Rethinking How to Support Males of Color for Postsecondary Success

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UnlockED

If money were no object, what practices would your district put in place to change postsecondary outcomes for males of color? In fall 2019, the Bill & Melinda Gates Foundation brought together 15 postsecondary district leaders to answer this question through a newly established Postsecondary Learning Community. Suggestions included: starting a mentoring program, hiring more college coaches and counselors, providing last-minute scholarships, and advocating for federal changes to financial aid policies. Given the spectrum of answers, it is clear there is not one sole way to best support males of color.

According to the National Center for Education Statistics, the college enrollment rate for 18- to 24-year-olds overall has increased by five percent over the last 17 years. As Figure 1 illustrates, the college enrollment rates for Black and Hispanic students have jumped considerably during this time period. Enrollment rates have risen 16% for Hispanic females and 13% for Hispanic males, respectively. It is clear that postsecondary district leaders have put tremendous effort toward implementing new programming, looking at data trends, and taking responsibility for post-graduation outcomes. However, there are still gaps in enrollment. Black and Hispanic students are experiencing comparable levels of enrollment growth, but males of color, are trailing behind their female counterparts. District leaders across the country have noticed this trend and are developing strategies to combat gaps.
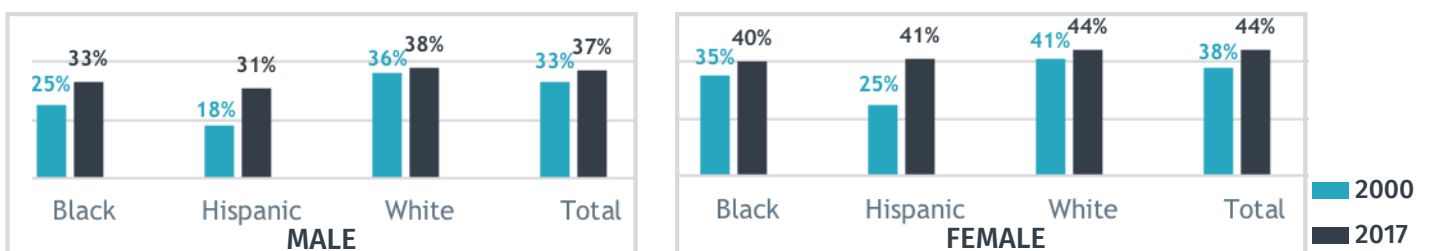
The purpose of this paper is to examine the programmatic and systemic initiatives that district leaders are implementing to increase postsecondary success for males of color and to summarize and provide insights to district leaders who are engaging in this work. This paper's author interviewed a group of district leaders who are participants in the Bill & Melinda Gates Foundation Postsecondary Learning Community to better understand what they believe are the levers needed to change outcomes for males of color. These districts have seen gains in their college enrollment rates and are leading the nation in launching innovative postsecondary advising practices.

This paper is divided into three parts:
- **Part 1: Establishing Expectations around Equity in Postsecondary Success for Males of Color** – This section highlights the need for a mindset shift when embarking on this work.
- **Part 2: The Power of Data** – This section dives into the data necessary to catalyze this work and how to use that data to advocate for males of color.
- **Part 3: Programmatic Initiatives** – This section provides overviews of programming that districts have implemented and believe contribute to their success in closing gaps.

Author's Note: Though this paper is focused on college enrollment for males of color, the learnings can be extrapolated to support various subgroups and different areas of the K-16 pipeline (such as graduation, persistence, and attainment).

FIGURE 1: COLLEGE ENROLLMENT RATES OF 18- TO 24-YEAR-OLDS BY SEX & RACE/ETHNICITY

MALE: Black 25% (2000), 33% (2017); Hispanic 18% (2000), 31% (2017); White 36% (2000), 38% (2017); Total 33% (2000), 37% (2017)

FEMALE: Black 35% (2000), 40% (2017); Hispanic 25% (2000), 41% (2017); White 41% (2000), 44% (2017); Total 38% (2000), 44% (2017)

Legend: 2000, 2017

For the purposes of this paper, "Males of Color" are defined as Latino and African-American males.

The original intent of this paper was to understand and showcase successful outcomes of programmatic initiatives of districts that are embarking on this work. Interview questions for the Postsecondary Learning Community were structured to discuss this innovation around programming and initiatives. While district leaders did discuss programs, the conversation tended to shift to the courage needed to acknowledge and confront the racism that has infiltrated the education system and the necessity of understanding the broader context of students in pushing this work forward. The response to the question of how to support males of color became less about a specific successful program and more about the need to shift mindsets.

In order to truly change outcomes, practitioners need to believe that students can achieve. Eduardo Sesatty, Director of Postsecondary Initiatives at San Antonio Independent School District, stated in his interview that this work is about "believing in our students and ensuring everyone who works with our students has an inherent belief that our students can do this." While this may seem obvious, it may not be the case in districts across the country. Does everyone in your district share that inherent belief? When it is suggested that college is the goal for students, what is the response of school-based staff and other stakeholders? Is there hesitancy? Are there excuses? Are there rebuttals? What process or screening is done to ensure everyone is aligned on expectations and beliefs in the district?

If stakeholders are defensive in their attitudes toward expectations and the role of racism, it will be difficult to get to the biases and make changes. If this is the first time practitioners are looking at their data, expect rejection or defensiveness. If this is the first time anyone is asking questions as to why the data looks the way it does, then expect practitioners to be uncomfortable. Part of supporting males of color is establishing the expectations the district has for students and educating staff on the importance of equity. Capacity building around equity and biases in your staff is necessary and an important element to this work. Districts that are already engaged in training and discussions around equity may have an easier time looping in counselors and college coaches. It can also be valuable to seek the guidance of other district leaders who have started on this work. The districts interviewed for this paper have written implicit bias training into grant proposals, mandated that equity be at the center of every professional development activity, and much more. (See the Denver Public Schools case study regarding how they infuse equity into their postsecondary professional development.) Your responsibility is to help people reframe how they think about their work and how they support young males of color. Believe your staff has good intentions, but also recognize that people may not know better, so they are unable to do better.

Reframing will be difficult, but as Eugene Robinson, Director of Postsecondary Initiatives for Chicago Public Schools says, "This is important work, it will be uncomfortable and will raise more questions than you thought when you went into it. You have to be courageous and comfortable with the decisions you make. This is about kids." The sentiment of courage and bravery was echoed by every district leader in interviews. It takes courage to ask every new hire if they believe students can achieve, go to college, and become successful members of society. It takes courage to look at subgroup data every month and hold postsecondary leadership teams accountable. It takes courage to hold

principals accountable for the outcomes of every single student. It is also necessary.

As with most endeavors, having the support of senior district leaders will be crucial to changing mindsets. Bernard McCune, Senior Executive Director for College and Career Success at Denver Public Schools, emphasized that if leaders want to make systemic change, they need strong leadership at the school and city levels. Someone with authority needs to champion the cause, put in measures to hold people accountable for outcomes, and ask difficult questions. Leadership is also necessary to push forward equity conversations and increase the sustainability of any programming. Initiatives focused on males of color postsecondary outcomes cannot be "one-offs." They must be sustainable and routine in order for them to last. Buy-in and adoption by senior leadership is the best way for this to happen. For example, Oakland Unified has multiple initiatives focused on African-American males, because their superintendent declared African-American male achievement as an initiative and focus point for the district. This action solidified the sustainability of the work.

Changing mindsets requires support from leadership, education at all levels of district staffing, and hard conversations among staff and stakeholders. This may not be easy; the historical context in your district may make it especially difficult to achieve change. But shifting mindsets is necessary for outcomes of males of color to improve.

Centering Equity in Supporting Males of Color in Postsecondary Planning
An Interview with Denver Public Schools

The troubled racial history of the United States and the way school districts were used as mechanisms to reproduce systemic inequality is at the root of our current topic. The districts I spoke to when researching this paper each spoke about the history of their respective cities and how their work seeks to create more equity and opportunity while simultaneously impacted by the racism and inequality embedded in American history. While this paper will not deep dive into the racism of this country and its impact on education, my interview with Denver Public Schools showcases *the importance of carefully thinking through the context of your district and city when approaching this work.*

In 1973, Black and Hispanic parents of Denver Public School students filed a lawsuit against the school district for de facto racial segregation, making decisions that created an environment of segregation not by law. The school district's actions violated the Equal Protection Clause. The case made its way to the Supreme Court, and the Court sided with the parents in a 7-1-1 decision. This case marked the first instance of the Court identifying the existence of school segregation in northern states. In 2018, 53.8% of students are Hispanic/Latino, 24.7% are White, and 13.2% of students are Black. This case anchored the interview with Denver Public Schools because it's the context district leaders are working in despite the 45 years that have passed since the court case. The needle will not – and cannot – significantly move unless your district and practitioners understand the lens in which they are advising students and can disrupt bias that may be infused in the district.

When and why did you decide to focus on increasing college enrollment outcomes for young men of color in Denver Public Schools?
District Leaders: The court case is an important backdrop for this work and sets the context to what we are up against. Additionally, the data has told us for years that we need to focus on men of color. We have created strategies over the last five to 10 years, and we are becoming increasingly better. We had the courage to do something about the discrepancy we saw.

What has been the reception in your district around these conversations and endeavors?
District Leaders: Pushing these conversations around bias, racism, and segregation may make people defensive and uncomfortable, but data and equity are components in every professional development activity. We show them the equity gap data and student learning objectives. Also, 50% of the counselor evaluation rubric is tied to two goals related to student data, so counselors are brought in and working on these gaps. We also have an equity office that does a four-hour training for school counselors and coaches on historical racism and how it is still happening.

What interventions have you put in place to support postsecondary outcomes for males of color?
District Leaders: There are plenty of initiatives that we have put into place. Our district has an African-American Equity Task Force that meets and makes recommendations around what equity should look like and what our outcome goals should be. One result of the taskforce is the social studies departments in schools across the district are decreasing the "white lens," so more students can see themselves reflected in their coursework. Additionally, Denver Public Schools is considering ways it can increase

access to rigorous coursework (AP & IB), working with higher education institutions on concurrent enrollment and how to expand options based on students' interest and not just what district leaders think. Now, leaders can focus on why students are self-selecting out of certain career pathways and also used tools to support students in finding careers that align with their natural aptitudes and interests. Additionally, Denver Public Schools has implemented the Black Excellence Resolution, which targets African-American students by prioritizing and targeting their academic achievement, becoming a district that is community driven, expertly supported, and equitable by design.

For Males of Color specifically?
District Leaders: There are programs for African-American male students that expose them to high-growth, high-wage industries. There are annual summits starting in 9th grade. The Community College of Denver led a co-learning experience around the college process for young men of color and their parents.

Anything else you would like to add?
District Leaders: We are progressing, but it would be great to speed it up. It's good for us to recognize and identify a problem and give people information about it. However, it becomes great when you have a plan of implementation that addresses the problem and changes it. This is the difference between being data-informed versus data-driven. I like to think about it on different levels. The first level is that people are data informed. You have seen the data. The second level is the courage to develop a plan to tackle the problems you see in the data. The third level is about implementing that plan.

Also, to make systemic change, strong leadership is needed at both the district and city levels, as well as courageous leaders who are willing to exert influence and hold people accountable. You need people to be committed to the work.

We haven't solved all of this. There are populations that haven't yet found their voice but should be equally outraged.

*To learn more about the initiatives at Denver Public Schools, visit **collegeandcareer.dpsk12.org**.*

DENVER
PUBLIC
SCHOOLS

Data is essential to this work. Data is an extremely powerful tool that can enable district leaders to diagnose gaps in service, build coalitions around supporting males of color, and advocate for students. Data can also cause discomfort. If true gaps are prevalent in a district, then individuals should be uncomfortable, which is why the work of changing mindsets and capacity building is also critical. However, to make meaningful progress, building a data infrastructure is a critical foundational need. "If there is a limited data infrastructure, it will be difficult to build a coalition and advocate because the district will lack the evidence of where it stands, as well as if and how it can improve. This section focuses on how to build a data culture which includes building a data infrastructure that will facilitate assessing and evaluating data for males of color. If your district already has a solid data system in place, it is recommended to skip to the section entitled, "What's Next?"

Why is Data Necessary?
Every district interviewed for this paper stated that data was the foundation for their work around males of color, as well as for district initiatives at large. Using data helped uncover the initial differences in enrollment rates and outcomes, align stakeholders behind the urgency of their cause, and monitor the progress of interventions in real time. Data is the cornerstone of this work because data changes conversations. It can be used as evidence to help prove a hypothesis, uncover bias, and reinforce anecdotes. Without evidence, advocacy will be extremely difficult. Progress monitoring and tracking success will be complicated. Take, for example, a school in which counselors believe that Latino males are not enrolling in college because completing the FAFSA is an obstacle. Without tangible evidence that this is occurring, it is difficult to

NSC is the Key
Using National Student Clearinghouse to understand outcomes can elevate a district's mission and help focus district postsecondary initiatives.

To embark on this work, your district will need to access college enrollment data from the National Student Clearinghouse, commonly known as the NSC. The National Student Clearinghouse is a nonprofit organization that collects enrollment information from postsecondary institutions. School districts can submit a list of their graduates to the NSC via a tool called StudentTracker and receive the postsecondary outcomes of their students through college graduation.

If your district does not currently receive college enrollment data from the National Student Clearinghouse, go to **studentclearinghouse.org** to set up an account, and submit a request to receive your NSC data. Unless staff is required to follow up with every student post-graduation to track college enrollment and postsecondary plans, your district is not correctly estimating college enrollment. Moving from self-reported data to third-party-verified data will give your district team the insight they need to diagnose and assess the state of college enrollment in your district and advocate for students. Information on setting up an account with the National Student Clearinghouse and accessing StudentTracker is located at **studentclearinghouse.org/studenttracker**.

understand the severity of the problem, diagnose why it is occurring, action-plan, and advocate for proper resources or interventions. In this example, a counselor can use FAFSA completion rates, FAFSA submission rates, and college enrollment rates as evidence that Latino males are not enrolling due to FAFSA. More importantly, counselors can dive deeper into why this is the case and advocate for additional FAFSA training or other interventions that are the right fit for their context.

Where to Start

Data systems can vary from district to district. Some districts have extensive postsecondary data systems because the district is quite data-driven, while other districts may have ad hoc data systems designed by counselors or college coaches who want to track students' progress, but they are not mandated by the district. Figure 2 highlights the spectrum of where districts may fall on data availability and monitoring. In an ideal world, every district would collect a uniform set of data from each school about each student, and this data could be easily aggregated, dissected, and analyzed. However, any forward progression along this spectrum is helpful in advancing a district's data infrastructure. Some items of note:

- Establishing a data system can be an overwhelming and time-consuming endeavor.

- If your district does not have any data system in place, think about developing a uniform tracking template for school-based staff to fill out using Excel or Google Sheets. Ask school counselors or college coaches how this work is currently monitored, as it is possible a template has already been developed and can be adopted district-wide. While implementing a more formal postsecondary tool is a solution, it's an expensive one and requires a certain level of data capacity for it to stick.

- If your district has school counselors and/or college coaches tracking data on their own with no oversight, it is imperative to understand how each school is collecting data and what they are collecting. The goal is to move to one uniform data-tracking system to report data at different levels (grade level, school level, network level, and district level). Gaining a better understanding of what tools or systems individuals are using, and why they are or not tracking will allow you to better impose uniform requirements.

- If your district does have an uniform postsecondary system, but tracking is not monitored by principals or district personnel, then moving the district to a more cloud-based postsecondary tool may support leaders in analyzing data and monitoring students' progress.

FIGURE 2: SPECTRUM OF DATA ADOPTION

District does not have a data system	Some postsecondary data is tracked, but it is not monitored			District office requires uniformed data tracking at the school level	
	No insight into how data is tracked	Each school/counselor has their own method of what and how they track	Everyone has the same tracking method, but it is not used	Self-reported into Google Sheets, Excel, etc.	Cloud-based postsecondary tool, i.e. Naviance

Case Study: When Data is Your Intervention
Chicago Public Schools

Chicago Public Schools (CPS) is the third-largest school district in the country, with over 350,000 students, 165 high schools (the majority of schools are district and charter, 93 and 64 respectively). Every year, ~22,000 students graduate from CPS. In the past 20 years, Chicago Public Schools has seen significant growth in college enrollment. In 2005, college enrollment was 46%; in 2017, that number had grown to 71%. With help from an ecosystem of partners (including higher education institutions, college access organizations, and foundations), Chicago Public Schools has worked to increase the number of students enrolling in college after high school graduation. The importance of college enrollment and persistence is signified as a metric on the district's accountability framework.

At Chicago Public Schools, data is at the core of postsecondary work. Data is used to understand the impact of interventions. Data is used for monitoring progress on best practices such as FAFSA completion, applying to three or more colleges/universities, and application to match schools. With the district's implementation of Naviance, an online postsecondary tool, the district moved from self-reporting to a more structured data system that allows reporting and progress monitoring at all levels (grade level, school level, network level, and district) and for different subgroups. Postsecondary Leadership Teams (consisting of a principal, college access partners, school counselors, and college coaches) are expected to meet frequently and discuss data, to see if students are progressing along the college application timeline, and to offer more customized advising for students. Additionally, internal and external stakeholders are given specific action steps.

In regard to males of color, CPS has used data to diagnose and assess the gap in college enrollment based on gender and race. After analyzing and pinpointing the root causes of this gap, the district's postsecondary team established separate district progress monitoring reports for Latino males and African-American males. These reports are sent along with the district Key Performance Indicator report to Postsecondary Leadership Teams (PLT), principals, and district staff to monitor the experience of males of color in Chicago Public Schools who receive postsecondary counseling.

While the gap in college enrollment persists, the use of data has brought attention to what is happening in the district and ensures conversations about success outcomes for males of color continue. The data allows for school-level collaboration, practice alignment, and innovation. School staff can problem solve and perform root cause analyses on specific students and provide customized solutions. For instance, a Postsecondary Leadership Team may receive a district level KPI report that shows FAFSA completion at 80%. The subgroup report view can highlight that only 40% of Black males have completed their FAFSA. The PLT can then look up which specific students are completed in the data system and work with those students to complete the FAFSA.

Additionally, subgroup data has brought together the Chicago postsecondary ecosystem. This data has given way to conversations around larger economic and social circumstances surrounding males of color in Chicago at large and the social experiences of young men of color on college campuses.

A great resource for setting up data infrastructures, selecting the appropriate data, and more is the National College Attainment Network Data Toolkit. Rebecca Lacocque, Director of Linked Learning at Oakland Unified School District advises districts to, "Take the time to have good and careful data systems. It can take time to establish a data system, and that is okay."
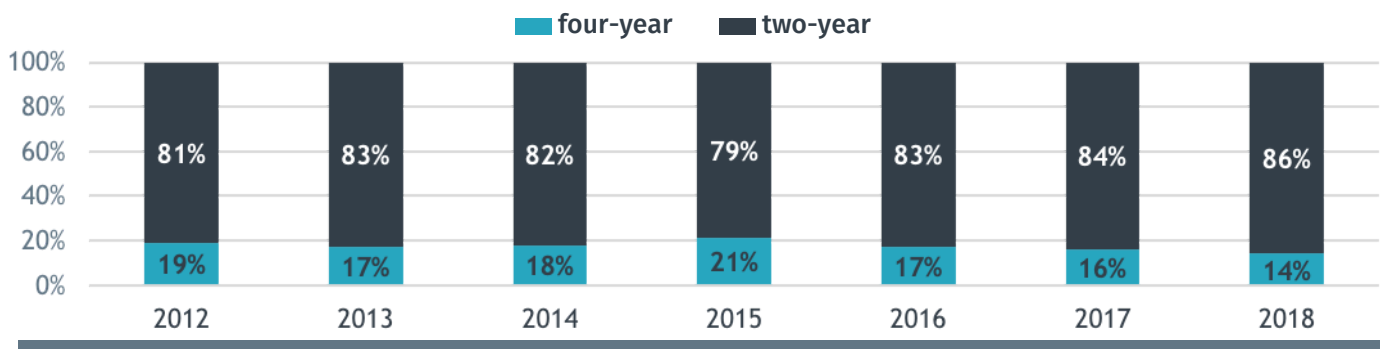
What's Next?
In terms of outcome data, if your district has never received its National Student Clearinghouse (NSC) data, advocating for resources to support college enrollment may be very difficult. NSC gives districts a tool to advocate for students. Take, for example, a district that received its National Student Clearinghouse data and, for the first time, was able to note the difference in college enrollment rates between males and females in the district. Maybe the district saw there were students with high SAT scores and high GPAs who are still not enrolling in college or that certain high schools were sending 75% of their students to college, while others are only sending 35% of their students. *How would having this information change the conversations among practitioners, district leadership, regional higher education institutions, and college access organizations?*

Once you have the NSC data and any progress monitoring data, the next step is to analyze the data. Performing a preliminary analysis is necessary. Please see a list of ways to "cut" or analyze postsecondary data in Appendix B if this is the first time performing this task. The NSC data does require data management such as double checking and removing discrepancies and formatting the data so it is usable (NCAN has posted valuable blog posts around using NSC data). Partnering with the district data team or finding someone in the district who has a data background is helpful. If there is limited data capacity in the district, organizations such as the Vela Institute (velainstitute.org) or nearby university research institutes, can support. If your district uses Naviance, the Alumni Tracker tool provides user-friendly reports to staff.

This data will be used to show leadership the possible inequities in the district or progress. Remember, data does not have to be negative or punitive – it can reflect the great work that is happening. As you may have experienced, sharing data can be difficult. If your district tends to use data punitively, then adding another data point can feel overwhelming and demotivating. Therefore, it is important to highlight and explain both the strengths and weaknesses of the data to all stakeholders, especially direct-service providers. Additionally, data needs to be actionable, meaning that districts and partners will be able to "do something" based on this data. Actionable data is easy to understand, clear, and focused. Figure 3 is an example of actionable data. Why is it

FIGURE 3: EXAMPLE OF ACTIONABLE DATA: FOUR-YEAR VS TWO-YEAR COLLEGE ENROLLMENT

	2012	2013	2014	2015	2016	2017	2018
two-year	81%	83%	82%	79%	83%	84%	86%
four-year	19%	17%	18%	21%	17%	16%	14%

actionable? It's clear (labels, axis, title), focused (comparing two- to four-year college enrollments over time), and it's understandable (two-year college enrollment is increasing). The data is presenting the reader with the question of, "Do you want this trend to continue, or do you want to reverse the trend?"

If this is the first time anyone in the district is seeing this data, then use a data protocol to center stakeholders' thinking and avoid jumping to conclusions. It is easy to see a low college enrollment percentage and think that students are struggling academically, when a deeper look at the data could illustrate specific subgroups outperforming others or students at a particular school deciding on different postsecondary plans. Context is important, and encouraging principals, counselors, superintendents, and college coaches to think through these different pieces can provide a healthy introduction to eventually building advocacy for males of color.

There are plenty of data protocols (a full print-out is available in Appendix B), but they all include the same grounding questions:

- Facts: What are we looking at?
- Understanding: What does this data tell us?
- Root Causes: Why is the data this way?
- Next Steps: What should we do next based on this data and our understanding of what is causing these trends?

Your team will not do this perfectly the first time. It will take practice. This will be an ongoing process that will be refined over time. The main purpose is to start getting data in the hands of practitioners and help them supplement these initial points and to provide a clearer picture of what is happening. Once the district assesses college enrollment data, other data will need to be collected. Appendix A

includes data points that may be useful for understanding why males of color are not enrolling at the same rate as other students. These are the foundational data points that will help you understand your postsecondary practices across the district and specifically for males of color.

Conclusion
Building a postsecondary data culture and infrastructure can be a time-consuming and overwhelming process. But data is at the core of this work, and taking the time to be intentional about setting up these processes is critical to seeing progress. Truly understanding the postsecondary outcomes of graduates will provide the evidence necessary to properly diagnose problem areas and push this work forward.

The first two sections of this paper are substantial undertakings that require political capital and buy-in. Not every district starting this work has the conditions to implement mindset changes and data implementations. It may require time and other efforts to gain buy-in. To support district leaders who may have different starting points, below is a list of programs districts spoke of during interviews. These are not one-size-fits-all interventions and will likely not be the magic lever to change outcomes in the district. However, they are a starting place and can be customized not just for males of color, but other subgroups in the district that may be underperforming.

100 Males to College
District: Atlanta Public Schools (APS)

Description: Atlanta Public Schools is implementing the 100 Males to College program, originally developed by the State of Massachusetts. This is an opportunity for APS to move the postsecondary work from 11th and 12th grade to 9th grade in their district. In APS 2019 senior surveys, males of color said they felt they did not receive enough support throughout their high school years compared to other subgroups. 100 Males to College will provide participants with more support and advising and is also focused on mid-tier students (with a GPA between 2.5 and 3.0) to provide resources and attention to a group of students commonly overlooked. Sessions include a social emotional workshop, sessions on culture and identity, and advice on college planning.

Handle with Care Program
District: San Antonio Independent School District (ISD)

Description: While not explicitly targeting postsecondary outcomes, San Antonio ISD is working on a broader level to fix racial injustices in the city to support males of color. The Handle with Care program was established in January 2019 in conjunction with the San Antonio Police Department to move away from punitive measures when students come in contact with police officers and training police on how to use restorative measures. The program also helps students with socio-emotional issues resulting from the trauma of dealing with the police. This is a systemic example of how a district can advocate for males of color and redesign a system to support males of color.

Community College Partnership
District: Oakland Unified School District (OUSD)

Description: OUSD has partnered with Merritt College to offer a five-week program for rising 11th- and 12th-grade African-American males and females. Each week, students meet with a faculty member to learn about Allied Health career opportunities. The program includes career exploration and a counseling course focused on career planning. By the end of the program, students will be expected to have a postsecondary plan.

EMERGE Program
District: Houston Unified School District

Description: EMERGE is a holistic advising program focused on supporting first-generation and low-income students in attending and graduating from the top universities and colleges in the nation. The program provides after-school programming, SAT preparation, out-of-state college tours, college application advising, and

alumni support. Over 95% of EMERGE participants have graduated from college within four years or are on track to graduate within four years.

Website: houstonisd.org/emerge

Manhood Development Program (MDP)
District: Oakland Unified

Description: The Manhood Development Program is one of The Office of African American Male Achievement's signature programs to empower African-American males. MDP is a class designed to be taught by African-American males to African-American males. The program uses the Khepera Curriculum (developed by the Kingmakers of Oakland), which is focused on helping young African-American males better understand themselves and navigate an environment that is not designed for them. As part of this program and the AAMA initiative, separate facilitators/coaches are assigned to different high schools to work with African-American male students, advising them on their postsecondary journey. Check-ins with students revolve around FAFSA completion, college applications, and scholarships. The Mastering our Cultural Identity curriculum has been approved through UC Berkeley.

Website: African American Male Achievement Initiative: ousd.org/aama

The King Makers of Oakland: kingmakersofoakland.org

DREAM Summit for DACA Students
District: Houston Independent School District (ISD)

Description: For the past five years, Houston ISD has held a resource summit for DREAMERs, DACA recipients, visa holders, permanent residents, refugees, asylum grantees, and their families. Students and families can speak with admission representatives from Texas colleges and universities, and there is an information session about the Texas Application for State Financial Aid. Most importantly, students can complete a free affidavit stating they have been a Texas resident for three years, which is an admissions requirement for students.

Males of Color Summit/ManUp! Conference
District: Chicago Public Schools & Oakland Unified School District (OUSD)

Description: Both Chicago Public Schools and Oakland Unified School District host males of color summits in their districts. The Chicago Public Schools event has social emotional sessions that cover a range of topics. Oakland Unified has two separate summits (in the fall and spring) where students who have participated in the Manhood Development Program throughout the year showcase and discuss their experiences with the program.

More: For more on OUSD's ManUp! Conference, refer to this *New York Times* article: bit.ly/ousd-manup

Website: Oakland Unified School District: ousd.org/aama

Chicago Public Schools: chooseyourfuture.cps.edu/event/young-men-of-color-summit/

THANK YOU

METRIC	DESCRIPTION
Free Application to Federal Student Aid (FAFSA) submission	Indicates a student has submitted the FAFSA but can still be selected for verification or have missing information
Free Application to Federal Student Aid (FAFSA) completion	Indicates a student's FAFSA can be reviewed by colleges or universities
Number of colleges/universities a student has applied to	Indicates the number of colleges and universities to which a student has submitted full and complete applications; can also be used to calculate the percentage of students who have applied to college
Number of colleges/universities a student has been accepted to	Indicates the number of colleges and universities to which a student has been accepted; can be used to calculate the district acceptance rate
Number of applications to match schools	If a district uses a selectivity or match framework, students apply to schools that match their academic profile, then districts can track this data for all students and compare the variation between race and gender
SAT/ACT taken	Indicates the percentage of students who have taken the SAT or ACT, a requirement for most colleges and universities

Event _____

Source _____

Date _____

FACTS

What do you see? Describe the data. Ensure agreeement.

INTERPRETATION

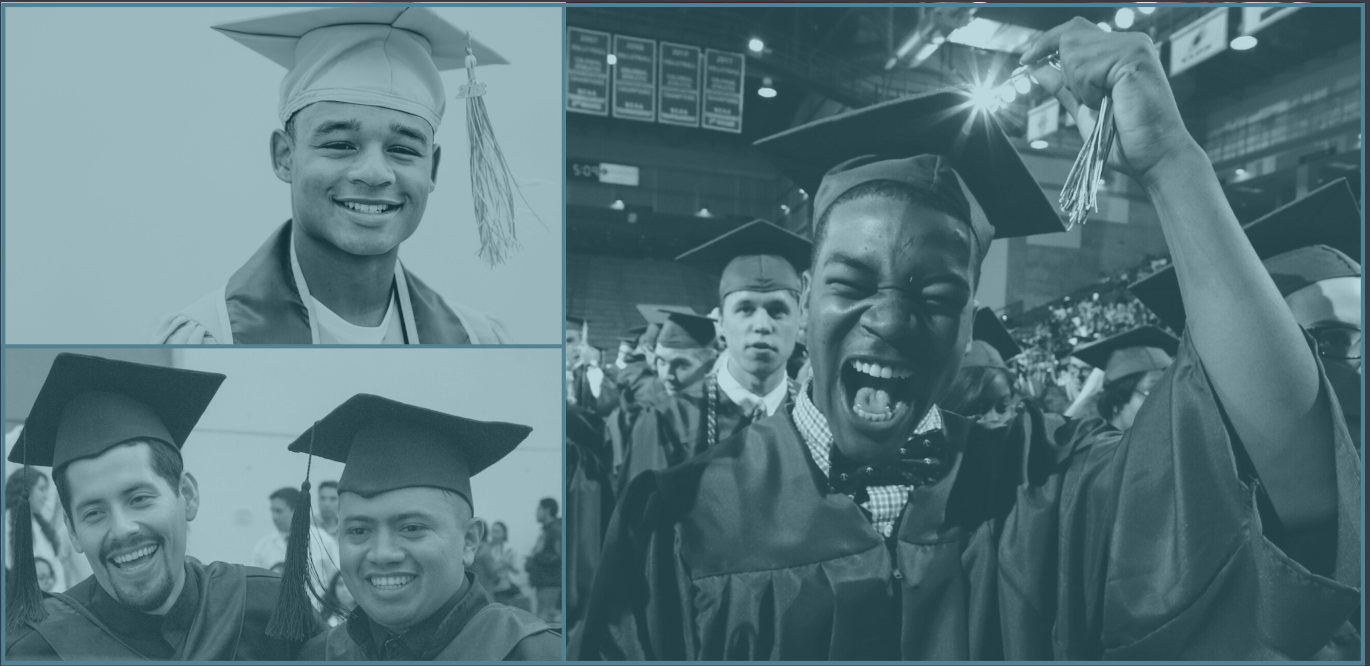Interpret. What are the findings? Identify strengths and challenges.

ROOT CAUSES

Identify root causes. What are the implications?

NEXT STEPS

What are next steps? Think about your inputs and outputs.

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