AFTER ACTION REVIEW NOTES; Breakout Session #1 (REGION)

HOUSTON REGION
LED BY MRS. MONA ALDANA-RAMIREZ

Why are we doing what we do?
- To standardize what it looks like to create student success programs for male students of color.
  - If you can fit in the institution context.
- To scale up best practices
  - Identifying those high impact programs and policies.

What was expected to happen?
- To become a part of the conversation
- Be aware of what the individual institutions have in place.
- A more systematic way from moving men of color through the higher education pipeline
- Provide feedback based on the research that was collected at each institution by sector or region.
- Disseminating the research information to individual institutions
- Providing the necessary tools to help start the conversation at their respective institutions
- We need more funding to sustain these specific male initiatives
  - No more mandated funding programs
- How to incorporate this research with the national initiatives
- How do we close the gap of collaboration between ISDs and CCs
  - Take the deficit narrative and begin to change and language
    - Reframing the narrative for the students that fall in middle of those not wanting to go to college and those who know they are going to college.

What actually occurred?
- What are we doing or at what cost to the student’s failure?
- Is there faculty buy-in?
  - How do we create faculty by-in?
    - Leadership approach is one approach to gain faculty by-in
- Asking the equity question
- Realize the teaching pedagogy is the missing piece among faculty
- Continue to increase awareness of the Consortium

What can be improved and how?
- Ways to increase institutional by-in
  - Faculty by-in?
- What does the next step look like at your institution?
  - What are the tools?
  - Develop a rationale to present action/purpose plan to present it
  - Include the perspectives of students
    - What works?
    - What was the changing agents?
    - How to measure student performance and student quality? (programmatic impact)
What did you expect to happen?

Kellen: a better grasp across institutions. Beyond best practices, I would like to know more about the research out there; what vital information is out there that informs best practices. Would like to get a newsletter from the scholars to support the work that we’re doing through research. As scholars publish, they would like to get more of the research resources with Consortium members. Also, more information about rewriting the narrative for young men of color.

Rachel: being able to share best practices and build connections across institutions. Great hearing about mentorship programs at K-12 level. Giving them support system. What’s not happening for K-12 schools and how can we better prepare them. Monitoring kids after graduation is not a practice. Having research to support the type of work that they do. Why are there so many fewer kids by their senior year of high school compared to 9th grade? Also, interested in research related to engaging families for male students of color, such as the example of community schools.

Cheryl: What types of mentoring programs are out there and how are they set up? How do you go about setting up mentoring programs?

What reactions do you have with what’s occurred?

Kellen: I have seen the growth aspect of the Summit and its impact and worth to the community that it serves. It’s rich in information. Inclusion of ISD was great at the Summit. Having everyone gives a broader array to the institutions represented. Also, strategic partnership; the consortium has been around, however, when MBK came around, we saw a lot of growth. Very similar to TRiO programs almost.

Rachel: Brining awareness to the issue. We’re not held accountable to create change in the K-12 system.

What went well and why?

Rachel: From talking to Luis Ponjuan, she learned that school district leaders need to have buy in in order for programs to work well.

Kellen: The advisory council members are vested, using their connections to bring in speakers and networks for things such as the Summit, etc.

What can be improved and how?

Rachel: Sharing more scholarly based research. More resources to improve family engagement. Charyl: More resources on the training of mentors. Training for mentors so they can have consistent messaging and diverse messaging. We need more training. If people (from the
Consortium) can package the programs and developing the programs that could be shared with the rest of the Consortium, that would be great. In other words, not just sharing about best practices but best-practices with a recipe. Also, how does Consortium define “success”? How can Consortium schools talk about what’s successful?
The Consortium could also have “new professionals training.” There is currently no training for new professionals who is going to work with male students of color.

Kellen: Interested in learning more about the results of site visits. Interested in getting the results. Also, helping people arrive to their own definition of “success.” As a Consortium, it’s OK to have a definition for success, but it’s more important for institutions to create their own definition of success.

What’s your role in advancing this initiative at your institution?

Kellen: I’m an academic administrator. My role is work collaborative across the aisle to maximize the reach of programs. Ultimately, it is very important to bring in more minority males to the program that weren’t not reached before.

Rachel: Taking what’s learned here at the Consortium and other initiatives and implementing it into her school programs.

Kellen: Focus more on first-year experience programs.

What tools are needed that the Consortium can provide?

Kellen: Pushing more relevant research. When it comes to mentoring, how can we define success?

Do you have any questions of the Consortium that haven’t been answered yet?

None.

LED BY DR. CARLOS AMAYA & MIKE GUTIERREZ
WEST TEXAS REGION

Texas Tech University Participant:
- Works with office of university community engagement. Mentor tech program and first-generation student program
- Programs do not focus specifically on men of color (MoC)
- Program demographics: mostly first-gen, Latina/o and African American students
- Host orientations
- There are mentors involved. They are expected to commit for one year. Throughout the year they have different events from informative sessions to tail gates.
- Not a lot of students of color (SoC) pick this institution as a first choice.
- Recruit from Galena park in Houston. Lubbock is too far many students.
- Student don’t have the financial resource
- A lot of students are on free and reduced lunch and qualify for fee waivers.
- There are a lot of misinformation.

El Paso ISD Participant:

- The way I understood it was that African American and Latina/o Asian American and Pacific Islander student population are targeted “at-risk” students who did not graduate high school.
- There is not a clear understanding of what intended impact of ISD is.
- Initially thought ISD was supposed to impact 59,000 students.
- There was not a clear profile.
- ISD conducted research through MBK.
- Now, ISD is impacting 1,000 students.
- Now there is a more understanding that there is a more focused group.
- In question: Are ISDs able to provide quality mentorship.
- As ISD took over leadership, leaders are looking forward to the mentor tool kit and developed their own.
- Having a tool kit would have been a push to start to help ISD have a plan.
- Push back was from non Latina/o populations
- There is a budget, but not too much
- They focus a lot on relationships
- Try to have mentors understand that it’s about building relationships with students

EPCC Participant:

- Joined meetings with college presidents and leaders
- Our understanding was to address this without new initiatives
- How do we make this work without new initiatives?
- We have too many initiatives so how can our work not create new ones
- Approached it in a different manner. Maybe have a university entry class that could be offered to students
- Initial question: Why males? Especially in STEM. NIH gave them money. The outcome was always confusing to me (EPCC participant). What are we looking for? We don’t have staff to support or faculty buy-in.
- There are approximately three people representing five campuses

Another EP ISD Participant:

- Role: oversees counselors
- Question was who was going to be involved?
- This wasn’t a mandated position
- It needs to be organic and have interest in topic
- You have teachers, counselors, assistant principals, school nurses that are point of contacts
- Felt hesitant that it was going to be emotional, militant, but it wasn’t. It was more research and calm.
WHAT ACTUALLY OCCURRED

- Phase I is coming to an end
- Select school/personnel
- District wide implementation
- High school-11 involved
- Middle school-16 involved
- Quarterly meetings and points of contact

For the future (what Consortium wants to see):
- Data: campus & district based
- Funding

EPISD:
- More than expected
- Principals were receptive to it
- Seeking EPCC campuses as point of contacts for support and resources
- ISD host FAFSA nights, scholarship nights.
- There is not focused data available
- Always having delayed data because they have to wait for annual reports to come out

What They Want:
- Clear, stable leadership as moving forward
- The work was not focused enough
- Identifying what is useful from the data
- There does not seem to be a specific program for our Consortium program
- Working to re-implement AVID

What is Need to Move Forward:
- Collect data
- From students being mentored: what majors are they choosing? At what rate are they graduating?

Side Notes:
- “At-risk” students at university level are not academically prepared
- Particularly Latino & African American males
- Tracking African American students who fall under financial risk
- It takes students longer to complete college
- Students face social and academic disengagement
- There are over 1,000 students who want to be in the mentoring program (Texas Tech), but not enough mentors—so they need committed mentors. Suggestions? Snyone could be mentors for students.

Phase I:
- If all efforts went state-wide then how do we know the extent of impact
Now that we have implemented this, has there been improvement?

Career college readiness plan:

Texas Tech:
- Recruit from a nonpriority school list
- Underperforming schools that do not typically get recruited from

WHAT WENT WELL OR NOT AND WHY?
- Look to smaller districts who lack resources
- Department has grown so they’re able to provide more resources to the campus. Because funding became available they are able to offer summits with UTEP and mentors
- Event: Orange and blue day with UTEP. Brought middle school and high school students.
- Over 300 students, provided food, and transportation
- Next step is to work with EPCC

Need improvements:
- Provide local meetings
- Faculty and admin buy-in
- Grant collaboration for “at-risk” students

CENTRAL TEXAS REGION

What was supposed to happen?
- All new members; 4 institutions
- These members want to get ideas and network to develop programs
What was purpose/objective of participating in Consortium?
- McLennan- to increase success rate among MOC; recognized that they were losing too many.
- Baylor wanted to work with a specific high school in Waco to help the community; AmeriCorps VISTA (volunteers) grant helped with initiative.
- Sam Houston looking at what other schools are doing, but a support system on how they can take the program further and see
- How do we utilize our resources and distribute them to programs?
What was the initial timeline?
- Baylor- 1 year to launch the program—not sure what the program will look like quite yet; first year experience course for MOC want to try and implement something like that by next fall; pairing with surrounding community colleges
- Sam Houston- 6 years ago initiated the program; 170 students; students have grade-check form where it forces them to go speak to their professor; peer mentors; work with advisory council

Who was involved?
- TAMU- Student activities, programming office; pairing up people with the skills/knowledge outside the university and utilize them; outside community organizations.
- Baylor- Multicultural affairs office does a lot of this work, but need the administrations to take ownership of these initiatives—engage the majority in these initiatives—not responsible for just multicultural affairs.
- McLennan- have support from administration but have limited number of mentors, so concern of not having enough mentors for students. Need faculty buy-in to expand, as well as the community. Too many programs in Waco that are asking volunteering—need to come together and collaborate, so volunteers are getting pulled away.
- Sam Houston- VP was on board to get the program started and got faculty on board; now have advisory board; board was majority women (17 individuals); funded now institutionally; administration is onboard; more people on board and support campus-wide.

*We need to build these young men up especially at institutions like Baylor and A&M because at PWI, elite institutions; need to get upper level administrators and faculty on board.

**How can we meet you where you are right now? What do we need to do as a consortium to help you? How can we leverage what we have in the consortium?**
- Data, best practices, networking; how can we expand and partner with the community; how to communicate to others; and “how to tie us into the consortium context”
- Getting great ideas on how to find partners outside of the university?
- Nice to meet people in region to see what they are doing to compare; creating a community college and 4 year pipeline; collaboration
- Regional summit to collaborate with each other and for the students to network; for students out about how to
- Bringing more people from their institutions to the meetings so they can better understand the goals to the consortium; in order to get faculty and adm. Of their institutions on board.

**What went well and why?**
- Baylor- Conversations have gone well; got funding from School of Education
- Sam Houston- institutional-wide support