Lessons Learned:
Three Years of Research on Latino Males

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June 7th, 2013
What are the conversations on males?
The Texas Context


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Why is this Happening?

Latino Male 8th Graders
(TX: 1996-98)

Starting cohort

Enrolled in Postsecondary Ed. within 11 years

Earned a HE credential within 11 years

100

36.5

8.9

Our Research on Latino males in Texas 2-yr & 4-yr institutions

**SITE VISITS**

- Research Collaboration between various K-12, community college, and four-year universities
- Sponsored by TG

**METHOD**

- 38 focus groups with 190 students
- 61 interviews with administrators, faculty, & staff
- Conducted Interviews/focus groups Fall 2010 through Spring 2012

- South Texas College
- UTSA; San Antonio College; Palo Alto
- UT- Austin & ACC
- LSCS-CyFair & North Harris
- TCCD - Trinity River Campus
Lesson #1
Framing the Issue for our Stakeholders

• Understanding the needs of our stakeholders by engaging in meaningful conversations

• Being critically conscious about how we frame the issue for our stakeholders

• Conveying that this is a community issue, rather than a Latino male-only issue
Framing (or “narrating”) the Experiences of Latino Males in Education

Male “Crisis”
“Endangered” Species
Culturally “damaged”
“missing” or “vanishing” males
Need to be saved
Deviant behavior
Modify behavior toward “respectability”
Pathology of Black/Latino males

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Lesson #2
Range of Awareness in Our Educational Communities

• Some stakeholders held high levels of awareness, but others were barely aware of Latino male educational success issues.

• Engaging our communities means addressing that range of awareness.

• Awareness has to move from discussion to action.
Lesson #3
Important Role of Relationship-building for Latino Male Students

- Personal touch by counselors, administrators, instructors important to student success and making students feel a sense of belonging

- Unique role of women in the lives of Latino males (i.e. sisters, mothers, grandmothers)

- Enhancing peer connections, especially with other successful Latino males
Lesson #4
Complicating Masculinity and Educational Pathways

• Masculinity plays a role in Latino male educational decisions and help-seeking
  ◦ Defining how Latino males interact with the educational system
  ◦ College-going decisions
  ◦ Help-seeking of support/resources/navigation

• Masculinity further complicated by the role of the father and male peers (who may also serve as sources of inspiration)
Lesson #5
We need a Variety of Initiatives to Address Latino Male Educational Success

• No one-size-fits-all approach

• Multitude of initiatives going on across the state with varied types and levels of impact

• Initiatives working together to target Latino males from a young age and move them through to college success
Examples of Male-focused initiatives

- Orientation/Transition programs
- Summer bridge programs
- Persistence/enrollment management programs
- Student group led program
- Mentoring programs
- Single sex schools and classrooms
Other Promising Programs for Latino Males in Education

- **FACE**
  - GEAR-Up Grant
  - Work with school districts and colleges in South Texas
  - Father/Son College Tours

- **X-Y Zone**
  - Part of Communities in Schools
  - Started 12 years ago in Austin, TX
  - National model, adopted through CIS network
  - Serve Black & Latino males
  - Journey into manhood

- **Encuentros Leadership**
  - San Diego County (CA)
  - Summer Leadership Academy
  - Prepare young males for success in college & career

- **Project MALES**
  - UT-Austin & South Texas College
  - Latino Male Mentoring Program
  - College Readiness
  - Partner w/ X-Y Zone
Lesson #6
The Need for Collective Impact

• Need for more information (i.e., data) and best practices sharing

• In a time of limited resources, partnering with other organizations strengthens pathways and maximizes impact

• Working together allows for a greater collective impact
Texas Education Consortium for Male Student Success

Inaugural Members
Four-Year Institutions (4)
Community Colleges/Districts (8)
Public School Districts (2)

UT-Austin & Austin Community College; Austin ISD
El Paso Community College
South Texas College; La Joya ISD
LSCS–CyFair & LSCS–North Harris
Tarrant County College District & University of North Texas
UTSA; Palo Alto College; San Antonio College; Northeast Lakeview College
Texas State University, San Marcos

Three-Year Grant Period:
June 2013 – August 2016
Final Lesson:
(Re)framing Gender Equity
Why Re-Frame Gender Equity?

Education
- Single-Sex Schools (90s)
- Completion & Persistence
- Special Education

Work & Family
- Divorce, Custody, Child Support, Parental Rights

Sexual Harassment & Domestic Violence
- Rape Shield Laws (Right to face accuser)
- Violence against men, particularly in prison

Criminalization
- Over-criminalization
- Unequal punishment
- Zero Tolerance School Discipline Policies

Health
- Funding
- Awareness
- Health Disparities
- Life Expectancy
A New Gender Equity Agenda

**Discourse**
- Embrace gender equity AND difference
- Make gender part of the social justice conversation

**Research**
- Study men as men
- Embrace methods that served the women’s movement

**Policy**
- Create policies that benefit men and women alike
- Identify/rework sexist/discriminatory policies

**Practice**
- Identify issues of convergence & form coalitions
- Approaches should recognize direct and indirect effects
What can we do about Latino male college access & success?

Understand the Research

Engage in the Conversation

It’s all about the Family

From Awareness to Action