Recruiting and Retaining African American Students

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AVID’s Mission

AVID’s mission is to close the achievement gap by preparing ALL students for college readiness and success in a global society!
“THERE ARE NO LEARNING GAPS IN CHILDREN, ONLY OPPORTUNITY GAPS. IT IS OUR JOB TO CLOSE THE OPPORTUNITY GAPS.”

– DEB GUSTAFSON
PRINCIPAL OF WARE ELEMENTARY
FORT RILEY, KAN.
How Did We Get Here?

- We started with AVID’s Mission
- 2007 & 2008 – Up Where We Belong
- 2009 – Selected 6 AAMI Sites and brought them together at AVID’s Summer Institute
- 2010 – Selected an additional 3 AAMI Sites to include middle schools
- 2010 – Piloted our CRT strand at AVID’s Summer Institutes with our AAMI sites
- 2009-2012 – All AAMI sites together at the AVID Summer Institute and on the ground support back home
- Present – Our first group of graduating AAMI Seniors!
The Power of Change
AP and College Success

Students who take AP courses and exams are much more likely than their peers to complete a bachelor’s degree in four years or less.

## Impact of AP on 5-Year College Graduation Rates

<table>
<thead>
<tr>
<th>Student Group</th>
<th>AP Exam Grade of 3, 4, 5</th>
<th>AP Exam Grade of 1, 2</th>
<th>Took AP course, but not exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>28% higher</td>
<td>22% higher</td>
<td>16% higher</td>
</tr>
<tr>
<td>Hispanic</td>
<td>28% higher</td>
<td>12% higher</td>
<td>10% higher</td>
</tr>
<tr>
<td>White</td>
<td>33% higher</td>
<td>22% higher</td>
<td>20% higher</td>
</tr>
<tr>
<td>Low-Income</td>
<td>26% higher</td>
<td>17% higher</td>
<td>12% higher</td>
</tr>
<tr>
<td>Not Low-Income</td>
<td>34% higher</td>
<td>23% higher</td>
<td>19% higher</td>
</tr>
</tbody>
</table>

Chrys Dougherty, Lynn Mellor, and Shuling Jian, *The Relationship Between Advanced Placement and College Graduation* (National Center for Educational Accountability)
“(Some) children come to school everyday and have their culture validated and (other) children have theirs invalidated, even berated, daily.”
Achievement Gap?
Achievement Gap – Achievement Gap

- ALL 9 went on to attend college and most have Master’s Degrees

- ALL of the boys have either a Master’s Degree or a Master’s AND a Doctorate
“There are no learning gaps in children, only opportunity gaps. It is our job to close the opportunity gaps.”

– Deb Gustafson
Principal of Ware Elementary
Fort Riley, Kan.
Possible SAT Score - 2400

- 1707 Students who had taken relevant AP/honors courses
  - 1702 Students reporting family incomes of more than $200,000
- 1623 Asians
- 1581 Whites
- 1551 Students who took core curriculum
- 1523 Boys
- 1509 National Average
  - 1506 Students reporting family incomes of $60K to $80K
  - 1496 Girls
  - 1448 American Indian or Alaskan natives
  - 1416 Students who did not take core curriculum
  - 1414 Students who did not take relevant AP/honors
- 1364 Latinos (Not Mexicans and Puerto Ricans)
- 1362 Mexican and Mexican Americans
- 1345 Puerto Ricans
- 1321 Students reporting family incomes < $20,000
- 1276 Blacks
According to data analyzed for this report, as of Jan. 1, 2008 more than 1 in every 100 adults is behind bars.

For the most part, though, incarceration is heavily concentrated among men, racial and ethnic minorities, and 20- and 30-year olds. Among men the highest rate is with black males aged 20-34. Among women it’s with black females aged 35-39.

**MEN**

White men ages 18 or older **1 in 106**

All men ages 18 or older **1 in 54**

Hispanic men ages 18 or older **1 in 36**

Black men ages 18 or older **1 in 15**

Black men ages 20-34 **1 in 9**
AAMI Short Term Goals

- Maintain a proficiency view
- Develop a scholar identity
- Encourage family involvement
- Mentorships and Relationships
- Build cultural competence in teachers
- Train teachers as coaches
- Refocus the peer group
- Develop teachers professionally
AAMI Short Term Objectives

- The 6 Selected Sites Will:
  - Establish explicit equity goals and a multi year plan
  - Integrate goals into ongoing AVID site plan
  - Exemplify culturally responsive teaching
  - Increase enrollment of AAM’s in AVID
  - Recruit AAM tutors and teachers
  - Serve as an exemplary AAM model site
  - Send a team of at least 8 to the Atlanta SI as a Culturally Relevant Exemplary Site Team (CREST)
AAMI Short Term Outcomes

- Sites will have a trained team of at least 8 staff members who will immediately implement an equity plan including a plan to provide culturally responsive teaching for ALL students.

- Sites will be coached by a dream team of AVID staff members and consultants.

- Collect baseline data to document and ensure success.
AAMI Long Term Objectives

- Through the generous funding from Citi Foundation we expect to:
  - Develop a strand at the SI to focus on Culturally Responsive Teaching
  - Prepare trainers across the country
  - Support 6 pilot sites that will serve as models for the AAMI
  - Provide training to the entire staff of the model school sites
  - Increase the number of AAM’s participating in AVID and graduating from AVID programs (currently AAM’s are 4.6% of AVID graduates)
AAMI Long Term Goals

- Increase the academic ENGAGEMENT of AAM’s

- Increase the academic ACHIEVEMENT of AAM’s
AAMI Long Term Outcomes

- Recruiting and retaining in AVID
- Taking AP courses and AP tests
- Completing the most rigorous college preparatory courses
- Increasing the GPA
- Increasing rates of SAT tests taken
- Increasing rates of applying to and acceptance in 4 year universities
What Parents Say

- Unwelcoming (school/class) environment
- Feelings of intellectual inferiority
- School/teacher is racist.
- “They” won’t listen to me.
- Don’t really want my input
- I trust the school to educate my child.
- Parents are doing what they know how to do!
- My personal experiences going to school…
- Time of meetings
- Condescending comments from educators
- I don’t know how to help.
- They only call when my child is in trouble.
Getting Parents to the Table

• Intentionally reaching out to your parents
• Empowering and acknowledging their voice
• Teaching parents how to navigate the school system
Does ALL Mean ALL?

What is an acceptable level of casualties?
Culturally Relevant Teaching

- Learning environments that are authentic, and that build upon the language, experiences, learning styles, and strengths of all students.
“(Some) children come to school everyday and have their culture validated and (other) children have theirs invalidated, even berated, daily.”
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Academic Preparation

Transcript Study:

“The single biggest predictor of college success is the quality and intensity of students’ high school curriculum.”

Cliff Adelman, Answers in the Tool Box, U.S. Department of Education.
Meeting the Challenge

RIGOR + Support = ACADEMIC Success!
Essential Question

How can I make sure that ALL means ALL?
Culturally Relevant Teaching

- CRT is not changing what you are doing but changing how you are doing it – change the delivery... and provide scaffolding ... tools to get there

- Create lesson plans to allow for inclusion of all learning styles ...left-brain and right-brain instruction

- Include movement, interaction with peers, and collaboration to make connections to the curriculum
Address both in:
**Curriculum, Instruction and Assessment**

<table>
<thead>
<tr>
<th>Left Brain</th>
<th>Right Brain</th>
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<tbody>
<tr>
<td>Logical</td>
<td>Random</td>
</tr>
<tr>
<td>Sequential</td>
<td>Intuitive</td>
</tr>
<tr>
<td>Rational</td>
<td>Holistic</td>
</tr>
<tr>
<td>Analytical</td>
<td>Synthesizing</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Looks at parts</td>
<td>Looks at wholes</td>
</tr>
</tbody>
</table>
Culturally Relevant Teaching

- Overcome value judgments based on appearance and speech
- Activate prior background knowledge to increase long term memory
- Teach time management
- Identify & develop talents
Culturally Relevant Teaching

- Teacher’s role is to convert potential energy to kinetic energy
- Teacher has high expectations of ALL learners
- Invite male role models into classrooms
Culturally Relevant Teaching

- Show connections between classroom and real world – relevancy, why?

- Equip learners with identity/pride

- Offer advice based on the present reality (not traditional advice). Be honest, sensitive to the reality, and assertive in our views

- Do not give a choice on attending activities such as: music lessons, academic clubs, cultural groups, etc...
Culturally Relevant Teaching

- Provide **positive reinforcement** for things other than sports, music, entertainment

- **Limit TV/video games** – the 2\textsuperscript{nd} most influential thing after peers

- Price-Williams and Ramirez (1971) and Hillard (1992)
  - Students **view environment as a whole rather than parts**
  - Prefer **intuitive** over inductive/deductive reasoning
  - Attend to **people stimuli** over object stimuli
  - Rely on **non-verbal** as well as verbal communication
Essential Question

How can I make sure that ALL means ALL?
Quick Write – One thing you want to remember from our session

Pair up with someone you do not speak to very often or know well

Label yourselves A and B

A – Tell B your one thing for 1 minute (B only listen)

B – Tell A what they just said for 30 seconds

B – Tell A your one thing for 1 minute (A only listen)

A – Tell B what they just said for 30 seconds

A & B - Dialogue
What Is The Most Powerful Influence On Academic Achievement?

“When students, the ultimate consumer of quality teaching, are asked what this means to them, they are unequivocal in their answer; a caring teacher who accepts “no excuses” and who refuses to let them fail!”

Closing The Achievement Gap: A Vision For Changing Beliefs And Practices 2006
My teachers respect me, for who I am, where I come from, and where I am going.
We can whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.
Follow me on Twitter

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