



**Arlethia Perry-Johnson, Associate Vice Chancellor,
Media & Publications, Board of Regents, University System of Georgia
Project Director, USG's African-American Male Initiative (AAMI)**

Enhancing Access: The University System of Georgia's African-American Male Initiative

A Presentation to the

**AMERICAN COUNCIL ON EDUCATION
OFFICE OF MINORITIES IN HIGHER EDUCATION
CONFERENCE**

"Educating All of One Nation"

October 23, 2003

"Creating a More Educated Georgia"



Enhancing Access: The University System of Georgia's African-American Male Initiative

GOAL #2 of the USG Board of Regents' Strategic Plan:

The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by:

Expanding participation by increasing access while maintaining quality, enhancing diversity, focusing on the needs of non-traditional students, increasing distance education opportunities, advancing public library usage, and marketing the advantages of a postsecondary education to all Georgians.



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THE IMPETUS FOR AAMI:

- USG conducted a benchmarking initiative to determine its national positioning in all areas of operation, from business practices to performance indicators.
- That benchmarking initiative identified two underserved student populations; non-traditional students and African-American males.
- BOR members were not satisfied with just knowing those facts; they wanted to address both problems.



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THE BOARD TOOK ACTION:

- “Enhancing Access” Special Funding Initiative
- Georgia’s legislature supported USG’s request with \$2.2 million in funding; \$1.9 million dedicated to increasing non-traditional student enrollment; \$250,000 allocated to studying barriers to African-American male enrollment.
- For more details on the Board of Regents of the University System of Georgia’s involvement, let’s hear now from **REGENT ELRIDGE McMILLAN . . .**



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Regent Elridge McMillan
Board of Regents of
the University System of Georgia



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THE CHARGE:

- Conduct research to identify the barriers to college participation by African-American males
- Devise strategies to overcome those barriers
- Create new opportunities for access and participation (recruitment, retention and graduation) in the University System of Georgia
- Develop action plans -- including marketing -- to increase participation rates of African-American males in the USG



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COMPONENTS OF "THE AAMI STUDY":

REQUEST FOR PROPOSALS FOR EXTERNAL RESEARCH STUDY

- Conducted via the state's Department of Administrative Services

EXTERNAL RESEARCH STUDY

- Matlock Advertising & Public Relations/Paul Warner & Assoc.

USG TASK FORCE

- Task Force on Enhancing Access for African-American Males

STRATEGIC AAMI PILOT PROGRAMS

- Funding allocated for programs at six USG institutions

STRATEGIC INTEGRATED MARKETING

- Development and implementation of marketing plan and collaterals



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THE TASK FORCE PROCESS:

Six Task Force Subcommittees Chairs:

- | | |
|-----------------------------|---------------------------|
| • Research | Dr. Cathie Hudson |
| • K-12/Pipeline | Dr. Jan Kettlewell |
| • Recruitment/Marketing | Dr. Beheruz Sethna |
| • Retention | Dr. Portia Holmes Shields |
| • Programs of Excellence | Mr. Max Allen |
| • Partnership Opportunities | Mr. Curley Dossman |
-
- An AAMI task force subcommittee chair and a member:
MR. CURLEY DOSSMAN and DR. LEROY ERVIN



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Mr. Curley M. Dossman

President, Georgia-Pacific Foundation,

Chair,

AAMI Partnership Opportunities Subcommittee



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Subcommittee Members:

CHAIR: Curley M. Dossman, Jr., *Georgia-Pacific Foundation*

VICE CHAIR: Dr. Joseph "Pete" Silver, *Savannah State University*

Regent Connie Cater, *Board of Regents*

Dr. James Burran, *Dalton State College*

Anthony R. James, *Savannah Electric Company*

Barney Simms, *Atlanta Housing Authority*

Thomas Williams, *Office of Senator Max Cleland*

Milton Jones, *Bank of America Corporation*

Thomas W. Dortch, *100 Black Men of America, Inc.*

Calvin Hughes, *WGCL-TV Atlanta*



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Key Strategies Used to Identify Partnership Opportunities:

1) Identifying Potential Partner Organizations

- Educational (High School & College Programs)
- Non Profit Based Initiatives

2) Studying Best Practices in African-American Male Initiatives

- Educational/Governmental
- Private Sector

3) Identifying What Partnerships Would Work Best

- The University System of Georgia
- Recommendations of the AAMI Task Force



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Identifying Potential Partnership Organizations





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National Partnership Opportunities



1) U.S. Dept. of Education, "Gear-Up" Program

- "Gear-up" employs partnerships committed to serving and accelerating the academic achievement of students through their high school graduation.
- "Gear-up" offers services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grant.

2) U.S. Dept. of Education, "TRIO" Program

- "Trio" includes outreach and support programs targeted to serve and assist low-income, first-generation college, and disabled students from middle school to college. The TRIO program includes:
 - Upward Bound - provides support in the preparation for college entrance
 - Talent Search - identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education
 - Student Support Program - provides academic assistance for basic college requirements



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State Partnership Opportunities

1) High School Guidance Counselors

- Georgia Comprehensive Guidance and Counseling Program

Focus Includes: Results Accountability, Asset Building, Collaborative efforts to assist students in transition and career planning

- American School Counselors Association / Georgia Chapter

Focus Includes: Strategic partnerships to benefit counselors and their students, champion initiatives and change

2) Georgia Youth Science and Technology Center

(Affiliated with Southern Polytechnic State University)

A private, non-profit educational organization designed to increase interest and enthusiasm in science and the technologies

3) Georgia Department of Education

Programs and Initiatives Include: Career Guidance, Youth Apprenticeship, Business, Technology and Marketing Education



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Non-Profit Partnership Opportunities

- National Urban League
- Education Trust Fund
- College Board
- Southern Regional Education Board
- Atlanta Committee for Public Education
- Georgia Chamber of Commerce
- Georgia Association of PTA
- Thurgood Marshall Foundation
- NPHC Fraternities and Sororities
- National Society of Black Engineers
- Junior Achievement of Georgia
- YMCA
- 100 Black Men of America
- Boys/Girls Club
- National Youth Connection
- Helping Teens Succeed



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Corporate/Foundation Partnership Opportunities

- AT&T Foundation
- BellSouth Corporation
- Ford Foundation
- Southwire
- Synovus Corporation
- Coca Cola Foundation
- Woodruff Foundation
- Mellon Foundation
- W. K. Kellogg Foundation
- Georgia-Pacific Foundation
- UPS
- Arthur Blank Family Foundation



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Best Practices in African-American Male Initiatives





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African-American Male Leadership Academy

- Established in 1993 at Kansas University through the Village Foundation's National African-American Male Collaboration, Inc.
- Project Focus Areas: Encourage teens with college potential to attend college and become active leaders in their communities
- Results: 95% of participants seek post-secondary education, 99.3% complete high school

College Success Prep Program, Univ. of Maryland



- Established at the University of Maryland's Office of Multi-Ethnic Student Education
- Project Focus Areas: Designed to improve the retention and graduation of African-American and Latino males.
- Results: Pairs students with faculty, staff and seniors; allows minority students to participate in a one-day conference on how to enhance their experience



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Call Me MISTER

- Established in 1999 as a collaborative effort involving Clemson University and three historically black colleges - Benedict, Claflin and Morris Colleges
- Project Focus Areas: The five-year program is coordinated through Clemson's School of Education to recruit, train, certify and secure employment for 200 African-American males as elementary teachers in S.C. public schools
- Results: 60 African-American male classes have been recruited to college, each year; the program has been recognized by Oprah Winfrey's "Angel Network" and received foundation support nationally.



Courtesy of Clemson University

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COACH College Program, Harvard University

- University-wide public service program and partnership with Boston Public Schools, providing high school juniors and seniors personal attention and tutoring weekly; founded in 1999 by two Harvard professors
- Project Focus Areas: Help seniors develop post-high school plans while junior focus on understanding educational opportunities and tasks ahead
- Results: Each year, 300 seniors, 150 juniors are matched with Harvard students; students come from diverse backgrounds and the program is coordinated through Harvard's John F. Kennedy School of Government



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Opportunities for the University System of Georgia





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- 1) Understand the critical success factors and the recommended solutions
- 2) Focus on needs of African-American male students and identify starting points and target areas
- 3) Review, evaluate, and work toward enhancing current initiatives at the individual institutions within the University System of Georgia.
- 4) Understand recommendations presented by the Task Force to the Board of Regents and work to fulfill Part II of subcommittee objective.



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Recommendations by AAMI Task Force

- 1** *The University System of Georgia (USG) should partner with the Georgia Department of Education (DOE) and the Education Coordinating Commission (ECC) to implement programs, including incentives and workshops to increase understanding and awareness of issues affecting African-American males, and to encourage teachers, guidance counselors, and administrators to work toward increasing the number of African-American male students in college preparatory courses and extracurricular SAT preparation sessions.*

- 2** *The USG should monitor single and multi-year indicators of African-American male participation in the 34 University System institutions in enrollment, retention and graduation. Such monitoring will be aimed at establishing future USG goals for these three performance indicators.....*

Based on the 15 recommendations presented to the Board of Regents, the Partnership Opportunities Subcommittee can now:

Develop formal partnerships and linkages with these identified organizations, formalize articulation agreements and recommend long-term maintenance and monitoring strategies for these alliances



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Thank you for your interest!

Any questions?



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Dr. Leroy Ervin
Chair, National Education Policy Committee,
100 Black Men of America



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THE RESEARCH PROCESS:

- Selection of external vendor, working with state purchasing agent
- Agent's neutrality prevented the project from being politicized or compromised in any way
- We conducted both qualitative and quantitative research that provided significant insight into our work
- Key member in the research project, **Dr. Scott Levine . . .**



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Dr. Scott Levine

**Special Assistant to the Associate Vice
Chancellor**

Media & Publications

University System of Georgia



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THE RESEARCH PROCESS:

- 16 focus groups at eight USG institutions
- One with Black male prisoners
- One-on-one interviews with USG administrators/staff
- Quantitative research (telephone surveys) with a total of 700:
 - Parents
 - 18-25 year old African-American males
 - African-American high-school juniors and seniors
 - Guidance counselors and teachers
 - USG students, graduates, faculty and staff



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THE AAMI PILOT PROGRAM:

- Six programs funded with Board of Regents' approval at its April board meeting
- \$10,000 each to six institutions or programs within the USG
- Funds are supporting programs aimed at expanding 2003-2004 Black male enrollment and retention
- Programs will be evaluated formally via written reports
- Two different perspectives from grant-receiving institutions
Dr. Portia Shields and **Dr. Dorothy Lord . . .**



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Portia Holmes Shields, Ph.D.
President, Albany State University
Chair, AAMI Retention Issues
Subcommittee

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Overall Objective: Remove barriers to access and retention in post-secondary education

- SAT
- Advising
- Finances
- Role Models/Mentors
- Motivation
- Self-esteem

- Study Skills
- Attendance
- Participation
- Attention
- Peer Influence
- Off-campus Jobs



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Overview of the Program

Albany State University created a model program designed to increase college access minority student retention, with emphasis on African-American males, including GED recipients.



Focus was placed on the declining population of Black males who enroll and persist in higher education. According to the U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2002*, the number of Blacks with four or more years of college is 16.1% as compared to 28.6% for Whites. More Black women than Black men had earned at least a bachelor's degree (18% compared with 16%), while among non-Hispanic Whites, a higher proportion of men than women had earned at least a bachelor's degree (32% and 27%, respectively).

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“Holley Institute”

Population Profile:	African-American Males/Females Three GED Recipients College Prep Curriculum SAT: Below ASU's Requirement Requisite GPA: 2.3 and Above
Number of Participants:	68 (37 Males; 31 Females); Duration: Four Weeks

- **Activities:**
 - Intensive remedial training
 - Instructional and technology-driven SAT preparation
 - Introduction to Computers
 - Study Skills
 - Peer Tutoring
 - Mentoring
 - Critical Thinking



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Totally Structured Environment

- Schedule:
 - 6: 00 AM – 7: 00 AM Exercise
 - 8:00 AM – 12:00 PM Class
 - 12:00 PM – 2: 00 PM Lunch & Break
 - 2:00 PM – 4:30 PM Enrichment: Tutoring,
Individualized Instruction,
Computer Assisted Instruction
 - 5:00 PM - 6:00 PM Dinner
 - 6:00 PM – 8:00 PM Recreation
 - 8:00 PM – 11:00 PM Library, Study, Mentoring
 - 11:00 PM Lights Out



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Totally Structured Environment

- Rewards:
 - Admission to ASU
 - \$500 Scholarship
 - Greater Confidence



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- Projected Outcome:
 - Upon successful completion, 75% of students will enroll at Albany State University, Darton College or another two-year institution for admission.
- Outcome:
 - 100% Admitted to College
 - Seven to Darton College
 - Two to Atlanta Metropolitan College
 - One expelled



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- Major Accomplishments:
 - The program engaged 68 pre-college students in an aggressive curriculum consisting of language arts, mathematics, technology and critical thinking skill development for a period of four weeks.
 - Overall SAT scores increased by an average of 90 points, with several program participants' scores increasing by as much as 230 points over the four-week session.
 - Ninety percent of participants were admitted unconditionally to Albany State University; 10% were admitted to Darton College; and the remaining participants were admitted to Atlanta Metropolitan College, Georgia Perimeter College, and Middle Georgia College.



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“Armed for Success”

Population Profile:	African-American Males/Females College Prep Curriculum SAT: 960 and Above Requisite GPA: 2.8 and Above
Number of Participants:	90 (46 Males; 44 Females)

- Activities:
 - Six credit hours in College Algebra or Calculus and Analysis of Global Issues or English
 - Career Exploration
 - Leadership Development
 - Microsoft Office Specialist (MOS) Certification
 - PowerPoint and Web Page Construction
 - Intro to Physics, Robotics, Chemistry and Forensic Science
 - Advising and Mentoring



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Less Structured Environment

- Schedule:
 - 8:00 AM – 12:00 PM Classes
 - 12:00 PM – 1:00 PM Lunch & Break
 - 1:00 PM – 5:00 PM Enrichment
 - 5:00 PM – 7:00 PM Dinner
 - 7:00 PM – 11:00 PM Library, Study, Mentoring



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Less Structured Environment

- Rewards:
 - Six Credit Hours in the Core
 - \$1000 for 1000 – Scholarship
 - MOUS Certification
 - Greater Confidence
 - Opportunity to Mentor Next Summer's Program



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- Projected Outcome:
 - Upon successful completion, 90% of these freshmen students enrolled for the fall Semester at Albany State University.
- Outcome:
 - Upon successful completion, 97% of these freshmen students enrolled for the fall Semester at Albany State University
 - Three accepted at other institutions
 - One will return to ASU in Spring 2004



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- Major Accomplishments:
 - The program enrolled approximately 55% African-American males.
 - Albany State University placed emphasis on diversifying its student population by recruiting throughout the state of Georgia and the southern region. Four students from outside the region were admitted to Albany State University under this program.
 - Ninety-eight percent of all students earned at least a 3.0 grade point average
 - Albany State University increased its enrollment of Presidential Scholars and Honor students by at least 33% as a result of this program.
 - Eighty-six first-time, full-time freshmen were admitted to Albany State University and received six hours college credit in the areas of language arts and mathematics.
 - The cohort group was also exposed to advanced technology, scientific experiments and esteem-building sessions.



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“Holley Institute” and “Armed for Success”

- Academic-Year Activities:
 - Tutoring, Mentoring
 - Focused and Informal Meetings
 - Deficiency Reports
 - First-Year Experience
 - Follow-up
 - Center for the African-American Male
 - 100 Friends
 - Enrichment Trip to Epcot, Disney World, Universal Studios



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Costs (Estimated)

	ARMED FOR SUCCESS	HOLLEY INSTITUTE
Scholarships	\$90,000.00	\$35,000.00
Room & Board	\$75,000.00	→
Instruction	\$30,000.00	→
Staff (Counselors/Recreation)	\$10,000.00	→
*Student Mentors	\$32,000.00	→ (Continuation \$12,000.00)
Books/Materials	\$35,000.00	→
Supplemented Tuition	\$40,000.00	→



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Thank you for your interest!
We will take questions at the end of
the workshop.



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Dr. Dorothy Lord

President, Coastal Georgia Community College

AAMI Programs of Excellence Subcommittee



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THE INTEGRATED MARKETING PLAN (PHASE II):

- Developing a comprehensive, integrated marketing plan to address the key communications goals of the AAMI
- \$90,000 from FY '03 funds dedicated to marketing
- Targeting Black males, parents, educators and "influencers"
- Some projects already completed, others underway
- Long-term marketing plan and associated costs will be developed for approval this fall



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LET'S TAKE A
BREAK . . .

WE'LL RECONVENE IN
10 MINUTES!



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**Arlethia Perry-Johnson
Dr. Scott Levine
Office of Media & Publications
University System of Georgia**



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SOME SIGNIFICANT RESEARCH FINDINGS:

- African-American males' attitudes and perceptions about college are heavily shaped by:
 - Parents' college attendance
 - Their socio-economic environment
 - Peer-group pressures
 - Academic experiences in middle through high school
 - Relationships with teachers, guidance counselors, civic group leaders



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ADDITIONAL FINDINGS:

- Some Black males are less inclined to attend college because they:
 - did not receive adequate academic preparation and are afraid to fail
 - lack the necessary self-motivation and discipline to attend
 - are intimidated by their perceptions of college
 - see college as too great a financial investment with delayed gratification
 - need to provide financial support for their families; and
 - are directed more toward vocational/technical schools



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ADDITIONAL FINDINGS:

- Significant and early intervention is required at the K-12 level
- Some Black males perceive educational authority figures as being rarely concerned about their academic performance
- Disproportionate tracking to special education; often leads to anger, rebellion, suspensions/expulsion/crime ("Catch-22")
- Little is done to help prepare Black male students maneuver the standardized test/college application process.
- Once enrolled in the USG, "climate" and support are key factors in retention



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ADDITIONAL FINDINGS:

- Many successful model programs exist to address our charge, nationally and in Georgia--including within the USG
- These programs are successful due to several commonalities that they share
- The public and private sectors are highly supportive of our goals and the landscape is ripe to secure external funding and resources for this strategic initiative
- Some federal funding already has been received by USG campuses; other campuses and the USO office currently are pursuing grant proposals to fund additional efforts



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NEXT STEPS:

- Now in the process of determining spending priorities for the current year.
- In September 2003, the BOR reviewed the Fiscal Year 2005 Budget request that we submitted to the Governor; it contains a \$1.5 million request for AAMI funding in FY '05.
- Marketing campaign will be launched during the current academic year on statewide radio and television, with a supporting website portal; hope to integrate pro bono (donated) outdoor and mall advertising
- Grant proposals are being written in support of some of the BOR recommendations, such as Early College Initiative

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COLLATERALS & QUESTIONS

We welcome your feedback and
dialogue about our initiative.



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Thank you for your interest in the
USG'S AAMI!

For more information and a copy of
today's presentation, please visit our
website at

www.usg.edu/aami