This brief was developed with generous support from the Latino Center for Leadership Development (LCLD)–Southern Methodist University (SMU) Tower Center Research Partnership. We are grateful to the Texas Higher Education Coordinating Board for its support in providing the data for the Project MALES Policy Brief Series. We also appreciate the insights shared by members from the Texas Education Consortium for Male Students of Color, with special thanks to Carlos Amaya (El Paso Community College), Dominic Lannutti (El Paso Community College), and Abigail Tarango (Ysleta Independent School District). Lastly, we would like to acknowledge the thousands of boys and young men of color (BYMOC) in the state of Texas, who are navigating the P-20 pipeline as well as the thousands of teachers, administrators, and faculty that dedicate their lives to the educational advancement of these students.
DE LA CIUDAD A LA FRONTERA: Advancing Latino Male Students in Border and Urban Regions in Texas

Introduction

Latinos1 are the largest ethnic or racial minority in the United States (U.S. Census Bureau, 2018), with the state of Texas at the forefront of national demographic shifts in the K-20 population. Texas had the largest numeric increase of Hispanics from 2016 to 2017 (U.S. Census Bureau, 2018) and enrolled 38.4 percent of all Hispanic undergraduates in the United States in 2016 (National Center for Education Statistics, 2017). To address these demographic realities and meet the challenges and educational needs of this future workforce, the state of Texas adopted the 60x30TX (“60 by 30 TEX”) Higher Education Plan.

60x30TX was adopted by the state higher education authority in 2015 with strong support from educational, business, and political leaders throughout Texas. The plan outlines how the demographic changes affecting Texas will impact the state’s higher education system, particularly with the Hispanic population increasing to 52 percent in 2030. It sets college completion goals within Texas and leading states in four areas: educated population, completion, marketable skills, and student debt.

Of particular importance for Texas and for the United States is the goal that at least 60 percent of Texans (ages 25-34) will have a certificate or degree by 2030, with numeric goals set by racial/ethnic group and gender. The numbers required to meet each of the stated goals are especially large for Hispanics. To ensure completion improves throughout the plan years, Texas set statewide student completion benchmarks of 128,000 Hispanic students by 2020, 186,000 by 2025, and 285,000 by 2030. However, a large gap exists among gender groups of Hispanics in both enrollment and graduation from Texas’ colleges and universities (Sáenz, Ryu, & Burmicky, 2018).

Project MALES (Mentoring to Achieve Latino Educational Success), a research and mentoring initiative headquartered at The University of Texas at Austin (UT Austin), led a research study to examine and benchmark the state of affairs of higher education for men of color in Texas. Working in collaboration with the Texas Higher Education Coordinating Board (THECB), Project MALES published a series of research digests3 that explored eighth grade cohort data to critically assess longitudinal patterns in enrollment and completion for Hispanic and African American males in Texas.

This policy brief aims to more closely review and examine key findings from the research digest on Latino male students. Specifically, this policy brief highlights trends from border and urban regions of Texas. While border and urban regions have distinct characteristics and traits, together these regions serve a significant proportion of all Hispanic male students in the state. By understanding the needs of Hispanic males from border and urban regions, Texas can be better prepared to meet the goals of 60x30TX.

This policy brief begins by highlighting seven Education Service Centers (ESCs) serving border and urban regions in Texas to provide context for understanding the key findings. Next, the brief highlights two key findings. Finally, the brief concludes with recommendations for policymakers, researchers, and practitioners to accelerate Hispanic male educational attainment in Texas and the nation.

Participants take a break during the Texas Male Student Leadership Summit hosted by the Texas Education Consortium for Male Students of Color.
The Project MALES Policy Brief Series was developed after the dissemination of the institute’s inaugural Research Digest which highlighted patterns among men of color worthy of further analysis and exploration (see Sáenz, Ryu, & Burmicky, 2018). Very few state entities have done the research to produce benchmarking data pertaining to men of color and degree completion. Neglecting educational disparities and—more importantly—not having the data required to advocate for change is detrimental to the economic future of Texas and the mission of 60x30TX. As a result, the Policy Brief Series was developed to critically examine longitudinal data across the state to explore topics of degree and certificate completion for men of color. It highlights empirical data strategically aligned with the overarching goals of 60x30TX for educational leaders and policymakers to affect change at the institutional and state policy level.

The Consortium: Vision, Mission, Values, and Goals

Project MALES (Mentoring to Achieve Latino Educational Success) is a research and mentoring initiative committed to advancing the educational outcomes of male students of color at the local, state, and national level. It began in 2010 and is headquartered at The University of Texas at Austin under the Division of Diversity and Community Engagement (DDCE). Project MALES represents a strategic partnership between the two state flagship institutions—The University of Texas at Austin and Texas A&M, College Station—collaborating to advance and improve educational outcomes for boys and young men of color. In 2013, the Greater Texas Foundation (GTF), the Trellis Foundation (formerly TG), and the Kresge Foundation awarded Project MALES research grants to launch the Texas Education Consortium for Male Students of Color. Operating under the umbrella of Project MALES, the Consortium is a statewide, cross-sector partnership made up of over 47 institutions. It represents a direct response to the state and national policy mandates that have raised significant questions about the various challenges facing male students of color as they navigate their educational pathways.
Executive Summary: A Year in Review

The academic cycle of 2019-2020 will more likely be remembered as the year of the global pandemic. However, the Texas Education Consortium for Male Students of Color continued to charter several events and programmatic efforts to advance equitable educational outcomes for male students of color at the local, state, and national levels. As we near our 10th anniversary, we remain grounded in our vision, mission, and core values, especially as recent events in our nation exacerbate entrenched inequities and injustices that impact male students of color the most. In what follows, we summarize key events and programmatic efforts that allowed us to further our goals and expectations for this year.

Staff, Advisory Council, New Members

- This Fall 2019, The Consortium welcomed Rico Gonzalez as the new Administrative Program Coordinator. As an experienced higher education professional, Mr. Gonzalez has brought new knowledge, ideas, and expertise that have benefitted the growth and impact of the Consortium.
- Dr. Michael E. Nava, Associate Dean of University College Student Services at Texas State University, served as the 2019-2020 Advisory Council Chair. In addition, the Advisory Council welcomed the following new members: Manuel Maldonado (South San Antonio School District), Jonathan Perez (Forth Worth ISD), Geraldo Guerra (San Antonio College), Grant Loveless (Austin Community College), Armando Ponce (Texas Southmost College), Delma Olivares (The University of Texas Rio Grande Valley), and Damian Torres (University of North Texas).
- The Consortium welcomed Concordia University (Texas) as a new institutional member.

Main Events

- The 7th Annual Texas Male Leadership Summit: In addition to hosting over 330 participants, this year’s Summit featured the first time a Facebook Live broadcast was delivered, reaching over 9,000 users. Speakers included Maximo Anguiano from San Antonio, Dr. Patrick Valdez, from the University of New Mexico – Taos, and SaulPaul, an Austin-based and cultural arts artist.
- The 2019 Fall Consortium Institute: This Institute was co-hosted by various educational sectors, including the University of Houston – Downtown, Houston Community College, and Houston Independent School District. Furthermore, it merged the Institute with a student symposium, boosting record-high registration numbers.
- The 2020 Spring Institute: Hosted by Austin Community College District, this Institute was the first to incorporate a central theme: intersectionality. By applying an intersectional approach, this Institute delivered cutting-edge keynotes and professional workshops led by scholars and practitioners such as Dr. Nino Rodriguez, Dr. Manuel Zamarripa, and Mona Aldana-Ramirez.
- The Webinar Series: As an immediate response to the global pandemic, the Consortium launched the Webinar Series. This series has reached a broad array of constituents in Texas and beyond, with registration numbers as high as over 500 participants. This summer, topics included:
  o Evidence-based practices for serving male students of color during the pandemic (April)
  o Data-driven policy discussions about Latino male degree attainment (May)
  o Centering Black lives in our work with Men of Color (June).
  o Returning to school After COVID-19: How K-12 educators can Support male students of color (August)
Capacity Building Tools and Activities (CBTAs)

- To respond to the needs of the Consortium and its members as a result of the pandemic, the Consortium staff developed an overview for implementing CBTAs online. These CBTAs include the development of professional development brief topic sessions, learning communities, webinars, instructional professional development training, institutional and individual surveys, and executive leadership strategic planning sessions.

- The Consortium is also launching a certificate program for equipping professionals focused on male students of color, which will be coupled with a credit-bearing graduate class offered at UT Austin. The program will be launched in the Spring 2021.

Consortium Research

- We rebranded the Research Briefs to a more modern and professional look. This year, we disseminated research highlighting topics such as: how gay Latinx men cope in college using emotion regulation, high-achieving Latino college men, transfer pathways for Latinx students in Texas, and undocuqueer Latinx student counternarratives.

- We continued to disseminate the findings on our exploration of statewide longitudinal data about educational outcomes of Latino and African American male students at our Consortium Institutes. We also presented workshops about the practice of disaggregating institutional data for informing programmatic efforts and culturally relevant institutional practices.

- We administered the Consortium Institutional Questionnaire to program directors of Men of Color programs. The primary purpose of this questionnaire was to collect additional and targeted information about initiatives, personnel (i.e., faculty, staff, volunteer), budgets, and infrastructure for serving male students of color.

- We launched a research study to examine how minority-serving Consortium institutions understand their organizational identity based on how they prioritize resources to serve the educational needs of Latinx men. This research case study takes a look at Minority-Serving Institutions (MSIs), specifically Hispanic-Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) with existing Men of Color programs. Eight institutions have been selected for this study, and findings are expected to be disseminated at our Consortium events (i.e., Summit, Institutes), academic and practitioner conferences, and academic journals.

These programs and events took place in the 2019-2020 academic year. However, we understand that most of these efforts are ongoing, and they will continue to carry out in the near horizon. The need for the collective work of the Consortium has become more vital than ever before. As schools and postsecondary institutions continue to adapt their policies and practices as a result of the pandemic, we remain committed to supporting male students of color at the local, state, and national level.
ABOUT PROJECT MALES

Project MALES (Mentoring to Achieve Latino Educational Success) is a research and mentoring initiative committed to advancing the educational outcomes of male students of color at the local, state, and national level. It began in 2010 and is headquartered at The University of Texas at Austin under the Division of Diversity and Community Engagement (DDCE). Project MALES represents a strategic partnership between the two state flagship institutions—The University of Texas at Austin and Texas A&M, College Station—collaborating to advance and improve educational outcomes for boys and young men of color. In 2013, the Greater Texas Foundation (GTF), the Trellis Foundation (formerly TG), and the Kresge Foundation awarded Project MALES research grants to launch the Texas Education Consortium for Male Students of Color. Operating under the umbrella of Project MALES, the Consortium is a statewide, cross-sector partnership made up of over 47 institutions. It represents a direct response to the state and national policy mandates that have raised significant questions about the various challenges facing male students of color as they navigate their educational pathways.

The Consortium: Vision, Mission, Core Values, and Goals

Vision

Advancing equitable educational outcomes for male students of color at the local, state, and national level.

Mission

The Consortium partners across educational sectors (i.e. independent school districts, 2-year colleges, and 4-year institutions) to implement and sustain effective policies, programs, and practices focused on increasing individual success and post-secondary completion for male students of color.

Core Values

The Consortium is committed to the following:
1. Student Empowerment: Valuing student voices, perspectives, and experiences of males of color and their communities, which we define as Latino, Black, African American, Asian American and Pacific Islander, and Native American
2. Collective Knowledge: Leveraging collective knowledge, collaboration, and expertise across sectors who support education
3. Culture of Evidence: Creating new knowledge around male students of color through empirical evidence with an asset-based approach
4. Educational Achievement: Committing to post-secondary educational completion as a means for success
5. Scale and Sustainability: Institutionalizing system-wide equity for male students of color

Goals

GOAL I: Cultivate and sustain a state-wide P-16 educational professional learning community focused on male students of color across educational sectors (i.e., independent school districts, 2-year colleges, and 4-year institutions)
GOAL II: Provide development and capacity building for Consortium member institutions in their efforts to support male students of color
GOAL III: Establish leading research center on Latino males to include other male students of color to disseminate research findings and best practices at the local, state, and national level

The Policy Brief Series

The Project MALES Policy Brief Series was developed after the dissemination of the institute’s inaugural Research Digest which highlighted patterns among men of color worthy of further analysis and exploration (see Sáenz, Ryu, & Burmicky, 2018). Very few state entities have done the research to produce benchmarking data pertaining to men of color and degree completion. Neglecting educational disparities and—more importantly—not having the data required to advocate for change is detrimental to the economic future of Texas and the mission of 60x30TX. As a result, the Policy Brief Series was developed to critically examine longitudinal data across the state to explore topics of degree and certificate completion for men of color. It highlights empirical data strategically aligned with the overarching goals of 60x30TX for educational leaders and policymakers to affect change at the institutional and state policy level.
The Consortium: Staff, Advisory Council, Member Institutions

Staff

Leadership
Dr. Victor B. Sáenz, Executive Director & Co-Founder
Dr. Luis Ponjuán, Co-Founder
Dr. Emmet Campos, Director

Professional Staff
Rodrigo Aguayo, Program Coordinator
Dr. Jorge Burmicky, Assistant Director of Research
Rico Gonzalez, Administrative Program Coordinator
Ezra Rebollar, Administrative Associate

Graduate Student Staff
Christopher Estrella-Ramirez, Mentoring Site Coordinator
Sascha Fischel-Freeman, Mentoring Site Coordinator
Dr. Susana Hernandez, Research Associate
Jase Kugiya, Research Associate
Victor Hugo Martín, Mentoring Site Coordinator
Alicia A. Moreno, Graduate Assistant
Dr. Wonsun Ryu, Research Assistant
Delina Zapata, Mentoring Site Coordinator

Advisory Council

K-12 Institution
Dr. Michael Nava
Ty Davidson
Manuel Maldonado
Jonathan Perez
Abigail Tarango

Two-year Institution
Mona Aldana-Ramirez
Dr. Carlos Amaya
Geraldo Guerra
Grant Loveless
Dr. Guillermo Martinez
Armando Ponce
Dr. Dantrayl Smith
Dr. Archie Wortham

Four-year Institution
Delma Olivares
Dr. Vida Robertson
Damian Torres
Dr. Jerry Wallace Jr.
Dr. Emmet Campos
Dr. Luis Ponjuán
Dr. Victor Sáenz

The University of Texas at Austin ex officio
Texas A&M University ex officio
The University of Texas Rio Grande Valley
The University of Houston - Downtown
University of North Texas ex officio
University of Houston - Downtown ex officio
The University of North Texas ex officio
The University of Texas at Austin ex officio
The University of Texas at Austin
San Antonio College
El Paso Community College
San Antonio College
Austin Community College
San Antonio College
Texas Southmost College
Tarrant County College District
Northeast Lakeview College

Student Representative
Dr. Guillermo Martinez

Mentoring Site Coordinator
Christopher Estrella-Ramirez
Sascha Fischel-Freeman
Dr. Susana Hernandez
Jase Kugiya
Victor Hugo Martín
Alicia A. Moreno
Dr. Wonsun Ryu
Delina Zapata

Research Associate
Dr. Guillermo Martinez
Jase Kugiya
Victor Hugo Martín

Research Assistant
Alicia A. Moreno
Dr. Wonsun Ryu
Delina Zapata

Graduate Assistant
Alicia A. Moreno
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ABOUT THE POLICY BRIEF SERIES

The Project MALES Policy Brief Series was developed after the dissemination of the institute’s inaugural Research Digest which highlighted patterns among men of color worthy of further analysis and exploration (see Sáenz, Ryu, & Burmicky, 2018). Very few state entities have done the research to produce benchmarking data pertaining to men of color and degree completion. Neglecting educational disparities and—more importantly—not having the data required to advocate for change is detrimental to the economic future of Texas and the mission of 60x30TX. As a result, the Policy Brief Series was developed to critically examine longitudinal data across the state to explore topics of degree and certificate completion for men of color. It highlights empirical data strategically aligned with the overarching goals of 60x30TX for educational leaders and policymakers to affect change at the institutional and state policy level.
The Consortium: Main Events

2019 Texas Male Student Leadership Summit

Each year the Summit brings together emerging student leaders from high schools, community colleges and four-year institutions from across the state of Texas.

Our Summit themes include Leadership, College & Career Readiness, Brotherhood, Health & Wellness, and Identity.

Sessions are structured around two student tracks and one professional track. There is one student track for college-bound students and another for college students. The Summit also features a third track for professionals focused on best practices and emerging research on males of color.

August 8 – 9, 2019 | The University of Texas at Austin | 330+ Attendees

This year’s summit featured the first time a Facebook Live broadcast was delivered, reaching over 9,000 users. The keynote speaker, Maximo Anguiano from San Antonio, TX, delivered an inspirational and thought-provoking address. The summit’s master of ceremonies, Dr. Patrick Valdez from University of New Mexico – Taos, led discussions and engaged the audience throughout the two-day agenda. SaulPaul, a local artist, led a spoken word poetry and cultural arts reception with his messages of academic and personal empowerment.

A student panel comprised of student representatives from around Texas was moderated by Dr. Emmet Campos and Rodrigo Aguayo from Project MALES. The closing speaker featured Ernesto Mejia from CoolSpeak. Additional speakers included: Linda Battles, Texas Higher Education Coordinating Board; Leslie M. Gurrola, Greater Texas Foundation; Dr. Charles R. Martinez, The University of Texas at Austin; Dr. Leonard Moore, The University of Texas at Austin; Dr. Michael Nava, Texas State University; and Dr. Victor Sáenz, The University of Texas at Austin.

Summit Awards

Since 2018, the Texas Male Student Leadership Summit has recognized high impact schools and programs from across the state. Winners come from K-12, Community College, and 4-Year Institutions and exemplify the themes of the Summit: brotherhood, leadership, college and career readiness, health and wellness, and identity.

In 2019 the summit recognized Ysleta ISD - YMS MALES, Austin Community College - Male Leadership Program, and Sam Houston State University - ELITE.
The Consortium: Main Events

College Track Workshops

- A Life Worth Living, Carlos Aleman
- Affirming LGBTQ+ Students and Colleagues: 360 Degree Strategies, Qu'yhn-Huong Nguyen
- Building Trusting Relationships between Law Enforcement, Panelists: Lieutenant Dale Walls and Sergeant Alan Howard, Travis County Sheriff's Office; Assistant Chief Richard Guajardo, Austin Police Department; with moderator David Lopez
- Careers in a Changing World: STEP Analysis, Pierre Banks
- Chaos in Masculinity, Luke Hernandez
- Deinstitutionalization: Strategies for Developing a Healthy Self-Concept, Alvin Curette, Jr.
- Developing Latinx Leaders Across the Pipeline, Cristobal Rodriguez
- Ending School-to-Prison, David Lopez
- Heart Work is Hard Work: Challenging Toxic Masculinity Through Community, Bryant Valencia and Leo Corrales
- How to Effectively Win in Life and Business, Jonathan Jones
- HPAC MEN 2.0: A Redesigned Approach to Increasing FTIC Males Persistence and Completion, Fernando Acevedo, Omar Chavira, Selso Casares, and Issac Salazar
- For the Health of It, Miguel Bonilla
- Leadership, Brotherhood and Family, Ernesto Mejia
- Leading is Not a One-Size-Fits-All: Situational Leadership, Pierre Banks
- “Pico de Gallo” of Personal Branding, Arturo Martinez
- Show and Tell: Seven Steps to Writing a Winning Scholarship Essay, Joaquin Zihuatanejo
- Tu Voz: Write Now, Joaquin Zihuatanejo
- What is it Like Being First? College as a First-Generation Student, Mito Diaz-Espinoza and Josh Ritter
- X to Get In: Boosting Yourself Into Position, G. Christopher Cutkelvin
The Consortium: Main Events

College-Bound Track Workshops

- Ascending to Men, Kenneth D. Davis
- Building Your Brand, Justin Rosas
- Calling All Movers & Shakers: How Can We Change the Status Quo Inside & Out, Grant Loveless and Marques Jackson
- My Brother’s Keeper at the Next Level of Brotherhood Through Socialization, Rickie Clark and Jacinto Ramos
- So You Came to College to Reach Your Dreams, Ricardo Zavala
- Strategies to Elevate People (S.T.E.P.) Male Socialization, Ezra Jay
- Using Your 7 Senses to Develop and Reach Your Long-Term Goal, Manuel Vasquez
- What You Think Shapes What You Do and Become, Christopher Shires

Professional Track Workshops

- Circles, Cultures and Connections: Creating Community in the College Classroom, Aimee Finney
- High School Males and Juvenile Justice: Developing Systemic Support, Jamila Thomas
- Hooks African American Male Initiative: The First Years From Launch to Earnings, Rorie Trammel and Rodques Jones
- Leveraging Youth Activation to Expand College Counseling Capacity, Christopher Shires
- Men for Change: Creating a Culture of Good Men, Mito Diaz-Espinoza
- My Brother’s Keeper San Antonio (MBKSA) Youth Advisory Council, Leroy Adams, Frank Hernandez, and Mark Fryar
- Planning Measuring, and Strengthening Underrepresented Male Success in the Texas State University System, Daniel A. Brown and John Hayek
- You’re Responsible, Gbenga Asedeko
The Consortium: Main Events

Comments from Workshop Attendees:

"very inspirational" - Attendee of What You Think Shapes What You Do and Become

"I loved how [they] emphasized how it is the duty of oneself" - Attendee of Heart Work is Hard Work: Challenging Toxic Masculinity Through Community

"This topic is amazing and not talked about enough" - Attendee of Heart Work is Hard Work: Challenging Toxic Masculinity Through Community

"Please bring them back" - Attendee of My Brother’s Keeper at the Next Level of Brotherhood Through Socialization

"provide[d] real life examples of marketing and selling yourself" – Attendee of Building Your Brand

"it was incredible and unforgettable" – Attendee of Building Your Brand

"[I learned] What can we do to confront negative experiences and turn them into learning opportunities and change expectations within our own group identifier" – Attendee of Affirming LGBTQ+ Students and Colleagues: 360 Degree Strategies

"Thank you for this life lesson I can use” – Attendee of Using Your 7 Senses to Develop and Reach Your Long-Term Goal

Overall Comments from Attendees:

"[the summit] is amazing, keep doing it"

"great event better than last year"
The Consortium: Main Events

Consortium Institutes

The Consortium Institute is a professional development opportunity that seeks to advance the educational outcomes for male students of color by:

- Providing a collaborative space for independent school districts, community colleges, and four-year institutions in Texas
- Updating member institutions about the Consortium’s current state of affairs
- Engaging participants in research-based professional development activities geared towards practitioners and administrators

Fall 2019 Consortium Institute

November 1, 2019 | University of Houston – Downtown | 98 Attendees

The Fall institute combined the institute with a student symposium, Men of Color Greater Houston College Symposium. The keynote speaker, Dr. Jerrod Henderson from the University of Houston, delivered the morning address titled I Am Not An Anomaly, It’s In My DNA.

The institute included discussions by Dr. Jorge Burmicky and Jase Kugiya from Project MALES on data from the Houston Education Service Center. A facilitated discussion with student panelists was led by Dr. Emmet Campos and Rodrigo Aguayo from Project MALES. Student panelists attended from Houston ISD, Houston Community College, University of Houston – Downtown, and The University of Texas at Austin.
The Consortium: Main Events

Concurrent Sessions

- Promising Practices of Initiatives on Your Campus by Dr. Catherine Kennedy, Ysleta ISD; Dr. John Jordan, Sam Houston State University; and Dr. Guillermo Martinez, Austin Community College; with facilitated discussion from Dr. Emmet Campos and Rodrigo Aguayo, Project MALES
- How to Get the Most Out of Your CBTA by Dr. Luis Ponjuán and Dr. Susana Hernandez, Texas A&M University
- Lessons Learned from Consortium Partners by Dr. Kenneth Davis, Houston ISD; Armando Ponce, Texas Southmost College; Dr. Michael Nava, Texas State University
- Bridging Research to Praxis: Key Takeaways from our Research and Policy Briefs by Dr. Jorge Burmicky and Jase Kugiya, Project MALES

Attendee Testimonials

"More than anything, I felt inspired by the sense of brotherhood and mentorship within the Black and Latino communities."
"Data disaggregation, collective impact, student voice, and mentoring matters!"
"Collaboration is key and we need to share more ideas and practices"
"Implicit Bias concept. Implicit Bias concept application. Implicit Bias training application into my educator practice."
"Awesome job organizing the event. We need more..."

Evaluation Report (n=14)

100% agreed or strongly agreed with I benefited from collaborating with a statewide network during the institute
100% agreed or strongly agreed with I identified ways to collaborate with other institutions across educational sectors to further support male students of color
100% agreed or strongly agreed with I learned about new data/promising practices on male students of color
100% agreed or strongly agreed with Attending the Fall 2019 Consortium Institute makes my institutional membership worthwhile
The Consortium: Main Events

Spring 2020 Consortium Institute
February 27, 2020 | Austin Community College – Eastview Campus | 67 Attendees

The Spring institute featured the first time a theme was used to guide the overall discussion. The theme, Intersectionality, was selected by the host and planners. The theme strives to:

- apply an intersectional lens in our research and programmatic work with Men of Color in education;
- rethink what it means to apply an intersectional lens for serving Men of Color in education, exploring existing and promising practices and how they can be scaled;
- assessing and evaluating the educational needs of Men of Color through an intersectional lens.

The keynote speaker, Dr. Nino Rodriguez from The University of Texas at Austin delivered an impactful address titled, Deconstructing "Male Students of Color": Going Beyond Race and Gender to Achieve Freedom from the Educational Survival Complex. The institute included discussions by Mona Aldana-Ramirez from San Antonio College and Dr. Jorge Burmicky from Project MALES on statewide data titled, Leveraging Institutional Data for Men of Color Success.

A facilitated discussion with student panelists was led by Dr. Manuel Zamarripa and Westly Shaw from Austin Community College. Student panelists attended from Texans CAN Academy - Austin, Austin Community College, Texas State University, and The University of Texas at Austin.

Concurrent Sessions

- Gender Role Conflict and Strain by Dr. Nino Rodriguez, The University of Texas at Austin
- Multicultural Identities in 2020 by Jim Molloy, Austin Community College
- Sanctioning Male Students of Color by Dr. Dorado Kinney and Mervin Jones, Austin Community College
- Social Emotional Wellbeing: The Foundational Role of Cultural Identity by Dr. Manuel Zamarripa, Austin Community College
The Consortium: Main Events

Attendee Testimonials

“I learned more about ethnicity and how it is important to dive further in order to me more inclusive…I also learned that data will help to support the male initiatives that are need[ed] at my institution.”

“New information about gender conflict and gender strain [and] Dr. Rodriguez’ challenge about not only talking about disrupting the status quo but living that.”

“Segmenting data beyond federal and institutional guidelines is needed so that we can: create quality programs and meet student needs.”

“Protecting our students of color from being removed from the school systems by engaging with the student discipline/conduct process and consider the individual and best strategies to restore justice.”

“The day was very fulfilling. I felt that the information and collaboration opportunities were worthwhile for my institution and for my personal professional development.”

Evaluation Report (n=26)

73% were a first-time institute attendee

88% agreed or strongly agreed with I benefited from collaborating with a statewide network during the institute

77% agreed or strongly agreed with I identified ways to collaborate with other institutions across educational sectors to further support male students of color

96% agreed or strongly agreed with I learned about new data/promising practices on male students of color

88% agreed or strongly agreed with Attending the Spring 2020 Consortium Institute makes my institutional membership worthwhile
The Consortium: Main Events

2020 Webinar Series

As a result of the pandemic, the Project MALES and Consortium created a two-track webinar series focused on issues facing our boys and young men of color, #PMSPEAKS and #PMConsortiumWebinar. The Webinar Series provides an in-depth discussion about the social and educational experiences of male students of color (e.g. improving transitions to college). These sessions are designed for faculty, administrators, or staff. For more information about our webinars, including available recordings, visit our website. In what follows, we provide the Webinar Series programming for the Summer 2020.

April Webinar

Title: Evidence-Based Practices for Supporting Boys and Young Men of Color in Education in the COVID-19 Pandemic

Date: April 23

Moderator: Dr. Jorge M. Burmicky
Speakers: Abigail Tarango, Ysleta ISD; Mona Aldana-Ramirez, San Antonio College, Dr. Jerry Wallace, University of Houston – Downtown

Format: Panel

Time: 1:30-3:00 PM (CDT)

Audience: Consortium (complimentary)

Description: The purpose of this panel is to discuss immediate challenges that Boys and Young Men of Color (BYMOC) are facing during the COVID-19 pandemic. Specifically, this panel focuses on how institutions can better support their students through evidence-based practices. By assembling a panel of practitioners who are deliberately focused on advancing equitable educational outcomes of BYMOC, this discussion is aimed at equipping participants with immediate tools to support BYMOC on their campus.

Registrations: 187

May Webinar

Title: Latino Men and Degree Attainment: Graduating in a Pandemic

Date: May 21

Moderator/Data Expert: Dr. Luis Ponjuán
Speakers: Dr. Wil Del Pilar, The Education Trust, Deborah A. Santiago, Excelencia in Education
The Consortium: Main Events

Format: Lecture Discussion
Time: 2:00 - 3:00 PM (CDT)
Audience: National
Description: As the COVID-19 pandemic unfolds, Latino men in higher education face unprecedented challenges as it pertains to degree attainment. Data show that Latino male college enrollment has increased over the last decade, representing almost a quarter of all traditional college-age enrollment. However, degree completion rates for Latino male college students remain lower than their female counterparts and peers of other races. As colleges and universities continue to see precipitous changes in their enrollment and degree completion rates due to the pandemic, it is likely that Latino men will be negatively impacted by this sobering reality. This webinar provides a brief overview of recent data trends, followed by a robust policy and practice analysis by national leaders who are at the forefront of the most pressing issues in education affecting the Latinx community.
Registrations: 547

June Webinar
Title: Center Black Lives in Our Work with Boys and Young Men of Color
Date: Friday, June 26
Moderator: Dr. Emmet Campos
Speakers: Dr. Stephanie Hawley, Austin Independent School District; Dr. Rich Reddick, UT Austin, Dr. Vida Robertson, University of Houston – Downtown
Time: 11:00 – 12:00 PM
Audience: Consortium
Description: This webinar will discuss the collective response of the BLM protest movement and communities of color, and will provide specific action steps needed to address these issues in your schools and college campuses. Joining us on the panel are Dr. Vida Robertson, Associate Professor and Director of the Center for Critical Race Studies at University of Houston-Downtown, and Dr. Richard Reddick, Professor and Associate Dean for Equity, Community Engagement, and Outreach at The University of Texas at Austin. Dr. Emmet Campus, Director of Project MALES, facilitated the discussion.
Registrations: 166
The Consortium: Main Events

August Webinar

Title: Partnering with K-12 Administrators to Serve Male Students of Color in the Pandemic

Date: Friday, August 7

Moderator: Abigail Tarango, Ysleta Independent School District

Speakers: Dr. Kenneth D. Davis, Houston Independent School District; Ty Davidson, Austin Independent School District; and Jacinto “Cinto” Ramos, Fort Worth Independent School District.

Format: Panel

Time: 1:30 – 2:30 PM (CDT)

Audience: Consortium (complimentary)

Description: This webinar discussed the challenges and opportunities that face K-12 educators during this unprecedented time of COVID-19. We assembled a panel of Texas school district administrators and educators that shared their guidance and resources on how to work together to support the educational needs of Male Students of Color as we begin the new school year.

Registration: 210
The Consortium: Research

The Research Institute is responsible for directing research efforts towards advancing scholarship for understanding the educational experiences and outcomes of male students of color. Although not all Research Institute-related initiatives are centered around the work of the Consortium, we highlight efforts that were linked to the work of the Consortium, particularly as it pertains to equipping administrators and practitioners with evidence-based practices.

The Research Brief

The purpose of the Research Briefs is to disseminate research focused on male students of color to practitioner audiences. These briefs include 1-2-page consumable-friendly summaries of scholarly work (i.e., peer-reviewed journal articles, book chapters) published by our Faculty and Research Affiliates. In what follows, we list the Research Briefs that were published in this academic cycle:

• Exploring How Gay Latinx Men Cope in College Using Emotion Regulation, by Dr. Charles Lu, Dr. Sarah Rodriguez, & Dr. Beth Bukoski (July 2020).
• Undocuqueer Latinx: Counterstorytelling Narratives During and Post-High School, by Dr. Juan Ríos-Vega (May 2020).
• Transfer Conditions For LatinX Tejanx Community College Students, by Dr. José Del Real Viramontes & Dr. Luis Urrieta (March 2020).
• Aspirational and High-Achieving Latino College Men Who Strive "Por Mi Madre": Toward a Proposed Model of Maternal Cultural Wealth, by Dr. Tracy Arámbula Ballynsigh (October, 2019).

Research Briefs are available at https://diversity.utexas.edu/projectmales/research-institute/research-briefs/

Capacity Building Tools and Activities (CBTAs)

To respond to the needs of the Consortium and its members as a result of the pandemic, the Consortium staff developed an overview for implementing CBTAs online. These CBTAs include the development of professional development brief topic sessions, learning communities, webinars, instructional professional development training, institutional and individual surveys, and executive leadership strategic planning sessions. To review description of CBTAs, see Appendix A.

In addition to implementing the online CBTAs, Project MALES began the Mentoring CFTA efforts to expand our mentoring model to other Consortium partners. The first institution to undergo this expansion was El Paso Community College (EPCC), where faculty, staff, and students were trained on the mentoring services conducted by UT Austin. Our future plans for the 2020-2021 AY include delivering Mentoring CFTA service to San Antonio Community College (SAC).
The Consortium: Research

2019-2020 Consortium Institutional Questionnaire

The primary purpose of the Consortium Institutional Questionnaire was to collect information on key programs, personnel, infrastructure, and students being served by programs or initiatives on your campus that serve male students of color. Seeking more information than previous years to improve Consortium support, we delivered an expanded questionnaire that included sets of specific questions pertaining to each program that was identified by the respondent. In total, there were 16 responses (Independent School District: 1, 2-year/Community College: 8, 4-year institution: 7).

FINDINGS

Most of the Men of Color (MoC) programs are relatively new. In fact, 85% (17/20) of MoC programs were launched in 2014 or later. Regardless of their launch dates, these programs are engaging with an increasing number of students. 70% (14/20) of MoC programs reportedly had at least 50 students participate in their program since the program’s inception. Five of those programs indicated having 250 or more students participate in their program since their program’s inception.

Certain challenges emerged for MoC programs, including staffing support, funding, and student participation. Respondents expressed concern for the lack of staffing support for their MoC programs. This challenge is reflective of the number of full-time staff, part-time staff, volunteer staff, and faculty members who participated in MoC programs.

- 43% (9/21) of MoC programs reported having at least one full-time staff member.
- 10% (2/21) of MoC programs reported having at least one part-time staff member.
- 33% (7/21) of MoC programs reported having at least one volunteer staff member.
- 33% (7/21) of MoC programs reported having at least one faculty member a part of their staff.

Comparing the number of staff for MoC programs at four-year institutions with MoC programs at community colleges revealed an interesting finding. It appears that MoC programs at community colleges have more staffing support than at four-year institutions (Full-time: 23:8, Part-time: 4:0, Volunteer: 36:4, Faculty: 14:3).

Funding was another challenge that many respondents identified. 67% of programs rely solely on institutional funding (12/18). Just 28% (5/18) reported receiving external grant funding. Across the two sectors, MoC programs operated on a wide range of budgets from $500-$157,000.

While these descriptive statistics provide an overview on the budgets of these MoC programs, it is important to note that certain budgets were outliers that may have skewed the averages. Of the 14 MoC program budgets, 57% of them operated on budgets that were $10,000 or less (4/7 programs at community colleges and 4/7 programs at four-year institutions).
The Consortium: Research

programs at four-year institutions). For MoC programs at four-year institutions, 5/7 programs operated on budgets that were $17,000 or less, while 2/7 programs operated on budgets that were $100,000 or more. Lastly, student participation was a salient challenge for MoC programs. 75% of programs had 50 students or less who were currently involved in their program. There did not appear to be a common recruitment strategy amongst the programs with 50 or more current student involvement, but common strategies amongst all programs included outreach at new student orientations, word of mouth/personal invitations, and social events that includes guest speakers.

Consortium HSIs and Men of Color Programs: A Select Report

To understand how Latinx men navigate various educational contexts, the Research Institute launched a new study to examine how postsecondary institutions – community colleges and four-year universities – understand their organizational identity based on how they prioritize resources to serve the educational needs of Latinx men. Specifically, this study takes a look at Minority-Serving Institutions (MSIs), particularly Hispanic-Serving Institutions (HSIs) and Historically Black Colleges and Universities (HBCUs) with existing programs that are uniquely focused on serving Latinx men (e.g., Men of Color programs).

Preliminary findings from this study were accepted as a scholarly paper and a roundtable session for the 2020 Association for the Study of Higher Education (ASHE) annual conference (see https://diversity.utexas.edu/projectmales/2020/07/project-males-research-institute-to-present-latest-research-at-the-ashe-annual-conference/). Interviews took place in the months of July and August. Findings from this study are expected to be disseminated at the 2020 and 2021 Consortium Institute. Additionally, findings from this study will be submitted for publication to peer-reviewed higher education journals. This research is expected to be continued in the AY 2020-2021, along with our mentoring study survey to be launched Fall 2020.

As a part of this study, we have included tables with institutional data about the institutions that were selected for this study. See Appendix B for tables.
Appendices

Appendix A. Capacity Building Tools and Activities (CBTAs)

Overview for Implementing an Online Professional Development Brief Topic Sessions (ASYNCHRONOUS)

Professional Development Brief Topic Series This Capacity Building Tool/Activity (CBTA) provides brief online presentations focused on current issues and geared towards different audiences (e.g., faculty or administrators - addressing online instruction for Male Students of Color; Male Students of Color - understanding your career goals) to ultimately enhance the social and educational experiences of Male Students of Color. The estimated time for each session is 10-15 minutes and videos will be available for access online.

Development process

- Before the start of each semester, the Consortium Team, Texas A&M University (TAMU) and University of Texas at Austin (UT-Austin), will plan with the Consortium Advisory Council to develop a list of topics to be covered through the Brief Topic Sessions. These topics can center around a theme or general topics based on current events or issues. Ideally, the Consortium can offer four sessions/once per month or six sessions once every two weeks.

Potential topics

- Challenges facing Male Students of Color during COVID-19: How to help (audience: general)
- How to be an online student and manage home life during COVID-19 (audience: Male Students of Color)
- How to provide an inclusive online classroom for Male Students of Color during COVID-19 (audience: faculty; k-12 administrators and teachers)
- How to offer support services to male students of color during COVID-19 (audience: student services)

Presenter selection

- Once topics are decided, the Consortium Team will brainstorm for potential scholars/practitioners to invite to deliver and record their session. Project MALES Faculty, Research Affiliates, and Advisory Council members will be invited to present.

General format for CBTA

- Overview of topic/issue (8 minutes): Explain what the topic/issue is and why it is important. If it is a current event, explain what is happening. Cite data/statistics and scholarship if it helps explain topic/issue.
- Next steps (7 minutes): Answer the “So What?” question. Now that viewers know about the topic/issue, what are take-aways/tangible things they can go back and do. Provide additional resources if available. Depending on who the presentation is for (e.g., students, faculty, staff, etc.), it can be specific to their role.
- Layout of session is flexible. Presenter can choose to spend more time on a section or add additional sections to the presentation as long as it stays within 10-15 minutes.
- Presenters will also have the rights to the video to use professionally.
Appendices

Session recording process

- Presenters will be asked to record their presentation (e.g. Zoom) and upload to shared folder (Google Drive). Presenters will be provided with an introductory slide (i.e. with the Consortium Logo and contact information) to include in their presentation.
- The Consortium Team will edit the video as needed to be made available publicly or to Consortium members only (e.g. upload to password-protected YouTube or Box).
- Goal is to have all sessions recorded in advance of the semester.

Platform and timeline

- Possibly create a Texas Education Consortium for Male Students of Color YouTube Channel and post lectures/presentations. Can also make available through Consortium website for general public or Consortium members only.
- Each month, email notifications will be sent to the listserv and partners about the upcoming CBTA brief professional development session available online. Previous sessions/lectures will remain available for Consortium members to access.
Appendices

Overview for Implementing an Online Consortium Learning Community meetings (SYNCRHONOUS)

Consortium Learning Communities This CBTA creates online Learning Communities (LCs) where individuals can discuss current issues and different ways to enhance the social and educational experiences of Male Students of Color. LCs can be grouped by institutional sector (e.g., four-year institutions), educational topic (e.g., Male Students of Color and their transition experiences), or region (e.g., Houston metropolitan area). The estimated time for this activity is 75 minutes.

Development process

- LCs will be offered based on the interest of Consortium members. Not every region or sector may have enough interest for a Learning Community, so each academic semester will vary.
- The Consortium Team will poll Consortium membership at the beginning of each semester to see if there is an interest to develop a new LC. The Consortium Team will ensure that the LCs are not too large to maintain meaningful conversations.

Potential topics

- The Consortium Team will initially kick-off LCs by Sector and Region and poll Consortium membership on interest in the following LCs.
  - Sectors: 1) Community Colleges, 2) Universities, 3) ISDs
  - Regions: 1) El Paso (West Texas); 2) Rio Grande Valley (South Texas); 3) Houston area (Southeast Texas); 4) Dallas/Fort Worth/Denton (North Texas); Austin/Waco/San Marcos/San Antonio (Central Texas)
- The Consortium Team will develop registration and inform members on how to join LC meetings.

Presenter selection

- Once topics are decided, the Consortium Team will brainstorm for potential scholars/practitioners to invite to deliver and record their session. Project MALES Faculty, Research Affiliates, and Advisory Council members will be invited to present.

General format for CBTA

- A Consortium Team member will host/facilitate LC meetings.
- Before first meeting, the host will send a pre-meeting poll/activity to learn who is participating (e.g. if it is a Region LC, find out where everyone works: ISDs, universities, community colleges; if Sector LC, find out what cities are represented), as well as ask what they hope to gain from the LC and what type of support they would like from the LC.
- First meeting, the Consortium Team member host will highlight results from pre-meeting poll/activity and goals of LC.
- The host will also establish guidelines for the LC and the online space. For example, being respectful to one another; allowing time for everyone to share/speak about the session topic. Also, the LC sessions will enforce a confidentiality clause to ensure honest and critical conversations. The LC can decide if they would like the meetings to be recorded.

General format for CBTA—continued

- Subsequent LC meetings will then focus on what was decided on in first meeting. The Consortium Team member will continue to facilitate the discussion and provide a verbal summary of the meeting, next steps for LC, and potential action steps created by LC members.
Appendices

Platform and timeline

- The Consortium will use the Zoom platform to host LC meetings.
- The Consortium may have multiple LCs running concurrently during the month based on interest, topic, and size of the LC.
- The Consortium will send a monthly email announcement to Consortium membership with a list of the LC meetings and the available date, time, and Zoom link.
Appendices

Overview for Implementing Consortium Webinars (SYNCRHONOUS)

Consortium Webinars
This CBTA provides an online in-depth discussion on different topics or current issues (e.g. improving transitions to college) regarding the social and educational experiences of Male Students of Color. These webinars will vary by audience where some will be open to a national audience or Consortium members. The estimated time for this activity is 75 minutes.

Development process
• The Consortium Team will poll Consortium membership to learn what topics they would like for webinars.
• The Consortium Team will also brainstorm topics they think are important to offer Consortium members. Topics can be grouped as a theme for the semester or month to be marketed together.
• We will create two types of Webinars based on audience
  o Project MALES Webinars: National webinars cobranded with a national focus and appeal.
  o Consortium Webinars: A Consortium members-only webinar with a focus on regional/state topics.
• A final list of topics and dates will be finalized for the semester. Topics not being offered for that semester can be offered the following semester.

Potential topics
• April 23, 2020: First Project MALES Webinar developed by UT Austin team: “Evidence-Based Practices for Supporting Boys and Young Men of Color in Education in the COVID-19 Pandemic.”
• May 21, 2020: Latino Men and Degree Attainment: Graduating in a Pandemic
• June 18, 2020: Latino Men & Mental Health: An Intersectional Approach for Discussing Holistic Wellbeing in the Pandemic
• August 20, 2020: The Effects of Higher Education Finance on BYMOC: Summer Melt, Reopening, and Financial

Presenter recruitment/selection
• Once webinar topics are chosen, the Consortium Team will brainstorm potential scholars/practitioners who can be invited to participate in webinar. Faculty Affiliates and Advisory Council members will be invited to present.
• Moderators will be chosen from the Consortium Team unless a Faculty Affiliate or Advisory Council member is willing to volunteer and interested in the topic.

General format for CBTA
• The webinar moderator will host the session and will introduce topic and panelists/presenter.
• 30 minutes for presenter; 45 minutes for a panel of discussants
• 20 to 30 minutes for Q&A
• A Consortium Team member will monitor time, chat room/questions, PollEverywhere polls, and assist moderator during webinar.
Appendices

Platform and timeline

- Marketing materials will be emailed 3 weeks before webinar with registration link.
- Webinar will be hosted through Zoom and link will be sent to those registered day before.
- Webinars will be recorded and archived to be accessible for Consortium members.
- Total planning and completion of CBTA will be two months (e.g. one month of planning, one month of marketing).
Appendices

Overview for Implementing Teaching and Instruction Online Training (ASYNCRHONOUS)

Teaching and Instruction Online Learning: This CBTA provides online training for faculty members and teachers to improve classroom management and interactions with Male Students of Color. This training includes three two-hour training modules to help faculty and teachers understand the unique learning needs of Male Students of Color. The estimated time for this activity is six hours.

Development process

• The Consortium Team will create the instructional professional development online trainings modules with input/feedback from experts in each sector.
• Online trainings will be developed for each sector: ISD teachers, Community College faculty, and University faculty.
• Once finalized, the online trainings will be marketed through the Consortium website and via email to Consortium members and non-Consortium members with different fee structures.
• As institutions request to purchase the online trainings, Consortium Team will modify online training to reflect institution (i.e. school name, colors) and add additional topic areas requested by the institution.

Potential topics

• Module 1: Understanding your individual identity and your implicit bias
• Module 2: Exploring your interpersonal interactions with Male Students of Color
• Module 3: Improving the student-centered learning environment in the classroom for Male Students of Color

General format for CBTA

• The institution will be given access to online training to send out to faculty/teachers to complete.
• Consortium Team members will be available to support institutions and answer questions once training is made available to faculty/teachers.
• Faculty/teachers will complete training on their own time by the deadline created by institution.
• Faculty/teachers who complete the training will be asked to complete a quick survey about their experience with the training for Consortium purposes. Results of the survey will also be made available to the institution.

Platform and timeline

• Because each institution may have a different learning online platform, we can begin by using Google classroom or Blackboard. We could also modify our training to fit an institution’s online platform.
• Institutions will have control of the deadline for faculty/teachers to complete online training (6 hours), but must be completed within one academic semester.
• The Consortium Team will review survey responses to assist us in improving online trainings and to report out to funders, donors, etc.
• Total planning and completion of CBTA will be six months.
Overview for Implementing Institutional and Individual Surveys (ASYNCRHONOUS)

Institutional and Individual Surveys This CBTA provides institutions with different types of survey instruments to collect data from Faculty, Student Affairs, Academic Affairs, or Male Students of Color. The estimated time for this tool is approximately six months to create, distribute, analyze, and write a final report.

Development process
- The Consortium Team will develop survey instruments before marketing to Consortium members.
- A broad survey instrument will be developed for each group: 1) Faculty/Teachers, 2) Student Affairs Practitioners, 3) Academic Affairs, and 4) Male Students of Color.
- Once survey instruments are developed, it will be marketed through the Consortium website and via email to Consortium members and non-Consortium members with different fee structures.
- Institutions interested in a survey will meet with Consortium Team to discuss institutional needs and purpose of survey (approximately 2-3 meetings). Survey instruments will be modified to meet the needs of the institution.

Potential topics covered in survey
- Faculty survey will cover topics such as: Awareness of Male Students of Color academic needs; Awareness of own identity and potential implicit bias; Types of interactions with the Male Students of Color in your classes (inside and outside of the classroom); Pedagogical techniques and practices.
- Student Affairs survey will cover topics such as: Awareness of Male Students of Color extracurricular needs; Awareness of own identity and potential implicit bias; Types of interactions with the Male Students of Color; Mentoring and advising practices.
- Academic Affairs survey (department chairs/deans) will cover topics such as: Institutional, college, and/or departmental commitment and advocacy for Male Students of Color; Types of policies/initiatives that support Male Students of Color; Awareness of support/programming for Male Students of Color at institutional, college, and/or departmental level.
- Male Students of Color survey will cover topics such as: Sense of Belonging at institution; Awareness of support programs/initiatives geared towards their academic and social needs; What challenges have they faced at their institution (academic and social challenges); What has helped them be successful; What are their academic and career goals; How can the institution better support them to achieve their academic and career goals.

General format for CBTA
- Survey instruments will be made available upon request by an institution.
- Survey will be modified to meet needs of institution and will be given to the institution to distribute.
- Institutions will have 1-2 months to distribute survey.
- Survey responses will be reviewed by Consortium Team and a final report will be provided to institution.

Platform and timeline
- Survey instruments will be available online via Qualtrics.
- 1-2 months for survey instrument development.
- 1-2 months for data collection and analyze.
- 1-2 months for data interpretation and reporting of survey results.
- Total planning and completion of CBTA will be 6 months.
Overview for Executive Leadership Strategic Planning sessions (SYNCRHONOUS)

Executive Leadership Strategic Planning Sessions This CBTA provides an online consultation service for senior-level administrators to assist with institutional strategic planning focused on addressing the social and educational needs of Male Students of Color. This estimated time for this activity is 75 minutes.

Development process

- The Consortium Team will develop an outline/format for online Strategic Planning sessions for four different audiences: 1) Executive Leadership (Vice Presidents and Provosts); 2) Mid-managers (directors of student service offices, financial aid, academic advising, etc.); 3) Academic Leadership (deans, department heads, and program chairs); 4) District Level K-12 Administrators.
- Once sessions are developed, they will be marketed through Consortium website and via email to Consortium members and non-Consortium members with different fee structures.
- Institutions interested in an online Strategic Planning session will meet with Consortium Team to discuss institutional needs, preliminary institutional documents/data to help Consortium Team plan/lead session, and schedule meeting date preferably a month after initial meeting to allow enough time to receive institutional materials.
- The Consortium Team will modify existing Strategic Planning sessions to meet the institution’s needs/goals, and prepare handouts and necessary materials.
- The institution will be responsible for inviting institutional members to attend meeting.

Potential topics covered in survey

- Executive Leadership strategic planning session would include topics such as: Reviewing data on the Male Students of Color retention and graduation rates; What academic programs are Male Students of Color enrolled in/graduate from; What courses are Male Students of Color dropping out from; What programs/initiatives are available for Male Students of Color at the institution; Discussion on what they see are the needs of the Male Students of Color at their institution.
- Mid-managers strategic planning session would include topics such as: Reviewing data on the Male Students of Color and how often they participate in programs or visiting office; What programs are successful in engaging Male Students of Color; Where is there a need to better engage/involve Male Students of Color; Discussion on what they see are the needs of the Male Students of Color within their office/department/division/institution.
- Academic Leadership strategic planning session would include topics such as: Reviewing data on the Male Students of Color in their academic programs; What are their retention and graduation numbers; What academic programs are Male Students of Color enrolled in/graduate from; What courses are Male Students of Color dropping out from; What academic support programs are available for Male Students of Color at department, college, and institutional level.
- District Level Administrators strategic planning session would include topics such as: Disciplinary policy discussion; Restorative justice perspective on helping them engage with Male Students of Color; Developing a Principal Academy focused on training principals on the needs of Male Students of Color.
Appendices

Presenter recruitment/selection
- Consortium Team members will facilitate this CBTA. May include Project MALES Faculty, Research Affiliates, and Advisory Council members.

General format for CBTA
- Introductions and review of data/materials provided to Consortium team (15 minutes)
- Discussion of topics (see Potential topics above) (15 minutes)
- Participants will be given time to begin planning "Next Steps" to integrate into strategic plan (30 minutes)
- Q&A and next steps (15 minutes)
- A Consortium Team member will monitor time, chat room/questions, and assist during the meeting.
- Meeting will last 75 minutes. The Consortium Team will follow-up with institutions later (next academic term) to see if they have implemented what was discussed.

Platform and timeline
- Meeting will be hosted through Zoom. Consortium Team member will create the link, but the institution will send the link to individuals they want at the meeting.
- From initial request, the total planning and completion of CBTA will be 2 months with a follow-up at the end of the next academic term after completion.
## Appendix B. MSI Latinx Male Study Tables

**Table A. Institutional Characteristics**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Institution Type</th>
<th>HSI Designation</th>
<th>2017-18 EHSI (Emerging HSI)</th>
<th>Open admission policy</th>
<th>SAT Math 75th percentile score</th>
<th>SAT Evidence-Based Reading and Writing 75th percentile score</th>
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<tbody>
<tr>
<td>Austin Community College</td>
<td>Public 2-Year</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
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<td>--</td>
</tr>
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<td>El Paso Community College</td>
<td>Public 2-Year</td>
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<td>No</td>
<td>Yes</td>
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<td>--</td>
</tr>
<tr>
<td>Northeast Lakeview College</td>
<td>Public 2-Year</td>
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<td>Yes</td>
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<td>--</td>
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<tr>
<td>Northwest Vista College</td>
<td>Public 2-Year</td>
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<td>No</td>
<td>Yes</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Palo Alto College</td>
<td>Public 2-Year</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Prairie View A&amp;M University</td>
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<td>No</td>
<td>Yes</td>
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<td>--</td>
</tr>
<tr>
<td>University of Houston - Downtown</td>
<td>Public 4-Year</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<td>540</td>
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</tbody>
</table>


Notes: M = Male, F = Female; HSI = Hispanic-Serving Institution
## Appendices

### Table B. Fall 2018 Undergraduate Enrollment by Race and Gender

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>All (%)</th>
<th>White (%)</th>
<th>Black (%)</th>
<th>Latino (%)</th>
<th>Asian (%)</th>
<th>Other (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>Austin Community College</td>
<td>43.8</td>
<td>56.2</td>
<td>20.3</td>
<td>23.7</td>
<td>3.0</td>
<td>4.3</td>
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<tr>
<td>El Paso Community College</td>
<td>42.3</td>
<td>57.7</td>
<td>3.2</td>
<td>3.8</td>
<td>0.9</td>
<td>1.0</td>
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<tr>
<td>Northeast Lakeview College</td>
<td>43.3</td>
<td>56.7</td>
<td>13.3</td>
<td>18.3</td>
<td>4.9</td>
<td>5.2</td>
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<td>Northwest Vista College</td>
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<td>Palo Alto College</td>
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<td>San Antonio College</td>
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<td>10.0</td>
<td>13.8</td>
<td>2.9</td>
<td>4.1</td>
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<td>University of Houston - Downtown</td>
<td>39.6</td>
<td>60.4</td>
<td>7.0</td>
<td>7.9</td>
<td>6.4</td>
<td>12.6</td>
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</table>

Sources: 2018 IPEDS Data
Notes. M = Male, F = Female
## Table C. Percentage of Instructional staff with Faculty Status by Race and Gender

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>All (%)</th>
<th>White (%)</th>
<th>Black (%)</th>
<th>Latino (%)</th>
<th>Asian (%)</th>
<th>Other (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  F</td>
<td>M  F</td>
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Sources: 2018 IPEDS Data
Notes. M = Male, F = Female
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