



# THE COLLEGE BOUND BROTHERHOOD:

A Regional Movement to Increase College Opportunity and Success for Black Male Youth

Rogéair D. Purnell-Mack, MSW, PhD  
RDP Consulting

November 2017



# ACKNOWLEDGEMENTS

Rogéair D. Purnell-Mack would like to thank:

- The College Bound Brotherhood scholarship recipients, and the participating students and their caregivers for their willingness to tell their stories;
- The school district and nonprofit partners for sharing their passion, dedication, and commitment to preparing these students for academic and life success;
- The postsecondary and philanthropic partners for their leadership and support; and
- The Kapor Center for Social Impact, College Futures Foundation, and Marcus Foster Education Institute for creating a space for true collaborative partnership for district and nonprofit partners to increase secondary and postsecondary achievement for African-American young men.

Special appreciation for Dr. Linda Ricketts for her facilitation of some of the participant focus groups, Tamara Moore for her support in framing the Brotherhood's complexities, and Kelley Karandjeff for her review and recommended edits to this report.



# TABLE OF CONTENTS

<b>Acknowledgements</b> .....	<b>2</b>
<b>Table of Contents</b> .....	<b>3</b>
<b>Executive Summary</b> .....	<b>4</b>
Context: It's the Water, Not the Fish .....	4
Methodology .....	4
The College Bound Brotherhood Approach .....	4
Results and Findings: Assessing and Monitoring the Water .....	5
Conclusion .....	7
<b>Introduction</b> .....	<b>8</b>
<b>Context: It's the Water, Not the Fish</b> .....	<b>8</b>
<b>Reader's Guide</b> .....	<b>10</b>
<b>Methodology</b> .....	<b>10</b>
<b>The College Bound Brotherhood Approach</b> .....	<b>11</b>
Test: Assaying the Water .....	12
Plan: Determining the Water Treatment .....	14
Method: Purifying and Fortifying the Water .....	16
Markers: Recognizing Water Quality Improvement .....	18
<b>Results and Findings: Assessing and Monitoring the Water</b> .....	<b>19</b>
Student-Level Impact .....	19
Setting-Level Impact .....	23
Systems-Level Impact .....	27
<b>Conclusion</b> .....	<b>30</b>
<b>References</b> .....	<b>31</b>
<b>Movement Makers</b> .....	<b>33</b>
<b>Appendix</b> .....	<b>35</b>
Appendix A: Documents and Information Reviewed .....	35
Appendix B: District, Nonprofit, and Foundation Personnel Interviewed .....	36
Appendix C: Interview and Focus Group Questions .....	37
Appendix D: List of Partners and Their Contributions .....	40
Appendix E: Key Performance Indicators .....	42
Appendix F: Scholarship Recipient Outcomes .....	43
Appendix G: College Bound Brotherhood Supports .....	45





# EXECUTIVE SUMMARY

## Context: It's the Water, Not the Fish

The College Bound Brotherhood seeks to **promote college knowledge, preparation, access and success for African-American male students in the San Francisco Bay Area**. Since 2013, the Marcus Foster Education Institute (MFEI), the fiscal and initiative intermediary, has **supported secondary and nonprofit partners to work together to advocate for and promote change at three levels—student, setting, and systems**. MFEI has conducted this work with funding from the Kapor Center for Social Impact (Kapor Center) and the College Futures Foundation (CFF).

Using a collective impact approach, the initiative seeks to change the “water” in which the “fish” swim—altering the context in which students interact and must navigate to promote a college going culture and providing a clean, fortified, and supportive environment that ensures postsecondary education for Black male youth.

## Methodology

This report summarizes **findings from a formative and summative evaluation** of the initiative’s progress to date. Document review, interviews and focus groups with key stakeholders—district, nonprofits, students and their families—along with outcome data provided by MFEI provide the information highlighted in this document.

## The College Bound Brotherhood Approach

The following sections offer an overview of the College Bound Brotherhood model and framework, the strategies and approaches adopted, and anticipated indicators of success.

## Test: Assaying the Water

---

Disparities in African-American male college going and completion and the homicides of African-American male students who were close to completing high school catalyzed likeminded funders to collectively strategize about how best to support the academic achievement of these students. Phase I (2008-2013) of the initiative was a small grants program supported by the Mitchell Kapor Foundation to fund strong nonprofit programs focusing on college readiness. Phase II (2013-present), supported by a funding partnership between the Kapor Center and the CFF, moved away from solely direct service programming to supporting **the collective ownership and action of K-12 and postsecondary institutions to address the inequities in Black male students' academic achievement.**

MFEI led the development of a framework and infrastructure that included core operating grants to non-profits and districts; student scholarships; data collection and analysis; and convenings of partners (funders, nonprofits, and secondary and postsecondary representatives) and of participants. Through this effort, the College Bound Brotherhood began to **expand its work beyond individual programmatic efforts to explore how systems must change to achieve improvements in college preparedness, access, and completion for Black young men at scale.**

## Plan: Outlining Water Treatment

---

To improve the collective efforts of the K12 and nonprofits designed to support African-American male college going, MFEI's plan was to **connect individual students to college readiness and completion programs and, simultaneously, activate nonprofit leaders to engage school districts in data-driven systems change.** Guidance and support was provided to identify and address necessary and key changes to policies and processes to ensure participants could access postsecondary education as a way to strengthen their ability to compete in a technologically driven world. By treating the water, more students would be more likely to thrive.

## Method: Purifying and Fortifying the Water

---

The initiative is guided by the following assumptions, with a **focus on seamless intersegmental, equity-focused strategies:**

- Race and gender intersect to impact postsecondary success;
- Postsecondary achievement is a social imperative;
- Data is necessary to inform and shape accountability and commitment; and
- Activating advocates to engage in this work systemically and programmatically is a critical lever.

Six key strategies were implemented to help to clean the water: (1) student scholarships and core operating grants; (2) convening and community building; (3) training and capacity building; (4) data and continuous improvement; (5) technology integration; and (6) strategic communication.

## Markers: Recognizing Water Quality

---

To recognize improvement in the water quality, indicators of success (i.e., anticipated outcomes) were outlined for each of the three levels of work—student, setting (district-nonprofit partnership), and systems—for initial, intermediary, and long-term timeframes. At the student level, outcomes **focused on participants' college awareness, readiness, enrollment, and completion.** Settings and systems outcomes **aimed to change embedded practices and policies** to promote a college going culture by improving the quality, nature, and scale of the participating districts' practices to improve the college success of African-American young men.

## Results and Findings: Assessing and Monitoring the Water

The evaluation both tracked outcomes and captured the perspectives of key stakeholders (e.g., participants, caregivers, secondary and postsecondary educators, nonprofit representatives, and funders) to understand the impact of the initiative at the student, setting (district-nonprofit partnership), and system levels.

## Student-Level Impact

---

### PARTICIPANT AND CAREGIVER FEEDBACK, INSIGHTS, AND RECOMMENDATIONS

A review of results from focus groups with the scholarship awardees, students participating in the district-nonprofit lead programming, and caregiver focus group revealed the **Brotherhood created a safe space** for mentorship and camaraderie, **programming with real-world applications** that includes sensitivity



to current events, **supplemental college readiness and knowledge guidance and support** complementing their schools' programming, and **exposure to and awareness of postsecondary opportunities, and specific college know-how** which created a sense of focus and direction. Recommendations offered by participants and their caregivers focused on **enhancing and expanding existing programming**. To strengthen the scholarship component, scholars **recommended more financial literacy and guidance relating to budgeting and money management and true college costs** plus the addition of an alumni network.

### **PARTICIPANT OUTCOMES**

The evaluation tracked participant-level outcomes for both scholarship awardees and high school students involved in district-nonprofit programming. Scholarship awardees had **one-year retention rates that were better than their student peers** at three of the top four destination community colleges, the top four California State Universities (CSU), and the top six Historically Black Colleges and Universities (HBCU). Although most scholars have at least one or two years remaining to earn their degrees, their **early retention rates suggest they will be more likely to earn a postsecondary degree or credential and/or transfer than their peers**.

For high school students participating in district-nonprofit programming, many were adopting behaviors associated with college awareness and readiness. For example, few students were chronically absent or truant (in 2015-16, 14% on average (range: 2% to 30%) across four of the five participating school districts) or were designated

as needing special education (in 2015-16, 10% on average (range: 4% to 23%) across four of the five participating districts). Many were completing 'A-G' (CSU preparation) coursework (in 2014-15, 78% on average (range: 48% to 100%) across four of the five districts), maintaining at least a 2.0 (C grade) GPA (in 2015-16, 72% on average (range: 57% to 95%) across the five districts), and had the support of a school-based adult (e.g., counselor, mentor, or advisor) (in 2015-16, 100% for the four reporting districts). At the same time, **more work could be done to encourage more students to apply for the College Bound Brotherhood scholarship** (in 2015-16, 43% on average (range: 20% to 50%) across the five districts), **take advantage of dual enrollment** (Nguyen, 2016) (in 2015-16, 28% on average (range: 4% to 63%) enrolled in college-level coursework across four of the five participating districts), and **complete standardized tests** required as part of the college admission process (in 2014-15, 24% on average (range: 8% to 35%) completed the SAT / ACT tests across four of the five participating districts).

As for college enrollment—percentage of high school students who enroll into a postsecondary institution within six months following their high school graduation—**only one district provided college enrollment data for 2014-2015 for its College Bound Brotherhood participants, which was 100%**. MFEI is currently outlining additional technical assistance to support data gathering and reporting, and **requesting disaggregated data on the College Bound Brotherhood participants from the National Student Clearinghouse (NSC)** to inform the partners' work.



## Setting-Level Impact

### DISTRICT-NONPROFIT PARTNER FEEDBACK, INSIGHTS, AND RECOMMENDATIONS

Four key themes emerged from interviews with district-nonprofit partners that highlight the ways the initiative provided a **framework for collaboration**, offered a unique and **safe space** to deepen collaboration, promoted a shared vision and set of goals among the partners, stressed the use of data collection and sharing to foster commitment and accountability, and offered a platform to scale up and strengthen existing efforts. Recommendations for ways to strengthen the work of the College Bound Brotherhood included guidance on **how best to engage caregivers**, address the **effects of trauma** on the participants, and help participants understand the **pitfalls of social media**; additionally, partnership requested **more regular summaries of key indicators of performance** to inform and drive the work of the partnerships.

Philanthropic and thought leaders offered suggestions related to **clarifying the Brotherhood model**, to **disseminate information** about the initiative's progress and outcomes, and to support **additional intersegmental collaborations** to smooth students' path to and through college.

### DISTRICT-NONPROFIT PARTNERSHIP OUTCOMES

Many of the initial intended outcomes have been realized in strengthening the collaborations between the districts and their nonprofit partners as indicated by a **sense of trust**, a **commitment to addressing disparities**, a **shared vision**, and **collective leadership and advocacy** to change policies.

## Systems-Level Impact

### STAKEHOLDER FEEDBACK, INSIGHTS, AND RECOMMENDATIONS

At the systems level, the Brotherhood was responsible for **sparking conversations and actions on policies that can lead to and ensure a college going culture**: data sharing, college affordability, partnership commitment and buy-in, and alignment and coordination across educational segments with the expertise of the nonprofit partners.

## SYSTEMS OUTCOMES

These activities have resulted in the realization of a number of initial outcomes as evidenced by implementation of a district-wide policy that **all seniors complete the Free Application for Federal Student Aid (FAFSA)**; **tracking of student, intervention, and system-level data**; use of **scholarship giving to leverage district-wide universal FAFSA/Dream Act application completion**; and early conversations about **integrating the work of the initiative into California Community Colleges' Student Equity Plans**.

## Conclusion

The Marcus Foster Education Institute has initiated a shift in the tide to fortifying and purifying the district climate and culture (the water) for African-American male students (the fish) in the San Francisco Bay Area. As the fiscal and initiative intermediary, MFEI has helped to **guide and inform the work of district-nonprofit partnerships to promote college going at three levels**: the student, the setting (partnership), and the systems level. The Brotherhood has **realized a number of initial outcomes in its efforts to smooth the transition from high school to college for African-American males**. College Bound Brotherhood participants are completing milestones associated with high school graduation and college readiness and enrollment. Partners have built a sense of trust, shared vision, and commitment to coordinate and align their efforts. The collective efforts of the partners, particularly advocacy efforts lead by their nonprofit partners, have informed policy changes to shift district climate and culture. Moving forward, MFEI will continue its efforts to **strengthen, clarify, and communicate** to funders, potential collaborators, and new partners its model and **more robust data collection, reporting, and dissemination** processes to keep partners and the public up to date about its efforts and outcomes. Initial progress on anticipated indicators of success suggest that **with additional funding the College Bound Brotherhood can build on its current infrastructure to strengthen services to Black male youth, inform necessary shifts in secondary policy and practice to support college going, and continue to support alignment between secondary and postsecondary systems in the Bay Area**.





# INTRODUCTION

RDP Consulting was hired to evaluate the College Bound Brotherhood, an initiative (2008–2016) of the Mitchell Kapor Foundation (now the Kapor Center for Social Impact) and the College Futures Foundation (formerly the College Access Foundation), supporting school district and nonprofit partnerships designed to improve college access and success for African-American males attending San Francisco Bay Area high schools. This report provides insights from an evaluation of the initiative designed to highlight the impact of this work from 2008 to 2016, and share lessons learned and recommendations resulting from this assessment.

# CONTEXT: IT'S THE WATER, NOT THE FISH

In California, African-American male youth often struggle to successfully achieve high school graduation—a critical milestone that provides access to postsecondary education and career pathways. In 2014–2015, less than two-thirds (62%) of African-American males earned their high school diplomas compared to 88% of all students (California Department of Education (CDE), Data Quest, 2017). African-American males who did not finish high school or whose highest educational credential was a high school diploma were more likely to be unemployed when compared to other racial/ethnic groups with the same levels of education (Ross et al., 2012).

**We are so very quick to blame the fish for their defects that we ignore the toxins in the water! We rarely consider how the fish, born whole and complete, become sick from ingesting toxic waters. What would it look like for us to focus more on the toxins in the water?**

DONNA-MARIE WINN, PHD

SENIOR RESEARCH ASSOCIATE AT THE KENAN  
INSTITUTE FOR PRIVATE ENTREPRENEURSHIP,  
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL



Even among high school graduates, **few African-American males completed the college preparation courses ('A-G' courses)** necessary to access public higher education institutions in the state (University of the California Office of the President, 2017). Of the 12,818 African-American males graduating during the same time period, slightly more than one-fourth (26.5%; 3,393 of 12,818) had completed these college preparation courses (CDE DataQuest, 2017). For socioeconomically disadvantaged African-American males, these numbers were even smaller, with only 22% completing 'A-G' courses (CDE DataQuest, 2017).

When compared to other students, African-American students face a number of challenges that their peers are less likely to confront, including:

- Retention in a grade, suspension, or expulsion;
- Attendance at schools with high rates of poverty and that do not meet Adequate Yearly Progress;
- Placement in special education coursework; and

Lower probability of scoring a three or higher on Advanced Placement exams when compared to other racial/ethnic subgroups (Ross, Kena, Rathbun, KewalRamani, Zhang, Kristapovich, & Manning, 2012).

Black<sup>1</sup> students who do attempt college enrollment in California further face **challenges of access**. For example, across the nine University of California (UC) campuses, about two-thirds of Black applicants were denied admission (The Campaign for College Opportunity, 2015). Even if they successfully enroll in college, African-American students in California were less likely to graduate, when compared to other racial and ethnic groups (The Campaign for College Opportunity, 2015). One-third of those aged 25-64 attended college but earned no degree (Ross et al., 2012). Across the California State University (CSU) system, slightly more than one-third of Black freshmen will earn a degree within six years (The Campaign for College Opportunity, 2015). Even in California Community Colleges, where Black students are overrepresented, few persist and earn a credential or degree (The Campaign for College Opportunity,

2015). Studies have found that **academic factors** (e.g., regular meetings and interactions with counselors and faculty, studying) can positively influence, and **environmental factors** (e.g., financial and familial responsibilities, high levels of life stress) **can negatively influence persistence and retention rates** (Gardenhire & Cerna, 2016; Woods & Williams, 2013).

In response to the research highlighting the disproportionate educational, social, and economic outcomes for African-American men, **several initiatives have adopted a strengths-based, asset-focused, and collective impact<sup>2</sup> approach** to support comprehensive, data informed, and collaborative efforts to ensure better educational and economic outcomes for this group of students—including the **College Bound Brotherhood**. Since 2013, the Marcus Foster Education Institute (MFEI), the Brotherhood's fiscal and initiative intermediary, has coordinated and facilitated the work of nonprofits, school districts, postsecondary institutions, and funders to create and nurture a college going culture for African-American males.

Adopting a systems change approach, the initiative **seeks to address the contextual factors** in which African-American male youth exist and navigate—much like water to fish and organisms in the ocean—that may support or hamper these students' ability to thrive and grow (Winn, 2013). Rather than focusing solely on changing the "fish" (African-American male students), the Brotherhood **considers the "water" (the secondary and postsecondary educational systems in which these students live and interact)** and how it can be improved to ensure they succeed. Information included in this evaluation report will **highlight the College Bound Brotherhood's successes and challenges to date** in addressing contextual factors to ensure college access and completion for African-American male high school students in the San Francisco Bay Area.

<sup>1</sup> Throughout this report, the terms African-American and Black will be used interchangeably.

<sup>2</sup> Collective impact has many definitions, but is characterized by four key phases and conditions. The phases—(1) generate ideas and dialogue, (2) initiate action, (3) organize for impact, and (4) sustain action and impact—are supported by a number of components, including governance and infrastructure, strategic planning, community involvement, and evaluation and improvement (Kania & Kramer, 2011).



## READER'S GUIDE

The report begins with a **description of the methodology** used to conduct this formative evaluation of the College Bound Brotherhood. The next section describes the **initiative's evolution followed by an overview of the initiative's key approaches, strategies and activities**. Key **indicators for each of the levels of work**—student, setting, and systems—are explored along with **findings, outcomes, and recommendations generated** by the document review, interviews and focus groups, and available quantitative data. The report concludes with the evaluator's **high level observations** about the work to date and **recommendations for continued success**.

## METHODOLOGY

This report summarizes findings from a **formative and summative evaluation** of the College Bound Brotherhood's implementation between 2013 and 2016. This research specifically sought to **understand the experiences of the young men receiving services** from the providers involved in the Brotherhood and the progression of the systems change work led by this initiative. This assessment included a **review of documentation** (see Appendix A) describing initiative activities, **outcome data provided by MFEI**, and results from a series of **interviews and focus groups** with engaged districts and their nonprofit representatives (n = 10 partners interviewed), scholarship recipients (n = 9 focus group participants), and initiative participants (n = 27 focus group participants) and their caregivers (n = 40 focus group participants) (see Appendix B for a list of interview participants). The interview and focus group conversations provided an opportunity for the key partners and the students they serve to **share their insights** on what inspired them to participate and stay involved in the initiative, to describe the initiative's successes, and to offer recommendations to improve its efforts (see Appendix C for interview and focus group protocols). The evaluator then reviewed transcripts of these **conversations and summarized key findings and recommendations** for each of the respondent types. MFEI also contributed to the evaluation data highlighting key **academic outcomes for scholarship recipients and participants**, based on information submitted on Key Performance Indicators (KPI) by the participating districts and their nonprofit partners.

# THE COLLEGE BOUND BROTHERHOOD APPROACH

The College Bound Brotherhood was an “intentional grantmaking” effort borne of a strategic partnership of likeminded funders to address an important social issue—poor African-American male academic achievement. Since its initiation in 2008, the College Bound Brotherhood initiative has evolved in its thinking and approach. The following section outlines the progression of this effort over the past nine years; highlights the analysis, planning, and strategy involved in the Brotherhood’s development; and identifies the type of outcomes desired by the initiative—all of which serve as a critical foundation for understanding the results of the evaluation.

**The College Bound Brotherhood is an initiative, not a program...a movement to change the culture about helping African-American young men get to and through college without apology. It is a collective to uplift and support young men...it’s a family. You are in [the Brotherhood] for life because its is your passion.**

STRATEGIC PARTNER, THE COLLEGE BOUND BROTHERHOOD

## Test: Assaying the Water

The initiative evolved as the philanthropy partners began to test the water and understand the nature of the changes to policy and practices needed to support college going, and the level of effort needed to lead to the desired changes. As the funders engaged with more partners and took the time to reflect on what they had learned from the original initiative grantees, the evolution of the initiative became defined by two distinct phases.

### Phase I: Direct Service (2008-2013)

The Brotherhood was launched in 2008 by the Mitchell Kapor Foundation in response to the lack of Black male applicants in college readiness programs. Originally inspired by the killing of a Black young man close to the time of his high school graduation—an all too frequent tragedy in many African-American communities—the Brotherhood approach was **underscored in part by the correlation between educational opportunity, diminished risk of being the victim or perpetrator of violence, and the resulting reduced risk of incarceration—thus providing greater life options and opportunities for the young men.**

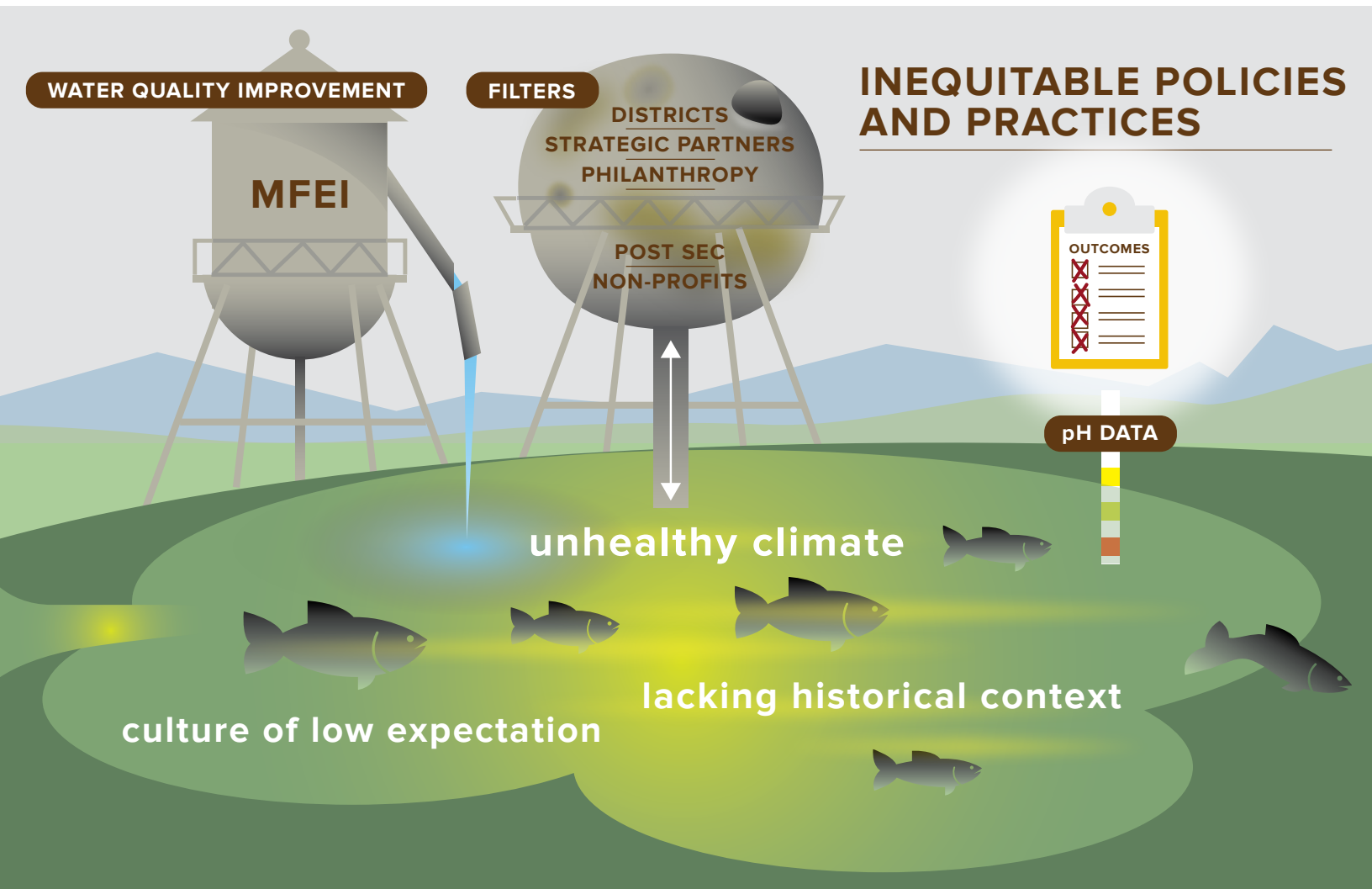
The Brotherhood was established as a small grants program designed to support the college readiness programming offered by nine Bay Area nonprofits for Black male youth. By 2012, the **Kapor Foundation partnered with the College Futures Foundation (CFF)** to heighten the potential impact of the initiative by expanding and deepening the work. While the regular meetings between the Kapor Foundation and CFF are not completely uncharacteristic for a funding partnership, the melding of two funders’ major objectives was atypical, as was their adaptive approach and willingness to collaborate and remain engaged as the initiative evolved.

**Program in isolation is not the solution.**

STRATEGIC PARTNER, THE COLLEGE BOUND BROTHERHOOD



Figure 1. An Unhealthy Environment Without the College Bound Brotherhood Infrastructure



*Rather than focusing solely on changing the “fish” or students the College Bound Brotherhood considers the “water”, or the systems in which students live, learn and grow. College Bound Brotherhood focuses on improving those systems to ensure the health and well being of the students. Using a collective impact approach, the initiative seeks to change the “water” in which the “fish” swim—altering the context in which students interact and must navigate to promote a college going culture and providing a clean, fortified, and supportive environment so more students can more thrive.*

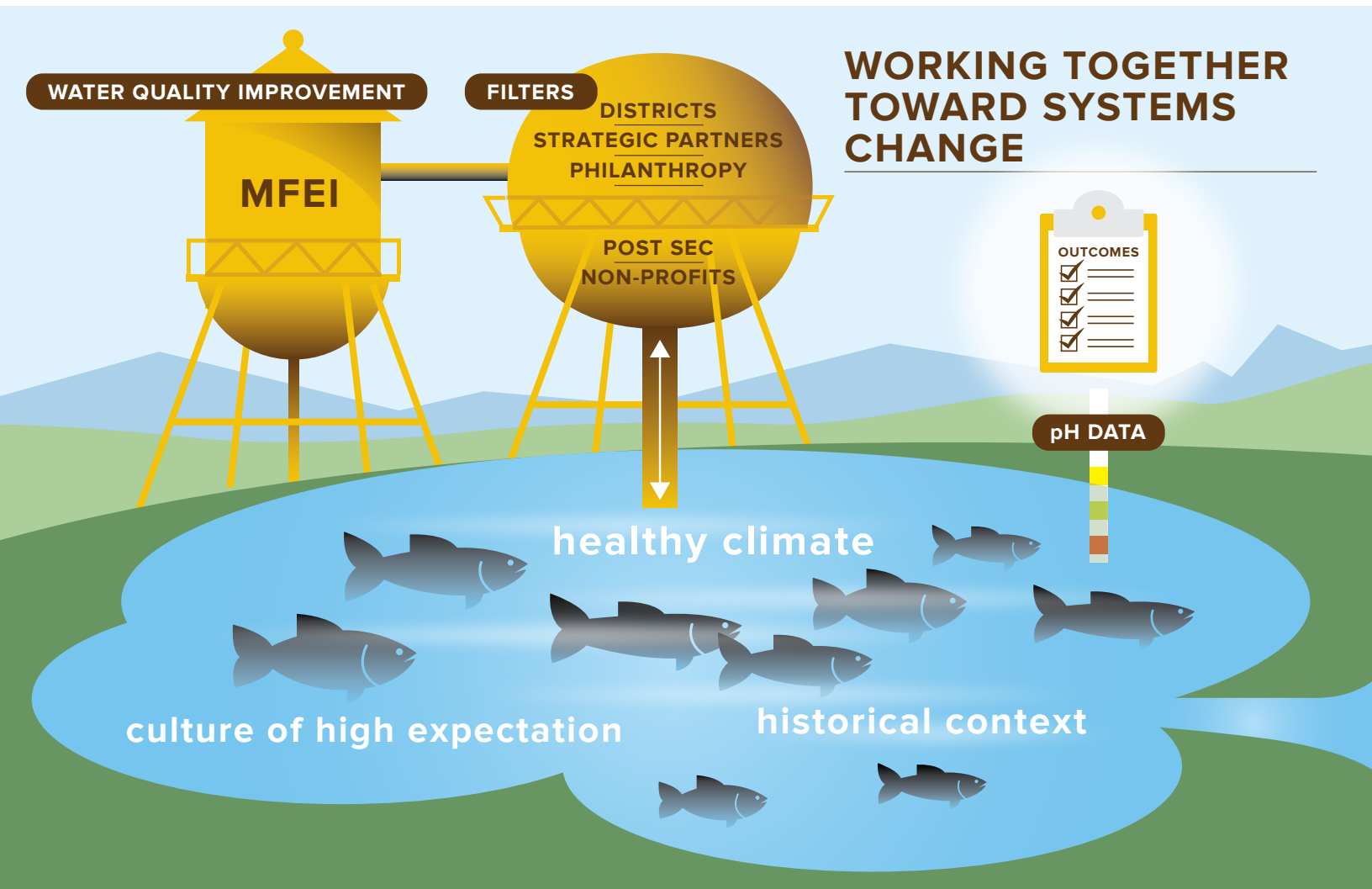
### Phase II: Scaled Impact (2013-Present)

The second phase of the College Bound Brotherhood started in 2013 with a strikingly simple supposition: the disparities in high school drop-out, school to prison pipeline, college going, and college completion rates experienced by Black young men in the United States are not the result of inherent deficits. This supposition infers that approaches seeking to increase college completion rates of Black young men at scale by correcting the deficit of one young man at a time, solely through a direct services approach, is impractical and requires substantial resource allocations. Yet college

going initiatives typically and traditionally solely take this one student at a time approach.

As a group of practitioners with decades of experience in supporting the college success of thousands of Black young men from an array of economic backgrounds, the Brotherhood’s collective experience pointed to the **need for K12 and postsecondary institutions, nonprofit organizations, and the broader community to take collective ownership** of this issue. In order to achieve change at scale, the Brotherhood employed a collective impact approach to define the barriers, test the impact of direct and systems interventions, and determine

Figure 2. Fortified and Supportive Environment With the College Bound Brotherhood Infrastructure



how success is defined and measured. While there is a constellation of issues serving as barriers to the life and college success of Black young men, the Brotherhood’s **approach centered on influencing the practices of K12 and postsecondary systems, focusing on the water and not solely on the fish.** Figures 1 and 2 provide a visual overview of the initiative, its philosophy, and its impact.

In 2013, the College Futures Foundation and the Kapor Center initiated financial support to the Marcus Foster Education Institute (MFEI) to serve as the fiscal and initiative intermediary of the

College Bound Brotherhood. In this role, MFEI made grants to the College Bound Brotherhood nonprofit partners; regularly convened the funders, the five school district superintendents, the district data management leadership, and Black students to focus on program leadership; and the nonprofit partners to refine and strengthen the initiative design and implementation. MFEI also held convenings of the young men to support their college going and facilitate the building of relationships among their peers.

## Plan: Determining the Water Treatment

The Brotherhood's working definition of systems change includes **adults in educational and community settings shifting their practices in an effort to improve college going and completion outcomes for Black young men**. The aim of these improvements is to increase the quality and nature of embedded direct services at scale in order to meet the measure of systems change. Ultimately, in order to achieve true systems change, the existing systems must first be understood to delineate the problem, identify root causes, define what success actually looks like, and test the interventions to achieve improvement.

The initiative's theory of action is built on a set of assumptions that underscore the intersectionality of race, gender, and the need for systemic practice improvements:

- An understanding of the **importance of race, gender, and targeted universalism**<sup>3</sup> by providing data disaggregated by race and gender;
- A focus on a **critical social imperative** of increasing Black young men's postsecondary credential attainment and on the systems practices needed to maximize students' educational opportunities and outcomes;
- The **collection and analysis of data** to inform and shape accountability and commitment to continuous improvement; and
- The **need to activate advocates** with existing district relationships and partnerships to seamlessly link intersegmental, equity-focused strategies.

Everyone, including funders, nonprofits, districts and postsecondary institutions, can benefit from more disciplined practices that continuously ask the question, "What's working, what's not, and why?" Collectively, these questions all determine the quality of the water.

**If you want to go fast,  
go alone. If you want to  
go far, go together.**

### AFRICAN PROVERB

"Going together," as stated in the African proverb in the side bar to the right, represents a second and more complex supposition posited by the Brotherhood: **direct services providers with expertise and deep investment in successfully supporting the college completion of Black young men must take an equity-focused, collective impact approach to ensure those they cannot directly support have meaningful access.** "Going together" reflects a culturally affirming frame of how the Brotherhood seeks to realize improvements in K12 and postsecondary outcomes for Black boys and young men. This approach decisively places the Brotherhood in the position of improving the condition of the water such that more fish have an opportunity to thrive. The hypothesis was that without a collective, strategic, and equity-driven effort to shift educational culture and climate, academic outcomes for African-American males in the Bay Area will not improve. For an overview of the key initiative partners and their contributions to this work, see Appendix D.

Table 1 on page 16 provides a high-level overview of the champions who are working collectively as part of the College Bound Brotherhood, the activities for which they are responsible, and some examples of what has been produced because of their efforts. These aligned and coordinated efforts serve as filters to help purify the water.

<sup>3</sup> The College Bound Brotherhood's approach is grounded in "targeted universalism" which "means identifying a problem, particularly one suffered by marginalized people, proposing a solution, and then broadening its scope to cover as many people as possible" (Powell, Menendian, & Reece, 2009, p. 1).



**TABLE 1. COLLEGE BOUND BROTHERHOOD: KEY CHAMPIONS, ACTIVITIES, AND RELATED PRODUCTS**

<b>PARTNERS</b>	<b>ACTIVITIES</b>	<b>PRODUCTS</b>
<b>Marcus Foster Education Institute (Fiscal and Initiative Intermediary)</b>	<ul style="list-style-type: none"> <li>• Convening and community building</li> <li>• Core operating regranting</li> <li>• Training and capacity building</li> <li>• Data collection and continuous improvement</li> <li>• Technology integration</li> <li>• Strategic communication</li> </ul>	<ul style="list-style-type: none"> <li>• Vision and mission</li> <li>• Initiative infrastructure</li> <li>• Quarterly convenings</li> <li>• Grants to district and nonprofit partners</li> <li>• Scholarships to students</li> </ul>
<b>Philanthropy Partners</b>	<ul style="list-style-type: none"> <li>• Strategic grantmaking to establish an intermediary</li> <li>• Substantial support for targeted scholarships</li> <li>• Tech knowledge capacity building for Brotherhood partners</li> <li>• Annual tech-focused events for the young men</li> <li>• Student Leadership Council (2008-2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Grants to intermediary</li> <li>• Grants supporting scholarships to students</li> </ul>
<b>Nonprofit Organizations</b>	<ul style="list-style-type: none"> <li>• Data sharing</li> <li>• Direct services</li> <li>• Programming</li> <li>• Alignment with district’s efforts</li> <li>• Systems change advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Data sharing agreements</li> <li>• District Implementation Team<sup>4</sup></li> <li>• Curriculum and programming</li> <li>• College awareness</li> <li>• College readiness</li> <li>• College entry prep</li> <li>• Career exposure with emphasis on tech careers</li> <li>• Documentation / reports (e.g., root case analysis, implementation plan)</li> <li>• Local Control and Accountability Plans (LCAP) refining measures of success for Black male students</li> </ul>
<b>Unified School Districts</b>	<ul style="list-style-type: none"> <li>• Collaboration with key nonprofit and educational partners and relevant initiatives</li> <li>• Data collection</li> <li>• Data analysis</li> <li>• Data sharing</li> <li>• Data review</li> </ul>	<ul style="list-style-type: none"> <li>• Data sharing agreements</li> <li>• Key Performance Indicators data</li> <li>• District profiles</li> <li>• Implementation plans</li> <li>• Professional development for counselors</li> <li>• Direct support to nonprofits</li> </ul>
<b>Postsecondary Education Partners</b>	<ul style="list-style-type: none"> <li>• Collaboration with key district and nonprofit partners</li> </ul>	<ul style="list-style-type: none"> <li>• Alignment between secondary and postsecondary educational partners</li> <li>• Securing institutional aid and other commitments for students</li> <li>• Targeted and culturally relevant summer bridge and on-going programming</li> </ul>

<sup>4</sup>District Implementation Teams (DIT) are active, collaborative partnerships between the five participating unified school districts and nonprofit community-based partners.

## Method: Purifying and Fortifying the Water

Fundamental to this movement was activating, preparing, and guiding a core group of champions to use data to surface barriers, identify opportunities, and influence educational systems to advance the success of African-American male youth in the Bay Area. The foundation for the initiative's work in service of this goal included six key strategies. Find below a definition of each strategy, with examples of how each strategy was implemented.

### Strategy 1. Grants and Scholarships

In the 2013-2014 academic year, MFEI awarded **\$275,000 in grant funding to nine nonprofit organizations** to engage in an initial analysis and planning phase that situated their work in the Brotherhood's systems change framework, which was to be operationalized by the following indicators:

1. A track record in supporting Black young men to successfully graduate high school and matriculate to and complete a postsecondary program;
2. Demonstrated relationships and influence with their local districts to work on behalf of the students served in common; and
3. A willingness to engage in systems change tactics leading to accelerated and increased college access and success rates for Black young men, including those that they did not serve directly.

In academic years 2014-2015 and 2015-2016, MFEI made **implementation awards, totaling \$1.3 million for both years** to support the outcomes of the intensive analysis phase. Core operating grants to nine to eleven nonprofit organizations to support their systems change efforts stipulated a minimum threshold of Black young men who were to receive the direct services; the funding also required engagement in six convenings of the five District Implementation Teams (DITs), participation on Implementation Leadership Team meetings (ILT), and implementation of individual DIT meetings with expanded participation that included counselors, data staff, teachers, and administrators. The College Futures Foundation additionally awarded MFEI \$800,000 to administer college scholarships (from \$1,000 to \$5,000 per academic year) to over 300 eligible Black young men attending accredited, nonproprietary community colleges and universities. These young men also secured over \$1.5 million in Pell Grants, Cal Grants and Board of Governor Waiver (BOG) toward completing their educational goals.

### Strategy 2. Convening and Community Building

This strategy was defined as **creating a safe and constructive space for district and nonprofit partners** to outline and advance a common agenda and shared strategies and outcomes. As the network convener, MFEI:

- Launched and facilitated the work of the DITs;
- Coordinated and led quarterly network meetings of district and nonprofit representatives and monthly check-ins with the DITs;



- Held convenings of the young men to support their college going and facilitate supportive peer-to-peer relationships; and
- Hosted its hallmark event, a graduation acknowledging all of the young men successfully matriculating from any high school located in the nine Bay Area counties to a college or university, starting with the class of 2011 and continuing contiguously to the present.

### Strategy 3. Training and Capacity Building

This strategy related to **organizing and facilitating relevant professional development opportunities** to help strengthen and advance the partners' collective efforts. In the 2013-2014 academic year, the districts and nonprofit agencies engaged in a Networked Improvement Community training facilitated by MFEI, which included conducting a root cause analysis, developing a problem definition, identifying interventions, and determining common measurement of the impact of both the individual- and systems-level interventions. This planning process concluded with each district presenting its intervention plans, which they each determined would lead to an increase in college going for Black young men from their respective districts.

The only intervention required of all partnerships was the creation of a common student success plan that would capture data collected from both district and nonprofit partners on each of the students they directly served. At this stage in the planning process, the Brotherhood identified 22 Key Performance Indicators (KPIs) as outcome measures for impact. Each of the nonprofit leads in the **DITs were successful at securing data sharing agreements from each of their districts** respectively. In addition to the data provided by districts, the **Brotherhood also collected and compiled nonprofit agency service data**, student success plan data for the young men receiving a direct service, financial aid completion data, Local Control Accountability Plan Assessments, and District Policy Landscape Plans.

In addition, as the fiscal and initiative intermediary, MFEI organized and facilitated the following activities to prepare the districts and their nonprofit partners to advocate for systems change:

- Hosted Superintendent Roundtables;
- Shared effective and gender-specific college

knowledge interventions with the DITs at a network meeting;

- Used data in a continuous improvement process to determine intervention effectiveness, and
- Offered training on the Network Improvement Community framework to partners.

### Strategy 4. Data and Continuous Improvement

This strategy involved **outlining and collecting information through data sharing agreements with district and nonprofit partners to allow the monitoring of key indicators, disaggregated by race and gender**. This ongoing monitoring focused on whether or not interventions had their intended impact, thus promoting accountability to the collective effort. The district and nonprofit partners collectively prioritized 17 of 24 KPIs in three categories: (1) academic preparedness, (2) college-going behaviors, and (3) college access and success (see Appendix E). Districts were to collect these indicators for their students for the purposes of assessing the impact of the work in real time. The program design called for gathering these data three times in an academic year.

### Strategy 5. Technology Integration

This strategy related to assessing districts' **capacity to provide a 21st century technology education** and ongoing exposure to postsecondary opportunities that strengthened students' confidence in their ability to compete academically, and ultimately, professionally in the tech sector. The selected districts developed partnerships with The Hidden Genius Project (THGP) to build their capacity to provide **expanded tech skills programming** promoting exploration and awareness of and preparation for tech careers for the young men. THGP conducted assessments of the participating districts to (1) outline needed support and capacity building that would strengthen the awareness and expertise of school site and district leadership, and (2) improve student access to technology education and internship opportunities.

### Strategy 6. Strategic Communication

This strategy involved **regular feedback and reporting summarizing progress on the KPI indicators** to inform the effectiveness of key strategies and to promote promising practices. The initiative provided **district data profiles** annually as part of regular DIT meetings.



## Markers: Recognizing Water Quality Improvement

The College Bound Brotherhood was designed to **provide partners with financial support, professional development and capacity building, and a structure to direct change** at three levels: the student, the setting (district-nonprofit partnership), and the systems levels. At the student level, the focus was on developing college awareness and readiness, and encouraging postsecondary enrollment and

completion. Setting- and systems-level elements were focused on developing and embedding practices and policies that intentionally engaged all key players in the academic success of Black young men, and that held these players—teachers, counselors, administrators, and nonprofit leadership, and staff alike—accountable for the achievement of this important group of students. The following table provides an overview of the desired initial, intermediate, and long-term outcomes for each level.

**TABLE 2. INDICATORS OF SUCCESS AT THE STUDENT, SETTING, AND SYSTEMS LEVELS**

INITIAL (2013-2014)	INTERMEDIATE (2015-2017)	LONG-TERM (2018+)
<b>Student (Participants, Scholarship Recipients, Caregivers)</b>		
Increase in participants'... <ul style="list-style-type: none"> <li>• College knowledge</li> </ul>	Increase in participants'... <ul style="list-style-type: none"> <li>• College preparedness</li> <li>• High school graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>• Increases in the number/percentage of young Black men enrolling in, persisting, and completing college</li> </ul>
<b>Setting (Nonprofit Organizations, Individual High School Sites, Postsecondary Institutions)</b>		
<ul style="list-style-type: none"> <li>• Increase in trust among partners</li> <li>• Increase in receptivity to addressing disparities in Black male achievement</li> <li>• Increase in knowledge of gender specific interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Shared vision and commitment by partners to change relevant policies and practices</li> <li>• Nonprofit leaders as change agents within systems</li> </ul>	<ul style="list-style-type: none"> <li>• Partners' collective responsibility and accountability to shared outcomes</li> </ul>
<b>Systems (K12 Districts, Postsecondary Institution and/or System)</b>		
<ul style="list-style-type: none"> <li>• Implementation of policies to monitor and support college knowledge, preparedness, and success</li> <li>• Assessment of barriers and facilitation of student access and services across the nonprofit, secondary, and postsecondary sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Recurring assessment of impact on changing and improving Black male student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Shifts in culture and climate to support effective policies and practices on K16 campuses</li> <li>• Intersegmental coordination and alignment of process that ensures student success</li> </ul>



# RESULTS AND FINDINGS: ASSESSING AND MONITORING THE WATER

The goal of the evaluation was to provide a **formative and summative assessment** of the influence of College Bound Brotherhood at the student, setting, and systems levels. Experiences and perspectives of each of the key stakeholders—students, caregivers, secondary and postsecondary educators, nonprofit representatives, and funders—were collected and summarized by key themes. The evaluator also reviewed documentation of Brotherhood activities including reports and PowerPoint presentations; find a list of these documents in Appendix A. **A summary of outcomes across the five partnerships is provided in the following section.**

## Student-Level Impact

The following section outlines the impact of the College Bound Brotherhood at the student level, including feedback, insights, and recommendations gathered from program participants, scholarship awardees, and their caregivers; additionally, it shares participant outcomes data contributed by MFEI.

### Student and Caregiver Feedback, Insights, and Recommendations

Focus groups with Brotherhood participants and their caregivers reveal four key themes about the student experience.

- 1** The College Bound Brotherhood created a **safe space for participants—offering mentorship, camaraderie, support, and guidance.** The initiative brought together students, mentors, participants, and district representatives to create a community that provided African-American young men with fellowship and fraternity and that promoted and nurtured positive scholar-adult relationships.
- 2** Programming must have **real-world applications and be sensitive to how context, community, and current events affect students' lives.** The districts and nonprofits' collaborative efforts were often grounded in current events, sensitive to the particular circumstances that African-American male students could face and should be prepared to deal

with in order to be successful; participants and their caregivers appreciated the real-world relevance of the initiative’s activities and strategies.

**3 Nonprofit partners provide critical supplemental college readiness and knowledge guidance and support.** These partners “fill a gap,” promoting college awareness, exposure, and knowledge with students that school districts may be unable to address. Secondary schools may not have the capacity to provide these services due to limited funding and personnel available to provide the type and level of assistance, support, and guidance needed to ensure African-American male students pursue and persist along a college and career pathway.

**4 Exposure to and awareness of postsecondary opportunities and specific college know-how creates focus and direction** for students. Caregivers provided examples of how the initiative helped their sons be more focused, directed, confident, aware, responsible, accountable, and mature as a result of the opportunities and information the program provided.

Table 3 below provides quotes that further demonstrate how students and their caregivers including mentors spoke about these themes when discussing their College Bound Brotherhood experiences.

**TABLE 3. SAMPLE STUDENT AND CAREGIVER FOCUS GROUPS**

THEME	SAMPLE QUOTE
<b>1. Safe space for positive youth and adult relationship</b>	We want to have them see positive role models like ourselves.... In a lot of cases...the young men...sometimes they tune out their parents. So this is an opportunity for someone to have a positive influence and impact on them that’s other than their parents, that they can rely on as a resource to get them prepared for going out into society. <i>—Mentor</i>
<b>2. Real-world, relevant, and timely programming</b>	Last year when there were a lot of issues in the news with police brutality...one of the Saturday meetings...a police officer from the San Francisco Police Department...[non-profit leader] had him come in and tell us what we should do if we were to get stopped and pulled over by a police officer and stuff like that. The information was very useful, and going forward I now know how to do it if I get stopped. And if I fear for my life, I know what to do. <i>—Student</i>
<b>3. Supplemental college readiness and knowledge guidance</b>	I’ve been in AVID since ninth grade. It’s more so about...colleges and who do you apply to. And we kind of work on applications throughout the year...different note taking skills, stuff like that. And so I feel like AVID kind of covers about like maybe...60%, maybe of the 60% to 70% kind of the college stuff [you need to know], compared to like the other 30%...you’re kind of figuring [it out] on your own. But College Bound [covers] grants, scholarships, applying for financial aid, stuff like that. They kind of cover that other 30%...both [AVID and the College Bound Brotherhood] kind of have that. But without both of them I wouldn’t be as successful. <i>—Student</i>
<b>4. Promotion of focus and direction</b>	The [nonprofit] program has really given my son exposure...as in possible places to go to college. They went to like...I’m just going to say seven colleges they visited. And so that opened up his mind to where he...he can do these things. He has more hope and things like that in that he can be away from home, you know...and go to college and be okay. And so I liked the exposure that he’s been given here. <i>—Caregiver</i>



### STUDENT AND CAREGIVER RECOMMENDATIONS

Overall, focus group participants were very positive about their College Bound Brotherhood program involvement. The few **recommendations offered focused on ways to enhance existing efforts.**

Students recommended offering more structure to certain components (e.g., case management), and caregivers suggested engaging younger mentors, adding staff to organize and facilitate more activities for more students and their caregivers, paying volunteers, and involving businesses to provide additional resources and internship opportunities.

When asked what they would tell students who were hesitant to participate, some students said to mention the college tours, the fellowship among participants, and the guidance and support they would receive.

Another focus group participant suggested just showing the student his good grades as an incentive to join. Scholarship recipients recommended **more financial literacy and budget management skills** and knowledge and an overview to help inform scholars' expectations about true college costs (e.g., housing, books) in the mandatory scholarship session. Another idea was to introduce students to a budgeting app to help them manage their money more effectively. The scholarship focus group participants also highlighted another opportunity—an **alumni network**.

### Participant-Level Outcomes

Table 4 below reviews a selection of participant-level outcomes identified for tracking by the initiative.

**TABLE 4. PARTICIPANT-LEVEL OUTCOMES**

INITIAL (< 6-MONTH)	INTERMEDIATE (6-18-MONTHS)	LONG-TERM (18+ MONTHS)
<b>Students</b>		
Increase in college knowledge	Increase in... <ul style="list-style-type: none"><li>• High school graduation rates</li><li>• College preparedness</li></ul>	Increase in college... <ul style="list-style-type: none"><li>• Enrollment,</li><li>• Retention,</li><li>• Persistence, and</li><li>• Completion</li></ul>

At the participant-level, the initiative has **realized some of the anticipated long-term outcomes for its scholarship awardees.** From 2013 to 2016, the College Bound Brotherhood awarded \$800,000 in scholarship funds to more than 300 young men attending two- and four-year institutions throughout the country. Thus far, the Brotherhood scholarship awardees persist in college overall at a rate of 98%. More impressively, at four-year institutions, they have a 100% persistence rate (see Appendix F).

In terms of those students involved in K12 district programming, the initiative **met its goal of engaging over 1,000 African-American young men** in the College Bound Brotherhood (or 10% of the African-American male population across the five districts involved). See Table 5 on the following page for a comparative count of all the students, African-American male students, and the College Bound Brotherhood participants from the participating districts.

**TABLE 5. COUNT OF ALL STUDENTS, AFRICAN-AMERICAN MALE STUDENTS, AND THE COLLEGE BOUND BROTHERHOOD STUDENTS FROM PARTICIPATING DISTRICTS (2014-2015 AND 2015-2016)**

District*	All Students			African-American Male Students			College Bound Brotherhood Students		
	2014-15	2015-16	Total	2014-15	2015-16	Total	2014-15	2015-16	Total
<b>ANT</b>	5,811	5,620	<b>11,431</b>	801	820	<b>1621</b>	61	140	<b>201</b>
<b>HAY</b>	6,234	6,284	<b>12,518</b>	408	357	<b>765</b>	116	121	<b>237</b>
<b>OAK</b>	12,420	12,922	<b>25,342</b>	1,816	1,777	<b>3,593</b>	103	125	<b>228</b>
<b>SF</b>	19,336	19,597	<b>38,933</b>	1,236	1,187	<b>2,423</b>	70	84	<b>154</b>
<b>WCC</b>	8,519	8,915	<b>17,434</b>	883	928	<b>1811</b>	107	111	<b>218</b>
<b>Total</b>	<b>52,320</b>	<b>53,338</b>	<b>105,658</b>	<b>5144</b>	<b>5069</b>	<b>10,213</b>	<b>457</b>	<b>581</b>	<b>1,038</b>

\*ANT = Antioch Unified School District, HAY = Hayward Unified School District, OAK = Oakland Unified School District, SF = San Francisco Unified School District, WCC = West Contra Costa Unified School Districts

Sources: California Department of Education; The College Bound Brotherhood

Analysis of available data suggests that the initiative **realized initial outcomes outlined for students participating in the district and nonprofit programs**. Participants are aware of and are taking necessary steps to be college ready and prepared and are adopting behaviors associated with college success. For example, few students were chronically absent or truant (in 2015-16, 14% on average [range: 2% to 30%] across four of the five participating school districts) or were designated as needing special education (in 2015-16, 10% on average [range: 4% to 23%] across four of the five participating districts). Many were completing 'A-G' coursework (in 2014-15, 78% on average [range: 48% to 100%] across four of the five districts), maintaining at least a 2.0 (C grade) GPA (in 2015-16, 72% on average [range: 57% to 95%] across the five districts), and had the support of a school-based adult (e.g., counselor, mentor, or advisor) (in 2015-16, 100% for the four reporting districts). In 2014-15, 96% on average [range: 78% to 100%] of participants across the five districts graduated from high school.

Most participants were completing college applications (in 2014-15, 92% on average [range: 67% to 100%] across the five participating districts); however, the initiative could take further measures to **encourage more students to apply for and receive the College Bound Brotherhood scholarship** (in 2015-16, 43% on average [range: 20% to 50%] received a scholarship across the five districts), **take advantage of dual enrollment** (Nguyen, 2016) (in 2015-16, 28% on average [range: 4% to 63%] enrolled in college-level

coursework across four of the five participating districts), and **complete standardized tests** required as part of the college admission process (in 2014-15, 24% on average [range: 8% to 35%] completed the SAT / ACT tests across four of the five participating districts). As for the long-term outcomes, the data provided by participating districts was considerably thin. For example, **only one participating district provided college enrollment data**—as defined by the percentage of students who enroll into a postsecondary institution within six months following their high school graduation—for 2014-2015 for its **College Bound Brotherhood participants, which was 100%**.

MFEI recognizes the need to provide technical assistance to support the districts in their efforts to collect and report on the agreed upon indicators. To augment the information provided by the participating districts, MFEI submitted data to the National Student Clearinghouse (NSC), which provides longitudinal data on postsecondary enrollment and outcomes. MFEI submitted NSC data on the College Bound Brotherhood seniors from the graduating classes of 2013 to 2016; and the results will be available for analysis in early Spring 2017. To facilitate the data collection and reporting process, MFEI is **providing technical assistance to the districts on how to disaggregate their NSC data specifically for their African-American male and the College Bound Brotherhood students** rather than just for all students. Typically, the NSC reports are disaggregated by either race or gender, but not race and gender.



## Setting-Level Impact

The evaluation additionally gathered perspectives from district-nonprofit partnership stakeholders including secondary, postsecondary, nonprofit, and funder representatives as well as other strategic collaborators to assess the setting-level impact made by the Brotherhood. This section provides feedback, insights, recommendations, and outcomes gleaned from focus groups with these stakeholders.

### District-Nonprofit Partner Feedback, Insights, and Recommendations

Four key themes emerged from focus groups and interviews with district-nonprofit partnership stakeholders.

**1 The College Bound Brotherhood offers a unique and safe space to deepen collaboration.**

The nonprofit, school district, and postsecondary partners interviewed consistently spoke of how the College Bound Brotherhood provided a platform to address an issue that was not a surprise to the key stakeholders: poor academic outcomes for African-American male students. It created a unique space where school districts and nonprofits can expand and enhance their existing relationships and programming, and develop new efforts to address opportunity gaps for African-American males. Many of those interviewed noted positive and supportive relationships with their district or nonprofit partner fostered through their participation in the initiative.

**2 The initiative promotes a shared vision and set of goals.** A common vision and set of goals was apparent across the district and nonprofit representatives, as illustrated by partners' use of similar terms and phrases to describe the initiative, with an emphasis on increasing the success of African-American males.

**3 Data collection and sharing foster commitment and accountability.** The emphasis on data sharing and monitoring promoted accountability and a commitment to using data to inform and advocate for systemic change, distinguishing the College Bound Brotherhood from just another program. Several interview participants pointed to the value of the agreements developed through the initiative, and nearly all partners highlighted positive participant outcomes (e.g., high school graduation, college going and completion rates), which they were able to document through an analysis of these data.

**4 The College Bound Brotherhood provides a platform to scale up and strengthen existing efforts.** Participation in the initiative offered leaders of color—both school district and nonprofit representatives—a launchpad for moving into new positions and/or expanding or strengthening their programmatic efforts. Interviewees indicated that these partnerships specifically enhanced their capacity to advance college access efforts for African-American males on a larger scale than they could accomplish through their individual programming.



Table 6 below provides a sampling of quotes that further underscore these key themes.

**TABLE 6. SAMPLE QUOTES FROM DISTRICT-NONPROFIT PARTNER INTERVIEWS**

THEME	SAMPLE QUOTE
<p><b>1. Collaboration</b></p>	<p>The benefits [of being part of the College Bound Brotherhood is]...you have a nonprofit partner who is facilitating meeting[s], gathering and collecting evidence, helping to facilitate the work. You have a variety of district partners that can engage and collaborate to figure out how we can...come up with exceptional practices that can be shared...it's a road that...we have to walk and it's about kids. It's not about awards. It's about what are you going to do to ensure kids have access [to college], and that kids know they have access [to college], and that kids are prepared...for those [postsecondary] opportunities. It's not about you. It's not about your district. It's not about your school. It's about a collective effort to improve outcomes of men of color.</p> <p>—<i>Secondary partner</i></p> <p>...The district itself...while the Brotherhood was moving it [the agenda], [the district was already] really committed to doing something about [the success] of African-American students...both young boys and girls...there was actually a position in the district under the Superintendent...that [was focused on African-American student success] and we just fit in with the rest of the [district's efforts].</p> <p>—<i>Nonprofit partner</i></p>
<p><b>2. Shared Vision</b></p>	<p>There are several districts that are coming together to really figure out the issues... [share] data, and combine stakeholders to promote college going for a particular group of students.</p> <p>—<i>Secondary partner</i></p>
<p><b>3. Data and Accountability</b></p>	<p>All of the districts and the partners are really being held accountable for what is happening. And by doing that, we're able to really look at what we could do better. So, I think looking at the accountability piece and then partnering...the partnership is huge.</p> <p>—<i>Secondary partner</i></p> <p>...The support we had from the top made it all happen because if you don't have the support from the top it...stumbles around...they [the district] are now like our best friends. They love us. They do stuff [related to data sharing agreement] even before our deadlines. [Data are] on their minds.</p> <p>—<i>Nonprofit partner</i></p>
<p><b>4. Scaling up</b></p>	<p>It's not just a program. It's sustainability...it's something that can grow and prosper... and lead into other things, not just locally or regionally, but a bigger, greater thing to be able to share...nationally...so that's what the movement is all about...not just keeping in-house...not just keeping [it] local, but spreading it [throughout] the Bay Area.</p> <p>—<i>Nonprofit partner</i></p>

## DISTRICT-NONPROFIT PARTNER RECOMMENDATIONS

For some district-nonprofit partners, effectively and successfully **engaging students' caregivers** presented a challenge; in turn, they suggested providing more funding for and guidance on involving parents and guardians in programming and in providing support to their students. Other partnership representatives suggested that funders focus on providing **additional funding** to cover transportation (e.g., transportation to Oakland for group convenings), hire more and/or pay personnel who are volunteers, or to expand efforts at other districts.

Other stakeholders noted the timing of the **receipt of grant funds** often occurred after the fall semester had begun, so the College Bound Brotherhood administrators experienced delays in launching recruitment and program activities. In turn, these stakeholders recommended providing grant funds before the beginning of the fall semester to avoid such delays.

Additionally, some stakeholders suggested expanding services to participants, specifically:

- More **trauma informed support and counseling** to help some of the young men handle the effects of witnessing violence and experiencing loss; and
- Programming focused on **helping the young men understand the pitfalls and dangers of social media.**

Finally, one nonprofit partner suggested **more regular summaries of the KPIs** to help inform and drive the DITs' work.

## STRATEGIC PARTNER RECOMMENDATIONS

Philanthropic and thought leaders involved with the initiative also offered suggestions to strengthen the Brotherhood's ability to **clarify and outline its model**, to provide **disseminate information** about its progress and outcomes, and to support **additional intersegmental collaborations** to smooth students' path to and through college. Recommendations were as follows:

- Consider **focusing on one district partnership to hone and refine** the College Bound Brotherhood model, then expand to additional districts;
- Outline a **similar cohort learning process with postsecondary partners** that is sensitive to the postsecondary context to ensure African-American males are successful once enrolled in college;
- Prepare and disseminate **more information on the initiative structure and outcomes** of program completers to partners and funders; and
- Identify **additional nonprofit partners that can advocate for systems-level change** with their districts.



## District-Nonprofit Partnership Outcomes

At the setting level, the district-nonprofit partnerships made progress on indicators associated with the anticipated initial and intermediate outcomes, particularly those related to creating true collaboration and relevant collective action: building trust, addressing disparities, creating shared vision, and sharing leadership around advocacy. Table 7 below outlines sample outcomes achieved by district-nonprofit partners at the setting level.

**TABLE 7. SAMPLE DISTRICT-NONPROFIT PARTNERSHIP OUTCOMES**

INITIAL	INTERMEDIATE	LONG-TERM
<p><b>Increase in trust among partners as evidenced by...</b></p> <ul style="list-style-type: none"> <li>• Reporting on KPIs</li> <li>• Readiness and receptivity to administer Community College Equity Assessment Lab (CCEAL)<sup>5</sup> survey</li> </ul> <p><b>Increase in receptivity to addressing disparities in African-American male youth as evidenced by...</b></p> <ul style="list-style-type: none"> <li>• Development of data sharing MOUs between nonprofit, K12, and postsecondary institutions</li> <li>• District-level financial aid advising and FAFSA completion</li> </ul> <p><b>Increase in knowledge about gender-specific interventions as evidenced by...</b></p> <ul style="list-style-type: none"> <li>• Adoption of best practices interventions to enhance and refine the educational experiences of young black males</li> <li>• Collection, analysis, and comprehension of gender-specific college-going data</li> </ul>	<p><b>Shared vision and commitment by partners to change policies and practices, as evidenced by...</b></p> <ul style="list-style-type: none"> <li>• Adherence to developed scope of work and common receptivity to programmatic scrutiny</li> <li>• Sharing, learning, and partnering to address Black male achievement in a manner that did not exist prior to the Brotherhood</li> <li>• Race and gender focused LCAP/LCFF planning, resulting in agencies securing district support for their college access work</li> <li>• LCAP as frame for work</li> </ul> <p><b>Nonprofit leaders as change agents within systems, as evidenced by...</b></p> <ul style="list-style-type: none"> <li>• Timely acquisition of data from district partners</li> <li>• Data sharing and analysis of KPIs with district partners</li> <li>• Training of school staff and counselors to better serve African-American young men</li> </ul>	<p>Partners' collective responsibility and accountability to shared outcomes, as evidenced by...</p> <p>Regularly convened report out sessions for the smaller Brotherhood community and the broader community, led by each DIT</p> <p>Additional district-nonprofit partnerships adopt the initiative's accountability infrastructure that expands and supports this work in other communities</p> <p>Practice of targeted universalism realizes gains for other students as well</p>

<sup>5</sup>MFEI is partnering with the Community College Equity Assessment Lab (CCEAL), which is a national research and practice center that partners with community colleges to support their capacity in advancing the outcomes for men of color. This is the first time that CCEAL will be developing and disseminating a validated tool for assessing institutional efforts and outcomes relevant to young men of color in high school. The purpose the High School Survey of Young Men Study is to examine factors that influence the success of young men in high school (grades 9-12). Findings will be used to enhance understanding of the status of young men in high schools and to develop/refine institutional policies, practices, and processes affecting their success., which is a national research and practice center that partners with community colleges to support their capacity in advancing the outcomes for men of color. This is the first time that CCEAL will be developing and disseminating a validated tool for assessing institutional efforts and outcomes relevant to young men of color in high school. The purpose the High School Survey of Young Men Study is to examine factors that influence the success of young men in high school (grades 9-12). Findings will be used to enhance understanding of the status of young men in high schools and to develop/refine institutional policies, practices, and processes affecting their success.



## Systems-Level Impact

Several programs support college readiness and preparation. College Bound Brotherhood focuses on systems change as well to shift the context and climate in which students interact to ensure the structures are in place to maintain and sustain college going. This section highlights feedback and findings related to the initiative's systems change efforts.

### Stakeholder Feedback, Insights, and Recommendations

Secondary, postsecondary, and strategic partners spoke of the College Bound Brotherhood as **sparkling a number of systems-focused conversations**, with special attention to data sharing policies, college affordability, partner commitment and buy-in, and coordination and alignment across educational segments with nonprofit support. MFEI self-reported the following initiative outcomes as part of their internal monitoring and external reporting of how the organization helped the district-nonprofit partnerships “move the needle” for students in five distinct ways, as illustrated in Figure 2 below.

**FIGURE 2. THE COLLEGE BOUND BROTHERHOOD INITIATIVE: KEY SYSTEMS-LEVEL ACCOMPLISHMENTS**



Find below a few examples MFEI and its partners cited for these five key accomplishments.

### 1. REIMAGINED THE BROTHERHOOD TO FOCUS ON SYSTEMS

Rather than focus on policies that may affect one school or just a few students, the College Bound Brotherhood indicated that it **looked to inform policy changes that would positively affect African-American male, and ultimately, all students** in the participating districts such as universal Free Application for Federal Student Aid (FAFSA) completion for high school seniors.

### 2. AMPLIFYING THE IMPORTANCE OF DATA

The initiative indicated that data was pivotal to promoting transparency and accountability between the College Bound Brotherhood districts and their nonprofit partners. At both the initiative and partnership levels, **the sharing and analysis of data and information informed progress and highlighted challenges** as evidenced by each district's implementation plans that led to programmatic changes which were informed by available data.

### 3. COLLEGE AFFORDABILITY PRIORITIZED

Students' lack of ability to afford postsecondary education can be a major barrier and those who may be eligible for available aid often do not apply. The evaluation revealed that **financial literacy and uptake of financial aid was a major component** of MFEI's and the secondary and nonprofit partners' efforts. The universal federal financial aid application completion for high school seniors at one of the participating districts is an example of how this priority has led to policy change and institutionalization of best practices at the district and settings levels.

#### 4. INCREASING SYSTEMS-LEVEL INTEREST, COMMITMENT, AND BUY-IN

To provide another approach to supporting and ensuring college going and completion for African-American male students, the **College Bound Brotherhood** hosted and participated in a number of events, conferences, and convenings to share and promote interest in the framework and its strategies. The evaluation indicates that the district and nonprofit partnerships and the **space that MFEI created and maintained for the partners' collaboration led to a number of district-level commitments** such as a pledge to conduct the Community College Equity Assessment Lab (CCEAL) survey examining students' perspectives of their schools' college going culture. In addition to lifting up student voice, the purpose of the survey results is to inform culturally relevant professional development for teachers, administrators and nonprofit leaders and staff and to support broader community engagement to realize systemic improvements.

#### 5. INCREASING COORDINATION, ALIGNMENT, AND INFLUENCE ACROSS AND BEYOND SYSTEMS

To smooth the transition from high school to college and ensure more students earn a postsecondary credential, MFEI and the partners reported **looking for ways to make known and coordinate their efforts with that of postsecondary institutions**. As an example, MFEI's executive director had initial discussions with the Chancellors of the Peralta, Contra Costa and the Chabot-Las Positas Community College Districts to explore how to incorporate College Bound Brotherhood into the college's mandated Student Equity Plans.



## Systems-Level Outcomes

When assessing systems-level outcomes, interviews revealed that the initiative **realized a number of initial outcomes**, including the adoption of policies to promote and strengthen a college going culture within the participating districts. Table 8 below provides a snapshot of anticipated systems-level outcomes.

**TABLE 8: SAMPLE ANTICIPATED SYSTEMS-LEVEL OUTCOMES**

INITIAL	INTERMEDIATE	LONG-TERM
<p><b>Implementation of policies to monitor and support college knowledge, preparedness, and success such as...</b></p> <ul style="list-style-type: none"> <li>• District-wide financial aid application (FAFSA) completion</li> <li>• Tri-level data tracking system that includes student-level intervention data, school site, and system-wide data for at least 2 of the 5 participating districts</li> </ul> <p><b>Assessment of barriers and facilitation of student access and services across the nonprofit, secondary, and postsecondary sectors such as...</b></p> <ul style="list-style-type: none"> <li>• Possible integration of initiative in community college partners' Student Equity Plans</li> </ul>	<p><b>Recurring assessment of impact on changing and improving Black male student outcomes such as...</b></p> <ul style="list-style-type: none"> <li>• Black male students enrolling in and completing Linked Learning and other specialized academic programming at a rate equivalent to their district enrollment percentages for at least 2 of the 5 participating districts</li> <li>• Full school community engagement on improving the school climate and culture as evidenced by professional development and tangible changes in practice, based on results of CCEAL's High School Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Shifts in culture and climate to enact and monitor effective policies and practices on K12 and college campuses such as dual enrollment and articulation agreements</li> <li>• Intersegmental coordination and alignment of process that ensures student success</li> </ul>





# CONCLUSION

The College Bound Brotherhood was launched in response to a number of events that underscored the urgent need to increase college preparation, enrollment, and completion for African-American males. This formative and summative evaluation found that the initiative is **beginning to help turn the tide within the participating districts to clarify and fortify the water by creating the space and the guidance to help districts and their nonprofit partners to promote and nurture a college-going culture for Black male youth.** Adoption of policies such as the universal financial aid application completion for seniors address a key barrier facing Black males—affording college costs. Programming and services are providing the knowledge and support to prepare and inspire participants to go to college.

Now in its third year of full implementation as currently structured, the initiative will need to address some challenges to fully realize its stated goals. One recommendation is to **strengthen the sharing, tracking, and reporting on student-level data along with clarifying timelines and indicators of success for systems level change.** Partners need to be made aware of anticipated outcomes and indicators of success and what specific role they—secondary and postsecondary partners and funders—must play in helping the initiative realize its ultimate goals. Funders and the existing partners should receive updates on the initiative at all three levels of work—student, settings, and systems. MFEI’s staffing structure requires enhancements so that **attention can be consistently given to the initiative’s full scope to allow adequate attention and effort in realizing outcomes.** For example deepening and refining its secondary and postsecondary partnerships to complete the intersegmental work in the full K20 pipeline is needed.

Overall, the **positive feedback on the work of the College Bound Brotherhood from participants, their caregivers, and the district and nonprofit partners** along with the systems-, setting-, and participant-level outcomes, strongly suggest that other school districts, nonprofit partners, and funders **should consider supporting similarly designed and focused district-nonprofit partnerships.** The focus on data sharing, promotion of best practices, and attention to policies and practices that can positively affect the development of a college going culture are **strategies that can be adopted by other partnerships** using a collective impact approach and involving secondary and postsecondary partners. The initiative is poised to tell its story in a way that empowers others to adopt similar strategies and approaches to advance college going for their students.



# REFERENCES

- California Department of Education (CDE) DataQuest. *Twelfth grade graduates completing all courses required for UC and/or CSU entrance, all students for state of California, 2014-2015*. Retrieved from <http://data1.cde.ca.gov/dataquest/stgradnum.asp?cChoice=StGrdEth2&cYear=2014-15&cLevel=State&cTopic=Graduates&myTimeFrame=S&submit1=Submit>
- Campaign for College Opportunity. (2015). *The state of higher education in California: The Black report*. Los Angeles, CA.
- Ellis, P. (2004). Addressing the shame of higher education: Programs that support college enrollment and retention of African-American males. San Francisco, CA: Level Playing Field Institute.
- Gardenhire, A., Cerna, O. & Ivery, A. M. (2016). Boosting college success among men of color: Promising approaches and next steps (Research brief). New York, NY: MDRC.
- Harper, Shaun. (2012). *Institutional efforts to improve Black male achievement: A standards-based approach*. Philadelphia, PA: University of Pennsylvania, Center for the Study of Race and Equity in Education.
- Howard, T.C. (2008). "Who really cares?" The disenfranchisement of African American males in PreK-12 schools: A critical race theory perspective. *Teachers College Record*, 110(5), 954-985.
- Kania, J. & Kramer, M. (Winter 2011). Collective impact. *Stanford Social Innovation Review*, 36-41. Retrieved from [http://c.ymcdn.com/sites/www.lano.org/resource/dynamic/blogs/20131007\\_093137\\_25993.pdf](http://c.ymcdn.com/sites/www.lano.org/resource/dynamic/blogs/20131007_093137_25993.pdf)
- Lumina Foundation. (April 2016). *A strong nation: In California, postsecondary learning builds that talent that helps us rise*. Indianapolis, IN.
- Newell, M. (2014). What's a Degree Got to Do With It? The Civic Engagement of Associate's and Bachelor's Degree Holders. *Journal of Higher Education Outreach and Engagement*, 18(2), 67-90.
- Noguera, P.A. (2003). The trouble with Black boys: The role and influence of environmental and cultural factors on the academic performance of African-American males. *Urban Education*, 38(4), 431-459.

Nguyen, T. (2016). Dual Enrollment and Assembly Bill 288 (CCAP) Legal Opinion 16-02. Sacramento, CA: California Community College Chancellor's Office.

Pew Research Center Social & Demographic Trends. (October 2016). *The state of American jobs: How the shifting economic landscape is reshaping work and society and affecting the way people think about the skills and training they need to get ahead*. Retrieved from <http://www.pewsocialtrends.org/2016/10/06/the-state-of-american-jobs/>.

Powell, J. A., Menendian, S., & Reece, J. (2009). The importance of targeted universalism. *Poverty & Race – March/April 2009*. Washington, DC: Poverty & Race Research Action Council. Retrieved from [http://www.prrac.org/full\\_text.php?text\\_id=1223&item\\_id=11577&newsletter\\_id=104&header=Miscellaneous&kc=1](http://www.prrac.org/full_text.php?text_id=1223&item_id=11577&newsletter_id=104&header=Miscellaneous&kc=1)

Ross, T., Kena, G., Rathbun, A., KewalRamani, A., Zhang, J., Kristapovich, P., & Manning, E. (2012). *Higher education: Gaps in access and persistence study (NCES 2012-046)*. US Department of Education, National Center on Education Statistics. Washington, DC: Government Printing Office.

Schott Foundation for Public Education. (2015). *Black lives matter: The Schott 50 state report on public education and Black males*. Retrieved from <http://blackboysreport.org/>

US Department of Labor, Bureau of Labor Statistics. (2017). *Usual weekly earnings of wage and salary workers fourth quarter 2016*. Washington, DC. Retrieved from <https://www.bls.gov/news.release/pdf/wkyeng.pdf>.

University of California, Office of the President. (2017). *A-G guide: A-G subject requirements*. Retrieved from <http://www.ucop.edu/agguide/a-g-requirements/>.

Washington, M. (2013). Is The Black male college graduate becoming an endangered species? A multi-case analysis of the attrition of Black males in higher education. *LUX: A Journal of Transdisciplinary Writing and Research from Claremont Graduate University*, 3(1), Article 20. Retrieved from <http://scholarship.claremont.edu/lux/vol3/iss1/20>

Wimer, C. & Bloom, D. (2014). *Boosting the life chances of young men of color: Evidence from promising programs*. New York, NY: MDRC.

Winn, D-M., Stevenson, H., & McKinney, M. (2013). *Protection, affection, connection, and correction [PowerPoint presentation]*. Biloxi, MS: W.K. Kellogg Foundation, Young Males of Color Conference.

Wood, J. L. (2014). Examining academic variables affecting the persistence and attainment of Black male collegians: A focus on academic performance and integration in the two-year college. *Race, Ethnicity, and Education*, 17(5), 601-622.

Xanthos, C., Treadwell, H. M., & Holden, K. B. (2010). Social determinants of health among African-American men. *JMH*, 7(1), 11-19.

Zonderman, A., Mode, N., Ejiogu, N., & Evans, M. Race and poverty status as a risk for overall mortality in community-dwelling middle-aged adults. *JAMA Internal Medicine*, 176(9), 1394-1395.



# MOVEMENT MAKERS

The following list of individuals played a role in the success and achievements of the College Bound Brotherhood.

## Non-Profit Partners

These agencies, with their Executive Directors leading the way, helped to shape this work and were instrumental in the retention of Black young men in college. These agencies are listed by the school districts in which they closely worked.

### Antioch:

- Parents Connected, Co-founders: Synitha Walker, Darice Ingram, Tina Price and Arrieana Lombard

### Hayward:

- Concerned Parents Alliance, Co-Director and Founder: Dr. Darlene Willis

### Oakland:

- East Oakland Youth Development Organization, President and CEO: Regina Jackson; Former Project Managers: Jasmine Thompson and Talia Taylor
- East Bay College Fund, Executive Director: Diane Dodge; Former Program Manager: Camille Sheffield
- SPAAT, Executive Director: Harold Pearson
- Janae Carter, formerly of Youth Radio

### San Francisco:

- Alive & Free, Co-Founder and Executive Director: Dr. Joseph Marshall
- 100% College Access, Co-Founder and Executive Director: Diane Gray

### West Contra Costa

- Young Scholars Program, Founder and Executive Director: Jacqueline Rushing; Program Support: Shemika Skipworth

## Former Superintendents of Brotherhood Districts

- Donald Gill, Former Superintendent, Antioch Unified School District
- Stan Dobbs, Former Superintendent, Hayward Unified School District
- Antwan Wilson, Former Superintendent, Oakland Unified School District
- Richard Caranza, Former Superintendent, San Francisco Unified School District
- Wendell Greer, Former Associate Superintendent, West Contra Costa Unified School District

## Other Supportive District Staff

- Gerald Williams, Research Associate, Oakland Unified School District
- Moon Hawk Kim, Educational Policy Analyst, San Francisco Unified District
- Jan Link, Research Planning and Accountability, San Francisco Unified School District
- Jason Murphy, Director, Educational Services, Antioch Unified School District
- Lisa Davies, Director, Secondary Academics Hayward Unified School District

- Veronica Ortiz, College and Career Coordinator, Hayward Unified School District
- Finy Prak, Counselor, West Contra Costa Unified School District
- Gloria Prada, Director, Assessment, Research, and Evaluation, Hayward Unified School District
- Sophia Luk, Senior Statistician, San Francisco Unified School District

### **Policy Advisors and Technical Assistance Providers**

- Alicia Asura, Education Services Executive, Association of California School Administrators
- Dwight Bonds, Executive Director, California Association of African American Superintendents and Administrators

### **Researchers**

- Dr. Frank Harris and Dr. Luke Wood, Co-Directors of Community College Equity Assessment Lab, San Diego State University
- Dr. Orville Jackson, Researcher, Formerly with Ed Trust West

### **Post-Secondary Partner**

- Art Barboza, Director, Striving Black Brothers Coalition, Chabot College
- Darice Ingram, Community Relations Officer, Cal State University, East Bay

# APPENDIX

## Appendix A: Documents and Information Reviewed

Alive and Free [website](#)

Concerned Parents Alliance, Inc. (2015). *College Bound Brotherhood Handbook: Making Education a Priority*. Hayward, CA.

Concerned Parents Alliance, Inc. [website](#)

Marcus Foster Education Institute. (2016). *College Bound Brotherhood Network Meeting-July 14, 2016*. [PowerPoint presentation.] Oakland, CA.

Marcus Foster Education Institute. (2016). *East Bay Community Foundation-March 25, 2016*. [PowerPoint presentation.] Oakland, CA.

Parents Connected Calendar of Events (flyer)

Parents Connected College Portfolio Workshop (flyer)

Parents Connected Presents its 6<sup>th</sup> Annual Spring SWAC HBCU College Tour 2017 (flyer)

Parents Connected Presents SAT Prep Course (flyer)

Pathway to College and Careers (PTC<sup>2</sup>) Winter 2016 Syllabus – Senior Thursdays

SPAAT Student Athlete Progress Report

Young Scholars Program [website](#)



## Appendix B: District, Nonprofit, and Foundation Personnel Interviewed

### Marcus Foster Education Institute

---

Alicia Dixon  
Executive Director

Janasha Higgins  
Research, Evaluation, and Data Manager

### San Francisco

---

Joseph Marshall, Jr., PhD  
Founder  
Alive & Free

### Hayward

---

Veronica Ortiz  
College and Career Readiness Coordinator  
Hayward Unified School District

Darlene Willis, PhD  
Co-Founder  
Concerned Parents Alliance

### Oakland

---

Harold Pearson  
Executive Director  
SPAAT (Student Program for Academic and Athletic Transitioning)

Talia Taylor  
Pathway to College and Career Manager  
East Oakland Youth Development Program

Gerald Williams  
Research Associate, Disproportionality  
Oakland Unified School District

### Antioch

---

Synitha Walker  
Co-Founder  
Parents Connected

Tina Price  
Co-Founder  
Parents Connected

### West Contra Costa

---

Adam Taylor, PhD  
Executive Director, K12 schools  
West Contra Costa School District

Jacqueline Rushing  
Young Scholars Program

### Foundation Personnel

---

Cedric Brown  
Chief of Community Engagement  
Kapor Foundation for Social Impact

Justin Davis  
Former Program Officer  
Kapor Foundation for Social Impact

Jacqueline Khor  
Vice President of Programs  
College Futures Foundation

Julia Lopez  
Chief Executive Officer and President  
College Futures Foundation

Tamara Moore  
Former Senior Program Officer  
College Futures Foundation

### Postsecondary Partner

---

Darice Ingram

## Appendix C: Interview and Focus Group Questions

### QUESTIONS FOR STUDENT GROUPS

1. Please introduce yourself (first name only) and share with us the school you attend, your year in school, and your long-term educational and/or career goal. (PROMPT: Earn an AA / AS, certificate, and/or transfer to a four-year college or university). How long have you been a CBB participant?
2. How did you get connected to the agency that introduced you to the College Bound Brotherhood? What is the main reason you decided to participate?
3. Can you describe for me a typical day or week for you in this program? Take me along with you, what would we be doing, seeing, experiencing, learning and who would we be meeting? When would our day start, end?
4. Anyone want to share what they would say about their academic and life journey before and after CBB? What was your school life like before CBB? After CBB?
5. In what ways has your academic life changed or remained the same since you have become a part of CBB? What about your hopes and dreams for your future?
6. If you had to pick one thing and one thing only about CBB that has made a difference for you in your academic life, what would you choose and why? What about as it relates to your lifelong goals and career exploration and planning?
7. What is something that the program should be sure to always do because it is particularly effective in helping participants like yourselves be successful academically? In planning for your future? What might be one change you would recommend to make the program better?
8. Has anyone been in a similar program that helped to prepare you for college and a career? If so, how is CBB different than other programs? Similar? Let's discuss the brotherhood component of CBB. Is it important? Why and how does it manifest itself?
9. Let's say you have a friend who isn't part of CBB and he is hesitant to join? How would you convince him this is a good program in which to be involved? What would you say to him?

### SECONDARY / NONPROFIT PARTNER GROUP QUESTIONS

1. Please introduce yourself: name, role / title, and unique role you play or position you have as played as part of CBB, and how long have you been supporting/involved with the initiative.
2. If you were to describe CBB in 2-3 sentences, what would you say? Would this description be the same for a potential participant? Parent of a potential participant? Please use the Post-Its to record key words *and* phrases you might use in your conversations with youth and do the same for parents. Please place your comments on the appropriate chart.
3. Can you walk me through a participant's experience from recruitment and engagement to college bound high school graduate to college student with or without a CBB scholarship? What does this journey entail? Who is the ideal participant and what services, supports, and resources do they receive? How are parents engaged and involved?
4. Outline the history of your district / organization's involvement with the College Bound Brotherhood. (PROMPTS: How did you find out about the initiative, why did you become involved, how have you and your organization been involved with / supported the CBB work?) How has the partnership evolved over time?

What helps to sustain and maintain your involvement in CBB?

5. Thinking about your time, talent, and treasures, what is the level of investment this partnership requires? How many people from your organization are involved, what are their responsibilities, how much of their time is spent supporting CBB, what funds/resources do you provide? Is there a unique role you and your organization play in the initiative?
6. What are the initiative's greatest successes? What makes CBB particularly effective in working with young men of color? How is it different from other college and career prep programs that may serve other groups of students? What have been some of the challenges? How were these challenges addressed? What remains to be done?
7. If you were trying to convince another district or nonprofit administrator or staff member to consider participating in CBB, how would you advise them? What would you say are the benefits? Risks?
8. If you were talking to a potential participant and his parent, what would you highlight about the program?
9. If you were talking to a potential funder, what would you highlight about the successes of the program and its participants? What additional funding would you seek and for what activities, services, and resources?
10. Final question...is there anything you would like to share about CBB that we have not had an opportunity to discuss?

## PARENT GROUP QUESTIONS

1. Please introduce yourself: first name only, how you become involved in this group, and how long has your son has been a CBB participant.
2. If you were to describe CBB in 2-3 sentences, what would you say? Would this description be the same for a potential participant? Parent of a potential participant? Please use the Post-Its to record key words *and phrases you might use in your conversations with youth and do the same for parents. Please place your comments on the appropriate chart.*
3. How did you and/or your son find out about CBB? What convinced you or your son to apply? What do you remember about the application process?
4. If your son has been part of CBB for a while, how would you describe your son before CBB (Prompts: How was he doing in school? What were his long-term plans? Who were his friends?) What about after? How has the program helped to prepare him for college? A career?
5. What does your son share with you about the program? What does he like most about it? What has been particularly impactful for him? Does he complain about anything? Have any recommended changes or improvements?
6. How does the program engage you as a parent? Are you simply informed about program activities or do you have a role to play in the initiative? If so, how would you describe your role? Are there other ways you'd like to be able to provide support to the program?
7. What are the initiative's greatest successes? What makes CBB particularly effective in working with young men of color? What have been some of the challenges? How were these challenges addressed? What remains to be done?
8. If you were trying to convince another parent to consider participating in CBB, how would you advise them? What would you say are the benefits? Risks?



9. If you were talking to a potential funder, what would you highlight about the successes of the program and its participants? What additional funding would you seek and for what activities, services, and resources?
10. Final question...is there anything you would like to share about CBB that we have not had an opportunity to discuss?

## STRATEGIC PARTNER / FUNDER QUESTIONS

1. How long have you been supporting/involved with the College Bound Brotherhood? How would you describe your key role / nature of your partnership with CBB? What led you to become involved? Stay involved?
2. If you were to describe to a fellow funder the overall CBB initiative in 2-3 sentences, what would you say?
3. College Bound Brotherhood describes itself as a system's change initiative, what does that mean to you? How has it lived up to that? How has it fallen short? How does CBB distinguish itself from just another program?
4. Why is the College Bound Brotherhood necessary? What makes it a necessity?
5. From your vantage point, what are the initiative's greatest successes? Biggest challenges? What do you think are the major lessons from your investment in CBB? What has applicability for other efforts focused on young men of color?
6. What do you think are the biggest barriers to the future success of a CBB or any other young men of color initiatives given the political climate? Philanthropic climate?
7. Unique to this initiative was your decision to invest in an intermediary, what do you think the biggest benefits were to doing that? Biggest challenges?
8. What were your greatest hopes for the initiative at the beginning of your involvement? Have your hopes be realized? Why or why not? What are your greatest hopes for the initiative from this point forward?

9. Given what you know about the funder community, what about the initiative would be important to share to interest more funders to support, launch similar efforts?

INPUTS	ACTIVITIES	OUTPUTS
<b>Philanthropy Partners</b>		
<ul style="list-style-type: none"> <li>• Mitchell Kapor Foundation/Kapor Center for Social Impact</li> <li>• College Futures Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Core operating and scholarship support to MFEI as the intermediary organization of CBB</li> <li>• College Bound Brotherhood as a funding priority</li> </ul>	<ul style="list-style-type: none"> <li>• Grants to nonprofits and districts</li> <li>• Scholarships to students</li> </ul>
<b>Marcus Foster Education Institute</b>		
<ul style="list-style-type: none"> <li>• Executive Director</li> <li>• Associate Director</li> <li>• CBB Program Manager</li> <li>• Research, Evaluation, and Data Manager</li> <li>• Communications Manager</li> <li>• Scholarship Associate</li> <li>• Data Consultant</li> <li>• B12/Salesforce Consultants</li> </ul>	<ul style="list-style-type: none"> <li>• Core operating grants</li> <li>• Convenings</li> <li>• Communication and Dissemination</li> <li>• Research and Analysis</li> <li>• Technical assistance and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Funding to support District Implementation Teams (district and nonprofits)</li> <li>• Convenings—roundtables, conferences, panels</li> <li>• Scholarships to African-American male students</li> </ul>
<b>Nonprofit Organizations</b>		
<ul style="list-style-type: none"> <li>• Antioch: Parents Connected</li> <li>• Hayward: Concerned Parents Alliance</li> <li>• Oakland: East Bay College Fund, East Oakland Youth Development Center, Youth Radio, Student Program for Academic &amp; Athletic Transitioning</li> <li>• San Francisco: Alive &amp; Free, Bayview Association for Youth</li> <li>• West Contra Costa: Young Scholars Program</li> </ul>	<ul style="list-style-type: none"> <li>• Network Improvement Community (NIC)</li> <li>• Key performance indicators (KPIs)</li> <li>• Data sharing agreements</li> <li>• Strategic visioning</li> <li>• Culturally relevant pedagogy</li> <li>• Community mapping</li> <li>• Technical assessment</li> <li>• Alignment</li> <li>• Provide tech industry career preparation and exposure opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• 2,000 African American males, high school and college students will be reached with information, resources, and actions that support college access and success</li> <li>• Each DIT develop an implementation team</li> <li>• 24 KPIs identified</li> <li>• Strategically narrowed scope of KPIs to #</li> <li>• Engage in facilitated discussions to inform and strengthen interventions in quarterly cross DIT convenings</li> <li>• DITs participate in monthly grantee reporting and activity documentation to share successes and challenges of the work</li> <li>• Participate in regularly (monthly) scheduled district data meetings with critical partners including district personnel</li> </ul>

INPUTS	ACTIVITIES	OUTPUTS
<b>Nonprofit Organizations (Cont.)</b>		
		<ul style="list-style-type: none"> <li>• Collaborate with MFEI to represent the Brotherhood work at conference, convenings, and other public events</li> <li>• Participate in regional data meetings to compare and contrast outcomes across the network</li> <li>• Single day introductory coding workshop</li> <li>• Provide # field based trips for career exposure opportunities</li> </ul>
<b>Secondary and Postsecondary Educational Partners</b>		
<ul style="list-style-type: none"> <li>• Antioch Unified</li> <li>• Hayward Unified</li> <li>• Oakland Unified</li> <li>• San Francisco Unified</li> <li>• West Contra Costa Unified</li> <li>• Chabot College - Striving Black Brothers</li> <li>• Community College Equity Assessment Lab (CCEAL)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic preparation and readiness</li> <li>• Professional life skills</li> <li>• Culturally relevant programming</li> <li>• Community building</li> <li>• Parent/family engagement</li> <li>• Personal responsibility</li> <li>• Socio-emotional support</li> <li>• College knowledge</li> <li>• Social networking</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Meetings</li> <li>• College Tours</li> <li>• Handbooks</li> <li>• High school survey</li> </ul>
<b>Strategic Partners</b>		
<ul style="list-style-type: none"> <li>• The Hidden Genius Project</li> <li>• California Association of African American Superintendents and Administrators (CAAASA)</li> <li>• Association of California School Administrators</li> <li>• San Francisco My Brother and Sister's Keeper Initiative</li> </ul>	<ul style="list-style-type: none"> <li>• THGP: Community mapping and stakeholder interviews to learn about the existing tech programs and resources in each district</li> <li>• THGP: Provide adult and student tech literacy training and exposure to non-technical roles within the tech sector</li> <li>• CAAASA: Facilitate opportunities for the Brotherhood to participate in networks (e.g., Superintendent Roundtable, Congressional Black Caucus); and the Brotherhood presented in some of these spaces</li> <li>• ACSA: Facilitated a sustainability conversation on LCAP planning between nonprofit and district partners</li> </ul>	<ul style="list-style-type: none"> <li>• Tech Integration Analysis</li> <li>• Coding Events</li> <li>• Superintendent Roundtables</li> <li>• Partnership LCAP Planning</li> </ul>

10. Can you briefly describe what other systems change initiatives (in general or in support of youth men of color) your foundation is currently supporting?
11. What else would you like to share about CBB? Your involvement with this initiative?

## Appendix D: List of Partners and Their Contributions

## Appendix E: Key Performance Indicators

---

### ACADEMIC PREPAREDNESS

1. % Graduating with A-G Requirements
2. % and #'s GPA below and above 2.0
3. # of students for whom district has created college plans (9-12)
4. % enrolling in college course work while still in high school (e.g., dual enrollment)
5. % with credit accrual
6. % and #'s in Special Education programming
7. CAHSEE Pass Rates
8. % and #'s in Linked Learning
9. % completing a Linked Learning career or technical education program

---

### BEHAVIORAL FACTORS

10. % who are chronically absent/truant
11. % and #'s of parents attending events supporting students (9<sup>th</sup>-12<sup>th</sup>)
12. % with out of school suspensions
13. % who graduate high school on time
14. % triggering early warning systems

---

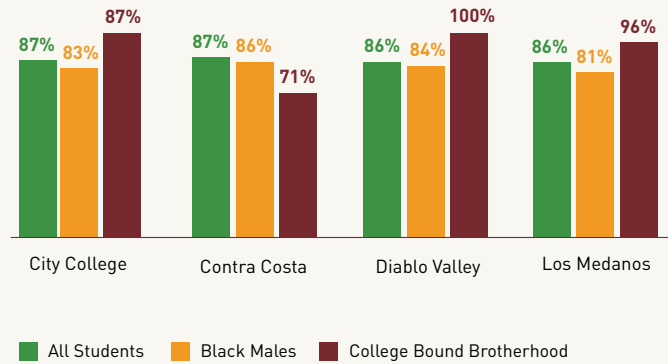
### COLLEGE ACCESS & SUCCESS

15. % and #'s Completing FAFSA by March 2nd
16. % taking SAT/ACT
17. % understanding postsecondary options and how to access them
18. % and #'s completing College Bound Brotherhood Scholarship application
19. % and #'s of 11<sup>th</sup> graders passing the EAP
20. % of youth who have at least one school-based adult counselor/mentor/advisor



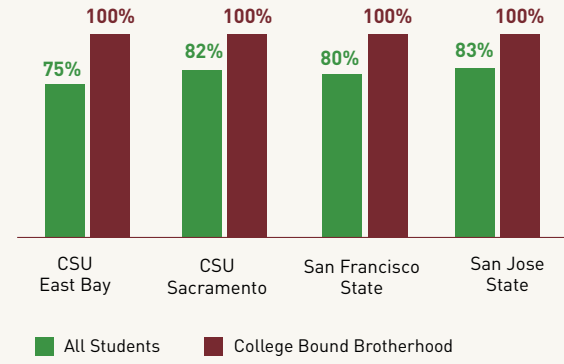
21. % applying to college

**SCHOLARS' ONE-YEAR RETENTION RATES AT TOP-ATTENDED COMMUNITY COLLEGES COMPARED TO FELLOW STUDENTS (2016)**



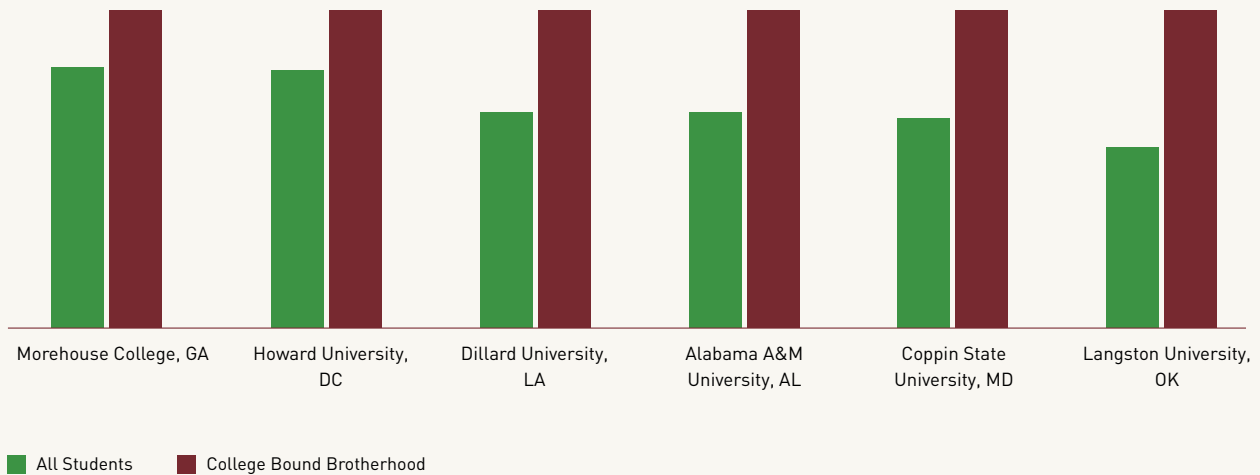
Source: California Community Colleges Chancellor's Office MIS Data Mart (2016), Student Success Scorecard; The College Bound Brotherhood (2016)

**SCHOLARS' ONE-YEAR RETENTION RATES AT TOP-ATTENDED CALIFORNIA STATE UNIVERSITIES (2012-2013)**



Source: College Results Online, The Education Trust, based on 2012-2013 cohort data; The College Bound Brotherhood (2016)

**SCHOLARS' ONE-YEAR RETENTION RATES AT TOP-ATTENDED HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (2012-2013)**



Source: College Results Online, The Education Trust, based on 2012-2013 cohort data; The College Bound Brotherhood (2016)

22. # of college applications
23. % of 12<sup>th</sup> graders with matched financial aid applications
24. % of 12<sup>th</sup> graders enrolled into a postsecondary institution

## Appendix F: Scholarship Recipient Outcomes

**RDP Consulting** provides organizational, programmatic, and research-related assistance to organizations that are driven to use supportive strategies, equity-focused programming, and asset-based approaches to assist low-wealth individuals to improve their own lives and those of their families and the communities in which they reside.

The **Marcus Foster Education Institute**'s mission is *Advancing Systemic Change and Education Equity for All*. We firmly believe in the importance of robust, fully functioning public education systems as essential in a civil society. This mission stems from the experience of working for over 40 years in education advocacy and realizing that a sole focus on the direct services offered to support students attending under resourced schools is insufficient. Without a parallel expectation and set of activities that create systems of accountability across data-informed collaboratives, equitable goals are not as likely to be achieved nor is it likely that any realized gains will be maintained or grow. MFEI works closely with all of its partners to capture the important nuances and help to build well-structured partnerships that aren't always comfortable, but ultimately achieve the common goal.

The **Kapor Center for Social Impact** aims to make the technology ecosystem and entrepreneurship more diverse and inclusive with particular attention to positive social impacts for communities that have historically been on the periphery of access to opportunity, participation and influence in the United States. The Center believes that when the community of tech leaders reflects the diversity of the United States, tech will play an integral role in closing gaps and disparities that exist in this country. The College Bound Brotherhood was founded under the auspices of the Mitchell Kapor Foundation, which was the programmatic predecessor of the Kapor Center.

The **College Futures Foundation** is guided by the belief that improving college achievement is central to California's future, and that college success should be an option for every student. The Foundation funds work to remove systemic and institutional barriers to college degrees, enabling students to access the knowledge, financial aid, and other resources they need to complete their degrees on time and choose their own futures.

## Appendix G: College Bound Brotherhood Supports

### INTERVENTION SUPPORTS

COLLEGE READINESS, ACCESS, PERSISTENCE & COMPLETION

- ✓ Academic Skill Development
- ✓ Athletic Sports
- ✓ Case Management & Counselor
- ✓ College Prep & Transition (2 & 4 Year) Workshops
- ✓ College Tours
- ✓ Community Service
- ✓ Cultural Development
- ✓ Dropout Prevention
- ✓ Mentoring
- ✓ Parent Workshops
- ✓ Peer Support
- ✓ Personal & Leadership Development
- ✓ SAT/ACT Test Prep
- ✓ Tutoring
- ✓ After School Programs
- ✓ Coordination of Service Meetings
- ✓ FAFSA Completion and Financial Aid Assistance
- ✓ Internships and Employment
- ✓ Life Skills Development
- ✓ Summer Bridge
- ✓ Summer Workshops
- ✓ Town Hall Meetings









MARCUS FOSTER  
EDUCATION INSTITUTE MFE<sup>I</sup>

[marcusfoster.org](http://marcusfoster.org)

