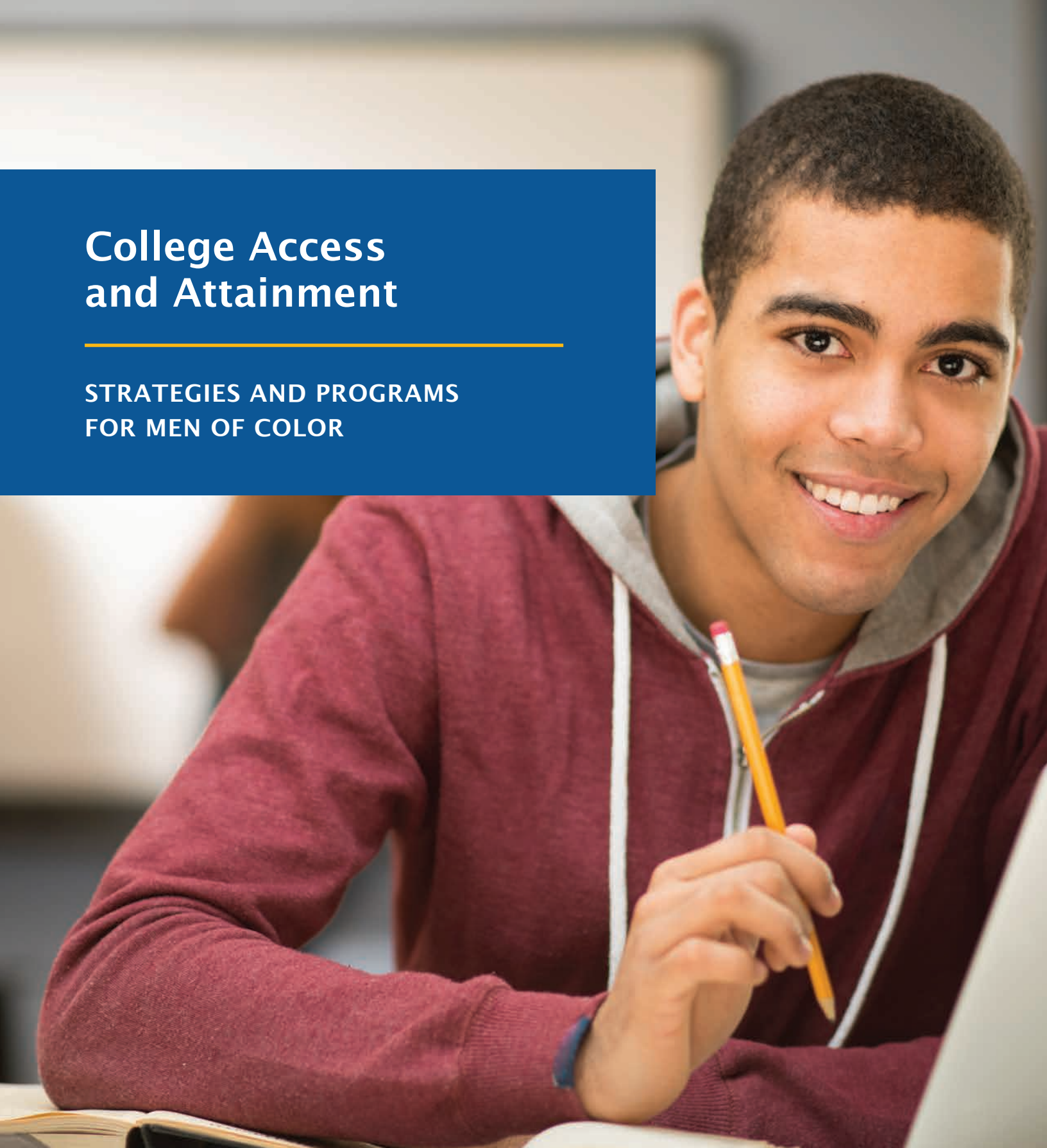


College Access and Attainment

STRATEGIES AND PROGRAMS
FOR MEN OF COLOR



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ABOUT HELIOS EDUCATION FOUNDATION

Helios Education Foundation is dedicated to enriching the lives of individuals in both Arizona and Florida by creating opportunities for success in postsecondary education. Fundamental beliefs in Community, Equity, Investment, and Partnership propel student supports and guide the foundation's strategic investments. While all students benefit from the transformational power of education, Helios focuses on serving first-generation, low-income, and underrepresented students, thus addressing the education equity gap that often prevents these students from realizing their potential.

Dear Colleagues,

Education changes lives, yet a growing number of men of color are forgoing a college education. Enrollment of women in postsecondary education has outpaced that of men for decades. Most recently, in 2019, over 9.4 million women were enrolled as undergraduates in college as opposed to slightly over 7.1 million men.

While there is a deep divide among women and men in general, disaggregated data notes an alarming gap in postsecondary enrollment between Black and Latino men and women compared to White students. In fact, enrollment of Black men trails enrollment of Black women 33% to 41%, while enrollment of Latino men trails that of Latino women 32% to 40%. Regrettably, the COVID-19 pandemic widened this divide.

In this brief, researchers at WestEd and Helios Education Foundation examine the postsecondary enrollment trends of Black and Latino men and explore initiatives that intend to promote enrollment and completion of a postsecondary degree among men of color. As minority populations grow in our country, particularly in the states of Arizona and Florida, Helios Education Foundation is committed to addressing inequities in education so that more Black and Latino males are not only are engaged in, but also achieve success in postsecondary education.

Sincerely,



Vince Roig

Founding Chairman

A handwritten signature in black ink that reads "Vince Roig".



Paul J. Luna

President & CEO

A handwritten signature in black ink that reads "Paul J. Luna".



WHY IS A POSTSECONDARY DEGREE SO IMPORTANT?

As the Great Recession and the COVID-19 pandemic have shown us, a degree is the biggest safeguard in both the current and future job markets. During the height of the Great Recession, those with a high school diploma or less suffered the greatest job losses. That trend continued post-recession with nearly 99% of all new jobs created for workers who had “some college” or completed their degree (Carnevale, Jayasundera, & Gulish, 2016). Fast-forward from that time to 2020. Once again, those workers hit hardest had lower educational levels of attainment (Forbes, College Graduates are Less Likely to Become Unemployed Due to the Coronavirus).

Over the last year, the pandemic has also shone a light on another growing and alarming trend: fewer males entering college in relation to their female counterparts. Nationally, women have been a majority on college campuses since the late 1970s and early 1980s, but that margin has continued to grow, and women now represent 56% of students in college. Despite growth in the total proportion of males and females entering college, women outpace men in almost every racial and ethnic category. For example, in 2018, 45% of White women (18- to 24-year-olds) had enrolled in college compared to 39% of White men in that age group. Female enrollment rates were also higher for Blacks (41% vs. 33%) and Hispanics (40% vs. 32%). (See Figure 1.)

Observed differences between male and female enrollments during the pandemic have only been exacerbated, especially for men of color. Between fall 2019 and fall 2020, the undergraduate enrollment decline for males was nearly three times that of females (6.9% vs. 2.6%). (See Figure 2.) The largest declines were at community colleges where

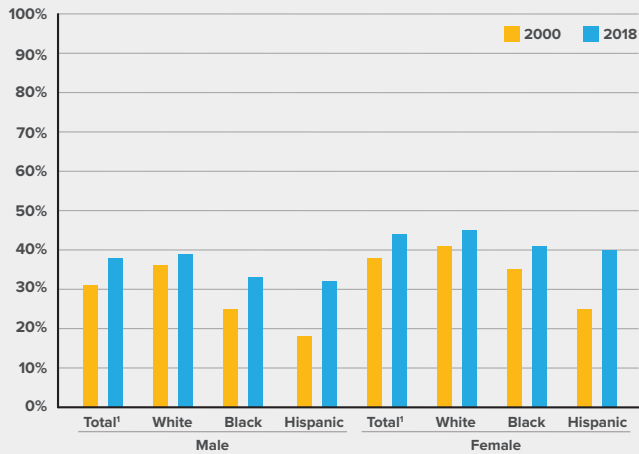
male students had considerably higher declines for every racial and ethnic category. Native American males had the steepest decline (-20.1%), followed by Blacks (-19.2%), Hispanics (-16.6%), and Whites at (-14.0%). (See Figure 3.)

This brief provides an overview of strategies and promising programs that offer an evidence base of impact for supporting Black and Latino males' college access, opportunities, and success, though strategies could also be explored for their applicability to other student populations. Intended for college-going programs and advocates, such as institutional leaders and community providers or organizations, it aims to build understanding of interventions that can promote college access and attainment for male students from underserved groups.¹ The motivation for this brief also reflects Helios Education Foundation's commitment to ensuring that every individual in Arizona and Florida achieves a postsecondary education. To do that requires us to understand the challenges related to getting male students, and especially males of color, to attend postsecondary institutions.

¹The initiatives featured in this brief and Appendix A represent a cross-section of programs primarily serving middle, high school, and college students, though some also have elementary school programming.

FIGURE 1

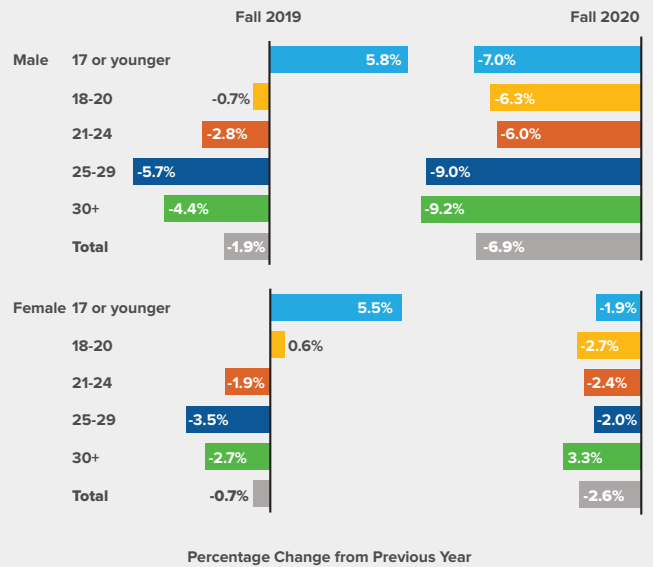
College Enrollment Rates: 2000 and 2018



¹Includes other racial/ethnic groups not shown separately. Data based on sample surveys of civilian non-institutionalized population. Source: U.S. Dept of Commerce, Census Bureau.

FIGURE 2

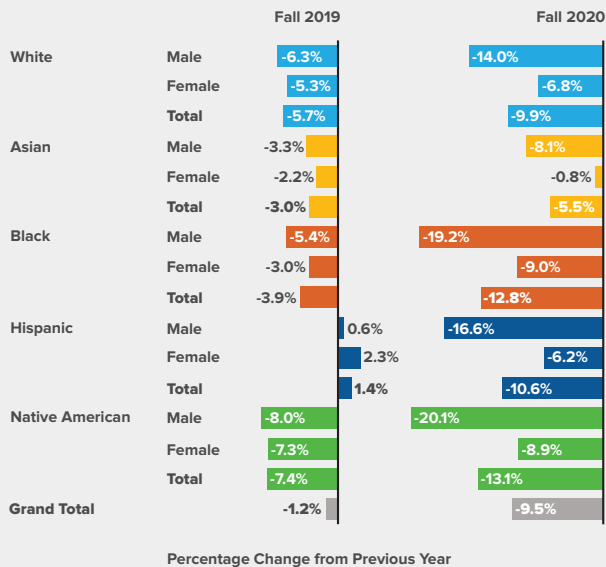
Undergraduate Changes by Gender and Age: All Students



Percentage Change from Previous Year

FIGURE 3

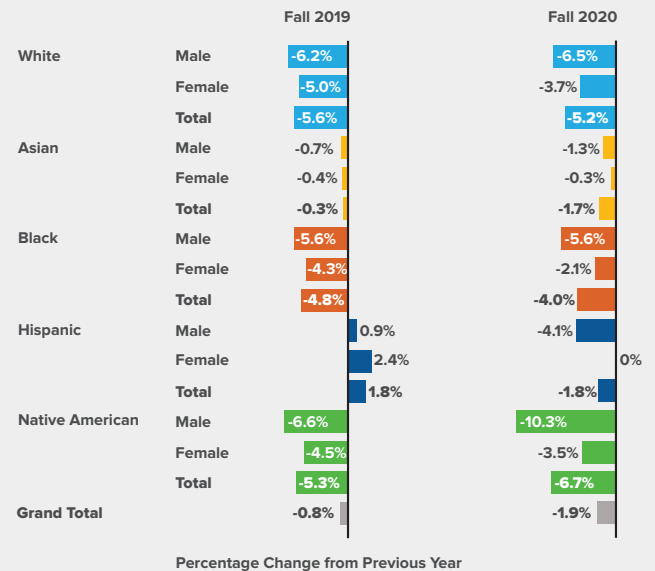
Undergraduate Enrollment Change by Race/Ethnicity and Gender: Public 2-yr Students



Percentage Change from Previous Year

FIGURE 4

Undergraduate Enrollment Changes by Race/Ethnicity and Gender: Public 4-yr Students



Percentage Change from Previous Year



METHODOLOGY AND APPROACH

Guided by a shared commitment to advance academic preparedness and foster a college-going culture for students, Helios Education Foundation and WestEd conducted a landscape review of evidence-based practices and key student success initiatives that support underserved and historically underrepresented minority male youth with postsecondary attainment. The team examined a broad base of literature and programs to cast a wide net for exemplary and innovative practices and samples. Three key questions guided the effort:²

- 1) What evidence-based program elements support male college-going and success, particularly for historically underserved and minority student populations?
- 2) What promising or innovative programs exist across the country that foster postsecondary opportunities for minority male student populations, and how do they implement evidence-based program elements into their program model?
- 3) What actions can college-going programs, institutional leaders, and nonprofit organizations take to better support male minority students' postsecondary journeys from college entry to degree attainment?

The research and evidence base on college-going initiatives aimed at supporting minority male students are limited. However, findings from the scan highlight three overarching themes that serve as approaches for promoting Black and Latino male college access, opportunities, and success. These approaches tap into the importance of **building college-going culture by leveraging social, cultural, and other forms of capital** available to Black and Latino students. They also underscore ways of **providing academic, personal, and group guidance** to male students throughout their academic trajectories, particularly elevating the role of **college and career preparation**.

By presenting key approaches and strategies that have been found to help support Black and Latino male youth in particular, Helios and WestEd ultimately hope to provide information to further reinforce or inform efforts aimed at providing equitable college access and attainment for all students within Arizona and Florida and beyond.

This brief has two main sections. In Part 1, we draw from a selection of research studies, literature, and initiatives to highlight three key approaches and their practices:

- fostering “capital,” the social, cultural, and emotional connections needed to build college-going cultures, communities, and identities;
- providing academic and personal services and support; and
- offering students college and career preparation.

Profiles of some college-going programs across the country, from middle school to college, are also included as examples of these approaches and practices in action. While the approaches can stand alone, many of the practices and activities described in this brief are interrelated and, when integrated, ultimately create a holistic approach to guide students' success.

Part 2 of the brief provides recommendations and considerations for improving college-going access and opportunities for male students who have historically been underrepresented. The brief's appendices provide two additional tables to use as resources. Appendix A offers information for programs across the country that serve to support and build college-going access and success for students in their respective states or nationwide. The resource in Appendix B serves as a compilation of abstracts and key focus areas from a selection of literature for further consultation.

²To address these questions and identify areas of evidence-based programmatic practices and efforts, the research team first searched for literature using online databases, including the Educational Resources Information Center (ERIC), EBSCO Host, and Google Scholar. The targeted search included a combination of key terms together, such as college access initiatives coupled with Latino, African American, or Black males. The team then narrowed the selection criteria to prioritize sources and programs with third-party and peer-reviewed studies, evaluation reports with an exploration of targeted approaches, analyses that included data and discussion of impact, and policy reviews or discussions.



FOSTERING CAPITAL-BUILDING COLLEGE-GOING CULTURES, COMMUNITIES, AND SELVES

Each student has assets and experiences that programs can build on to support student success in postsecondary education. The literature notes that multiple factors contribute to supporting postsecondary access and success for minority male students (Brooms & Davis, 2017),³ with many stressing the importance of fostering or leveraging forms of cultural, social, and emotional capital found in interpersonal relationships. Social capital includes the connections and networks that offer students access to resources and opportunities, while cultural capital affords access to valued knowledge and skills necessary for acceptance and success in life (Bourdieu, 1993; Brooms, 2018). Researchers note, however, that a multitude of rich, complex traditional and sociocultural forms of capital are available to different populations of students (Auerbach, 2004; Brooms, 2018; Brooms & Davis, 2017). For Black and Latino students, the research indicates that building college access and opportunities can take root in **relationships with families, schools, communities, and peers, and through socio-emotional awareness and growth.**

Family and Cultural Capital

Research has shown that **building family outreach, communication, and involvement, specifically for Latino youths'** postsecondary access, has proven benefits for growing college awareness and opportunities. Programs that tap into cultural capital and traditional forms of parent-child relationships, such as family obligations for moral guidance (Auerbach, 2004; Cooper, 2002; Quintanilla, 2017), or that provide better communication and outreach to families help build understanding about key college processes (Auerbach, 2004; Cooper, 2002; Harris et al., 2017; Quintanilla, 2017; Rodriguez et al., 2014; Sáenz & Ponjuan, 2012; Wolf, 2017). Better family understanding about college processes, especially for immigrant or minority populations who have traditionally been limited to information, creates connections to college resources and financial aid (Cooper, 2002; Santiago & Lopez, 2013). Inviting parent collaboration into programming also promotes engagement (Cooper, 2002; Santiago & Lopez, 2013) that, in turn, can open students to social capital and networks that promote their academic success.

For example, a 3-year study by Auerbach (2004) based on participant observation in Los Angeles found positive results for Latino families participating in a bilingual outreach program that led bimonthly meetings on college-related topics, group discussions, and workshops. The program aimed to provide safe spaces and engagement with education issues for typically marginalized groups. Findings showed that involving parents in communication about college helped bridge information gaps previously facing them, challenge inequities, and bolster social networks and family confidence around college knowledge pathways.

Quintanilla (2017) also highlighted the role of parental engagement as a best practice for Latino students' college access success, alongside mentorship and leadership training, as practiced by the Encuentros Leadership organization in California and their *Platicas: Hombre a Hombre* program. Designed as a series of father-son workshops and education program for middle schoolers, its premise is to help students embrace their cultural heritage, integrate it into the educational curriculum, and infuse self-awareness to take pride in their futures.⁴

Encuentros Leadership: California

The organization Encuentros Leadership is an “award-winning response” to developing culturally affirming programs for Latino males and their families. The organization aims to reverse negative trends affecting Latino youth, such as underachievement. It uses several strategies and programs to promote a college mindset, social justice, and equitable education for participating students. Program offerings include a career exploration conference, a leadership class, father-son workshops for middle schoolers, and summer academies for high schoolers.

Key Features, Strategies, and Practices: The programs promote and engage family and cultural capital, culturally responsive pedagogy, and leadership development, and they build socio-emotional awareness and knowledge.

Evidence of Effectiveness: Encuentros Leadership was highlighted as providing exemplary programs in a brief focused on initiatives that increase Latino males' success (Quintanilla, 2017). Reported program impacts included 100% high school graduation for participating students, 97% of those students enrolling in college, and 75% earning a bachelor's degree and going on to advanced studies (Quintanilla, 2017).

For more on Encuentros Leadership, see:
www.ncuentrosleadership.org

³Brooms and Davis (2017), for example, highlight that the literature points to success factors for Black male students' success, such as family and peer relationships, discussions of subcultures and belonging, social networks, and same-race mentorship.

⁴*Hombre a Hombre* is a textbook promoting Latino heritage and culture, and it is used as part of the Encuentros Leadership program's middle school class and curriculum. See www.ncuentrosleadership.org/encuentros-class-middle-school/.



The Social Capital of School and Community Networks

In addition to family involvement, research indicates that **building relationships and networks within schools and communities** helps seed college-going culture and social capital for Black and Latino male youth, and encourages resilience against barriers such as economic, educational, or other structural inequities (Auerbach, 2004; Reece & Ollinger, 2015). Outreach and building school and community partnerships are important for providing support to first-generation, low-income students (Santiago & Lopez, 2013). Also, creating and sustaining larger partnerships, such as with K-8 partnerships and research alliances with diverse stakeholders, can open academic pipelines for students within and across institutions (Cooper, 2002 on K-8 and research partnerships; Robinson et al., 2019).

The literature particularly underlines the value of **peer-to-peer bonding and mentor relationships**. These relationships help in developing minority males' academic and personal identities, self-awareness, and belonging within a community that carries intentional support into and through postsecondary education (Brooms, 2018 on peer groups; Brooms & Davis, 2017; Cooper, 2002; Wolf, 2017). For example, peer bonding is a key strategy of the Building a Lifetime of Options and Opportunities for Men (BLOOM) initiative. It aims to provide support to Black youth (ages 12-24) in the justice system or at risk of falling into it, and to disrupt the threat of a school-to-prison pipeline by developing relationships with male mentors and peers (California Community Foundation, 2019). The program reported positive academic impact on participants, with 92.7% earning a high school diploma or GED in 2019 (out of 788 participants; California Community Foundation, 2019). Interviews with participants raised the importance of mentor relationships with adults who have undergone similar experiences (California Community Foundation, 2019). Similarly, in a qualitative study that looked at 59 Black students' experiences and perceptions of success at three historically White universities, Brooms and Davis (2017) found that peer-to-peer bonding provided a place for students at the schools and a sense of belonging and support.

Building a Lifetime of Options and Opportunities for Men (BLOOM): California

The California Community Foundation launched BLOOM in 2012. The objectives aimed to help Black males at risk of becoming involved or entangled in the juvenile justice system find positive paths and disrupt the school-to-juvenile system pipeline (California Community Foundation, 2019). The initiative included two partners: the **Brotherhood Crusade** and the **Social Justice Learning Institute**. Key strategies to support Black youth revolved around mentorship, developing positive relationships and character, and tailored programming.

Key Features, Strategies, and Practices: BLOOM's approach includes mentorship and advising, positive peer relationships, socio-emotional awareness and knowledge, college and career readiness, and academic and life skills.

Evidence of Effectiveness: BLOOM reported positive outcomes for participants, documented in a recent report (California Community Foundation, 2019). For example, of those with prior offenses, 90% of participants did not commit re-offenses while in the initiative. Moreover, 70% maintained a GPA of 2.0 or higher during one or both years in 2017 and 2018, and nearly 70% met A-G requirements (e.g., completing approved high school courses) during that time (California Community Foundation, 2019).

For more on BLOOM, see:
www.calfund.org/transform-la/case-studies/bloom



Capitalizing on Socio-Emotional Awareness and Knowledge

Attending to and **developing students' socio-emotional awareness** and helping them capitalize on the knowledge that unfolds are key strategies outlined in the literature to support minority males' college-going rates and attainment. Programs and initiatives vary in how they attend to socio-emotional awareness. Some seek to explicitly address inequities and past historical trauma by challenging implicit biases (Reece & Ollinger, 2015; Wolf, 2017), or they provide opportunities to discuss social issues within group settings and offer equity supports (Harris et al., 2017; Johnson et al., 2015). Others try to foster understanding about the social, economic, and educational barriers facing students, and how to overcome and interact with them (Auerbach, 2004). Additional strategies include life coaching and mentorship, fostering life skills, and leadership development (California Community Foundation, 2019; Quintanilla, 2017; Wolf, 2017).

For example, the Brother to Brother program at St. Petersburg College provides seminars on topical issues affecting Black students to support socio-emotional awareness (Henningsen, 2005). Topics covered include financial management, male and female relationships, and conflict resolution (Henningsen, 2005). Additionally, research on the African American Male Achievement (AAMA) program launched in Oakland, California, found statistical evidence of effectiveness for high school students. The program offers a curriculum that provides students with Black male teachers; emotional-social learning, African and African American history, and academic mentoring based on a “targeted universalism” approach to meet various student groups’ needs (Spector, 2019). These strategies have resulted in significantly reduced student drop-out rates; increased graduation rates from 46% in 2010 to 69% in 2018; and positive “spill-over” effects on Black female students (Dee & Penner, 2019; Spector, 2019). Scholars have also noted that focusing on self- and cultural awareness helps to encourage resilience and to construct new foundations based on asset-based narratives for male minority youth (Reece & Ollinger, 2015; Robinson et al., 2019).

The Office of African American Male Achievement (AAMA): California

Launched in 2010, the Office of AAMA is a department within the Oakland Unified School District (OUSD) dedicated to guaranteeing the systems and structures necessary for Black male students’ success. The project was designed to improve students’ academic and life outcomes through analyzing and targeting systemic inequities. It has several programs and services for Black male students in the area, including two key programs: the Manhood Development Program (MDP) and Student Leadership Council. MDP focuses on providing Black male students with mentorship from other Black males. The Student Leadership Council provides a network of African American and Black leaders who serve as role models for middle and high school students.

Key Features, Strategies, and Practices: The office stresses mentorship and role models, cultural competency and programming, youth development, leadership development, and networking.

Evidence of Effectiveness: Studies on AAMA’s programs have found positive gains for participating students, such as increased academics, GPAs, and student interest. For example, an evaluation report by UC Davis, the OUSD, and AAMA reported 30% of MDP participants reading at or above grade level, compared to 8% for a control group (Watson, 2014). The evaluation also found increased GPA for participants over the control group (2.12 vs. 1.7) and an increased desire to enroll in the program (Watson, 2014).

For more on AAMA, see: www.ousd.org/Page/495

PROVIDING PERSONAL AND ACADEMIC GUIDANCE

College-going culture can be developed in schools and classrooms through practices embedded in coursework and curriculum (Wolf, 2017) and academic supports. This support is significantly bolstered, however, through relationships and interactions with faculty and peers. Key strategies that the literature highlights for effectively providing academic, personal, and group guidance to students, particularly for underrepresented, minority males, include **mentoring and advisement**, and **academic and wrap-around services**.

The Role of Mentors as Models

The college access literature underscores **mentorship practices** as a key strategy for providing Black and Latino students with role models and guidance for postsecondary and life success. As role models, mentors offer adult or peer support, and promote place and recognition within a collective identity (Auerbach, 2004; California Community Foundation, 2019; Quintanilla, 2017). Mentors can provide intentional training and skill development (Auerbach, 2004; Wolf, 2017) for educational pathways based on shared experiences or cultural understanding. Mentorship can also provide students with access to networks of support, like that found with the University of Texas at Austin’s Mentoring to Achieve Latino Education and Success (Project MALES).

The research also indicates that faculty mentors can prove pivotal for students’ postsecondary success, particularly those who share students’ backgrounds (Brooms & Davis, 2017; Quintanilla, 2017). African American and Black faculty are especially highlighted for the roles they play as mentors, guides, and advisors (Brooms, 2018; Brooms & Davis, 2017; Johnson et al., 2015). Professors and teachers to whom Black male students can relate, for example, offer contacts, connections, and coping for them, and serve as role models to help support college retention and completion (Brooms & Davis, 2017). Studies on Latino programs, such as longitudinal case studies of the Puente project,⁵ also indicate that teachers and faculty can serve as “cultural brokers,” providing culturally relevant pedagogy and academic supports that extend beyond high school to bridge and provide connections for postsecondary pathways (Cooper, 2002; Wolf, 2017).

⁵For more information on the Puente Project, see the project’s website at www.thepuenteproject.org/.

Project MALES: Texas

Project MALES is an initiative for research and mentoring with the University of Texas at Austin. The research agenda focuses on Latino male students' experiences across the education trajectory. The mentoring program provides a statewide model and a support network for students both at the university and within school districts across Central Texas. Project MALES also holds a statewide P-16 Consortium committed to male students of color and their success.

Key Features, Strategies, and Practices: It includes mentorship, developing support networks, research, and a P-16 Consortium.

Evidence of Effectiveness: Project MALES is a recognized model for providing mentoring and support to Latino male youth. The initiative is also featured in the Excelencia in Education Growing What Works Database, alongside reported impacts. These include increased graduation and graduate degree completion rates for participants. It also includes a high retention of mentors, including a 100% completion and retention rate for 2018–2019 (Excelencia in Education, 2021). For example, out of a cohort of 64 participant mentors during the 2018-2019 year, seven graduated, and 57 completed the year with commitments to return in 2019-2020 (Excelencia in Education, 2021).

For more on Project MALES, see:
www.diversity.utexas.edu/projectmales/



Academic Supports and Guidance

The college access and attainment literature also underscores the importance of **providing targeted academic support and guidance** to promote historically underserved male students' postsecondary opportunities and success. This support is often provided as wrap-around services that include a continuum of extra services (California Community Foundation, 2019), resources such as textbook lending (Harris et al., 2017; Henningsen, 2005), or bolstering of learning processes, such as those provided through academic tutoring (California Community Foundation, 2019; Santiago & Lopez, 2013). Academic supports can also include basic skills and English language development (Harris et al., 2017), academic remediation (Rodriguez et al., 2014), and life programming (Sáenz & Ponjuan, 2012).

Benefits from academic supports and services help respond to and bridge students' educational and college readiness needs and engagement, with programs able to continuously monitor and improve on outcomes by consulting data. Examining 25 grant-funded college access, retention, and transfer programs, Santiago and Lopez (2013) included academic support programs and integrated services among effective strategies for promoting Latino students' success. They found that integrating services helped improve retention through seamless credit transfers, gatekeeper courses, and leadership activities (Santiago & Lopez, 2013). The academic support programs engaged students in learning processes as well as core content learning, and employed lecture series, professional development opportunities, and networking opportunities (Santiago & Lopez, 2013).

OFFERING COLLEGE AND CAREER PREPARATION

Along with academic and personal supports, college and career preparation services and activities play a role in providing postsecondary access and benefits for Black and Latino male youth. Researchers noted that **targeted, integrated services and transition supports** (such as transfer, retention, and gatekeeper courses) can help students transfer into and persist through college (Sáenz & Ponjuan, 2012; Santiago & Lopez, 2013; Wolf, 2017). **College exploration and discovery activities** also support students in achieving postsecondary aspirations and attainment. Programs using these strategies offer a variety of college exploration services, from field trips and college



and career readiness activities (California Community Foundation, 2019; Henningsen, 2005), to financial aid literacy and advising for completing the Free Application for Federal Student Aid (FAFSA) (Rodriguez et al., 2014). The MASculinity Initiative in Arizona, for example, offers a college conference for high school youth to increase their understanding of college courses, programming, and supports (Man up! And go to college 2015–2016 report). **Career mentoring and job placement** further help provide students with pipelines for academic and career training, retention, and continuous opportunities (Allen et al., 2003).

Evidence suggests that college and career preparation activities can increase minority male students' opportunities for receiving the needed knowledge and resources to attend and persist through college. For example, Rodriguez et al. (2014) highlighted the Upward Bound⁶ program as an intervention model and found positive outcomes for Latino high schoolers' college preparation and success. The national program provides students with academic support, college preparation activities, including financial literacy and FAFSA guidance, and cultural enrichment. They also found that completing an Upward Bound program resulted in a 96% increase in college enrollment for participants, and increased likelihood of both receiving Pell grants or financial aid and completing a degree at a 4-year institution.

MASculinity Initiative: Arizona

The MASculinity Initiative within the University of Arizona focuses on and offers support to minority male youth from first-generation and low-income backgrounds. The initiative strives to create partnerships and engages with theory and practice to challenge normative forms of gender identity. It also offers the Young Men's College Conference (high school level), a speakers' series, a transition summer program, undergraduate courses focused on engaging with research and issues such as masculinity and power, and leadership opportunities.

Key Features, Strategies, and Practices: The initiative provides mentorship, leadership development, culturally relevant courses, a summer transition program, a speakers' series, and a college conference.

Evidence of Effectiveness: The initiative's Man Up! and Go to College 2015–2016 report provides self-assessment results from participating students. For example, 81% of students indicated knowing which classes to take to get into college after attending the program conference versus 55% prior to the event.

For more on the MASculinity Initiative, see:
www.eao.arizona.edu/masculinity/

RECOMMENDATIONS AND CONSIDERATIONS

We offer the following recommendations based on the findings from the literature highlighted in this brief and our collective knowledge about postsecondary access and attainment. These recommendations have specific implications, as appropriate, for K–12, postsecondary, nonprofits, policymakers, and funders to encourage a systemic, holistic approach to improving male college-going rates, especially for Latino and Black males. A holistic approach can help ensure that recommendations collectively create a stronger environment in which Black and Latino males, specifically, can thrive.

In addition, these recommendations should not be carried out as one-off, surface-level efforts, but should be approached in a deeper, more intentional, and sustained way. For example, instead of offering a "Mentor Week" where students can meet individuals from similar backgrounds who have succeeded in college, develop models that help students build sustained, deep, and productive relationships with mentors.

1. Use data to challenge inequities, target supports, improve programs, and identify opportunities.

Examining data is crucial to understand needs, assess how well programs are meeting those needs, and discover areas for future programming and supports. Approaching the data from an asset-based perspective will help ensure the data can be used to make positive and equity-oriented actions to improve opportunities and outcomes.

Specific Implications for K–12 Systems

Review data about college-going rates in your school/district, analyze financial aid eligibility completion rates, and collect data about the barriers students face in pursuing postsecondary options, especially for Latino and Black males. These data may come from student and family surveys; district, state, and national databases; or partnerships with postsecondary institutions. Share the data with students and families, inviting their perspective and insights to inform decisions.

⁶Upward Bound is a federal TRIO program that provides participants with college preparation and entrance support. More information about Upward Bound can be found on the U.S. Department of Education's website at www2.ed.gov/programs/trioupbound/index.html

Specific Implications for Postsecondary Institutions

Examine enrollment, persistence, and graduation data to inform the supports your institution offers students. Gather feedback from students on their needs, perspectives, and challenges at different points in their college experience. Design opportunities for institutional leadership, faculty, and students to reflect on these data and use the results to better serve students, especially Black and Latino males.

Specific Implications for Nonprofits

Embed data use for decision making into programmatic operations to improve services and supports. Collect and share data with partner institutions to support the students you serve, and the larger targeted student population.

Specific Implications for Policymakers

Review and use data to inform policy development and review the success of existing policies. Embed data use requirements into policies and funding allocations to support data collection, analysis, and reporting.

Implications for Funders

Require that the programs you fund and support use data for improvement. Share data and findings with other organizations to reveal larger patterns and issues that can be solved collaboratively. Fund innovative programs designed to address demonstrated needs, and track and publish their results.

2. Forge connections that will build students' networks and strengthen their college-going identities.

Supporting Latino and Black males in expanding their connections and networks, particularly with other males from similar backgrounds, builds their sense of belonging and affirms the valuable experiences they bring to postsecondary opportunities.

Specific Implications for K-12 Systems

Involve families in college exploration and preparation. Provide workshops and learning opportunities for students and families to come together to discuss the steps to prepare for and apply to college. Help families identify specific actions they can take to support their students throughout the process.

Implications for Postsecondary Institutions

Build partnerships with K-12 school systems to help students make the transition to college with existing connections and networks in place. Provide opportunities for middle and high school students to visit your campus and interact with students they can relate to so they can see themselves at your institution.

Implications for Nonprofits

Develop mentorship structures to pair students with individuals from similar backgrounds who have had success with college going so they can develop strong relationships that will support their academic and social growth. Develop culturally affirming strategies to promote and build students' networks and their identities as college students.

Implications for Funders

Encourage programs you fund to provide mentoring and network building, and identify affirmation supports.

3. Offer students targeted services and supports to address their needs and overcome their barriers to college enrollment and persistence.

Students do not all need the same supports and services to succeed in college. Instead, help identify their specific needs and provide supports that will meet those needs.

Specific Implications for K-12 Systems

Ask students what they perceive as their barriers to postsecondary enrollment and provide them the supports they need to overcome those barriers. For example, if the cost of college is a barrier, help students identify and apply for funding. Help counselors and others in school settings develop relationships with students so they can help students identify potential barriers and offer guidance to address them.

Specific Implications for Postsecondary Institutions

Provide various avenues for students to share what they need to be successful in your institution. Ask about and learn from student experiences. Use surveys that can help identify when students need assistance or support, offer programs that can help students access resources, and actively share resources and services with students. Hire, support, and retain diverse faculty and other leaders who can serve as mentors and models for students. Review data from your institution about the students who do not persist to understand the factors that contribute to their decision to drop out, and offer early supports to address those factors.



Specific Implications for Nonprofits

Partner with institutions to offer services, or help students access existing services, such as tutoring, emergency financial aid, food, or textbook-sharing programs. Offer students opportunities to be leaders. Provide workshops on life skills, financial skills, and other wraparound supports.

4. Provide effective college and career preparation supports to build awareness of, interest in, and preparation to succeed in postsecondary opportunities.

Identify and deliver intentional, research-based supports to prepare Black and Latino males for college success starting as early as possible and continuing through college graduation.

Specific Implications for K–12 Systems

Support the development of student aspirations for postsecondary opportunities in elementary and middle school. Provide various ways to expose students to the benefits of postsecondary opportunities and strategies to support their success. Partner with local institutions and businesses for college and career exploration.

Specific Implications for Postsecondary Institutions

Provide transition supports to help students navigate the bridge from high school to college, or community college to a 4-year institution. Use research to inform the services and supports you provide to support student transitions and retention. Conduct ongoing outreach throughout students' postsecondary experience to encourage retention. Provide mentor and internship opportunities for students in their area of career interest, especially with mentors who share similar backgrounds with the students. Support job placement efforts by building networks for students to tap into in their chosen fields.

Specific Implications for Nonprofits

Coordinate with postsecondary institutions to offer transition and retention supports. Forge partnerships with other organizations and businesses to help students develop networks and resources they can access during and after college. Ground programmatic offerings in research-based strategies, and continually assess and review the effectiveness of those strategies in your context.

Specific Implications for Funders

Fund, support, and/or amplify efforts to increase awareness of postsecondary opportunities and what factors help students thrive in college. Share research briefs and other resources with programs to help them improve their services.

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APPENDIX A: MALE COLLEGE-GOING PROGRAMS (COLLEGE ACCESS PROGRAMS FOR MALE YOUTH)

The following table provides a selection of programs that employ effective college access practices for minority, male youth. The listing includes programs primarily spanning middle-school to college levels and is intended as a resource to learn more about promising program examples. As a resource, the document offers online program descriptions, summary highlights, and each program's uniform resource locator (URL). A summary of program impacts is also provided, along with source information, when possible.

Program*	Online Description	Highlights	Impact Summary
<p>African American Male Achievement – CA www.ousd.org/Page/495</p>	<p>The office of African American Male Achievement was launched in 2010 and creates the systems, structures, and spaces that guarantee success for all African American male students in OUSD.</p> <p>African American Male Achievement is an ambitious project designed to dramatically improve academic and ultimately life outcomes for African American male students in Oakland. AAMA is leading the school district by analyzing the patterns and processes that are producing systemic inequities. OUSD's theory of action, Targeted Universalism, asserts that by transforming the system to support successful outcomes for OUSD's lowest performing subgroup, OUSD will create a district that improves academic and social-emotional outcomes for all of its students.</p>	<p>This is a district-sponsored department rather than program developed in Oakland that has several programs and services for African American male students:</p> <ul style="list-style-type: none"> • Manhood Development Program (MDP) • Student Leadership Council. <p>It also seems to have originated the Kingmakers of Oakland (see entry on page 18)</p>	<p>The AAMA reports gains in students' academic (reading), GPA levels, and program interest.</p> <p>An evaluation report and study by UC Davis, OUSD, and AAMA reported outcomes for the MDP program. Findings included 30% of participants reading at or above grade level compared to 8% in a control group; increased GPA with an average of 2.12 for participants vs 1.7 control group; and an increased desire to enroll in program.</p> <p>See: Watson, V. (December, 2014). <i>The Black Sunrise: Oakland Unified School District's commitment to address and eliminate institutionalized racism</i>. An evaluation report prepared for the Office of African American Male Achievement, Oakland Unified School District, Oakland, CA.</p> <p>www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/78/TheBlackSunrise_WebV2_sec.pdf</p>
<p>African American Men of Arizona State University (AAMASU) – AZ www.bacasu.weebly.com/aamasu.html</p>	<p>The African American Men of Arizona State University is both a program and an organization committed to the work related to the recruitment, retention and graduation of African American male students at Arizona State University. Advisors and staff at Arizona State University saw that African Americans had a low percentage rate for graduating college and felt that this program was essential. We are a community of men who apply ourselves to the task of self-development in an effort to realize our potential. We believe that holistic programming at the academic, civic, cultural, corporate and social levels prepares us for service to the greater community.</p>	<p>The program is comprised of organizations dedicated to supporting African American students in general from the Black African Coalition at ASU to various associations.</p>	<p>The initiative was mentioned in a collaborative project with Arizona State University—The State of Black Arizona (2008)</p> <p>www.repository.asu.edu/attachments/111564/content/SBAZ_vol_1.pdf#page=40</p>

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Program*	Online Description	Highlights	Impact Summary
<p>Association of Public and Land-Grant Universities (APLU) Minority Male Stem Initiative (MMSI) – national</p> <p>www.aplu.org/projects-and-initiatives/access-and-diversity/minority-male-stem-initiative/</p>	<p>The Association of Public and Land-grant Universities (APLU) developed the Minority Male in STEM Initiative (MMSI). The purpose of the MMSI is to increase the recruitment and matriculation of underrepresented minority (URM) males in the STEM disciplines at public universities. Historically the term minority has focused more on Blacks and Latinos; however in more recent years the terms has expanded to include not only Blacks and Latinos, but Native Americans and Southeast Asian Americans (e.g., Vietnamese, Laotian, Cambodian and Hmong) as well.</p> <p>The purpose of this initiative is to gather and examine exemplary practices for recruiting and graduating postsecondary science, technology, engineering and mathematics (STEM) students from from historically underrepresented minority (URM) populations, specifically undergraduate minority males (African American, Latinos, Native Americans, Pacific Islanders/ Alaska Natives and Southeast Asians)</p>	<p>Consists of four institutional partnerships between four-year and two-year institutions.</p>	<p>The program aims include increased cross-institutional collaboration to improve access and retention for minority male students in STEM. Aims also include designing new support systems and an annual increase in student retention.</p> <p>An internal report published in 2012 outlines program exemplary practices. It also offers information on demographics, GPA, financial and educational profiles, motivation, etc., of participants at the time. Recommendations are provided and organized for: K-12 education, STEM faculty, Student affairs and admin, academic affairs and admin, and more.</p> <p>See: Toldson, I.A., & Esters, L.L. (2012). The Quest for Excellence. Supporting the Academic Success of Minority Males in Science, Technology, Engineering, and Mathematics (STEM) Disciplines.</p> <p>www.aplu.org/library/the-quest-for-excellence/file</p>
<p>Black Male Initiative (BMI) to Men of Color Initiative (MCI) – IL</p> <p>www.uis.edu/diversitycenter/programs/men-color-initiative</p>	<p>The Black Male Initiative (BMI), a pilot project established in 2010 by the UIS Diversity Center intends to increase, encourage, and support the inclusion and educational success on male identifying students of color, particularly African American Males (AAM). The program assists students in both, their academic and professional endeavors, promotes and advocates for an improved educational experience and quality of life at the University of Illinois Springfield.</p> <p>As of Fall 2019, the Black Male Initiative has transformed to the Men of Color Initiative (MCI) to further promote an inclusive and welcoming male empowerment environment for all male identifying students.</p>	<p>Encourages and provides:</p> <ul style="list-style-type: none"> • Male empowerment • Leadership development • Educational Supports • Mentoring • Co-curricular programming 	<p>The initiative reports that the average GPA for participating student in 2019 was 2.8 with no students on academic probation. Participation has also increased in the program from 9 members in the original cohort to more than 100 nine years later.</p> <p>www.uis.edu/diversitycenter/programs/blackmaleinitiative/</p>
<p>Brother to Brother Program (B2B) – FL</p> <p>www.mass.sdes.ucf.edu/programs/b2b/</p>	<p>The mission of the Brother to Brother Program is to increase the retention of male student earning baccalaureate degrees at the University of Central Florida, thereby increasing graduates prepared to pursue graduate education or to help meet the future workforce needs of the global market.</p>	<p>Four program goals:</p> <ul style="list-style-type: none"> • Support building academic skills • Foster leadership • Socially enrich students • Promote career exploration and preparation 	<p>The Brother to Brother Program was featured in a journal article.</p> <p>See: Hickey, R.J. (2020). Branching out as a mentor. Science. Vol. 368, Issue 6492, pp.786.</p> <p>www.science.sciencemag.org/content/368/6492/786</p>

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Program*	Online Description	Highlights	Impact Summary
<p>Building a Lifetime of Options and Opportunities for Men (BLOOM) – CA www.calfund.org/transform-la/case-studies/bloom/</p>	<p>In 2012, CCF launched BLOOM to help young Black men who are or are at risk of becoming involved the juvenile justice system onto positive paths towards success. By combining mentorship, character development and specially-tailored programming BLOOM helped young men succeed in high school, higher education and life. Though the initiative was not without its challenges, our partners Brotherhood Crusade and the Social Justice Learning Institute worked hard, were patient, took smart risks and committed themselves to learning along the way. The result is a powerful new model for expanding opportunities for young people who face steep and entrenched barriers.</p>	<p>Programming highlights:</p> <ul style="list-style-type: none"> • Mentorship and advising • Developing positive peer relationships and accountability • Social and cultural self-awareness, advocacy and agency • College and career readiness and activities • Developing life skills 	<p>Findings from the initiative's final report indicated positive results for participants. Project outcomes included:</p> <ul style="list-style-type: none"> • A large majority of BLOOMERS (90%) did not reoffend while in the initiative. • For 2017–2018, 70% of BLOOMERS maintained a 2.0 or higher GPA in at least one or both years. • For 2017–2019, nearly 70% met A–G requirements. <p>See: California Community Foundation. (2019). Building a lifetime of options and opportunities for men: Transforming the lives of young Black men in South Los Angeles www.bma.issuelab.org/resources/35071/35071.pdf</p>
<p>Doorway to Success: African American Male Retention Initiative – NY www.system.suny.edu/university-life/osap/community-colleges/retention/</p>	<p>The Doorway to Success African–American Male Retention Initiative was created to strengthen the academic, vocational, and technical skills of African American men at Monroe Community College. African–American men are typically non–traditional college students. They are underserved and often underprepared for the rigors of higher education. Greater than 90 % of all of the participants of the Doorway to Success are economically disadvantaged. Ten (10%) of the participants from this program disclosed that they were individuals with disabilities. Greater than 90% of all the participants of the Doorway to Success are considered educationally disadvantaged due to the fact that they attended Rochester City School District schools.</p> <p>The primary objective of the initiative is to address the cultural and academic barriers to achievement by providing culturally relevant support, guidance and programming to increase retention and program completion rates of African–American men.</p>	<p>Objectives include:</p> <ul style="list-style-type: none"> • Improved certification and graduation completion rates • Increased retention and participation in student services • Providing culturally relevant academic and career programming • Increased employment opportunities • Developing partnerships 	<p>In 2007–2008, average participant GPA was 2.42; 65% retention rate in fall 2007 and 51% by end of spring 2008 (above average of 11.3).</p> <p>A Doorway to Success: Latino Male Retention Initiative for the same community college received exemplary mention in a report on effective practices.</p> <p>See: Santiago, D. A., & Lopez, E. (2013). Growing what works: Lessons learned replicating promising practices for Latino student success. Excelencia in Education. www.files.eric.ed.gov/fulltext/ED540159.pdf</p> <p>Also mentioned as an example in Sáenz, V. B. & Ponjuan, L. (2011). Men of Color: Ensuring the Academic Success of Latino Males in Higher Education. Institute for Higher Education Policy. www.files.eric.ed.gov/fulltext/ED527060.pdf</p>
<p>Encuentros Leadership – CA and national www.encuentrosleadership.org/</p>	<p>Encuentros Leadership is a nationally recognized, award winning response to reversing the underachievement of Latino males.</p> <p>Encuentros Leadership has developed several programs aimed at developing a culturally affirming environment for students and their families. Using culturally responsive pedagogy, we cultivate in our students a college completing mentality and emphasize the importance of advocacy for social justice and equity in education and society.</p>	<p>Provides:</p> <ul style="list-style-type: none"> • Summer academies for high school boys • Career expo conferences for middle schoolers • Middle–school leadership class • Father–son workshops 	<p>Mentioned in a brief as an example program of what works for Latino students. Impacts reported included 100% high school graduation for participating students, 97% enrolling in college, and 75% that earned a BA moving to advanced studies.</p> <p>See: Quintanilla, A. (2017). Latino males: Mentoring for the future. Highlighting what works for Latino student success. Excelencia in Education. www.files.eric.ed.gov/fulltext/ED603498.pdf</p>

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Program*	Online Description	Highlights	Impact Summary
<p>Federal TRIO programs – national www2.ed.gov/about/offices/list/ope/trio/index.html</p>	<p>The TRIO programs (TRIO) are federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.</p>	<p>Relevant programs include:</p> <ul style="list-style-type: none"> • Upward Bound • Student Support Services • Educational Opportunity Centers. 	<p>Government-provided and external reports include fast facts on program services, persistent and completion of participations, and longitudinal student outcomes. www2.ed.gov/programs/triostudsupp/resources.html</p> <p>For example, a report on the Student Support Services Program highlights participants' persistence in postsecondary institutions. Of those who enrolled in 2-year institutions in 2007–2008, 86 percent continued to enroll or received associate degrees/certification by fall the following year. For participants who enrolled in 4-year institutions that same year, 93 percent were still enrolled the following fall.</p> <p>See: Zeiser, K.L., Chan, T., Heuer, R. & Cominole, M. (2015). Persistence and completion in postsecondary education of participants in the TRIO student support services program. Washington, DC: US Department of Education, Office of Postsecondary Education, Student Service. www.kingmakersofoakland.org/who-we-are/story/</p>
<p>I Have a Dream Foundation – national www.ihaveadreamfoundation.org/</p>	<p>At the 'I Have A Dream' Foundation, we provide individualized social, emotional, and academic support to young people ('Dreamers') from under-resourced communities from kindergarten all the way through college, along with guaranteed tuition support. We believe that when given equal access to the resources they need to succeed, all children can ignite their innate potential and achieve their dreams.</p>	<p>Focus and services provide:</p> <ul style="list-style-type: none"> • Support networks • Academic success supports • Financial literacy and resources • Social and emotional life skills • Wellness and health • Career readiness • Civic engagement 	<p>The foundation reported that 90% of Dreamers complete high school versus 74% low-income peers nationally, are 3 times more likely to earn a BA than low-income peers and have greater college earnings. A 2-½ year study found successful gains for students in two IHAD programs.</p> <p>See: Kahne, J. & Bailey, K. (1999). The Role of Social Capital in Youth Development Programs. Educational Evaluation and Policy Analysis 21(3), pp. 321–343. www.doi.org/10.3102/01623737021003321</p>
<p>Kingmakers of Oakland – CA and national www.kingmakersofoakland.org/what-we-do/kings-in-the-making/</p>	<p>Kingmakers of Oakland originated in the Oakland Unified School District's Office of American Male Achievement (AAMA). After 10+ years in the district, the independent non-profit now supports school districts across the country to improve the educational and life outcomes of Black boys by 'healing the fish while treating the toxic ecosystem.'</p>	<p>The 3-year college access program focuses on providing 10th–12th grade boys with rigorous prep courses, access to experienced and culturally competent teachers, and access to consistent guidance.</p> <p>Services include:</p> <ul style="list-style-type: none"> • Academic advising • Tutoring • Literacy and reading comprehension • Financial literacy • Mentorship • Career and professional development 	<p>Kingmakers of Oakland reports the following participant gains:</p> <ul style="list-style-type: none"> • 30% growth in graduation rates • 48% reduced suspension rates • 25% increase in Black teachers with 93% retention • Accredited courses offered include seven that are African-centered <p>www.kingmakersofoakland.org/who-we-are/story/</p>

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Program*	Online Description	Highlights	Impact Summary
<p>Male Empowerment Network (MEN) – AZ www.my.maricopa.edu/support/men</p>	<p>The Male Empowerment Network (MEN) is designed to improve the retention and degree completion rates of its minority male students.</p>	<p>Goals include:</p> <ul style="list-style-type: none"> • Increased male student college access, persistence, and graduation • Academic and professional support, resources, and services • Creating a culture of success and empowerment <p>Membership-based, MEN provides events, networking and connections, mentorship and role models, safe chapters/brotherhoods.</p>	<p>The initiative reports having served over 500 male students through its programming and events.</p>
<p>Male Initiative Project – IL www.resources.depaul.edu/center-for-access-and-attainment/community-outreach/programs/male-initiative-project/Pages/default.aspx</p>	<p>The Male Initiative Project (MIP) is a collection of programs facilitated by the College Access office. Once an annual singular event focused on male students of color, MIP has evolved, through research and data, into more continuous thematic events and activities throughout our programming year.</p>	<p>Provides grades 7–16 programming such as:</p> <ul style="list-style-type: none"> • Campus visits • College internships, challenges, experiences • High-school mentoring • College student organizations • Writing support • Mentoring • Summer programming 	<p>The program has outreach through a wide variety of activities.</p>
<p>Male Student Success Initiative – MD www.cbcemd.edu/Campus-Life-and-Activities/Male-Student-Success.aspx</p>	<p>Male college success initiative based at the Community College of Baltimore County.</p>	<p>Provides:</p> <ul style="list-style-type: none"> • Peer networks • Mentoring and academic coaching • Personal and professional skill building • Campus support services and resources • Campus tours/conferences 	<p>The program is collaborating with MDRC which is running an impact study/project on MSSI called Men of Color College Achievement (MoCCA) Project. See: www.mdrc.org/project/men-color-college-achievement-mocca-project#overview</p>
<p>MASCulinity Initiative – AZ www.eao.arizona.edu/masculinity</p>	<p>MASCulinity initiative focuses on outreach to young men from minority, first generation, and low income backgrounds. Because of the low college enrollment rates of men from these backgrounds, MASC. seeks to make a positive impact through multiple partnerships on and off campus. The program focuses on challenging normative forms of gender identity at multiple levels of engagement with theory and practice.</p>	<p>MASC offers:</p> <ul style="list-style-type: none"> • A young men’s college conference • Speaker series • Summer transition program for high schoolers • Undergraduate courses • Mentorship • Leadership development 	<p>The Man Up! and go to college 2015–2016 report provides self-assessment results from program participating students. For example, 81% of students indicated knowing which classes to take to get into college after attending the program conference (versus 55% prior). See: <i>Man up!</i> And go to college 2015–2016 report. Office of Early Academic Outreach. The University of Arizona. www.saem-aiss.arizona.edu/sites/saem-aiss.arizona.edu/files/EAO%20Man%20Up%20and%20Go%20to%20College%20Assessment%20summary.pdf</p>

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Program*	Online Description	Highlights	Impact Summary
<p>Minority Male Initiative (MMI) from the National Council on Black American Affairs (NCBAA) – national</p> <p>www.ncbaa-national.org/leadership-programs/minority-male-initiative-mmi/ www.theprt.org/minority-male-initiative-mmi/</p>	<p>The purpose of the Presidents’ Roundtable Minority Male Initiative is to develop and promote an effort focused on increasing the attendance, persistence and completion of post-secondary programs for minority males.</p> <p>The initiative focuses on closing achievement gaps, creating sustainable partnerships, pushing for legislative focus, and providing a clearinghouse of information.</p>	<p>A membership initiative promoting:</p> <ul style="list-style-type: none"> • Leadership and character development • Dialogue about best practices • Identifying new challenges • Improving faculty/student service development 	<p>The Minority Male Initiative offers outreach through its Presidents’ Roundtable and a Men of Color Student Leadership Institute.</p>
<p>MBK Alliance – national</p> <p>www.obama.org/mbka/</p>	<p>President Obama launched My Brother’s Keeper in February 2014 to address persistent opportunity gaps facing boys and young men of color and to ensure all youth can reach their full potential. Today, the work continues as the MBK Alliance, an initiative of the Obama Foundation. Within the Obama Foundation, MBK Alliance focuses on building safe and supportive communities for boys and young men of color where they feel valued and have clear pathways to opportunity.</p>	<p>MBK focuses on six milestones:</p> <ul style="list-style-type: none"> • Healthy start and school readiness • Reading by third grade • Graduating high school college and career ready • Completing postsecondary educations/training • Successfully entering the workforce • Keeping kids on track and/or giving second chances 	<p>Program benchmarks were initially documented in a 2-year progress report for the program which focused on participation and outcomes by areas such as Compton and Boston. Since that time, MBK has initiated exemplary “Impact and Seed” communities being followed nationwide and in Puerto Rico.</p> <p>See: The White House. My Brother’s Keeper 2016 Progress Report Two Years of Expanding and Creating Pathways to Success. www.obamawhitehouse.archives.gov/sites/whitehouse.gov/files/images/MBK-2016-Progress-Report.pdf</p>
<p>Puente Project – CA</p> <p>www.thepuenteproject.org/</p>	<p>Puente’s mission is to increase the number of educationally underrepresented students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components.</p>	<p>Puente includes:</p> <ul style="list-style-type: none"> • Middle school components • High school and community college programs • Leadership and writers’ conferences 	<p>The Puente program has multiple articles and book chapters featuring elements of it from the late 90s to early 2000s. For example, one article reviewed a longitudinal case studies of the program to explore how it served to bridge and support college enrollment, transfer, and retention.</p> <p>See: Cooper, C. R. (2002). Five bridges along students’ pathways to college: A developmental blueprint of families, teachers, counselors, mentors, and peers in the Puente Project. <i>Educational Policy</i>, 16(4), 607–622.</p> <p>www.doi.org/10.1177/0895904802016004008</p>
<p>100 Males to College – MA</p> <p>www.mass.edu/strategic/100MalestoCollege.asp</p>	<p>100 Males to College was created in 2014 by the Massachusetts Department of Higher Education to increase college access, enrollment, retention, and success for low-income students and students of color, particularly young men, to positively impact their prospects for success in college and career.</p>	<p>The program, which is part of the MA Dept. of Higher Education, provides students with mentors and success coaches (in HS, community organizations, and higher ed). Students participate in:</p> <ul style="list-style-type: none"> • Dual enrollment course • In-school support • Equity-based conversations • Campus visits • Family engagement 	<p>As of 2018, the 100 Males to College program operated at five different locations, with outcomes for four sites provided online. All those sites reported 100% high school graduation rates for participants with college acceptance/enrollment spanning 85–95%.</p> <p>www.mass.edu/strategic/100MalestoCollege.asp</p>

*Programs include interventions that serve only males, focus on males but do not only include them, or where males are under enrolled in but have been proven effective.

Program*	Online Description	Highlights	Impact Summary
<p>Project GRAD Houston– TX www.projectgradhouston.org/who-we-are/mission-and-goals/</p>	<p>MISSION: Project GRAD helps Houstonians get into and through college or career training.</p> <p>VISION: Project GRAD was founded on a vision of equity—that ALL youth deserve access to an education that leads to a rewarding future. GRAD’s belief is that all individuals can improve their lives when they gain access to the guidance, resources, and ongoing support to develop and achieve goals for post-secondary attainment or workforce training.</p>	<p>Addresses educational and workforce inequities and provides:</p> <ul style="list-style-type: none"> • College and career readiness • Advising • Workshops • Support for marginalized student populations 	<p>Project GRAD Houston serves all students within Houston with a focus on marginalized, economically disadvantaged populations. The program reports positive student benefits and gains from its continuum of supports to include 57% of GRAD’s college-enrolled students remaining in or graduating college (twice the rate of their peers across the state). To date, GRAD has supported 15, 876 students in total.</p> <p>See: Project GRAD Houston 2019–2020 Executive Summary and Annual Report. www.projectgradhouston.org/pgh/wp-content/uploads/2020/10/GRAD-Executive-Summary-edited-10-12-20.pdf</p> <p>Project GRAD has also been extensively studied both within Texas and models of the program in other states.</p> <p>See: www.mdrc.org/project/project-grad#overview</p>
<p>Project MALES (Mentoring to Achieve Latino Education Success) – TX www.diversity.utexas.edu/projectmales/about</p>	<p>Project MALES is multi-faceted research and mentoring initiative based within the Division of Diversity and Community Engagement (DDCE) at the University of Texas at Austin. In the fall of 2010, Dr. Victor B. Sáenz (Associate Professor, UT–Austin) — with support from co-founders Dr. Luis Ponjuán (Associate Professor, Texas A&M University) and Dr. William Serrata (President, El Paso Community College) — launched this ambitious effort to shed light on the plight of Latino males in education. Presently, lead by Dr. Sáenz and Dr. Ponjuán, and Dr. Emmet Campos, Director, Project MALES encompasses three interrelated initiatives: nationally, it oversees an ongoing research agenda focused on understanding the experiences of Latino males across the education pipeline; statewide, it convenes a P–16 Consortium focused on the success of male students of color in six major urban areas through its Texas Educational Consortium for Male Students of Color; and locally, it coordinates a mentoring program that aims to cultivate an engaged support network for males of color at UT–Austin and in school districts across the Central Texas community, and serve as a model for other mentoring programs across the state.</p>	<p>Project MALES offer:</p> <ul style="list-style-type: none"> • Research • A P–16 consortium • Mentoring programs 	<p>Project MALES has won awards as a recognized model for providing mentoring and support to Latino male youth.</p> <p>As reported in the Excelencia in Education Growing What Works Database, the initiative’s impacts include: increased graduation rate for Latinx student high mentor retention rate, and increased graduate degree completion.</p> <p>www.edexcelencia.org/programs-initiatives/growing-what-works-database/project-mentoring-achieve-latino-educational</p>

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Program*	Online Description	Highlights	Impact Summary
<p>Sam Houston Establishing Leadership In and Through Education (SH ELITE) – TX www.shsu.edu/dept/elite/</p>	<p>SH ELITE is a minority male program established in 2010 to help increase minority retention and graduation rates.</p> <p>The purpose of the SH ELITE program is to enable Black & Hispanic males to transcend the status quo in minority male academic, professional and personal success. SH ELITE supports the achievement of members by facilitating personal and professional development through leadership, academic support and civic engagement.</p>	<p>SH ELITE focuses on:</p> <ul style="list-style-type: none"> • Promoting leadership and professionalism • Small group meetings and community building • Guest speakers and seminars • Volunteerism 	<p>Excelencia in Education’s database of effective programs profiles SH Elite and provides outcome data for the 2017–2018 year. Course completion for SH Elite minority, male freshmen was 95% compared to 81% of their peers at Sam Houston State University. 91% after their first year at SHSU compared to 74% of non–ELITE peers, and around 54% graduated within six years compared to approximately 41% for their peer group.</p> <p>www.edexcelencia.org/programs–initiatives/growing–what–works–database/sam–houston–establishing–leadership–and–through</p>
<p>Student African American Brotherhood (SAAB) – national www.saabnational.org/about/</p>	<p>SAAB focuses on increasing the number of African American and Latino men that graduate from college by creating a positive peer community based on a spirit of caring. SAAB operates through student run chapters with professional advising and mentorship to assist young men to excel academically, socially, culturally, spiritually and in the community.</p>	<p>A chapter/membership–based organization mentorship is a key element of SAAB.</p>	<p>SAAB’s model and programming is featured in several reports. These emphasize the program’s practices such as leadership development, focus on academic success, and mentorship.</p> <p>See: Harper, S.R. (2012). Black male student success in higher education: A report from the National Black Male College Achievement Study. Center for the Study of Race and Equity in Education, University of Pennsylvania Graduate School of Education.</p> <p>www.web–app.usc.edu/web/rossier/publications/231/Harper%20(2012)%20Black%20Male%20Success.pdf</p>
<p>The Young Leaders Academy of Baton Rouge, Inc. – LA www.youngleaders.org/</p>	<p>The Young Leaders’ Academy of Baton Rouge, Inc. exists to nurture the development of leadership abilities of young African American males, empowering them to improve the quality of their lives and assist them in becoming productive citizens.</p>	<p>A parent partnership with dress code, norms, and community service to foster leadership. Parents are seen as fostering core values and behaviors.</p>	<p>In 2010–2011 the program reported:</p> <ul style="list-style-type: none"> • 100% passage on the state LEAP/Iowa tests • 3.7 average member GPA (out of 4.0) • 92% program attendance rate • Over 700 volunteer hours logged • 100% of members proceeding to the next grade <p>www.youngleaders.org/</p>
<p>XY–Zone – TX www.ciscentraltexas.org/theexyzone/</p>	<p>The XY–Zone is a leadership development and peer support program for high school males.</p>	<p>The XY–Zone provides:</p> <ul style="list-style-type: none"> • Guidance • Service–learning projects • Enrichment activities • Leadership opportunities • Cross–campus activities 	<p>A mixed–method study of the XY–Zone program found promising and improved developmental assets for 9–12 grade participating males who were identified as at risk of dropping out of school. These included improved test scores. Improvements were also found for academics, behavior and school attendance.</p> <p>See: Hartwig, E.K. (2017). In the Zone: An investigation of the XY–Zone Program on Developmental Assets of At–Risk Male You. Journal of At–Risk Issues, 20(2), pp. 1–11.</p> <p>www.files.eric.ed.gov/fulltext/EJ1175685.pdf</p>

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APPENDIX B. COLLEGE ACCESS LITERATURE ABSTRACTS: MALE, MINORITY YOUTH COLLEGE ACCESS & SUCCESS

Helios Education Foundation and WestEd developed the following list of literature to serve as a resource for further learning around factors affecting male, minority youth's college access and success. The list is annotated with each author's abstract or with an excerpt from the text where relevant. The literature includes current and seminal work, academic and non-academic articles, research, evaluations of nationwide programs, and related topics focused on increasing male college-going access, participation, and persistence—particularly for underrepresented minority, African American, and Latinx students. In addition, each entry has been categorized by type of literature, and a bulleted list provides a high-level summary of focus areas.

Authors	Title	Type*	Abstract or Summary	Focus
Allen, 2010	Racial Microaggressions: The Schooling Experiences of Black Middle-Class Males in Arizona's Secondary Schools	R	<p>The literature on Black education has often neglected significant analysis of life in schools and the experience of racism among Black middle-class students in general and Black middle-class males specifically. Moreover, the achievement gap between this population and their White counterparts in many cases is greater than the gap that exists among working-class Blacks and whites. This study begins to document the aforementioned by illuminating the racial microaggressions experienced by Black middle-class males while in school and how their families' usage of social and cultural capital deflect the potential negative outcomes of school racism.</p> <p>www.jaamejournal.scholasticahq.com/article/18400-racial-microaggressions-the-schooling-experiences-of-black-middle-class-males-in-arizona-s-secondary-schools</p>	<ul style="list-style-type: none"> • Social and cultural capital • Racism, experiences, microaggressions
Allen et al., 2003	The University System of Georgia's Task Force on Enhancing Access for African-American Males.	RP	<p>The Task Force on Enhancing Access for African-American Males was charged with the task of finding programs that were successful in enhancing opportunities for African American men to enroll in higher education. Using data from a variety of sources, the subcommittee on Programs of Excellence identified seven programs in Georgia and eight national programs that might be replicated or duplicated by the University System of Georgia. Descriptions are provided of each of these programs, and contact information is included. The programs may be grouped into three categories: (1) pipeline initiatives; (2) preparation initiatives; and (3) retention and continuous education initiatives. These 15 programs may help the University System of Georgia find specific programs that could support access for African American males.</p> <p>eric.ed.gov/?id=ED476895 www.</p>	<ul style="list-style-type: none"> • Programs identified and vetted • Pipeline programs/initiatives • Preparation programs/initiatives • Retention programs/initiatives
Arizona State University, 2008	The State of Black Arizona	TA	<p>A series of topical examinations of issues facing Black Arizonans (project compiled by Arizona State University).</p> <p>www.repository.asu.edu/attachments/111564/content/SBAZ_vol_1.pdf</p>	<ul style="list-style-type: none"> • Topical issues in Arizona

*Type = Research (R), Evaluation (E), Topical Article (TA), Working Paper (WP), Brief (B), Book Chapter (BC), Reports (RP), Commentary (C)

Authors	Title	Type*	Abstract or Summary	Focus
Auerbach, 2004	Engaging Latino Parents in Supporting College Pathways: Lessons from a College Access Program	R	How can K–16 partnerships enlist Latino parents as informed allies in support of their children’s college planning? This article draws on data from 3 years of participant observation to show how a bilingual outreach program for parents at a diverse high school narrowed the information gap about college, enhanced family social networks, and challenged inequities. Latino families gained knowledge and confidence for interacting with institutions, communicating with their children, and easing pathways to college. www.doi.org/10.1177/1538192703262514	<ul style="list-style-type: none"> • Program examples and impacts • Best Practice: Family involvement
Brooms, 2018	‘Building Us Up’: Supporting Black Male College Students in a Black Male Initiative Program	R	Efforts to enhance the academic performances and educational experiences of Black males in college has exploded in the past 15 years, including institutional, state, system–level, and national programs, policies, and calls to action. Key among these efforts is establishing Black Male Initiative (BMI) programs, which primarily are structured as social cohesion programs and intended to increase students’ retention and graduation rates. Using qualitative interview data from a convenience sample of 40 Black male students at two different institutions, this project explores their engagement and experiences in a BMI program. First, analyzing students’ narratives regarding their participation and meaning–making of BMIs; finding that BMIs play a critical role in supporting students through increased access to social and cultural (sociocultural) capital while simultaneously honoring the cultural wealth students bring to campus. Second, examining how engagement in the BMI community helped enhance students’ academic experiences and sense of self. www.journals.sagepub.com/doi/full/10.1177/0896920516658940	<ul style="list-style-type: none"> • Black Male Initiative programs (BMI) [in college] • Social cohesion and retention in college
Brooms & Davis, 2017	Staying Focused on the Goal: Peer Bonding and Faculty Mentors Supporting Black Males’ Persistence in College	R	This qualitative study investigated the collegiate experiences of 59 Black males at three different historically White institutions. Specifically, we explore how these students construct meaning from their collegiate experiences and their efforts for educational success. As Black males, they were confronted by a deficit perspective that often translated into lowered expectations of them across the college milieu—both academic and social—and posited them as outsiders on campus. In response, the students articulated two critical components of their college experience that positively shaped their persistence efforts: (a) peer–to–peer bonding and associations with other Black males and (b) mentoring from Black faculty members. Findings suggest that these social networks and micro–communities both enhance and support Black males’ persistence in college. www.doi.org/10.1177/0021934717692520	<ul style="list-style-type: none"> • Black male students’ experiences in college • Strategies/factors impacting persistence • Best practice: peer bonding • Best practice: mentors

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Authors	Title	Type*	Abstract or Summary	Focus
California Community Foundation, 2019	Building a Lifetime of Options and Opportunities for Men: Transforming the Lives of Young Black Men in South Los Angeles	R	<p>This report tells the story of BLOOM, its impact, and the lessons we learned along the way. Through the initiative, BHC and SJLI developed programs that tap into the potential of young Black males through developmental relationships with male mentors along with positive peer relationships and accountability with other young Black men. Since its launch, BLOOM has impacted the lives of nearly 800 young Black men in South L.A. over the past six years, CCF's commitment of \$500,000 per year, totaling \$3.5 million, leveraged \$3.3 million from other foundations, as well as contributions from individual donors, with an additional \$3.2 million pledged over the next five years.</p> <p>www.bma.issuelab.org/resources/35071/35071.pdf</p>	<ul style="list-style-type: none"> • Presents impact of an initiative that developed programs for young Black men • Best practices: mentorship and peer relationships
Chatmon & Watson, 2018	Decolonizing School Systems: Racial Justice, Radical Healing, and Educational Equity Inside Oakland Unified School District	TA	<p>Educational spaces, like the rest of the nation's current policy arenas, have become a contentious terrain where ideological and political battles are fought and particular futures won. This article is written in the aftermath of the atrocity at the University of Virginia, Charlottesville, in August 2017, where racism, racial rage, hate, violence, and death took center stage during a white supremacist rally at an institution of higher education. A month later, motions were set into play to repeal the Deferred Action for Childhood Arrivals (DACA) program--impacting the legal rights of children of immigrants to attend school. Oakland is also a battlefield. The innovative work of the Office of African American Male Achievement (AAMA) in Oakland Unified School District (OUSD) is part of a larger legacy to reimagine schooling as powerfully inclusive and unapologetically democratic. In this article, the authors offer a racial justice paradigm for other school systems struggling to move towards educational equity.</p> <p>www.eric.ed.gov/?id=EJ1174506</p>	<ul style="list-style-type: none"> • African American Male Achievement Program • Racial Justice • System change
Cooper, 2002	Five Bridges along Students' Pathways to College: A Developmental Blueprint of Families, Teachers, Counselors, Mentors, and Peers in the Puente Project	TA	<p>What program components might enhance our effectiveness in promoting college access for all students? This article considers five bridges along students' pathways to college: family involvement, culturally enriched teaching, counseling, mentoring, and peers. Longitudinal case studies of Puente students highlight how these bridges function along Latino students' pathways to their college and career aspirations. Bridges often extended beyond high school to support students' college enrollment, transfer, and retention. A developmental model and prototype database are proposed for both qualitative case studies and variable-based analyses of bridges across students' worlds, family demographics, college and career aspirations, math and English pathways, and college admission and enrollment. Developmental models and longitudinal research can help outreach programs such as Puente strengthen bridges along multiple pathways to college and careers. As these tools advance science, policy, and practices, they can also transform academic pipelines.</p> <p>www.journals.sagepub.com/doi/abs/10.1177/0895904802016004008</p>	<ul style="list-style-type: none"> • Bridges to college access • Best practice: family involvement • Best practice: culturally rich teaching • Best practice: counseling • Best practice: mentors • Best practice: peers

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Authors	Title	Type*	Abstract or Summary	Focus
Davis et al., 2015	Advanced Placement Exams, Incentive Programs, and Cost Effectiveness: A Lack of Equity and Excellence for Black Students in Texas, New York, and Florida	R	<p>In this investigation, the authors analyzed the cost effectiveness of receiving passing scores for Black students on Advanced Placement exams in three states (Texas, New York, and Florida) for a 16-year period (e.g., 1997 through 2012). College Board data were downloaded and analyzed for all Advanced Placement exams for Black students in these three states for this time period. Cost effectiveness ratios (i. e., the ratio of passing score costs to failing score costs) were negative for every year for Black students in all three states. As such, a lack of equity was clearly present in the overall Advanced Placement exam performance of Black students in these three states.</p> <p>Given the limited education budgets in many states, it is important for these dollars to be spent wisely. Implications of the findings are discussed, particularly with respect to policy regarding college preparatory programs.</p> <p>www.eric.ed.gov/?id=EJ1216374</p>	<ul style="list-style-type: none"> • Longitudinal exploration of advanced placement exams to uncover inequities.
Dee & Penner, 2019	My Brother's Keeper? The Impact of Targeted Educational Supports	WP	<p>The My Brother's Keeper (MBK) Challenge developed by President Obama supports communities that promote civic initiatives designed to improve the educational and economic opportunities specifically for young men of color. In Oakland, California, the MBK educational initiative features the African American Male Achievement (AAMA) program. The AAMA focuses on regularly scheduled classes exclusively for Black, male students and taught by Black, male teachers who focus on social-emotional training, African-American history, culturally relevant pedagogy, and academic supports. In this study, we present quasi-experimental evidence on the dropout effects of the AAMA by leveraging its staggered scale-up across high schools in the Oakland Unified School District (OUSD). We find that AAMA availability led to a significant reduction in the number of Black males who dropped out as well as smaller reductions among Black females, particularly in 9th grade.</p> <p>www.nber.org/papers/w26386</p>	<ul style="list-style-type: none"> • Program example/study and impacts for Black students • Positive impact on dropout rates

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Authors	Title	Type*	Abstract or Summary	Focus
Dukakis et al., 2014	College Access and Completion among Boys and Young Men of Color: Literature Review of Promising Practices	TA	<p>From Gardner Center: Conducted by researchers at the Gardner Center at the request of the College Futures Foundation, this literature review examines challenges and promising practices for increasing college access and completion among boys and young men of color. Wide gaps in college enrollment and persistence remain, even among, for example, Black and Latino boys who reach the end of high school academically prepared for postsecondary education. Consequently, this review moves beyond issues of academic preparedness to other factors that appear to mediate college access and success for boys and young men of color. Drawn from the available literature, the following key challenges represent the primary obstacles for boys and young men of color as they prepare for college and persist toward completion: (1) college undermatch; (2) imperfect financial aid information and support; (3) racial and stereotype threat linked to high school and postsecondary dropout; (4) experiences of boys and young men of color as low-income, first-generation-to-attend students; and (5) lack of equity-focused institutional practices in K-12 and postsecondary education. Overall, the available literature indicates that a combination of individual interventions and institutional reforms is the optimum path towards supporting this population to enroll in and complete college. The literature shows that the most promising interventions emphasize identity development; strong relationships with adults and peers; high expectations from adults; group learning opportunities; family engagement; fostering a sense of belonging; and more.</p> <p>www.gardnercenter.stanford.edu/publications/college-access-and-completion-among-boys-and-young-men-color-literature-review</p> <p>www.collegefutures.org/wp-content/uploads/2015/03/Lit-Review_BMOC-College-Access-Completion_JohnGardnerCenter_Aug2014.pdf</p>	<ul style="list-style-type: none"> Literature review on challenges and promising practices for college access (Black and Latino males)
Gardenhire & Cerna, 2016	Boosting College Success Among Men of Color Promising Approaches and Next Steps	B	<p>This brief catalogues strategies commonly used in interventions at postsecondary educational institutions aimed at improving outcomes for male students of color and charts the way forward for future evaluative work. While young men of color have college and career aspirations similar to those of their white counterparts, a significant gap persists between the two groups' postsecondary educational attainment. In response, colleges around the country have implemented targeted programs offering male students of color a variety of support services, yet few of these initiatives have been evaluated. MDRC has conducted a scan of 82 such programs and will apply lessons from it and other research to a large-scale evaluation of program efficacy that it is currently developing in collaboration with the University System of Georgia. The need for evidence-based approaches that support men of color throughout the educational pipeline is evident, especially at the postsecondary level, where so many male students of color are close to reaching their goals and fulfilling their potential as college graduates.</p> <p>www.mdrc.org/publication/boosting-college-success-among-men-color</p>	<ul style="list-style-type: none"> Best practices Program scan [postsecondary level] Male students of color

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Authors	Title	Type*	Abstract or Summary	Focus
Gasman, Nguyen & Commodore, 2017	Advancing Black Male Success: Understanding the Contribution of Urban Black Colleges and Universities	TA	To understand the context of urban Historically Black Colleges and Universities (HBCUs) and their role in educating Black males, we conducted a literature review examining the academic contributions of these institutions to Black males. To bolster the literature, we examined Integrated Postsecondary Education Data System data, determining a set of urban HBCUs based on urban areas as defined by the U.S. Department of Education in 2012. We explored success among Black males, including retention, graduation, and major selection. We then presented several institutions as case studies of urban HBCUs and examined programs and services that encourage student success among Black males. www.journals.sagepub.com/doi/pdf/10.1177/0042085915618725	<ul style="list-style-type: none"> Literature review on impacts of Black colleges and universities for Black males
Hairston, 2013	Supporting Men of Color Along the Educational Pipeline: Research and Practice	B	A student's pathway into and through college often has speed bumps, twists, and turns. As students develop and move from middle school to high school and beyond, they often face personal, financial, academic, and other challenges that can interfere with their progress. Academic and social supports can help students to prepare for the academic rigors of higher education and beyond. 1 Programs that work with individual students and "meet them where they are" can be effective supports to elevate students toward academic excellence. When considering pre-college and college students' development, no matter their race, ethnicity, gender, or socioeconomic status, it is important to recognize that it is in times of challenge that students truly grow and move from one developmental stage to another. 2 It is the job of practitioners, teachers, professors, and mentors not only to provide a supportive environment for students but to challenge them to reach their fullest potential. 3 Nationally, numerous programs seek to achieve this goal, and this brief highlights several organizations from the National College Access Network specifically working with men of color—the focus of this brief. The goal is to highlight these programs that have been successful in working with men of color along the educational pipeline (see Figure 1) and to hear the voice of practitioners—those who work on the ground each day to ensure student success as well as policy researchers who highly support these efforts. www.researchgate.net/publication/235921359_Supporting_Men_of_Color_Along_the_Educational_Pipeline_Research_and_Practice	<ul style="list-style-type: none"> Programs identified and highlighted
Harris III et al., 2017	Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans	RP	Created after careful analyses of student equity plans across the state, this report provides an overview of efforts by the California community colleges to redress structural and systemic challenges facing boys and men of color. With insight into the many factors that are working to hinder the success of student men of color, this report extends recommendations to improve outcomes for these young men. The report is divided into three primary sections: (a) an overview of trends and challenges facing 18- to 24-year-old men of color in community colleges; (b) an analysis of 42 community college equity plans from colleges in the Los Angeles, Inland Empire, and Central Valley areas; and (c) a review of innovative and promising high-impact equity-minded practices. www.cue.usc.edu/files/2017/05/Report_Supporting_Men_of_Color_in_Community_Colleges.pdf	<ul style="list-style-type: none"> Review of trends, challenges, and promising practices for college access (Black and Latino males)

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Authors	Title	Type*	Abstract or Summary	Focus
Henningsen, 2005	Brother to Brother	TA	Impact story article about Brother to Brother (Florida). www.search.proquest.com/openview/9b71a947e5ab91c469031ba6efba36ce/1?pq-origsite=gscholar&cbl=232	<ul style="list-style-type: none"> • Brother to Brother program
Huerta, McDonough & Allen, 2018	“You can go to college”: Employing a Developmental Perspective to Examine How Young Men of Color Construct a College-Going Identity	B	<p>This article examines college-going identity construction for Black, Latino, and Asian American and Pacific Islander high school students. The authors use Marcia’s (J Personal Soc Psychol 3(5):551-558, 1966; in: Delson (ed) Handbook of adolescent research, Wiley, New York, 1980) ego identity statuses perspective to examine how students develop their college-going identities to consider their post-high school pathways. We draw on focus groups interviews with 153 Black, Latino, and Asian American Pacific Islanders students enrolled in 10 urban and suburban high schools in California. The findings show the importance of being somebody, not quitting before establishing a career or graduating from college, joining the military as a pathway to finance postsecondary education, and the internal pressure to pay for higher education. The significance of this paper challenges the dominant narrative of young men of color not invested or interested in higher education, but highlight how the young men of color negotiate their agency in constructing their ideas and making decisions based on how various tensions and aspirations shape their goals after high school.</p> <p>www.researchgate.net/publication/326252380_Employing_a_developmental_perspective_to_examine_how_young_men_of_color_construct_a_college-going_identity</p>	<ul style="list-style-type: none"> • Identity construction • Minority male experiences
Johnson, Williams & Wood, 2015	Male Student Success Initiative: Creating Alignment Across College Communities	R	<p>For many years, the Community College of Baltimore County (CCBC) has engaged in efforts to improve the retention and academic success of minority males, as our institution experienced a dramatic increase in enrollment of students of color at a time when the economy was struggling and the new financial aid regulations had not been enacted. In 1990, CCBC created an all-African American male orientation course to support the needs of this population. This course, Student Development for African American Males, was the first step in what has become a purposeful effort to address the persistence and success of African American men at CCBC.</p> <p>www.aacu.org/peerreview/2015/fall/johnson</p>	<ul style="list-style-type: none"> • Course example/study and impacts for Black students • Persistence
Journal of Blacks in Higher Education, 2006	Black Student College Graduation Rates remain Low, But Modest Progress Begins to Show	TA	<p>Nationwide, the Black student graduation rate remains at a dismally low 42 percent. But the rate has improved by three percentage points over the past two years. More encouraging is the fact that over the past seven years the Black student graduation rate has improved at almost all of the nation’s highest-ranked universities.</p> <p>www.jbhe.com/features/50_blackstudent_gradrates.html</p>	<ul style="list-style-type: none"> • HSBU’s and Black male graduation rates

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Authors	Title	Type*	Abstract or Summary	Focus
Knight-Manuel et al., 2019	"It's All Possible": Urban Educators' Perspectives on Creating a Culturally Relevant, Schoolwide, College-Going Culture for Black and Latino Male Students	R	This article examines how 18 teachers, counselors, administrators, and support staff from seven New York City public high schools collaborated during the Black and Latino Male Professional Development Initiative (a pseudonym) to develop a "culturally relevant, schoolwide, college-going culture" supportive of Black and Latino males' college readiness and access. We draw from a mixed-methods empirical research study to discuss participants' changing understandings of the features of such a culture, and how participants' action plans illuminate steps for change in their schools. We provide recommendations for creating equitable educational opportunities for Black and Latino males supportive of access to postsecondary education. www.journals.sagepub.com/doi/pdf/10.1177/0042085916651320	<ul style="list-style-type: none"> Initiative study and impacts for Black and Latino students
Marks et al., 2017	The Psychology of Black Males Attending Urban Private Colleges and Universities	R	The purpose of this study is to describe the psychology of Black males attending private, not-for-profit, colleges and universities in urban areas. Surveys were administered over three semesters to 886 Black male college students attending 28 national colleges/universities in various urban settings across the United States. The psychological domains examined in this study included academic and racial attitudes, expressive behaviors, mental and physical health, values/priorities, rap music listening habits, leadership, masculinity, and spirituality. Overall, the results reveal that Black males in these settings are mentally healthy, possess predominantly positive attitudes, and tend to engage in constructive and/or productive behaviors. www.journals.sagepub.com/doi/10.1177/0042085915623348	<ul style="list-style-type: none"> Black male students' experiences in college
Naylor, Wyatt-Nichol & Brown, (2015)	Inequality: Underrepresentation of African American Males in U.S. Higher Education	TA	Although the percentage of Blacks earning college degrees has nearly doubled over the past 20 years, Blacks earn only 10% of college degrees, 12% of graduate degrees, and 7% of doctoral degrees (U.S. Census Bureau, 2013). Furthermore, Blacks are more likely to attend lower-quality institutions and less likely to graduate (Mettler, 2014). This translates into possibly fewer Black men completing degrees in public affairs education and seeking public service. If we are to secure a representative bureaucracy (Krislov, 2013; Naff, 2001) in which both public administrators and college faculty mirror the nation's demographics, then we must ensure that Black males have equal access to an affordable, quality college education resulting in degree completion. In this article, we examine disparities in higher education along three procedural areas: (a) access, (b) affordability, and (c) attainment. We provide substantive policy recommendations toward ensuring both access and degree attainment for all individuals regardless of race or income. www.researchgate.net/publication/307983532_Naylor_LA_Wyatt-Nichol_H_Brown_S_2015_Inequality_Underrepresentation_of_African_American_males_in_US_higher_education_Journal_of_Public_Affairs_Education_214_523-528	<ul style="list-style-type: none"> Examination of higher education disparities for Black males (access, affordability, attainment)

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NCES, 2020	College Enrollment Rates. The Condition of Education.	R	This report offers national college enrollment rates. nces.ed.gov/programs/coe/indicator_cpb.asp	<ul style="list-style-type: none"> College enrollment rates
Palmer & Davis, 2011-12	"Diamond in the Rough": The Impact of a Remedial Program on College Access and Opportunity for Black Males at an Historically Black Institution	R	Researchers, policymakers, and administrations have shown great concern over the efficacy of college remediation, which has prompted some states to eliminate remedial programs from public 4-year institutions. However, research suggests that eliminating these programs may have unintended consequences on college access and opportunity for underrepresented minority students, particularly African Americans. This study explores the impact of a remedial program on 11 African-American male students at a public 4-year historically Black institution. Findings illuminate the importance of college remediation in promoting college access and opportunity for underprepared Black male students, and how remedial programs increase academic and social integration for these students. www.journals.sagepub.com/doi/pdf/10.2190/CS.13.4.a	<ul style="list-style-type: none"> Remedial program example/study and impacts for Black students
Quintanilla, 2017	Latino Males: Mentoring for the Future. Highlighting What Works for Latino Student Success	B	This brief provides examples of programs and practices focused on Latino success in higher Education. www.files.eric.ed.gov/fulltext/ED603498.pdf	<ul style="list-style-type: none"> Latino male success Best practices Program examples Mentoring
Redden, 2009	Reaching Black Men	C	Journalist Elizabeth Redden brings to the surface several salient issues in her article entitled, "Reaching Black Men." First, she illuminates that fact that access is not enough when it comes to educating African American men. Second, she points to the importance of having campus-wide initiatives to support the success of Black men. And lastly, she illuminates criticisms of race and gender-based initiatives to increase engagement. The last major point in Redden's article is the existence of criticism of initiatives such as the one at Philander Smith College and those elsewhere in the country. Some activists find gender and race-based initiatives objectionable. These individuals typically believe that if all students are treated the same, fairness will be achieved and perhaps equity as well. However, this assumption neglects to consider the history of oppression and discrimination against African Americans in the United States. Likewise, these opponents fail to understand that students do not enter higher education on a level playing field. Even when controlling for socio-economic status, African American males experience racism that can have a damaging impact on their learning and engagement. A list of references and suggested readings is provided. [This document presents a commentary on: "Reaching Black Men" by Elizabeth Redden published in "Inside Higher Ed" July 14, 2009. "Reaching Black Men," its commentary, a list of suggested readings, and discussion questions are included.] www.eric.ed.gov/?id=ED530825	<ul style="list-style-type: none"> Commentary on issues and challenges facing Black men with college access and support Highlights need for campus-wide initiatives

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Rhee & Ollinger, 2015	2015 Champion of Children Report Boys of Color, Boys at Risk	R	<p>This report documents the many challenges facing our young boys of color, challenges that if left unaddressed, imperil their successful entry into adulthood and their ability to be flourishing, productive members of our community. However, it is also clear that such research does not fully capture the experience of all boys of color in our community. Indeed, there are contexts in which our young boys of color are thriving, where others have high expectations for them, and the boys themselves feel confident and capable. While the data and research we review this year are extremely challenging, this should be a call to action for our community.</p> <p>www.kirwaninstitute.osu.edu/wp-content/uploads/2015/06/UWO-023-ChampionOfChildrenReport.FALR3_.pdf</p>	<ul style="list-style-type: none"> Challenges for boys of color
Robinson, et al., 2019	Unlocking Excellence Advancing Postsecondary Success for Men of Color through Policy and Systems Change	R	<p>Completion of higher education is of particular value to men of color. Through this achievement, they unlock their own potential, improve their career options and lifetime earnings, and enable themselves to best contribute to their families and communities. Beyond individual benefits, completing a postsecondary education is important to the overall prosperity and vitality of our nation, better enabling communities to create, innovate, sustain, and persevere. The skills and experiences acquired through the completion of a higher education degree or credential help to strengthen the nation's labor force and economic systems and contribute to every part of our national fabric. Moreover, children whose parents hold postsecondary degrees have better health outcomes and educational advantages. Often, they maintain or improve upon the economic status of their parents. So, it stands to reason that an investment in increasing the number of boys and men of color who complete higher education is an investment in our future collective and societal well-being.</p> <p>www.bma.issuelab.org/resource/advancing-postsecondary-success-for-men-of-color-through-policy-and-systems-change.html</p>	<ul style="list-style-type: none"> Black male achievement and opportunity Persistence and college completion
Rodriguez, Rhodes & Aguirre, 2014	Intervention for High School Latino Students in Preparing for College, Steps for Consideration	TA	<p>Several factors contribute to a disproportionately lower Latino participation in college education. Foremost among those factors are policies that encourage quick job placement over career development, lack of understanding of the benefits of a college degree, lower expectations for Latino students, poor financial planning, and lack of guidance. A review of the literature shows that the strong work ethic imbued by Latino culture correlates with negative outcomes in college enrollment and completion. Therefore, intervention is required to create positive outcomes. Using Upward Bound as a model for intervention, several types of intervention and their effects are suggested and examined.</p> <p>www.doi.org/10.1177/1538192714551369</p>	<ul style="list-style-type: none"> Literature review on challenges for college access (Latino males) Example highlighted of Upward Bound and other interventions

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Sáenz & Ponjuan, 2011	Men of Color Ensuring the Academic Success of Latino Males in Higher Education	B	<p>This brief seeks to elevate the grave statistics and realities of the growing gender gap in educational attainment among Latinas/os and provides recommendations for education practitioners, institutional leaders, and federal and state policymakers on how to support Latino males on the road to and through college and into the workforce. A first step in ensuring the success of Latino males is to provide information and strategies for stakeholders at the federal, state, regional, and local levels to both embrace and implement a comprehensive agenda that spans early childhood through college. This agenda should emphasize family and community engagement; college and career-ready curricula; linked academic and social supports; and affordability, transparency, and financial literacy. To that end, the authors provide (1) a review of recent census and educational attainment data and related transition points in early childhood, secondary, and postsecondary education for Latinas/os; (2) a promising blueprint to help develop and implement education programs and initiatives to increase the success of Latino male students; and (3) policy and programmatic implications for stakeholders seeking to enact change at the pre-college and college levels and within national, state, and local contexts. Such a comprehensive approach must prioritize the needs of Latino males and value their cultural contexts. Missing this opportunity to provide economic and social advancement for this community will have a profound impact on the future of U.S. citizens and the nation's economy.</p> <p>www.files.eric.ed.gov/fulltext/ED527060.pdf</p>	<ul style="list-style-type: none"> Review of challenges, and promising framework for educational attainment (Latino males)
Sáenz & Ponjuan, 2012	Latino Males: Improving College Access and Degree Completion—A New National Imperative.	B	<p>The educational future for Latino male students is in a state of crisis, a trend that has been especially evident at the secondary and postsecondary levels in recent years. The question of why Latino males are struggling to succeed in America's colleges is complex, and this brief explores some key factors that may be perpetuating this trend at two- and four-year institutions. Specifically, it highlights key findings from the authors' most recent research to inform how institutions can reshape their campus and academic life programming, as well as retool their efforts in outreach and education. A review of promising institutional practices is also provided.</p> <p>www.eric.ed.gov/?id=ED571015</p>	<ul style="list-style-type: none"> Latino male college-going challenges
Santiago & Lopez, 2013	Growing What Works: Lessons Learned Replicating Promising Practices for Latino Student Success.	B	<p>Excerpt: This brief includes lessons learned from implementing the Growing What Works initiative and SEMILLAS grants. Critical in this time of great change for higher education and for Latino students is the following lesson. Targeted, well managed financial and human resources focused on Latino student success, not only produce effective results for students, the participating institutions and supporting foundations, but demonstrate the strength and viability of these strategies to accelerate larger social impact and serve as catalysts for institutional change to increase Latino student success.</p> <p>www.files.eric.ed.gov/fulltext/ED540159.pdf</p>	<ul style="list-style-type: none"> Latino students Best practices for Latino student success

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Saunders & Serna, 2004	Making College Happen: The College Experience of First-Generation Latino Students	TA	<p>This article documents the experiences of a group of first-generation Latino college students who enrolled in 4-year institutions immediately after high school graduation. Students form part of a research intervention program that focuses on disrupting social reproduction by increasing college access and persistence for underrepresented youth. In particular, this article explores the long-term effects of a college access/intervention program by examining how a group of first-generation Latino college students navigate the transition from high school to college, maintain a capacity to access academic and social support while in college, and sustain a college-going identity. The experiences of these first-generation Latino college students are situated within social/cultural capital theory, social reproduction theory, and critical theory. Analysis of a longitudinal database focuses on students' proclivity to mobilize support around academic, financial, personal, and family issues while embedded within the college milieu.</p> <p>www.journals.sagepub.com/doi/abs/10.1177/1538192703262515</p>	<ul style="list-style-type: none"> • Latino male students' experiences (transition to college) • College access program example/study and impacts for Latino college students
Spector, October 2019	Access to Black male achievement program lowered student dropout rates, Stanford-led study finds	TA	<p>New research led by Stanford education professor Thomas S. Dee provides the first evidence of effectiveness for a district-wide initiative targeted at Black male high school students.</p> <p>www.news.stanford.edu/2019/10/21/access-program-black-male-students-lowered-high-school-dropout-rates/</p>	<ul style="list-style-type: none"> • Program example/article and impacts for Black students
Strayhorn, 2017	Factors that Influence the Persistence and Success of Black Men in Urban Public Universities	TA	<p>Urban public universities play a critical role in the higher education enterprise. In this article, Strayhorn draws on Integrated Postsecondary Education Data System (IPEDS) and semi-structured interview data to provide a national portrait comparing predominantly White and historically Black public universities, as well as identifying factors that influence the persistence and success of Black men in urban public universities. Findings suggest the importance of background traits, academic readiness, and the ways that urban public universities provide access, support systems, and close connections with communities for students and society. Implications for practice, policy, and research are included.</p> <p>www.journals.sagepub.com/doi/abs/10.1177/0042085915623347</p>	<ul style="list-style-type: none"> • Factors of college persistence and success (Black males)

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Toldson, Braithwaite, & Rentie, 2009	Promoting College Aspirations Among School-Age Black American Males	BC	<p>This chapter explores school-related, interpersonal, social, and family factors associated with college aspirations among school-age Black males. Much of the literature on college aspirations among Black males suggests that African Americans aspire to attend college at rates similar to their white peers (Mahoney & Merritt, 1993; Pitre, 2006; Toldson, 2008), and across races females aspire to attend college at higher rates than males (Hallinan & Williams, 1990). However, research evidence suggests that many unique school and social barriers prevent Black males from accessing institutions of higher education (Chavous et al., 2003; Howard, 2003). Moreover, Black males have demonstrated distinct patterns in achieving educational goals that have implications for the work of counselors, teachers, families, and educational activists (Jackson & Moore, 2006; Toldson, 2008).</p> <p>www.researchgate.net/publication/242347245_Promoting_college_aspirations_among_school-age_Black_American_males</p>	<ul style="list-style-type: none"> • Factors of college aspiration (Black males)
Toldson & Esters, 2012	The Quest for Excellence Supporting the Academic Success of Minority Males in Science, Technology, Engineering, and Mathematics (STEM) Disciplines	R	<p>This report outlines exemplary practices for recruiting, retaining, and graduating African American,¹ Hispanic/Latino,² Native American, Alaska Native, and Southeast Asian/Pacific Islander males in postsecondary science, technology, engineering, and mathematics (STEM) disciplines.³ Information for this report was gathered from reviewing background literature, examining successful programs, reviewing related policies, and analyzing secondary data from the American Community Survey (ACS) and primary data through the Minority Male STEM Initiative (MMSI) survey, an online survey of administrators, faculty, and students at selected postsecondary institutions.</p> <p>www.aplu.org/library/the-quest-for-excellence/file</p>	<ul style="list-style-type: none"> • Minority male and access to STEM fields • Best practices for graduation, programs
Watson, 2014	The Black Sonrise: Oakland Unified School District's Commitment to Address and Eliminate Institutionalized Racism.	E	<p>Excerpt: The Black Sonrise is the first in a series of reports that document and examine the Office of African American Male Achievement (AAMA) within the Oakland Unified School District (OUSD). This first stage of analysis examines the Manhood Development Program (MDP) from its inception to its current practices and future goals. MDP is unique because it offers an elective course during the school day, which is taught by African American males for African American males. At nearly every middle and high school in Oakland, the Manhood Development classroom instructors are offering young men opportunities for healthy identify development, The instructors are intentional about creating a safe space and curriculum that fosters positive self-esteem and critical thinking for school and life. As a result, students learn about the power of personal and collective agency in order to overcome barriers to achievement.</p> <p>www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/78/TheBlackSonrise_WebV2_sec.pdf</p>	<ul style="list-style-type: none"> • Best practices—fostering positive identifies, mentoring/ instruction from role models, and developing identity • Developing individual self-esteem and collective/ individual agency • Safe program/learning spaces

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Wolf, 2017	Hear My Voice: Strengthening the College Pipeline for Young Men of Color in California	B	Excerpt: With that goal in mind, this brief reviews current data and literature to understand how young men of color are faring around postsecondary preparation and success in California. We share stories from a sample of institutions—including our conversations with young men of color—to understand what practices can help young men of color succeed, and we provide recommendations for California practitioners and policymakers to ensure our P–12 and higher education systems are set up for young men of color to thrive on the path to and through college. We urge practitioners and policymakers to ensure young men of color have the supports all students need to be successful in college in addition to differentiated supports that can help young men of color overcome the additional hurdles they often confront above and beyond what most other students face. www.west.edtrust.org/resource/hear-my-voice/	<ul style="list-style-type: none"> • Best practices • Young men of color • Postsecondary prep and success
Woodland, 2008	Whatcha Doin' After School?: A Review of the Literature on the Influence of After-School Programs on Young Black Males	TA	Basic quality-of-life indicators including employment, access to health care, and involvement with the criminal justice system paint a grim picture for the lives of urban Black males; thus, it is increasingly important to identify prevention and intervention strategies that can improve outcomes for this group. After-school programs have been suggested as a promising strategy that can increase the social and academic wellness of young urban Black males. In this review of the literature, the author highlights the importance of after-school programs for this group. Effective types of after-school programs are also examined, and the core elements that drive the effectiveness of these programs are delineated. www.journals.sagepub.com/doi/abs/10.1177/0042085907311808	<ul style="list-style-type: none"> • Literature review on after-school programs and effectiveness/impact (Black males)
Woodland, 2016	After School Programs: A Resource for Young Black Males and Other Urban Youth	TA	While after-school programs are plentiful, they are often developed arbitrarily with little attention given to theoretical underpinnings that may inform program interventions. In this article, after-school programs are situated in resilience theory as protective factors, which encourage resilience among young Black males and other urban youth. The resilience literature is explored, granting attention to varying resilience models and contextualizing resilience in young Black males. Several risk factors such as poverty, violence exposure, and academic difficulty, which often plague these young men, are also examined. Finally, after-school programs are introduced as resources for Black males and other urban youth. www.journals.sagepub.com/doi/full/10.1177/0042085914549361	<ul style="list-style-type: none"> • After-school programs as resources • Risk factors (Black males) • Resilience

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