



# **MOLDING MORAL MALES**

**M<sub>3</sub>**

**EARLY LEARNING  
DEVELOPMENT CENTER**

**“THE MALE EXPERIENCE”**

**WILLIAM AND FANNIEMAE WEST**

## INTRODUCTION:

Expanding access to HIGH-QUALITY early childhood education is among the smartest investments that we can make. Research has shown that the early years in a child's life – when the brain is forming – represent a critically important window of opportunity to develop a child's full potential and shape key academic, social, and cognitive skills that determine a child's success in school and in life.

Participation in HIGH-QUALITY early learning programs will provide children from ALL backgrounds with a STRONG start and a foundation for school success. Such programs generate a SIGNIFICANT return on investment for society; numerous economic studies have documented a rate of return of \$7 or more on each dollar invested through a reduced need for spending on OTHER services, such as REMEDIAL EDUCATION, TUTORING, GRADE REPETITION, AND SPECIAL EDUCATION, as well as increased productivity. Our comprehensive early learning agenda invests in and strengthens early childhood education, care, and development for our community youngest learners! It helps PREVENT achievement gaps before they start, and invests in the child as not only our community but our nation MOST CRITICAL RESOURCE!

A quick peek into any child care center, preschool, or elementary school will show that there are very few men who work with young children in particular young boys. This absence of men raises important questions for our communities. In the recent past, there has been increasing interest in the roles fathers play in shaping their children's lives. The renewed emphasis on family values and the well-being of families has spotlighted FATHERS' roles in childrearing. In addition, the sweeping welfare reforms that intended to address issues associated with poverty and FEMALE-HEADED households also placed the spotlight on FATHERS OR LACK THEREOF! Initial funding streams from public and private sectors alike have allowed a variety of programs to begin MALE INITIATIVES! Thus, the critical NEED for the existence of such community based programs.

Most young children develop through observing the actions and words of those around them. Studies have shown that a male role model SPECIFICALLY AS A TEACHER is essential at the early child hood education and pre-school levels. Our program combines the classroom experience with live interaction, inquiry and observation as well as supervised field involvement to bring the overall effective KEY objective which is learning through Life Experience. The integrating of real-life experience through collaboration & interaction and more importantly OBSERVATION of the male to male experience permits youths in retaining knowledge and facts in a manner that is accustomed specifically to them at their most vital age. Because of our association and connection from this experience we have a unique understanding that brings about an innate passion and thus a strong commitment of care. From care TRUST is created and confidence is enhanced. The earlier this begins in a male's life, the greater the chances of success. For example, programs that prepare pre-school children from disadvantaged backgrounds, and support parents too, have reported less acting out at school by the children (a risk factor for later drug use).

Today's male youth are tomorrow's men and leaders; we are devoted to preparing them for that responsibility by providing leadership and designed programs that will yield confidence, competence and positive self-identification which becomes a productive individual. This is done through stimulating Spiritual, Educational, and Personal growth. The lives that we touch will be nurtured and armed to OVERCOME the CHALLENGES that CURRENTLY exclude them from living up to their FULL POTENTIAL and reaching their Goals and realization of their DREAMS!

## **PROBLEM STATEMENT:**

Raising boys in the United States today can be challenging, especially for single mothers. With lifestyles, today, more challenging than ever, the statistics with regard to the success and independence of young men has changed. In days past, where we once believed boys could easily become successful, the challenges of today's lifestyle have prevented that from occurring to some extent. As a single mother, raising our boys to become respectable and successful young men is far challenging than ever before. For this reason, we must understand what the stereotypes about our boys may be today and work to reverse those stereotypes.

Statistically, today, boys have shown to suffer more greatly in the areas of education, with many boys, especially those of color, dropping out of high school and college at phenomenal rates. As a single mother, then, it is important to remain actively involved in your son's academic progress, never letting go of the pursuit of education. In addition to education, the boys of today, showing aggressive and violent behaviors, are often referred to as simply being "boys". As we have seen in recent violent events, boys are not only struggling with their own issues of self-image and status but also learning to control hormonal imbalances. For this reason, as a single mother, it is important to guide our sons to the proper channels of teaching them to love, show empathy and to be compassionate.

Raising our young sons, today, to become successful and independent young men, is far more challenging than in years past. While, in prior decades, parents and mothers in particular were relieved of some of these burdens, today, society does not provide the same support to our children. Instead, with the conflicting messages of society, our sons are even more confused, today, about the definition of their character and, for that reason, require the care and guidance

These children not only live with a woman but more than likely, they are taught by a woman at school. Where do they see what a man looks like? Television? Movies? On the street?

There is a lack of community amongst males with males. The lack of POSITIVE interaction within the MALE experience DEVALUES & DIMINISHES A POSITIVE AND SUCCESSFUL ATMOSPHERE ON A DAILY BASIS AS A WAY OF LIFE! Relationships between males especially that of the inner city have denigrated along with self-worth which contributes to a violent street culture, gang activities and often drug use and/or trafficking. A HUGE part of the problem stems from a lack of males to identify with from early on in the learning development stages of child-hood. Often to many times the male experience is overlooked regarding the impact with all children but in particular males. It is noted that Men have the GREATEST advantage in the overall development of young boys chiefly through self-identification in the learning environment which is the building blocks or foundation to molding morals and character. Simply put there is a lack of MALES in the classroom; lack of MALES as mentors; thus a lack of MALES as POSITIVE Role Models. THIS NEEDS TO CHANGE!

According to the National Association for the Education of Young Children (NAEYC), 97 percent of teachers in pre-K programs are women; the same figure was reported in a Center for the Child Care Workforce study (2002). And, according to the National Education Association for Elementary Teachers, only 13 percent of elementary school teachers are men, and these men mostly teach in grades 5 and 6 (Cunningham & Dorsey, 2004).

You see there is NOT a lack of women in the lives of our young males, but rather a lack of positive influential MALE role models that they can relate and identify with which can be proven to have an adverse effect in the learning environment. We find that this problem is of GREAT urgency within our major inner cities and stems in the PRIMARY years of our youth. Young inner-city boys coming from predominantly female-headed households with few, if any, adult males who value ACADEMIC achievement, tends to view the school CULTURE as standing in stark contrast to the world of men as they know it! That coupled with the heavy emphasis on performance-based instructional strategies that require children to copy and imitate behaviors demonstrated by their teachers, the presence of a predominantly female teacher corps in the PRIMARY years may lead young inner city boys to believe that school work and activities are “WHAT GIRLS DO!” I KNOW BECAUSE I HAVE BEEN THERE AND I HAVE SEEN IT! For example, have you ever noticed the songs and games that are integral to the instructional strategies of the primary years are feminine arranged; thus, will be rejected by our boys as to girly.

Most of these boys rarely see men in their communities or even personal environment engaging in these types of activities and they encounter few, if any, male teachers in the Early Childhood Development and Primary years. Consequently, their desire TRUMPS THEIR NEED to PARTICIPATE in learning activities like the singing the “A-B-C” SONG IS OFTEN SUBORDINATED TO THEIR NEED TO APPEAR MASCULINE! In other words they are not comfortable because they can’t identify with who they are in the learning environment! They need MODELS; imitation of a model’s behavior when the model is NO LONGER PRESENT is a POWERFUL learning skill

### **WHY THE NEED:**

**The United States ranks 28<sup>th</sup> out of 38 countries for the share of four-year olds enrolled in EARLY CHILDHOOD EDUCATION! And just 3 in 10 four-year-olds are enrolled in high-quality programs catering to the specific needs in preparation with the required skills necessary for kindergarten!!!**

In particular, studies show that children from low-income families are less likely to have access to high-quality early education, and LESS likely to enter school PREPARED for SUCCESS! By third grade, children from low-income families who are not reading at grade level are six times LESS likely to graduate from high school and even higher amongst the male gender.

Given the number of studies about the correlation between boys turning to criminal behavior at an early age and the lack of the male influence as a positive role model or even seen in a positive light on a daily basis within the community, one would think the social focus would be on helping these young boys (mainly inner-city) BEFORE they turn to violence and the street life RATHER than PUNISHING them AFTER the fact. One would think that, but one would be wrong:

- *Billions of dollars are spent annually incarcerating and treating boys from criminal and negative behaviors. The Department of Justice reports that 95 percent of state and federal prisoners under the age of 25 are male. And at-risk young boys become at-risk men!!!*
- *Society is SLOWLY waking up to the FACT that we must CHANGE the WAY we raise and teach our young boys. We must address the vital connection that is missing between young boys and men.*

- *An alarming number of young boys are growing up today without a GOOD MAN somewhere in their life! High rates of divorce (50%) and out-of-wedlock births (35%) combined with a loss of community are creating GENERATIONS OF YOUNG BOYS that lack a father or father figures, role models, mentors, TEACHERS, or the MALE EXPERIENCE as I like to call it.*

**AS a product of the inner-city without a dad and positive male role models growing up I am qualified to make the TRUE STATEMENT THAT... young Boys NEED MEN in their lives. It is said that to be a MAN you must SEE A MAN. That speaks to the power of role models and mentors but more importantly those two combined in TEACHERS that any GOOD MAN can provide to young boys!**

This appears to be nothing new, when researching ancient societies; they are loaded with the basic concept that boys need males in becoming good men. Most of these societies have a history of men mentoring, training and TEACHING! It appears those societies and cultures understand that young boys without male influence tend to wander through life or seek out things that imitate that which they did not receive.... What is the result in our modern society?

- *Young males, especially those of the inner-city in this country RIGHT NOW: Are twice as likely as a girl to be diagnosed with an attention-deficit or learning disorder. More likely to score worse on standardized reading and writing tests. More likely to be held back in school and more likely to DROP OUT OF SCHOOL!!!*
- *Of the ones that do graduate, they are less likely to go to college. The ones that do go to college, often get lower grades and, are less likely to graduate.*
- *Young males without positive role models are twice as likely to abuse alcohol, and you are 16 times as likely to go to prison*

There is a absence of nurturing of young males by males that mold assurance and positive ways of thinking which is a known factor as a preventer of crime; there is a significant shortage or POSITIVE MALE ROLE MODELS within the inner city communities; society including parents, regardless of their life situation or educational level, are not encouraged and/or lack the knowledge, skills, or even desire to teach our young inner city males a love for learning and each other; there is a need to develop healthier lifestyles from hygiene to diets within the culture of inner city males; there is a growing development of single-parent female headed households with a lack of male adult participation in the lives of our young males everywhere but critical within the inner city; social issues facing young inner city males such as fatherlessness, poverty, negative self-identification and lack of self-esteem make traditional learning styles difficult to adapt to.

There is increasing concern about the lack of male role models in primary school and in early education development. A male teacher in the early years of education maybe the only positive male figure some young kids see and subsequently is the utmost necessary timeframe.

It has been proven THAT MALES HAVE A HUGHE INFLUENCE ON THE SHAPING OF YOUNG BOYS LIVES! Whether positive or negative; the impact that a male or lack thereof; plays in the life of a young boy will follow him for the rest of his life. Likewise the underestimated need to combine the social and academic learning from a male perspective has resulted in a decline in the attitudes our inner city males take not only upon themselves but the community as a whole. I can't let that happen; WE CAN'T LET THAT HAPPEN!

## WHO WE ARE:

### ***Founders: William and FannieMae West***

William and FannieMae West are Children of the MOST HIGH GOD, ministers of JESUS THE CHRIST, co-pastors of Chosen To Live Assembly, and Servants in the community and BODY OF CHRIST through the establishing of Chosen To Live OUTREACH Ministries and proud parents of two children; a 14 year-old son William Emanuel West II and a 5 year old daughter Chanah Amariah West!

FannieMae is the youngest of 4 siblings and hails from the Great state of Ohio, the City of Cleveland. She is a veteran of the United States Armed Forces branch of the Army where she served three years and was honorably discharged. A honor student at DeVry University with a Major in Accounting and minor in Information Systems, FannieMae served as a public servant for the State of Ohio where she served as an Auditor within the Auditor of State of Ohio office for both the State Region and the City of Cleveland. She is currently employed as a Loan Officer and a Tax Accountant where she utilizes her competencies in serving the community at large.

William is the oldest of 4 siblings and was born in Detroit, Michigan. He is a four year United State Marine Corps veteran where he received a Meritorious Mast, Armed Forces Expedition Medal (x2), and a Certificate of Commendation amongst other recognitions. As a product of DeVry University with a Bachelor Degree in Accounting, William went on to serve 13 years in the State of Ohio Office of the Auditor of State as both an Auditor and an Audit Manager. In addition, in continuing his service to the public at large William served 2 years with the Department of Defense as an Accountant and currently is a Financial Improvement Audit Readiness Subject Matter Expert for the United States Air force. William spent a significant portion of his life giving to the inner city kids in various communities throughout Columbus, Ohio. As a proud father, William started off assisting coaches for his son in t-ball.

His love for his son and other kids alike coupled with the obvious concern of minimum to no involvement of other dads and male figures soon drifted from an interest to a **Passion** for **serving** kids, young boys in particular. William coached T-ball for two years, basketball for 6 years, and football for seven years. The last two years of the seven years William coached football not only was he a coach but he was the founder and administrator of the Columbus Bears inner city youth football program. William provided not only a sports program but also established free mentoring and tutoring to the youth. His program was diverse in that it included kids' ages from 3 to 13 years of age AND of all ethnic backgrounds that included young girls. William in collaboration with the Ohio School for the Deaf included in his program deaf children thus merging two worlds together under the ONE umbrella of kids. William successfully oversaw 120 plus kids and managed a minimum of 14 coaches, assistants and team moms on a daily basis. In addition, William was responsible for the safety and development of the physical, emotional, social and educational state for each kid. William currently serves as a mentor to four boys/teenagers and is the Program/Curriculum Administrator of MOLDING MORAL MALES (M3)!

## **PROGRAM DESCRIPTION:**

WE ARE MORE THAN JUST A CHILD CARE PROVIDER AND MORE THAN JUST A MENTORING PROGRAM! We are a discipleship ministry COMPELLED by our FAITH to train youth through the WORD of GOD. Our vow is to Organize, Motivate, Unify, Empower, Promote thus LIBERATE our young boys from the societal stereotype snare associated with inner-city males. In short we are “a **PREVENTIVE program** emphasizing character building, self-identification, leadership, ethic, and morals in an indoor and outdoor setting to train today’s boys to be tomorrow’s men! Molding Moral Males (M3) is an OUTREACH of Chosen To Live Outreach Ministries a private Non-Profit 501(c) 3 Corporation.

We were established in 2013 to provide THE MALE CONNECTION for educational, mentoring, social and academic support services to inner-city males, particularly those of female-headed single households. Our setting goes beyond instructional teaching and into the MODELING of integrity, accountability, character, compassion and respect. We recognize that young boys don’t need MORE RULES, MORE DISCIPLINE, AND DEFINITELY NOT MORE SHAMING; they NEED TO BE LISTENED TO, ADMIRER, ACCEPTED AND BLESSED for WHO THEY ARE!

## **OUR BELIEF & OBJECTIVE(S):**

Molding Moral Males (M3) arose out of my Wife and I belief that young inner city youth, boys IN PARTICULAR, need and benefit from more extensive opportunities to see and work with adult and young adult males in the early and Primary years within the learning environment and school settings. We believe that much of educational development comes from Observational & Social learning and instructions rather than overt, trial and error behavior. The Primary objective of the program is to provide positive adult male influence as role models in the DAILY academic culture of young males. As a secondary objective of the program is to recruit and train adult and young adult male volunteers to serve as Teacher Assistants (TAs) and assist the predominantly female teachers in the early childhood development, pre-school, and elementary school classrooms. A third objective is to provide alternatives through after-school, evening, weekend, and summer programs.

## **OUR MISSION:**

To make a positive difference in the lives of boys in their formative years by helping to shape and mold thus raise the “PROTOCOL” standards within the inner-city community. To encourage and promote positive behavior and relation amongst the youth, introduce and reinforce constructive morals and values needed to equip our males, thus enabling them to NOT accept but to OVERCOME the challenges that lie ahead of them!

## **PROGRAM DETAIL:**

Our Program is distinct from the status quo found in the majority of the Early Child-hood Development administrations. The Main distinction of our program is the inclusion of the OBSERVATION PERSPECTIVE IN A SOCIAL environment as a LEARNING tool. It is important to know that the learning developed can be an interpersonal behavior, a perceptual-motor skill and a conceptual rule all in one. The more senses utilized the better results in retaining the information.



Through daily demonstration from the MALE perspective a young boy begins to have his UNDERSTANDING enlightened as opposed to being CONDITIONED by a system, thus come into THE REVELATION that he IS EQUIPPED with the ability of LEARNING HOW TO LEARN which becomes a WAY OF LIFE! Imitation is one of the MOST POWERFUL socialization forces; through carefully scripted reenactments our program enforces both the Academic and Social learning objective(s) by the employment of Living Relations. Visually teaching as a living example is how kids learn, grow & develop!

The human brain is wired for imitation. Every boy loves a father figure both in and outside of the home and wants to be able to do what he does, both to honor him, to earn his praise, and to compete with him. Men are extremely important in giving boys messages about being a man.

Boys want to grow up to be like their male role models and boys who grow up in homes with absent fathers search the hardest to figure out what it means to be male

Our staff will segment the population of young boys based off a 3 day assessment. We believe that in three days a child reaches a comfort level that allow for the demonstration of their existing temperamental, social and emotional states which is fundamental for academics. The INTERNALLY designed assessment is not strictly for the existing level of academics BUT for identifying the METHODOLOGY to EMPLOY that is suited best for achieving MAXIMUM RESULTS and is known as **Better Academics Infusing Temperaments or BAIT!** BAIT is a characterized group setting strategy, that infuses observation, social and emotional learning environments together through the influence of the kids carefully yet systematically steered into the lesson(s) which INCREASES academics tremendously . For example, there may be a young boy that is normal in academics for his age who is overly outgoing and extrovert, while this is a good quality; however, a setting of five or more boys all in the same group can be disruptive and PROVES to be damaging in the learning environment and in general. What we DO is through our personal internal assessment, take the other side of the pendulum where there are boys that are normal or above normal in their academics but extremely introvert and infuse the two environments together in a single group where the social opposite becomes a compliment which stimulates the learning environment through the employing of the senses. We here at M3 instead of placing all the like social and mannered kids in one setting, we through diversity, fuse-together teaching by allowing boys to although unconsciously assist in the education environment; after all boys learn better from other boys, a proven fact!

## Academic

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Based on the top notch early development national programs the school employs the A Beka Book programme, <http://www.abeka.com/Default.aspx> & A Beka Academy, <http://www.abekaacademy.org> which focuses on the development of reading, writing, proper penmanship, and phonetic skills from the earliest age; concentration on COGNITIVE, LANGUAGE, SOCIAL-EMOTIONAL AND DEVELOPMENT AND SCHOOL READINESS. Measuring outcomes and progress including PRE-kindergarten entry ASSESSMENTS.



# Kindergarten, 3 year-old Courses

## Support Material

- [168254](#) Learning Numbers with Button Bear
- [168319](#) Arts and Crafts with Button Bear
- [168238](#) Letters and Sounds for 3s
- [168289](#) Numbers and Skills with Button Bear
- [168351](#) Arts and Crafts with Amber Lamb
- [168394](#) Child Art for 3s
- [169447](#) Preschool Bible Coloring Sheets
- [167371](#) Language Development Visuals
- [163511](#) Animal Alphabet Friends Flashcards
- [168424](#) Animal Alphabet Friends CD
- [167231](#) Growing Up with Amber Lamb Visuals
- [167215](#) Fun Poems and Finger Plays
- [144258](#) Fun Songs for Little Ones Book
- [168408](#) Fun Songs for Little Ones 2s & 3s CD

## Kindergarten, 4-year-old Courses

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[Bible](#) (New Edition)

[Numbers](#) (New Edition)

[Phonics](#) (New Edition)

[Phonics Review](#)

[Language Development](#)

[Writing](#) (New Edition)

[Skills Development](#)

[Activity Time](#)

The K4 readiness program teaches children to read through phonics instruction with one-and two-vowel words in small readers. Children learn number concepts 1 to 20 and counting from 1 to 100. The curriculum includes cursive writing, Bible, art, music, poetry, and language development activities.

**Reading/Phonics** – learn letters, sounds, blends, one-and two-vowel words in small books

**Writing** – cursive writing letters and words

**Numbers** – number concepts 1 to 20, count 1 to 100

**Bible, art, music, poetry, language development activities**



## Materials List

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*The following Materials Lists contain the items required to successfully complete the A Beka Academy Program*

<b>Code</b>	<b>Book Title</b>
138568	ABC Writing Tablet K4 Cursive--New Edition (Bound)
138525	ABC-123--New Edition (Bound)
138428	Animal Friends Books 1-8--New Edition
138584	Art Projects K4--New Edition (Bound)
167193	Cursive Formation Flashcards (K)--New Edition
183652	Four Year Old Kindergarten Video Manual
168467	Individual Number Card Kit Item
138614	K4 Bible Activity Book
138401	Little Books 1-12--New Edition
138533	Miniature Alphabet Flashcards--New Edition
167134	Miniature Bible Memory Picture Cards
138592	Readiness Skills K4--New Edition (Bound)
138576	Writing with Phonics K4 Cursive--New Edition (Bound)

## Kindergarten, 5-year-old Courses



The K5 program is a complete instructional program offering a range of subjects including cursive writing, numbers, Bible memory verses, and reading/phonics. Your child will learn the letters of the alphabet and will learn to read phonetically (450-word vocabulary). Children find that the K5 program is an enjoyable learning experience.

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## Traditional Materials List

<b>Code</b>	<b>Book Title</b>
020206	Community Helpers Visuals
021199	Numbers Concept Flashcards
026395	Social Studies K

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026409 Art Projects K  
026441 Character Development Visuals  
026484 Letters and Sounds K  
031313 One Vowel Word Cards  
031461 Kindergarten Writing Tablet Cursive  
034606 My Favorite Kindergarten Poems  
035874 Blend Practice Cards A  
036161 Blend Practice Cards B  
040479 Cursive Formation Flashcards (K)  
040495 My Blend and Word Book  
041998 Clue Word Cards  
042021 Miniature ABC Bible Memory Cards  
042501 Numbers Skills K Teacher Key  
047155 Letters and Sounds K Teacher Key  
047236 Writing with Phonics K5 Cursive  
047333 Numbers Skills K  
048437 Readiness Skills K  
049786 America: Our Great Country Social Studies Visuals  
053651 Miniature Alphabet Flashcards  
053686 Basic Phonics Readers Set  
053929 Numbers Writing Tablet  
054062 Children of the World Social Studies Visuals  
054348 God's World  
054356 God's World Teacher Edition  
068934 Homeschool Numbers Charts and Games (8.5 X 11)  
068942 Homeschool Learning Games (8.5 X 11)  
068950 Homeschool Phonics Charts and Games (8.5 X 11)  
068985 Homeschool K5 Numbers Curriculum  
068993 Homeschool K5 Phonics, Reading, and Writing Curriculum  
075140 Mailing Envelopes Pack of 7 for A Beka Academy  
090263 Song Time for Kindergarten  
092029 Song Time for Kindergarten CD  
098396 Basic Phonics Sounds CD  
103543 K5 Home Supervisor Materials  
137235 Basic Phonics Flashcards

142999 Letter Picture Flashcards

151386 Addition and Subtraction Animal Flashcards

151408 Addition Flashcards

168467 Individual Number Card Kit Item

# Health, Social, Moral & Emotional Education include:

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## **Health & Social Support:**

- Physical Development (nutrition and physical exercise);
- Hygiene (daily cleansing of body, brushing teeth, washing hands, etc...)
- Safety (environmental large body of water, dogs, home – stoves, irons, fire-matches/lighters; electric outlets, stranger danger, SAY NO TO DRUGS etc...);
- Respect (self & others);
- Discipline - utilizing the male voice (more stern, masculine and slight raise) as a mechanism for behavior correction and control where as with most females it comes off as yelling (can impact home setting);
- Self-control/restraint;
- Manners (being considerate, nice, kind, polite, how to introduce yourself); temperament (masculine, aggression, introvert, shyness, timid, etc...);
- Attitudes (communication out anger or shutting down – acceptable and unacceptable), good sportsmanship;
- Confidence;
- Social/Antisocial interaction/participation skills;
- Effort (always doing your best);
- Teasing & bullying; responsibility;
- Honesty (truth/lying)

## **Emotional Support:**

- Knowing and recognizing their value and worth;
- Knowing the necessity (where he belongs in the family, community & thus the society) of the boy who is to become a MAN;
- Knowing Affection between males – involving the kids and the teachers (shaking hands, giving dap, fist bumps, pat on the back, hugs, high-fives, etc...);
- Knowing Concern by creating an atmosphere where each boy feels loved by speaking GOOD and Loving words on a daily basis; MAKE THEM FEEL HAPPY WHEN THEY ARE SAD;
- Knowing they are special by TELLING THEM THEY ARE SOMEBODY RIGHT NOW!!! NOT THAT THEY CAN BE... BUT THAT THEY ARE!! TELL THEM WE LOVE THEM!!!

### **Male to Male Experience:**

- Positive reinforcement of being a MALE is accomplished through MALES:
- Singing, telling stories and sharing laughter through put-ons/gags/anecdotes/jokes;
- *Playing with* a boy on a boy's level; most young boys don't get in the early child-hood care programs because of the domination of females (brings a different type of fun atmosphere) & creates trust and teaches What a Friend is, Who is you Friend and HOW to be a Friend;
- Exploration, exploring the imagination from a male perspective which is all too much limited in scope as most young boys learn through the eyes of a female teacher or parent and when a male its usually from what to see on television;
- Constructive strengthening through personal coaching and counseling!

### **CONCLUSION:**

The lack of male role models, teachers and/ or father figures in the lives of young boys has a negative effect on the growth of our men today. Many young boys today do not know what a man looks like because they don't have ANY in their lives. Fathers tend to be challenging, prodding, loud, playful, encourage risk taking, and physical. Mothers typically are nurturing, soft, gentle, comforting, protective and emotional. Young boys need a balance of protection and reasonable risk taking. If a positive male role model is not present in the life of a young boy there is a VOID in this area. Young boys who live in this environment are more likely to be involved in criminal activity, premarital sexual activity, do poorer in school and participate in unhealthy activities.

When young boys OBSERVE the decisions of adult males and males of their peers, it shapes their behavior. Through such observation young boys are developing a framework from which they can make their own decisions.

Our early learning PROGRAM promotes development in communication skills, motor skills, independence, and a positive self-concept. The academic, social and moral teaching via demonstrating decision making skills and reacting to inappropriate actions via discipline are so important that the Father Involvement RESEARCH Alliance has CONCLUDED that young boys without strong male presence in the formative years are morally lacking; such young boys are more likely to grow up to be rebellious, anti-social and avoidant of responsibility.

While we celebrate and honor the contributions and influences good teachers and supportive families have in the lives of any child; nevertheless the role and contribution of males in the early child-hood development and primary school years CANNOT be IGNORED!!! At minimal we not only provide for the foundations of reading, writing, and math, in addition, we instill manageability, positive values, pride, and the desire to want to do the RIGHT THING. Just like adults, young males learn and function BEST when they have a strong foundation of values and feel valued as important in their existence. Modeling and teaching important social life skills is the FOUNDATION for building academic ACHIEVERS!!!

***Every boy needs a Male figure that appreciate them! Here at M3 it is OUR JOB, no OUR DESIRE to MAKE sure they have that PERSON!***



***DEVOTION FROM A MAN BRINGS ABOUT GROWTH IN A BOY!***

#### **TRAINING, QUALIFICATIONS & CREDENTIALS:**

- RACE TO THE TOP EARLY LEARNING COMPETITION (RTT-ECC) – deliver clearer learning standards, meaningful education and training for early educators.
- TA Trained Volunteers from all segments of the community representing white and blue-collar occupations, college students and retirees.

#### **PARENTAL AND ADDITIONAL SERVICES PROVIDED:**

Helping to secure funding, through information for government and private assistance:

- **CHILDCARE DEVELOPMENT FUND** – the federal government provides assistance to STATES to subsidize the cost of childcare for low-income families. Nearly 1.6 million low-income children receive assistance towards child care each month through this program

## NOTED RESULTS:

### Case studies

#### Social Learning Theory;

1. Dollard and Miller 1983 – notes that during the process of operant conditioning, imitation is learned through the reinforcement of various imitative behaviors
2. Bandura and Walters 1977 – carried imitation one step further by demonstrating how new behaviors can be acquired simply by WATCHING a model. According to their theory of vicarious reinforcement, a child who sees a hard-working class-mate praised learns to try that behavior.
3. Brewer and Wann 1998 – Expanded the types of learning to include the importance of observational learning: acquiring new skills, information, or altering old behaviors simply by watching others
4. Social Learning Theory and the Influence of Male Role Models on African American Children - Project 2000 – Study assessment of observational learning. Shows how the bonding relationship-p between the young boys and the male role models impact social learning.
5. Bandura's Social Learning Theory - Research indicates male teachers' involvement in young boy's education is beneficial, yet the number of male teachers in early childhood is at its lowest in 40 years. This phenomenological study examined the attitudes parents whose children were taught by male early childhood teachers by analyzing their lived experiences, perceptions, and reactions to men teaching in the early childhood stages. Data included a series of interviews conducted with six parents. Data were analyzed using open and axial coding to determine nine emergent themes. Results indicated that parents perceived the presence of male early childhood teachers to be positive influences on the social, behavioral, and academic development of very young children. The findings further revealed that parents believed men are needed in early childhood instruction to promote balance, ensure positive learning outcomes, dismantle negative stereotypes, and serve as role models to the very young. Finally, they indicated that parents of young children are supportive of having male teachers in early childhood classrooms. This study contributes to positive change by providing information to educational planners and teacher preparation organizations that can help them attract and retain more male early childhood teachers.



## **FUNDING SOURCES:**

- **PRESIDENT OBAMA “MY BROTHER’S KEEPER” INITIATIVE**
- *Grants = Concerned Black Men Inc.; CDBG; UNITED WAY; Head Start; Ohio Department of Jobs and Family Services/Department of Health and Human Services*
- *Early Head Start Child Care Partnerships – supports STATES & COMMUNITIES in EXPANDING high quality early learning and development opportunities for infants and toddlers. Through these partnerships grantees will partner with child care providers who agree to meet high standards of quality. The COMPETITIVE GRANTS would enhance and support early learning settings; provide new, full-day, comprehensive services that meet the needs of working families; and prepare children for the transition into preschool.*
- *OHIO Department of Education*
- *U.S. Department of Education - PRESIDENT OBAMA – PRESCHOOL FOR ALL INITIATIVE = to improve quality and expand access to preschool, through a partnership with all 50 states, to provide all low and moderate income four year olds with HIGH QUALITY preschool and promotes HIGH-QUALITY EARLY Education programs for children under age four. The USDE will allocate dollars to STATES who would then distribute to local school districts AND OTHER PROVIDERS to implement the program.*