This study explored the principles and parental engagement contributors of Black male collegians success. Success is defined as the continuous enrollment and persistence towards graduating within six years. This study employed a basic qualitative research design along with the theoretical framework of Critical Race Achievement Ideology (CRAI). Data was collected from six Black male collegians who were recent or pending college graduates. Semi-structured interviews and a focus group was conducted to gather narratives and experiences of the Black male collegians cultivating success. Data was analyzed using both emergent and theoretical theme processes through three levels of coding.

The findings revealed that Black male collegians cultivated success through activating a Critical Race Aspiration Ethos (CRAE). CRAE posited expanded CRAI principles specifically possessed by graduating Black male collegians. These principles theorized by CRAE refined success in the Black male success discourse. Additionally, CRAE asserted that parents contribute four major elements to Black male collegians’ success, which cultivates success through the possession of five critical core principles.
The parental engagement elements presented were inconsistent with existing parent involvement and parent engagement literature.

Black male collegians centered their success around their aspirations for their families, communities and the collective Black experience. CRAE suggested that this altruistic ideology of aspiration coupled with an acknowledgment that withstanding and resisting racism were essential components to success. Several recommendations for future research and implications are suggested to enhance Black male success throughout the entire educational journey for multiple entities.

**Keywords:** Black males; Black male collegians; college success; Black parents; parent engagement; critical race achievement ideology; critical race aspiration ethos.