What is the major role of your institution in advancing the consortium?

David: To let everyone know that we’re not the only ones there. Promoting information and other schools

Carlos: Disseminating information. Also, we need more faculty at these sort of meetings.

Dominique: Promoting awareness to start a greater movement, especially amongst faculty. Staff buy into, not so much faculty.

Gary: By networking and not trying to reinvent the wheel, we can do better work and idea sharing. Getting more faculty at these meetings

What are some tools and resources that the Consortium can develop?

David: A directory of every school and the main person in charge. Also, professional development for the staff. Create a track at Consortium about professionals interested in getting their PhD.

All: We need all resources on the website, including what is shared at the Consortium

Gary: We need a regional summit

What questions do you have in regards your role in the Consortium?

David: The Consortium has a strong heart bit in the central TX area but not so much in North Texas. Meeting regionally could help with this.

Carlos: Distance can be a detriment. Regional meetings because sometimes distance deters even faculty from coming.

Dominic: Bringing organizations like TACHE and TABPHE to the Consortium.

Cheryl: Also, fraternities and sororities should be getting invited to the Consortium, or at least some sort of Consortium program.

What would your organization do in the next 30 days to help the Consortium?

Carlos: Strengthening the Consortium; having program to program meetings.

David: Already planning a meeting with folks from North Texas
What could the Consortium do to support your work?

Dominc: Disseminating more information. Also, what is the baseline data to start this kind of work to convince faculty that this work matters? How do we measure success?

Carlos: Getting the directory. Also, sharing minutes to make sure we stay connected.

David: Provide a list of conferences.

Gary: For the Consortium to provide some student success stories; newsletters. Recognizing Consortium men of the year or something like that.

SECTOR: COMMUNITY COLLEGE
LED BY DR. FRANCISCO SOLIS

1. What is the role of your sector in advancing the work of the consortium? (10 minutes)
   a. Establishing best practices
   b. We know our students of color begin at a community college so we are the first to encounter and make sure they are successful
   c. High-turnover (being able to connect these students) Shared Knowledge
   d. Being able to go more in-depth with these conversations with the student
   e. What are our numbers, what is the baseline data? (disaggregate the data)
      i. Then sharing it back to the consortium
         1. Establishing the benchmarks going forward to Phase I

2. What are tools and resources that the consortia can develop for your sector? (10 minutes)
   a. How do we evaluate our efforts/measure student quality or quantity?
      i. To help make recommendations?
      ii. How to sustain the consistency of these male students’ initiatives?
   b. How do we institutionalize these programs into the college environment/culture
      i. How do we get more by-in/develop faculty
      ii. Maybe define terms such as standards and measurements (baseline)
         1. How do we collaborate across the existing silos at the institutions
         2. How do we increase the engagement of male students of color
      iii. A sample of outcome in assessment (tool)
         1. How do we embed the outcomes of the consortium with the national initiatives (How do we elevate the conversation to a higher level?)
         2. Bridge the gaps across the sectors.

3. What questions do you still have in regards to your sector’s role in the Consortia? (10 minutes)

4. What will your organization do in the next 30 days to advance the work of the Consortium? (10 minutes)
   a. Take the information back to present to their leadership at the institutions
      i. Bring awareness to the issues and then how does the institution moves forward to improve or capitalize?
ii. What is what everything is doing? What is working for everyone else?
   1. How do we define what is working?
      a. What are some kind of the measurements
      b. Take a look at the TRiO that reexamine existing policies and programs within individual institutions focused with male students in mind
         i. What is the individual measurement and what is the consortium/group measurement?
      c. Facilitate the Active Action Review with male student groups about the support that they are receiving on campus.
         i. Build something similar with the themes/suggestions such as (CESE) giving a list what those best practices are for these population.
   5. What should the Consortia do in the next 30 days to support your work? (10 minutes)
      a. Provide best practices for institutional

What is the one takeaway from this conversation that we would like to report back to the other members?

- “EMBEDDING” (we cannot deny our research) How do we institutionalize what we are doing for male students of color at our respective institutions. How do we build off the national and state initiatives without having to reinvent the wheel?

- We need to target students who are “at-risk” who do not have a chance, but they are really smart. That is neglected in the consortium
- [Side note: potential training for Consortium practitioners to transcend deficit language and practice]
- Target population has always been at risk
- ISD needs to focus on the practices that put students “at-risk” in the first place. If you look at it at the district perspective things look fine, but at the institutional level there is a discrepancy.
- If you look at kids that advance to college, they lack the preparation.
- There is a two-fold problem. One that pushes students out and another that students get pushed to four years who are not adequately prepared.
- We need to listen to students’ interests
- Students face financial challenges

SECTOR: ISD

1. What is your role of the ISD sector and advancing the consortium

To shed light with admin on MoC. Bringing awareness and having programs in place. Having priority at the district. Have a district improvement plan. Show principals hard data. We need to capture the data because we don’t have it. Actively present at meetings to make sure there is follow up.

Partner up w/ CAPSULE. Teaching adults to understand how the brain works. We don’t know the issues students have like homelessness, poverty, family, etc. We are contributing to putting students “at-risk”. Once schools (ISDs) understand that maybe it could help them address this. Why do we need to teach kids life skills. Some of the adults don’t have the skills themselves.
SocioEmotional Learning (SEL):

- Predominantly Latina/o students. When you look at Asian American, Pacific Islander, and African American students—there are less
- Making sure to disaggregate data by gender
- We asked for cohort analysis
- Tracking discipline data
- Place ELLs
- Look at discipline data on MoC
- Track data point at institution on discipline
- Have to work with teachers and principals
- We have to provide the support to the campuses
- Coordinators are assigned to different regions

2. What are tools and resources that the consortia can develop for your sector?

AISD participant:
- Family-community engagement. How do you get the family involved?

EPISD participant:
- Collaboration for innovative course at middle school or high school for boys.
- Leadership course for male students of color
- More specific on personal development exploring their personal interest and linking that to their interest having them develop their own plan
- Connecting a network amongst each other
- An academic network
- Scholarship opportunities, special consideration where are consortia members at what admissions power do they have

3. what questions do you still have in regards to your sectors role in the consortia

EPISD participant:
- Taping into expertise
- Brought eight students to summit and they came back inspired
- How could they develop summit at the local level
- A more strategic approach from consortium: making the connections with a lot of other groups in the state
- Are you touching with admin associates in the state? The social workers in the state?
- GET THE RESEARCH OUT. GET TO K-12 RESEARCH.
- It’s difficult and hard for individual to change policy we need to influence change at policy.
- Conversations need to be had at state level

Request: have Luis Ponjuán present TIME IS NOW
4. Commitment

EPISD participant:

- K-12 pipeline
- What is it that higher education institutions need from K-12?
- Give us something to shoot for. Don’t tell us what it is. Propose it.
- Is this something we could commit to at the K-12, college readiness, awareness, family engagement. What are we shooting for? Consortium can do a better job maybe 60 days.
- We need a directory of potential grant opportunities and funders
- Lack of funds
- K-12 funders
- A tool kit to develop funding
- Research and data repository
- Having data available
- We can’t argue with the data

SECTOR: 4-YEAR

What is the role of 4-years in advancing the work of the consortium?

- To not be afraid to tackle this issue as a gender/racial perspective; not being afraid to address the need; often get pushback.
- 4-year are the last stop in p-16 pipeline—need to serve as that model that MOC have made it this far and we will provide services for them to be successful and complete bachelor’s degree and encourage graduate degree.
- Need better collaboration with community college and 4-year pipeline; collaborations
- Do more research at 4-year institutions to help identify what can be done at k-12—leverage our resources as faculty scholars; data tracking where students can be difficult (i.e. community colleges who transfer to 4-year—difficult to track if a program they participated in cc helped them at the 4-year)—data sharing by region within the consortium to better track MOC
- Being intentional with our programs
- There is a lot of staff turnover in k-12 programs focused on MOC and similar initiatives so difficult keep those programs/partnerships strong.

What questions do you still have in regards to your sector’s role in the Consortia?

- The liaisons are from different departments (i.e. academic vs. student affairs side; an entire department that is member of the consortium? an office? Individual? etc.)—how to connect more departments within their institution on board? Get more people at the institution around the table?
- How do we institutionalize the consortium at our campuses?
- What level of support financially does the consortium need from us?
- Does consortium do outreach to get new institutional members? How can we get more 4-year institutions involved? More collaboration, more conversations the better.
- Is there a point where we might have too many institutional members?
- Getting people together by region to be able to facilitate the conversation, but not necessarily need more consortium members—just being able to get institutions together
as a region to see what everyone is doing—should be working together to address this issue than competing.

What will your organization do in the next 30 days to advance the work of the Consortium?
- Going back to administration and have those conversations on MOC to get them on board
- Develop more programs focused on MOC
- Not necessarily developing new programs, but utilizing current programs and working with those programs focused on MOC
- How to expand conversations on MOC at the k-12 sector—connecting with young men at k-12; p-20 pipeline—partnerships with ISD

What should the Consortia do in the next 30 days to support your work?
- Continue to communicate with members
- Having consortium leaders come talk to administration at their institution
- More awareness; database of who’s all involved in the consortium, so they can reach out to other consortium members
- More online resources; tangible resources
- National/state conferences on MOC?

What do 4-year institutions need to know or need in order to push this agenda forward?
- Best practices, so we don’t have to reinvent the wheel—toolkit with data to be able to show administration that these programs are successful
- Data—using data to show success; some institutions have limited data; a working session where institutions bring their own data and analyze it together-- to be able to compare 4-year institution data; disaggregating data to see what MOC are majoring in? Using data from EmpowerU website
- How we measure and define success at 4-year institutions?—depends on what stage you are in with the program
- Resources—how are programs staffed? How many students are being served? How can you best use resources