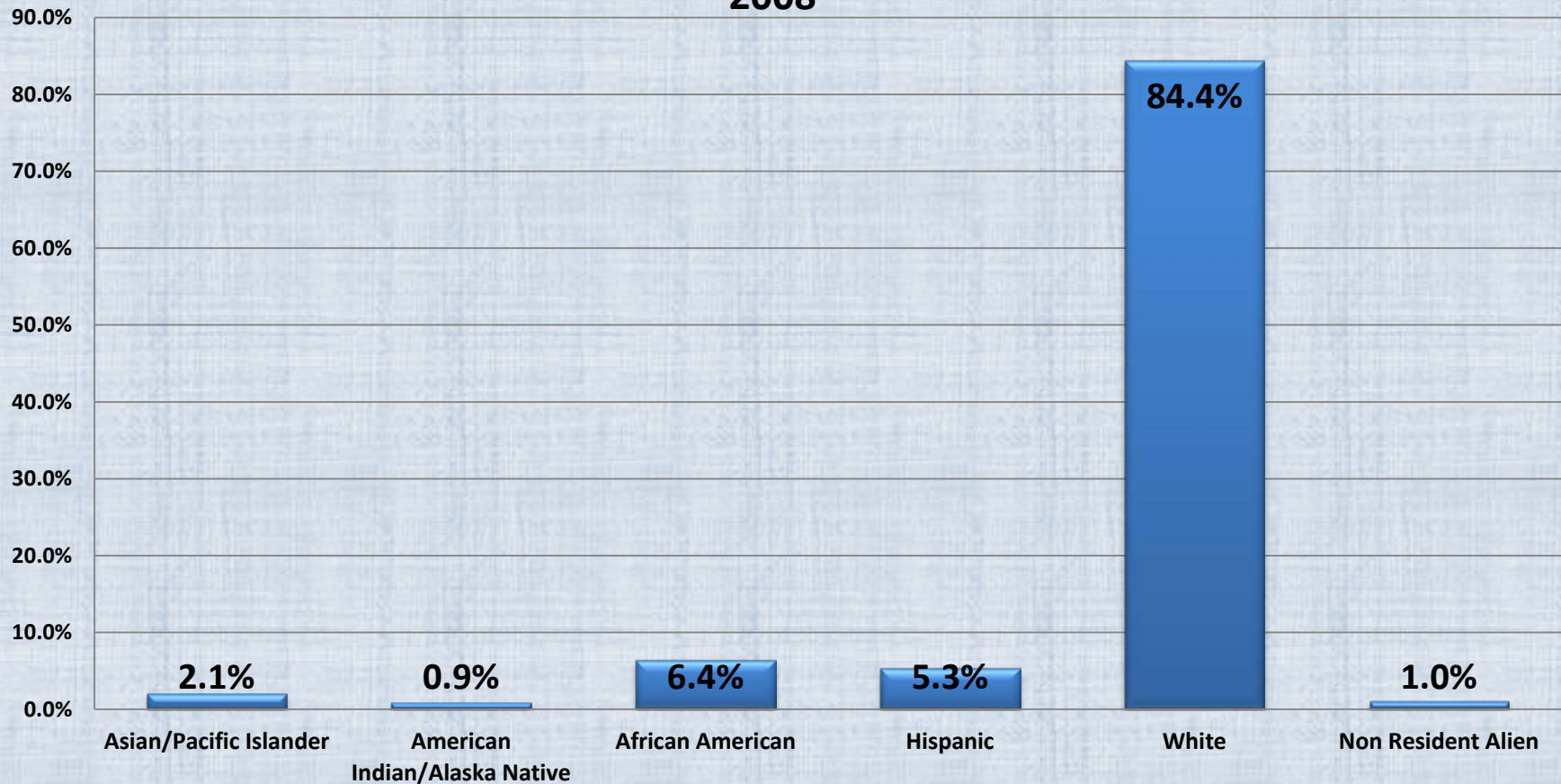
Percentage of High School Graduates Enrolled in Two- or Four-Year Colleges Immediately After Graduation 2007<sup>2</sup>



1. NCES Public School Graduates and Dropouts from the Common Core of Data: School Year 2007-08

# Bachelor's Degrees Earned in Education

Percentage of Bachelor's Degrees Earned in Education by Race/Ethnicity, 2008



Source: NCES, Digest of Education Statistics, 2010



# New Reports Reveal Alarming Facts About the Educational Experiences of Young Men of Color.

Nearly half of young men of color age  
15 to 24 who graduate from high  
school will end up unemployed,  
incarcerated or dead.

# **Introductions**

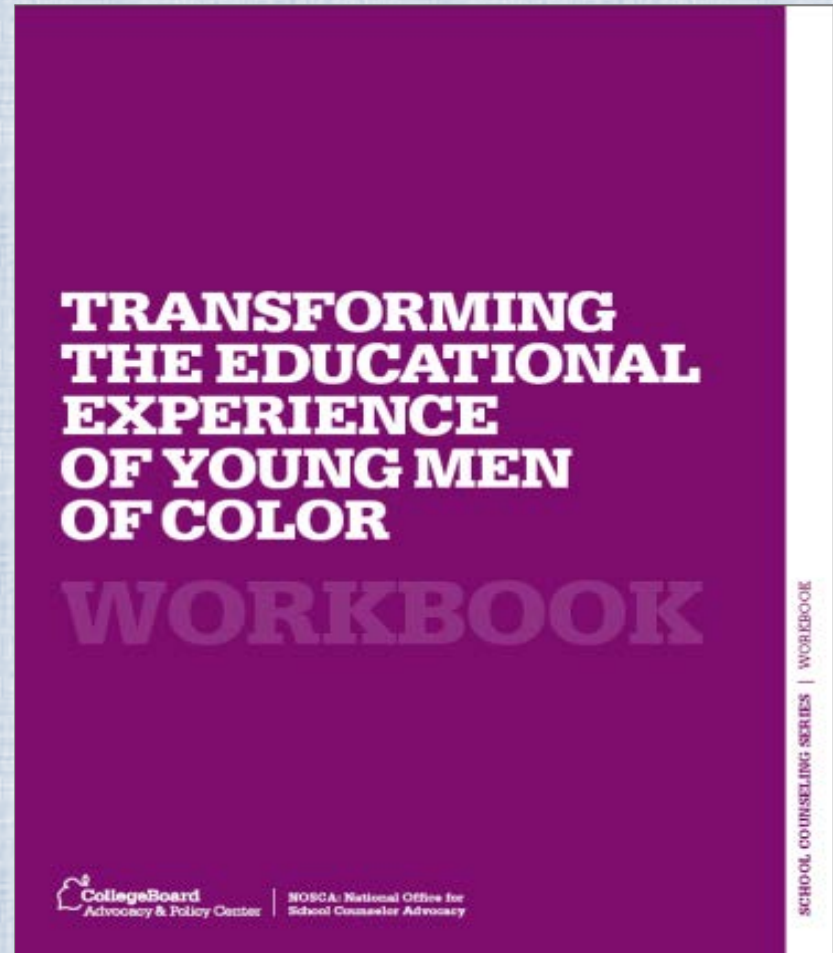
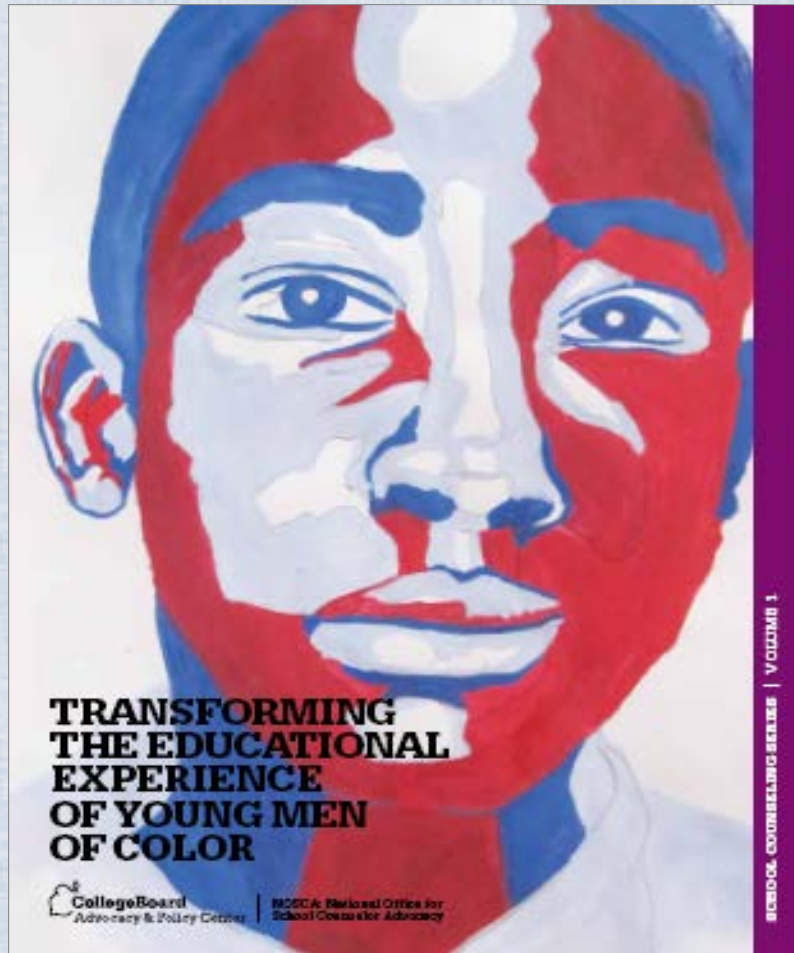
**Reflect on this statement.**

**Introduce yourself to those around you and provide a thought around what this statement means to the future of our country.**

# The Plight of Young Men of Color

- The fastest growing populations in the country are those minority groups with the lowest levels of male educational attainment.
- Currently, just 26 percent of African Americans, 24 percent of Native Americans and Pacific Islanders, and 18 percent of Hispanic Americans have at least an associate degree.
- If present levels of education and current population trends hold, the United States will see a decline in the educational attainment of the country as a whole.
- The goal of ensuring the future global competitiveness of the U.S. cannot be met without the full participation of our nation's young men of color.

# The Crisis of Now...



[http://www.youtube.com/watch?v=yA\\_kpQJ\\_Vm8](http://www.youtube.com/watch?v=yA_kpQJ_Vm8)



# Considering Challenging Contexts

Read the issues presented below and, as a group, discuss and brainstorm ways to address them.

1. The enrollment in advanced classes or programs (e.g., AP, Calculus, Honors, IB, Physics, GATE, National Honor Society) does not mirror the demographics of the school population.
2. There are more males than females in Special Education classes — and the majority are young men of color.
3. Disproportionate numbers of young men of color are suspended from school for insubordination.
4. The majority of students taking Algebra I in grades 10 and above are young men of color.
5. When teacher recommendations are removed as a prerequisite for participating in rigorous classes, the class demographics change.
6. When young men of color surpass expectations and succeed in higher level rigorous courses, educators attribute this success to cheating or to an aberration.

# Understanding Student Voices

“What hurts me the most is when we focus negatively on African Americans and we see unfair criminal action. Education for me, as a man of color, is different in many ways, such as when you get in trouble; you have a higher discipline action than other races. Another is, I think many teachers expect that black men will fail, so they don’t give them the same opportunities as others to make up work.”

**Anthony B, High School Student**

# Student Voices

“My mother was born in Guadalajara, Jalisco, Mexico. My father was born in San Luis Potosi, Mexico. When they were both teenagers, they crossed the border to the US separately. They settled in Boston, Mass. This was where they met and had a baby, my oldest sister. Then, two years later, they had a brown-skinned child, which was me. Years have passed, and now I have a younger sister and two younger brothers.

It is hard being a teenager of color in school. I have been in many difficult situations. For example, in sixth grade, on the way to lunch, a student popped a cap gun.

When the dean turned around, he looked at me and said “You! Come Here!” He brought me into an empty room, where I was searched for caps. I was sobbing because I was in trouble for something I didn’t do. Once they didn’t find anything on me, they let me go to lunch, but I was still crying.” **Jose P.**

**High School**



# Understanding Student Voices

“As an African American student, my race never really had an effect on me until I was in middle school. My parents always reminded me of the importance of education, so I would focus on excelling in school. By the time I was in middle school, though, I - - - as well as others - - - noticed that I was the only African American in many of my honors classes. At first this realization made me feel slightly uncomfortable. I always has mixed feeling about the remarks that were made about my academic ability, given my race. Many students and teachers would say how they are impressed by my effort how well I do in school, and at first I was not fazed by it, I actually was motivated to keep doing better because of it, but by eighth grade I became annoyed by the constant reminder that I was a rarity - - - that students of color tended not to do so well in school.” **Rawlings T., High School**



# Building A Desired Education Pipeline

The traditional education pipeline — sequentially progressing through elementary, middle and high school, and college and beyond — does not always work for young men of color, whose paths may vary.

Throughout the journal series, authors discuss nontraditional methods of engaging young men of color, such as art, music, summer programs, and male-focused clubs and organizations.

Think about how you can change or enhance the traditional pipeline to better meet the needs of the young men of color in your school, district and community.

- Step 1: Describe the Existing Pipeline
  - a. Describe the traditional K–12th grade pipeline in your school, district and community for young men of color.
  - b. Describe the educators' dispositions, attitudes and behaviors in your school and district that are supportive and those that hinder college and career readiness for young men of color.
  - c. Identify and describe policies, structures and practices that hinder the progress of young men of color through elementary, middle and high school to college and beyond.

- Step 2: Describe a Desired Pipeline
  - a. Describe what a desired pipeline would look like to enable young men of color to be successful in elementary, middle and high school, and college and beyond in your school, district and community.
  - b. Describe the educators in your school, district and community who have the ability to make changes in the structures that promote the college and career readiness of young men of color.
  - c. Identify and describe the policies, structures and practices that would promote the progress of young men of color through elementary, middle and high school to college and beyond.

# Delivering Opportunity

## Current College Board Initiatives designed to close the opportunity gap

Under the direction of our new president, David Coleman, delivering opportunity is our top priority.

The College Board has a distinctive role to play in turning research into action given our data and our membership.

- **Expanding College Opportunity (ECO) Initiative**
- **Apply to 4 or More Campaign**

# Access to Opportunity

Access to Opportunity™ is a new set of College Board targeted initiatives to identify and break down barriers that prevent students — especially underrepresented students — from successfully pursuing a college education.

**“Apply to Four or More”** campaign aims to encourage all students, with an emphasis on low-income and minority college-bound seniors, to apply to at least four colleges. Research shows that applying to two colleges instead of one makes it 40 percent more likely that a student will enroll in a four-year college. If a student applies to more than two, then his or her chances of enrolling will be even better.

[http://counselorworkshops.collegeboard.org/apply-to-four-or-more?ep\\_ch=PR&ep\\_mid=10814853&ep\\_rid=89051485](http://counselorworkshops.collegeboard.org/apply-to-four-or-more?ep_ch=PR&ep_mid=10814853&ep_rid=89051485)



# Realize Your College Potential Packets

To date, the College Board has produced and sent more than 7,000 packets of customized college information to high-achieving low income students in the class of 2014. This effort draws and expands on the work of Caroline Hoxby, Sarah Turner, and Chris Avery. Our goal is to ensure that these students have the necessary information to help them more effectively explore the full range of colleges for which they have earned access. Over 20,000 additional students received the packets in early October. These students will receive a series of follow-up emails from the College Board about college planning, college application status, FAFSA deadlines, and college enrollment.

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# AP Potential

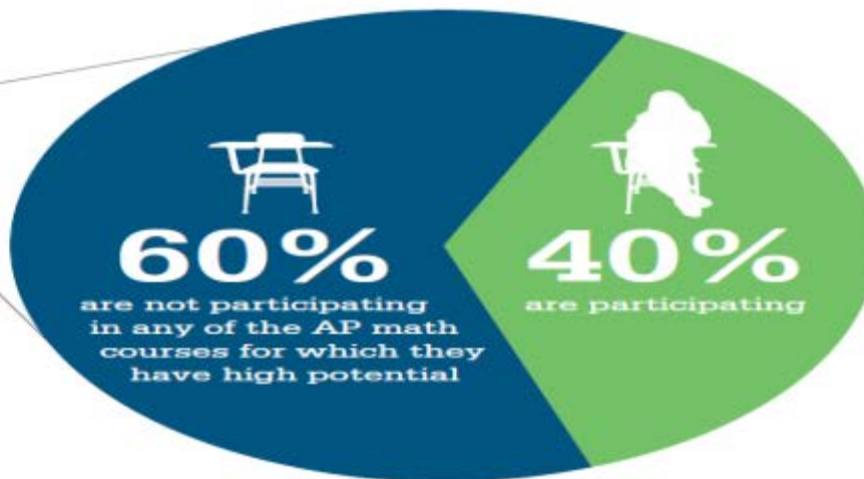
The College Board is working with partners to ensure that every Student who shows the potential to succeed in AP has access to the rigorous AP course work that will prepare them for college success.



Performance on the PSAT/NMSQT is one of the strongest predictors of AP success; from this exam, we can evaluate a student's AP potential — or likelihood — to be successful in a given exam.

### Our Potential Loss

In each graduating class,  
**hundreds of thousands**  
of students  
demonstrate high  
potential for success in  
AP math course work



### Where is the greatest potential lost?

Among students with high potential for success in AP math course work, only:

**6 out of 10**

Asian/Asian American/  
Pacific Islander students



**4 out of 10**

white students



**3 out of 10**

Hispanic/Latino students



**3 out of 10**

black/African  
American students



**2 out of 10**

American Indian/  
Alaska Native students



...took any such AP math course.

These data are based on the nearly 2 million public school students in the class of 2012 who took the PSAT/NMSQT as 10th- or 11th-graders. Students were classified as taking a recommended AP subject if they completed an AP Exam in a subject for which they had potential to succeed. AP subjects in mathematics are Calculus AB, Calculus BC, Computer Science A, and Statistics.

## **Final Thought.....**

"The first step to closing that gap is to believe, as I do, that high expectations are for all students. I believe intelligence is equally distributed throughout the world, but opportunity is not. And the same is true within our own country."

President William J. Clinton





# **Questions and Answers**