

STAY COLLEGE CONNECTED

TCS REPORT

Volume 1 December 1, 2015 Number 2

Welcome to the second edition of the TCS Report. Each issue will feature news updates and recommended readings that examine major educational issues as well as offer practical solutions and strategies. December’s TCS Report focuses on recent academic reports, books, and news articles which examine the academic lives of African American and Latino male students. In addition to monthly reading recommendations, the TCS Report invites its readers to submit titles of books they are currently reading. This month, avid hiker and reader, Dr. Jonna Fries, Psychologist and Faculty Counselor at California State University, Los Angeles recommends three must read books:

* Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class by Ian Haney Lopez. Oxford University Press, 2014.
* Guarding the Golden Door: American Immigration, Policy and Immigrants by Roger Daniels. Will and Wang, 2004.
* Who’s Afraid of Post Blackness? What is Means to be Black Now by Toure. Free Press, 2011.

You may send your favorite book titles to [batate2014@gmail.com](mailto:batate2014@gmail.com) by December 20, 2015 for the January issue.

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TCS NEWS UPDATE

In January 2016, TCS’s is launching its new initiative **Black and Latino Men Read**. Black and Latino males, who are presently enrolled in two and four year colleges, will write reports about their favorite books and how these texts impacted them or transformed their lives. Along with their typed reports, students will submit pictures of themselves reading which will be posted in a photo gallery at [www.mytcs.net](http://www.mytcs.net). Each fall and spring TCS will award scholarships to the top three reports.

There are three opportunities for you to participate in the **Black and Latino Men Read** initiative:

* First, to help raise scholarship funds, you are invited to TCS’s evening at the Pasadena Playhouse to see the play, *Fly*, on February 18, 2016, at 8:00 p.m. The play recounts the experiences of new Tuskegee airmen recruits. Throughout the play, a tap dancing griot expresses the pain, frustrations, and successes of the airmen. If you are interested in attending this dynamic production, e-mail the names of the people in your party to [batate2014@gmail.com](mailto:batate2014@gmail.com). In January you will receive information regarding ticket prices and logistics.
* Secondly, you can support the **Black and Latino Men Read** initiative by making a donation to its scholarship fund. Mail your financial contribution to TCS, LLC, 30251 Golden Lantern-Suite E #619, Laguna Niguel, California, 92677. (**Make your check payable to TCS, LLC and write Black and Latino Men Read in the memo line.**)

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* The third way to participate in the **Black and Latino Men Read** initiative is to forward a flyer to two and four-year colleges in your area. Flyers will be e-mailed in January. A copy of the flyer is on the TCS Report page at [www.mytcs.net](http://www.mytcs.net).

TCS RECOMMENDED READINGS

* Teaching Men of Color in the Community College Guidebook by San Diego State University professors J. Luke Wood and Frank Harris with Khalid White, professor at San Jose City College. Their guidebook provides specific strategies on how community colleges can help African American male students succeed academically. Here are a few concrete strategies offered by White, Wood, and Harris:
* Faculty should welcome opportunities to engage with students formally and informally out-of-class. In particular, it is paramount that faculty members do not treat men of color as if they are invisible out of class (42).
* 26% of Black and Latino men indicated that they are not comfortable seeking help from campus personnel when they need it. Given this, community college faculty can ill afford to wait for men of color to approach them or seek them out for support. Thus, faculty must be proactive in their efforts to support these students (43).
* Faculty who are committed to ensuring men of color’s success in their classes must not only direct students to appropriate support services, but should also be intrusive and assertive in guiding their use of the services…faculty should consider taking some additional steps, such as facilitating connections with colleagues who oversee these services or even accompanying these students to their initial visits to the offices where services are offered (47)

Besides their guidebook, Wood and Harris also created a course for college faculty which is delivered online in one-hour lessons over five days and includes two live streaming sessions with either Wood or Harris. On November 15, 2015, San Diego Tribune’s reporter, Gary Warth, wrote an article, “Teaching

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Course Keys on Male Minority Students,” about Wood and Harris’ program. To read the full article click on the TCS Report page at [www.mytcs.net](http://www.mytcs.net).

* “Closing the Achievement Gap for African-American Males: An Economic Imperative” is a news article in the Philanthropy News Digest and written by Angela Glover Blackwell, Founder and CEO of PolicyLink, an Oakland-based national research and action institute working to advance economic and social equity. Blackwell writes about Oakland School District’s creation of the Office of African American Male Achievement (**AAMA**) in response to the achievement gap. According to Blackwell, “Many Oakland high schools and middle schools now offer Manhood Development Classes, in which African American men from the community teach skills designed to help students navigate the conflicting value systems they experience in different areas of their lives.” Click on the TCS Report page at [www.mytcs.net](http://www.mytcs.net) to read the following two reports on **AAMA**:
* AAMA Community Update: Engage. Encourage. Empower
* The Black Sonrise
* “Boys in Peril: Examining Latino Boys’ Educational Pathways and Motivations Toward a Post-Secondary Education” by Victor B. Saenz, Luis Ponjuan, and Mary Ann Clark. This study was published in 2012 and funded by TG Foundation. This report was recommended by Uriel Serrano, graduate student at California State University, Los Angeles. The report provides an examination of ninth grade Latino boys and their experiences. Some of the areas the report touches on are school climate, educational aspirations interactions, school engagement, and college planning. The report concludes with suggestions to increase the educational achievement of Latino boys.

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Here are a few recommendations of best practices by Saenz, Ponjuan, and Clark:

* Provide Male Oriented Spaces where Latino male students can feel comfortable asking questions (44).
* Offer Strategic Advising—help Latino male students see the connection between current academic work and future economic stability and independence (44).
* Organize a Summer Bridge—engage Latino male students before their first fall semester of college and in small cohorts (44).

To read the full report click on the TCS Report page at [www.mytcs.net](http://www.mytcs.net).

* Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys. Editors: Aida Hurtado, Pedro Noguera, and Edward Fergus. Publisher: Routledge, 2013. CSULA graduate student, Uriel Serrano, also, recommended that educators read this important interdisciplinary book which brings together scholarship that will provide an increased understanding of the current challenges and obstacles that Latino men and boys are confronted with at all educational levels.

Feel free to forward the information founded in this month’s TCS Report to colleagues and friends. Here’s wishing everyone a wonderful holiday season!!