

**A PROPOSAL TO DEVELOP AN**  
**AFRICAN AMERICAN MALE**  
**LEADERSHIP INSTITUTE**

*On the campus of*  
**SELECTED COLLEGES & UNIVERSITIES**

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## The challenge

*The problems confronting the African American male population in metropolitan Baltimore have escalated and have become pandemic. Every socio-economic indicator paints a very obscure and pessimistic future for far too many African American males. If critical, long-term corrective measures are not designed, developed and implemented to provide the growing number of Black males who are disconnected from families, schools, churches and communities with life-affirming and life-sustaining structures and opportunities, then not only are their lives and future in jeopardy, but the quality of life for every citizen living in metropolitan Baltimore will be adversely effected. The goal of enhancing the life-options and life-opportunities of African American males must become both a moral and community imperative. The creation of the **African American Male Leadership Institute at College / University "X"** is but one very critical and important step in the right direction.*

***If not us, then who! If not now, then when!***

**AFRICAN AMERICAN MALE LEADERSHIP INSTITUTE**  
*for*  
**College / University(X)**

**MISSION STATEMENT**

The African American Male Leadership Institute's (AAMLII) primary mission is to develop exceptional male leadership of African ancestry through the promotion and implementation of activities that will enhance their life-chances and life-opportunities.

**GOALS**

1. *To create and build an African American Male Leadership Academy at College (X) for males of African ancestry, which will serve as an educational center to expose participants to creative, solution-focused and proactive leadership strategies and paradigms.*
2. *To enhance parenting/coping skills and develop help-seeking patterns for College (X) single-female parents/students that will enable them to improve their lives and the lives of their sons.*
3. *To identify solutions to the common problems African American single female heads-of-households are experiencing in raising their sons to become responsible, serious, caring and committed adults.*
4. *To motivate males of African ancestry to challenge social, political, educational and economic policies that are deleterious to their optimal development.*
5. *To facilitate the systematic and critical examination of issues – both internal and external- that will lead to the education, celebration and replication of exceptional male leadership within families, schools, churches, mosques, and the community-at-large.*
6. *To recommend and promote action-steps, help-seeking patterns, rituals, ceremonies and practices that will allow men and women of African ancestry to recapture and reaffirm their PARENTHOOD responsibilities, and their love, respect and allegiance to each other, to their families and to their communities.*
7. *To develop an effective “system of accountability” that will set clear standards and parameters for male actions and behaviors within the College community.*
8. *To provide College (X) students and the College community with educational information, advocacy strategies and the requisite skills they will need to support and assist in the development of exceptional males of African ancestry.*

# **AFRICAN AMERICAN MALE LEADERSHIP INSTITUTE**

## **ACTIVITIES**

**Listed are activities planned, sponsored and/or implemented by the AAML I at \_\_\_\_\_ college \_\_\_\_\_ to carry out its mission. All of the activities are designed to develop exceptional males of African ancestry and to promote, recognize and institutionalize exemplary male leadership qualities throughout metropolitan Baltimore’s African American community within the next 3-5 years.**

- *ON CAMPUS RETENTION WORKSHOPS STUDENTS, FACULTY AND STAFF*
- *ON CAMPUS SKILLS BUILDING TRAINING SESSIONS FOR PARENTS*
- *ON CAMPUS “SAVE OUR SONS” CLASSES FOR PARENTS*
- *A SPECIAL ON CAMPUS ACADEMIC LEADERSHIP PROGRAM FOR AFRICAN AMERICAN MALE HIGH SCHOOL STUDENTS*
- *CONSULTING SERVICES*
- *MANHOOD RETREATS*
- *TRAINING FEMALE EDUCATORS WHO ARE TEACHING MALE STUDENTS*
- *ANNUAL MALE LEADERSHIP CONFERENCE/SUMMIT*
- *A SPECIAL PROGRAM TO INCREASE AFRICAN AMERICAN MALE TEACHERS*
- *ESTABLISHMENT OF AN ON CAMPUS PARENTING ACADEMY*

*Primary role*

In an effort to synergize energies, maximize limited resources and optimize critical socio-economic outcomes of key male-focused organizations in metropolitan Baltimore, the **African American Male Leadership Institute at \_\_\_\_\_COLLEGE x\_\_\_\_\_**, will serve as the “epicenter” for Black male retention services and will seek to enhance the coordination of academic, family and community-related programs for African American male and female parents who are raising young men.

*Operational time frame*  
*(Short-term)*

*Meet with college officials to discuss plans for the leadership institute and any related organizational/logistical issues and concerns. (Sept./Oct.).*

*Develop specific timeline, organizational and programmatic requirements for all AAML I related activities. (Oct./Nov.).*

*Work with college officials to develop promotional activities for the Institute and to develop off campus-related activities. (Oct. / Nov)*

*Meet with College male students to solicit their input, suggestions and recommendations and design/develop curriculum for parents and students.*

*Schedule an activity/event to officially introduce Institute to the students, faculty, alumni, media, funders and key community stakeholders. ( Feb. / Mar. )*

*Institutionalize/operationalize all AAML I activities for the next 1-3 years. (Apr. – Jun.)*

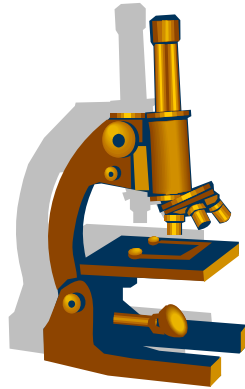
*The African American Male Leadership Institute(AAMLI) will serve to build on College X rich and outstanding tradition of preparing students for leadership roles within both the public and private sectors. In an effort to increase the enrollment of male students at College X, the Institute will” 1). partner with College X to design a pilot program to encourage incoming male students to consider teaching as a career goal; and 2). actively recruit male students from area high schools to participate in its summer leadership academy and to become College X students. In addition, the Institute will serve to engage males of African ancestry in metropolitan Baltimore in a plethora of academic, economic and social activities that will empower and enhance their leadership skills and reconnect them to their families and communities. Furthermore, with a high percentage of female students on College X’s campus, who also happen to be parents, there will be a special curriculum developed and classes provided for female students who are single and head-of-households to enhance their parenting skills. In short, the Institute will serve to challenge the entire African American community in particular, and the broader community in general, to direct greater resources, both financial and human, to the optimal development and salvation of Black males at every level of human endeavor. This proposal is just the beginning of a process that will hopefully move the discourse from the meeting rooms to the community and, in doing so, create the necessary infrastructure to develop life-sustaining strategies for African American male students.*

**76% of Baltimore city’s black  
males, over the course of  
their school careers, drop  
out of school before graduation.**

Johns Hopkins Univ. Study, 2001



**3/4<sup>TH</sup> OF MARYLAND INMATES  
ARE  
YOUNGER THAN 41, AND  
NEARLY  
80% ARE AFRICAN AMERICAN  
MALES.**



**“THE ENTIRE EDUCATIONAL  
SUPPORT SYSTEM NOW FAVORS  
GIRLS OVER BOYS.”**

Dr. Monette Evans - Vice-President  
Tuskegee University



**ONLY 13.5% OF YOUNG BLACK  
FEMALES ARE HIGH SCHOOL  
DROPOUTS; MORE THEN 25% OF  
YOUNG BLACK MEN ARE.**

## **MORE BLACK MEN IN SOME STATES' PRISONS THAN IN THEIR COLLEGES**

A study released this year (2003) by a Washington think tank estimated several states' spending on prisons and corrections grew at six times the rate of their spending on higher education, and by the close of the millennium – in some states – more Blacks were in prisons from 1985 to 2000 than there were in the states' higher education systems. Nationwide, according to the study, prepared by the Justice Policy Institute (JPI), titled, **“Cellblocks or Classrooms? The Funding of Higher Education and Corrections and Its Impact on Black Men,”** an estimated 791,600 Black men were in prison and jail and 603,300 in higher education, in 2000. It also estimated that between 1980 and 2000, three times as many Black men were added to the nation's prison systems than were added to colleges during the last two decades. From 1980 to 2000, JPI estimated that 38 states and the federal system added more Black men to their prison systems than they added to their respective higher education system.

The study also shows that as corrections expenditures have grown, state spending on higher education has not kept pace with increased spending on prisons. For the cost of incarcerating one person in several states, including Maryland, these states could pay the annual tuition of five students at a public university. As corrections assumed a larger share of state spending, the burden for paying for college has shifted to students. From 1980 to 1998, tuition and fees for higher education have risen at eight times the rate of state support. For low-income families, the cost of paying for tuition at a four-year institution increased from 13% of their income to 25%. Pell Grants cover far less of the total cost of tuition than they did in the 1980s.

Equally disturbing are the findings highlighted in an earlier report issued by the U.S. Department of Education (2000), which reported that nationwide, 13.5 percent of Black females are high-school dropout; however, more than **23% of young black men are**. Moreover, among the 1,949,000 Black women from age 18 to 24 completing high school in 2000, 43 percent of them enrolled in college while only 24 percent of the 1,701,000 Black males from age 18 to 24 completing high school in 2000 entered college.

Locally, the statistics are as devastating as they are on the national level. **In Baltimore, for example, 76% of the city's Black males, over the course of their school career, drop out of school before graduation, and while more than 41 % of the Black female students go to college, only 23% of the Black male students attend college. In addition, 1 of every 3 African American male, between the ages of 17 and 27 is involved with the criminal justice system (i.e., prison, home detention, parole or probation), and 3/4<sup>th</sup> of Maryland inmates are younger than 41, and nearly 80% are African American males.**

Given the tragic state of affairs related to the drop-out rates, retention and graduation rates for African American males, it is apparent that the cost to both the Black community in particular, and the larger society in general is enormous across the board and at every level; and, unless something is done to reconnect African American males to educational institutions from elementary school through college, then there will be an even higher social and economic cost exacted on both the Black community and the larger society. And, the life-options and life-opportunities for African American men will remain limited and restricted to street hustles, menial jobs and illegal drug activity.

## **BASIC ASSUMPTIONS**

1. African American males enter school with a high level of motivation and self-esteem.
2. Males and females mature at different levels.
3. Males and females have different learning styles.
4. Peer pressure has become the number one influence in their lives, exceeding the influence of their parents, teachers and ministers.
5. Positive and supportive adult African American male teachers/role models have a tremendous influence on test scores and academic achievement.
6. African American males learn best from teachers/coaches who have the ability to combine subject matter and learning styles with identity and self-esteem.
7. African American male students succeed in schools where the curriculum is multicultural, Afri-centric and relevant.
8. African American male students who are good readers and who are involved in extra-curricular activities are more likely to do well in school and graduate.



## **KEY ISSUES**

- There is an eroding confidence in African American male students to the point of attributing academic achievement to being white (associate being cool is black and being smart is white).
- Far too many African American male students are disillusioned about the future and doubtful about the value of schooling.
- Academic failure is accepted and condoned by the powerful Black male peer group.
- Consistent academic failure by Black males reinforces doubts about their capabilities.
- Far too many African American males possess ambivalent attitudes toward the value of education, which result in a lack of serious effort to maximize achievement.
- African American males have a narrow definition of what educated African American males can become.
- African American males possess a fear toward intellectual competition.



**“I’M DEEPLY TROUBLED BY THE  
TREND  
WE SEE AMONG AFRICAN  
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WOMEN.”**

**Dr. Michael Lomax - President,  
Dillard University**



## **RETENTION / RECONNECTION METHODOLOGY**

- 1. Provide a one - week “Psychology of Academic Success for African American Males” orientation session taught by members of the AAMLI training team for all incoming African American male freshman students. (Topics included in the orientation session are attached)**
- 2. Provide ½ of the freshmen class of African American male students with the AAMLI “Reconnecting African American Males To School” (RAAMS) multi-media, interactive skills building workshops (10 sessions - 90 minutes each).**
- 3. Teach freshmen the value of learning circles and provide freshman with opportunities to engage in peer performance study groups (PACTS).**
- 4. Pair freshman with AAMLI team members for entire (Fall /Spring) semesters.**
- 5. Provide teaching staff with two full-day professional training sessions and parents with four ½ day workshops with a focus on the “Psychology of Academic Success for African American Male Students.”**
- 6. Sponsor two “Recognition Events” for parents / community leaders to showcase efforts/talents of AA male students.**
- 7. Evaluate, document and publish the results/success of the AAMLI / College X’s Retention Initiative.**