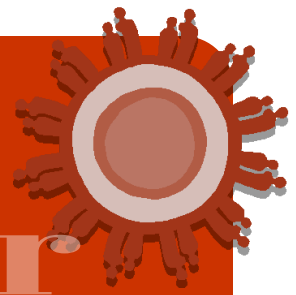


Project MALES Newsletter



SPRING 2017

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Project MALES
is an initiative of the
Division of Diversity and
Community Engagement at
UT-Austin.

Another Successful Year of Project MALES Mentoring

The Project MALES Student Mentoring program experienced a robust expansion of schools served in the 2016-2017 school year by adding Lyndon B Johnson Early College High School and continuing the efforts from the pilot group at Mendez Middle School. The mentoring program also revamped its recruiting efforts by onboarding ten new University Leadership Network (ULN) interns to serve multiple students throughout the entire school year. By reaching eight Austin ISD schools the mentoring program served over 80 middle and high school mentees with the help of 50 undergraduate student mentors. Project MALES is excited to add Burnet Middle School and East Side Memorial High School this fall in continuing our efforts of strategic expansion and are exploring expansion outside the AISD to Manor ISD and KIPP.



In addition to our mentoring efforts during the school year the annual Project MALES Summer Academy will be held at the UT Austin campus again on July 19-22, 2017. Last summer the Summer Academy welcomed middle and high school students to campus while also engaging in leadership development workshops, speaker series, poetry and spoken word. This year the Summer Academy will partner with Con Mi Madre to bring the students and their mothers. The three and a half day event will include middle and high school students who were mentored under Project MALES throughout 2016-17 in order to address the lack of summer programming. This unique event will be a great collaboration in our efforts to address the needs of young men of color and also have impactful programming for women of color.

Project MALES Students are Thriving!

Project MALES Student Organization

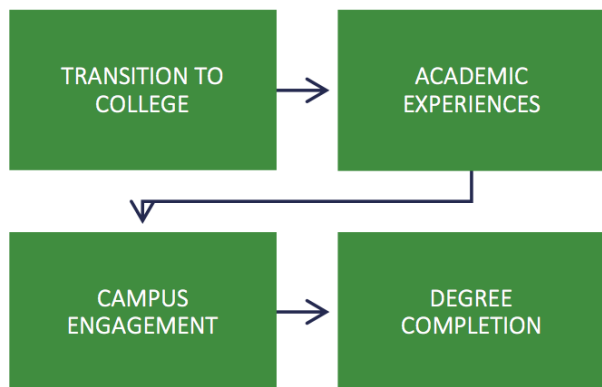
Over the years Project MALES has functioned as a space to support our Project MALES undergraduates become student and community leaders. We train our undergraduate mentors, work-study students, and ULN interns to support our young males of color at all levels of the educational pipeline in an effort to improve their overall educational attainment. This year we will like to highlight our graduating seniors as they move on to post-secondary education and professional opportunities.

Esteban Fernandez – (Economics/1 year Student Mentor)
Miguel Gonzalez – (Urban Studies/5 years Student Mentor)
Miguel Gonzalez – (Social work/4 years ULN intern & Student Mentor)
Hector Jacobo – (Government/1 year ULN intern)
Estela Lopez – (Math & Economics/5 years Student Mentor, Work Study & Student Council President)
Victoria Martinez – (HDF/1 year ULN intern)
Toby Ramirez – (Psychology/4 years Student Mentor)
Ana Serratos – (Social work/1 year ULN intern & Student Mentor)
Ismael Silva – (Sociology/3 years ULN intern & Student Mentor)



Project MALES Research Dissemination

The research team shared preliminary findings from three years of engagement and research with the Texas Education Consortium for Male Students of Color (TECMSC) at a number of venues. Our research team focused on four main themes discussed by Latino and African American male students, staff, faculty, and administrators across 17 educational institutions. Our preliminary findings were presented at the 42nd annual Texas Association of Chicanos in Higher Education (TACHE), the 12th annual American Association of Hispanics in Higher Education (AAHHE), and at NCORE, May 30 to June 1, 2017. Consortium member school districts, community colleges, and four-year colleges and universities across the state of Texas vocalized the support and challenges Latino and African American male students experience during their transition to college, academic involvement, campus engagement, as well as their perceptions of college completion. A critical takeaway from the young Latino and African American men's powerful narratives is the heterogeneity between the two student groups and how educational institutions have the responsibility to recognize and respond to these nuances.



Moving forward, our research team will utilize the findings to develop toolkits to offer guidance and support for independent school districts, community colleges, and four-year colleges and universities to consider with a vision to advance toward enrolling, retaining, and graduating Latino and African American male students at equitable rates as their peers. We also seek to propose a strategic plan to build institutional capacity to sustain our commitment for Latino and African American male students in education. Ultimately, we aspire for educational institutions across all sectors to provide equitable opportunities and outcomes for male students of color at the local, state, and national level.

Project MALES Faculty/Research Affiliates

This spring, we published two issues of our research brief series, Issue 8 titled “Caught in-between: AfroLatino Males in Higher Education” by Dr. Claudia Garcia-Louis, Assistant Professor at the University of Texas of San Antonio, and Issue 9 titled, “Catching them Early: An Examination of Chicano/Latino Middle School Boys’ Early Career Aspirations” by Dr. Eligio Martinez, Jr., Visiting Assistant Professor in the Education Leadership Doctoral Program at California Polytechnic University-Pomona.

Dr. Garcia-Louis research examines the lived experiences of AfroLatinx males in higher education and how they navigate a college campus. Findings of her study suggest AfroLatino males are forced to traverse socially constructed categories, that in effect, thrust them into (in)visibility through the social investment of African American and Latinx nomenclature. Based on the findings, Afro-Latino males feel overlooked on campus. Despite campus being located in a very diverse city and neighborhood, not one participant could identify a single program, service, club, activity, or class that was dedicated to AfroLatinx. Moreover, in addition to navigating campus culture and academics, they were also forced to make daily decisions about whether to disclose their ethnic, cultural, and/or racial identity.

Dr. Martinez, Jr., research focuses on acknowledging the unique experiences of Chicano/Latino middle school boys and how they formulate their post-secondary aspirations. Based on findings from his study, there is a need to focus on how students formulate their career plans in earlier stages of the pipeline due to the impact having sources of information can have on the development of future aspirations for Chicano/Latino middle school boys.

Our next issues include research briefs by Dr. Deryl Hatch, Assistant Professor of Educational Administration at the University of Nebraska-Lincoln, and Dr. Juan Carrillo, Assistant Professor at the School of Education at the University of North Carolina at Chapel Hill.



Texas Education Consortium for Male Students of Color Consortium Bi-Annual Meetings

On Friday, February 10th, 2017 the Texas Education Consortium for Male Students of Color (TECMSC) convened at the University of Texas San Antonio-Downtown Campus. Approximately 80 educational leaders from ISD's, community colleges, and universities attended from across the state of Texas. During the event, we welcomed our six new Consortium institutional members: Del Mar College, Houston Community College, San Jacinto College, Texas Southmost College, Baylor University, and Texas Tech University. This was followed by Consortium and site Report updates from Dr. Víctor Sáenz and Dr. Luis Ponjuán.

This was followed by a conversation regarding the current status of male student of color research was facilitated by Dr. Sáenz, Dr. Ponjuán, Dr. J. Luke Wood, Director and Associate Professor of the Doctoral Program in Community College Leadership at San Diego State University (SDSU) and Co-Director of the Community College Equity Assessment Lab (CCEAL), Dr. Frank Harris III, Professor of Postsecondary Education in the College of Education at SDSU and Co-Director of the CCEAL and Dr. Marissa Vasquez Urias, Assistant Professor in the Community College Leadership Program at SDSU and Associate Director of the CCEAL.

Our meeting concluded with breakout sessions lead by the CCEAL team, groups were divided by institutional type and sector. Groups had the opportunity to conduct an Equity Root Cause Analysis for their respective institution and identified some of the challenges along with some intervention strategies, in order to develop solutions to improve the conditions and outcomes for male students of color.



Consortium Advisory Council

The Consortium Advisory council has been hard at work this past academic year developing a Strategic Plan and Business model to guide the Consortium work forward. We have convened four strategy sessions with Council members facilitated by Dr. Luzelma Canales, Executive Director with RGV Focus, a renowned expert on building organizational sustainability. With Council leadership, we are exploring viability of four areas of funding; 1) continuing institutional support from our two lead institutions, UT Austin and TAMU; 2) revenue through Consortium partner fees; 3) revenue generated by Capacity Building Tools and Activities (CBTA) training and workshops; and 4) continuing to seek additional grant funding. We are looking forward to hosting our ninth Texas Education Consortium for Male Students of Color meeting at Tarrant County Community College in October.



Coming up this Summer!

2017 Latina/o Summer Academy Leadership



Project MALES (Mentoring to Achieve Latino Educational Success) will host its second Project MALES Summer Academy on July 19-22, 2017. The four-day Summer Academy is open to young men and women from Austin ISD middle and high schools. This year Project MALES is partnering with Con Mi Madre, a nonprofit providing services to Latinas and their mothers that increase preparedness, participation, and success in post-secondary education. This year's theme is **“Resiliency Through Leadership.”** The Project MALES Summer Academy will feature four days of workshops and sessions that focus on building leadership skills, communication skills, and creative activities. Our mission continues to center on improving educational outcomes and opportunities for young male and female students of color in the Central Texas region. This event is made possible by the generous funding from the Kresge Foundation. For more information visit our website at: <http://diversity.utexas.edu/projectmales/>



4th Annual Texas Male Student Leadership Summit

Our annual Texas Male Student Leadership Summit will take place at The University of Texas at Austin on August 17-18, 2017 at the Student Activity Center. This year marks the 4th year that we have hosted our Leadership Summit which is an invite-only event for institutional members of the Texas Education Consortium for Male Students of Color. The Summit brings together male students of color, as well as faculty, staff, and administrators from K-12 and higher education institutions from across the state of Texas, who are dedicated to their academic and personal success. This year we are excited to announce that our featured keynote speaker is Dr. Cesar Cruz, Co-Founder of Homies Empowerment Program. Dr. Cruz is an author, youth activist, Harvard graduate, and has been an educator for almost two decades. He was born in Juchitlan, Jalisco, Mexico and migrated to the states at about age 9. Our program this year as always highlights our students and student voice and features two student tracks, a panel of student leaders, student convening, and an arts, poetry and spoken word segment. This year we are introducing a “President’s Panel” made up of state and national educational leaders who are engaged in work on behalf and with male students of color. For more information, please visit the 2017 Texas Male Student Leadership Summit webpage for updates at <http://diversity.utexas.edu/projectmales/male-student-leadership-summit/> or contact Mr. Jorge Rodriguez at jorge@austin.utexas.edu or Dr. Emmet Campos at ecampos@austin.utexas.edu.

Dr. Cesar Cruz

