Educating African American Males to Succeed – Why it Needs to Start in Kindergarten

New book explores the need to change educational programs, practices, and policies to boost the achievements of young male African Americans

Boston, Massachusetts (United States), 6 June 2014 - Sixty years after the Brown v. Board of Education decision of 1954, which challenged racial segregation in public schools, the deck has remained stacked against African American males in education. Compared to white and other minority males, African American males experience a higher occurrence of school dropout, placement in special education, school suspensions and expulsions, and academic disengagement.

New research published this month by global academic publisher, Emerald Group Publishing, reveals why existing educational programs, practices, and policies lessen school and life outcomes for black males. It also presents compelling new strategies for improving the educational and social landscape for this group of reportedly disengaged students.

_African American Male Students in PreK-12 Schools: Informing Research, Practices, and Policy_ is the second volume of the highly-acclaimed series, Advances in Race and Ethnicity in Education (AREE). Edited by nationally- and internationally-recognized professors in the field, Drs. James L. Moore III and Chance W. Lewis, both of who have made significant contributions to research in urban education, the book highlights promising and proven strategies that support African American males.

It also addresses the need for positive educational programs, practices, and policies throughout their PreK-12 schooling.

Drs. Moore and Lewis assembled some of the United States’ best and brightest scholars and researchers to contribute to this edited volume, which stresses that to continue business as usual is just not acceptable. “Dr. Moore and I have worked extremely hard to put together a book that can advance education practice and policy on Black male school success,” says Dr. Lewis. With black males frequently not given a chance to demonstrate their talents and instead engaged in ways that convey low expectations, a major overhaul of existing educational practices and polices is required in how educational professionals engage, teach, and work with Black males.

School systems – urban, rural, charter, private, and public – need assistance with educating Black
males, by developing fundamental academic and social skills in a creative and protective environment with individuals committed to supporting their intellectual growth and development. Dr. Moore commented, “The future of this country rests on the success of its educational system. We need to ensure that all children, including African American males, are extended a quality education. We hope that that this volume will fuel a sense of urgency that manifests into action on behalf of Black males in schools and beyond.”

Mr. David J. Johns, in his foreword in the volume, adds: “The United States has long held fast to the belief that education paves the pathway to the American Dream. Students at any age, birth through to adulthood, deserve meaningful opportunities to be successful. The chapters included in African American Males in PreK-12 Schools: Informing Research, Practices, and Policy that, whilst not all black boys are in crisis, they can all benefit from knowing that they are valued, supported, and protected.”

For more information about the Advances in Race and Ethnicity in Education book series, please visit http://www.emeraldgrouppublishing.com/products/books/series.htm?id=2051-2317

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About the series editors:

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