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## Social-Emotional Supports for African American Males: An Examination of Strategies and Practices that Inform Persistence for College and Career Readiness

Kamilah Hampton

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Social-Emotional Supports for African American Males: An Examination of Strategies  
and Practices that Inform Persistence for College and Career Readiness

Kamilah Hampton

Educational Leadership Doctoral Program

Submitted in partial fulfillment  
of the requirements of  
Doctor of Education  
in the Foster G. McGaw Graduate School

National Louis University  
Educational Leadership Doctoral Program

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## **DEDICATION**

To my family, my mother, Sandra and my sisters, Tamara, Sandre, and Heaven. To my brother, Floyd, I love you. To my nieces and nephews, Ce'nyah Monee, Miles Julian, Corey Marshawn, Milan Juliana, Brooklyn Sky, and Kai Brielle, I did this for all of you. To the greatest son, Terrell Reginald Hampton-Hall, thank you for motivating me daily, you inspire me! You have all been my motivation. Thank you for always supporting me through every endeavor—whether large or small.

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Today, I'm beyond humbled and proud that I have completed my dissertation. This happened with the support of various individuals in my life. I would like to acknowledge, Dr. Harrington Gibson, who served as my Chair and supported me throughout this process—pushing and challenging me to approach my research with a servant's heart. Additionally, my mentor, Dr. Cynthia Treadwell, who without her support, I would not be who I am—both professionally and personally. Thank you for guiding me and being a life partner, supporting me in all aspects of my professional life. Thank you.

Dr. Janice Jackson, thank you for your mentorship, guidance, wisdom, and direction, which has made me a force to be reckoned with. Thank you for your support and love.

This year losing, Steve Hudson, Demetrius Townsel, and my brother, Roy Viverette, shook me to the core. But losing you all ignited a fire in me to finish strong. I love and miss you all so much and I know you are proud of me. Continue to Rest in Paradise.

Lastly, to my family, whom has gone through every program, degree, trial, and tribulation with me. I truly love you.

Mom, you have inspired me in ways unimaginable. Your strength, continued love, and support has pushed me to be your first daughter to pursue a doctorate. I did this because you showed me that I can do anything I put my mind to.

Sandre, Heaven, Floyd, and Tamara, thank you for being more than siblings. You have been my best friends. Thank you for loving me as I am and reaffirming who I need to be.

To my nieces and nephews, Ce'nyiah Monee, Miles Julian, Corey Marshawn, Milan Juliana, Brooklyn Sky, and Kai Brielle. I did this for all of you.

To my little cousin, Tori, I love you!

To Bernadine and Keena Washington, thank you for teaching me to love the skin I'm in at a young age. I love who I am because of your ability to teach me to love the skin I'm in.

To my aunt and uncles, Marlita, Kevin, Alicia, Vater, Moneka, and Latrell. I love you.

To my grandparents, Louis and Elizabeth. Thank you for creating an unbreakable family!

Finally, to the greatest son, Terrell Reginald Hampton-Hall. Thank you for motivating me daily, I am a better mother because of your ability to love me unconditionally. I love you so much and I did this all for you!

Thank you.

## **ABSTRACT**

African American males are faced with many challenges because of the lack of social-emotional supports and current society. African American males experience trauma as a result from their exposure to violence, mistreatment in most environments, and implicit biases in obtaining education. Social-emotional programming designed specifically for African American males is proven to positively impact their learning outcomes. This study found that the implementation of programming can have a direct impact on African American male's ability to achieve at high levels. This must be addressed through continuous professional learning and support to challenge and improve a teacher's instructional practice with African American males.



## PREFACE

The context of school has drastically changed over the decades, and educators are faced with new challenges in effectively supporting students. Education has shifted to preparing students for future occupations, some of which don't exist today. Schools now have the task of not only ensuring that students are provided with academic skills but also that these students are provided with the ability to function in social settings, even with the presence of past childhood traumas looming. Students are faced with more challenges that impact their individual mental health and it is now the school's responsibility to teach students how to also address their individual trauma. The challenge that exist is that colleges and universities lack training on addressing trauma while prospective teacher candidates pursue degrees in the education field.

My belief entails supporting a child, teaching to the *whole* child. When I became an educator, I supported students academically but mostly socially and emotionally. My particular students, living in high-poverty neighborhoods, struggled managing relationships and interacting with others without lashing out or engaging in negative behaviors. There was a schoolwide expectation in developing these social skills in students, but the roadmap to do so looked different from grade level to grade level. Seeing my students struggle to manage relationships and properly address individual trauma motivated me to begin my journey in developing appropriate supports while also pursuing leadership opportunities.

Over my career as an educational professional, I have learned various lessons. One important lesson was that students, specifically African American males, can't learn academically if their social-emotional state isn't being supported.

This program evaluation supported my belief (and passion) of providing the right supports to African American males and that these supports benefit not only them, but society too. This program evaluation also presented that teachers and staff interacting with African American students must address their own social-emotional needs in order to effectively support students. This study will ultimately have a positive impact on student's learning outcomes.

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## CHAPTER ONE: INTRODUCTION

In American societies, there are great cultural disparities between African Americans committing heinous crimes and other demographic groups. The City of Chicago Data portal reported that from 2001 to 2020, there has been 10,300 homicides reported in Chicago (Chicago Police Department, 2020). Of these homicides, 245 took place between January and May 2020 alone, with May 31, 2020 being one of the deadliest days consisting of 24 murders in 24 hours (Chicago Police Department, 2020). The *Chicago Tribune* reported, “Most homicide victims in Chicago are young, black men, and the suspects are, too” (Schuba, Charles, & Hendrickson, 2020, p. 1). It is highly likely that of those murders committed, the majority of them were committed by African American males.

The choices and behaviors African American males make can contribute to negative outcomes, such as dropping out of school, taking drugs, getting involved with gang life, and/or responding to confrontations in a way that potentially escalates the situation to a more serious issue, possibly even violence. It is important to truly understand why males react and commit these crimes; as well, to question whether they are impacted by the environment and social-emotional supports they have or lack thereof (which results in them engaging in violent crimes). As a result of African American male engagement in these crimes, high school graduation rates have been negatively impacted and the pipeline to prison greatly increased.

Also, it is crucial to acknowledge that African American males are being killed at alarming rates—as is being highlighted across the world with the Black Lives Matter movement. In 2020, George Floyd, a 46-year-old African American man, was killed by a Minneapolis police officer who held a knee to Floyd’s neck for 8 minutes and 46 seconds after Floyd was accused of purchasing cigarettes with a counterfeit \$20 bill. Stephon Clark, a 22-year-old African American man was killed by police while standing in his grandmother’s backyard holding a cell phone, which was mistaken for a gun. Botham Jean, a 26-year-old African American man, was simply sitting on his sofa at home when he was shot and killed by an off-duty female police officer who mistakenly entered Jean’s apartment, believing it was her apartment and that Jean was a dangerous intruder. Philando Castile, a 32-year-old African American man was killed during a routine traffic stop while his girlfriend and 4-year-old daughter watched. Ahmaud Arbery, a 25-year-old African American male jogging in the Satilla Shores neighborhood was chased and killed by a White father and son who thought he was a thief. The list goes on and on. Life for African American males comes with insurmountable amounts of pressures simply for being Black. Therefore, it is important to explore the biases that African American males experience due to the color of their skin.

Before considering the African American male supports needed, it’s important to understand how African American males are viewed. Issues penetrating race and bias that is implicit and explicit toward African American males must be further explored. In an article around discipline practices in Chicago Public Schools (CPS), it was suggested that most high school suspensions result from acts of student defiance—suggesting a need for increased training for teachers and school staff to prevent and deescalate conflict while

also developing student's social-emotional skills (Stevens et al., 2015). The CPS article displayed the need for social-emotional needs to be addressed for students. However, there is also a need for social-emotional skills and supports to be addressed for teachers. Some teachers lack the social-emotional skills needed to support African American males.

According to a study by Assari and Caldwell (2018) around teacher discrimination, the authors state, "Males and females reported similar levels of perceived teacher discrimination. In the pooled sample, higher teacher discrimination was associated with lower school performance among African American youth" (p. 1). It is alarming that in recent years, African American students feel discriminated against and have failing grades, which many experts attribute to teacher bias. Assari and Caldwell (2018) stated, "Minority males report more discrimination than minority females, a pattern which is shown in African American and other ethnic groups" ( p. 1).

As all children, African American males are born with the ability to learn all concepts, but this learning requires experiences to enhance their competence. For Black males to obtain this knowledge, they are also in need of interpersonal relationships with adults as they depend on them for physical and emotional security as well as support. African Americans experience poverty at higher rates than any other ethnic group. While poverty declines for other ethnic groups, it remains for African Americans. According to Bowman, Comer, and Johns (2018), "Exposure to extremes of violence and neglect, inconsistent and unreliable care, and unloving adults can be so stressful for children that their development potential is compromised or distorted" (p. 5).

It is evident that many African American communities are stricken with violence. This lessens the chances that African American males have of obtaining success outside of what is considered normal life for them. Continuing to place Black males in stressful situations as well as continuous dysfunction compromises their development, long term decision making, and health, which leads to a negative impact on their ability to achieve. African Americans are 20 percent more likely to experience serious mental health problems than the general population and individuals of other races. As well, African Americans are experiencing high rates of mental issues, with limited access to resources to help support this type of distress. The mental health outcomes for African American are 10 percent more likely than non-Hispanic Whites to report having serious psychological distress (U.S. Department of Health and Human Services Office of Minority Health, 2017). These findings can directly contribute to the home environment, living in poverty, diet, lack of resources, and discrimination.

This study uses research to better understand social-emotional supports—or the lack thereof—for African American males and how it impacts high school graduation rates. Chicago public schools' enrollment totals 371,382; of this number, 37 percent are African American students (Chicago Public Schools, n.d.d.). A high percentage of African American students engage in violent behavior, which is life altering due to not having the necessary tools or resources to respond in positive manners (Chicago Public Schools, n.d.d.). Founded in 2001, the Becoming a Man (BAM) program helps young men navigate through difficult circumstances that threaten their future and prevent them from long term negative consequences (Youth Guidance, 2020).

Becoming a Man's mission involves mentoring, role-playing, and group exercises (Youth Guidance, 2020). The BAM program fosters positive development in young men by emphasizing six core values:

1. Integrity
2. Accountability
3. Positive anger expression
4. Self-determination
5. Respect for womanhood
6. Visionary goal setting (Youth Guidance, 2020)

Students raise their aspirations for the future, develop a sense of personal responsibility, and practice impulse control and emotional self-regulation.

Becoming a Man participants take part in weekly group sessions administering behavioral cognitive therapy designed to help them slow-down their thinking and react rationally in extremely high-stakes situations. The individuals participating in the program are engaged in activities that address short impulsive reactions/ responses that could potentially lead to violence. There is a full-time counselor that is placed in the building during school hours and they are encouraged to attend classes as well as school wide activities to build relationships and support during instruction.

### **Purpose**

The BAM program was examined because of this researcher's strong passion for African American males—specifically students those in high school. It is intriguing how African American males develop academically and behaviorally, as well as the factors that mold them into the people they become up until the age of 18. As a child, I

experienced traumatic experiences; experiences that molded me into the person I am today. I am highly interested in understanding what factors (whether they be environmental, parental, and/or social-emotional support) that develops this demographic into who they become and how they respond to situations. The BAM program is directly correlated with impacting student's learning as it alludes to increasing graduation rates by decreasing the amount of incarcerated students due to violent crimes and criminal activity as a whole. I became aware of the program through a student who is a part of the nonprofit organization in which I work. He expressed how the program positively impacted him. He shared with me that I reminded him of one of the instructors for the course. I have always been extremely interested in how the social emotional aspect of a student versus punishing them in a punitive manner is addressed.

The purpose of this evaluation is to identify the effectiveness of these interventions, which directly identify whether these interventions are decreasing the amount of program participant arrests and helping them to identify more beneficial alternatives other than resorting to violence. This evaluation alludes to policy change as it contributes to the studies that implemented the Senate Bill 0100 bill around implementing restorative justice techniques rather than implementing all punitive consequences (Illinois General Assembly, 2015). There also needs to be an additional funding model to increase the funds allocated to this initiative. With prison and care costs of those incarcerated, those funds could be used to rehabilitate and identify resources for these individuals rather than incarcerate them.

This evaluation can also be used to develop awareness surrounding how educators provide instruction. Instruction can't just be academically, but must also address the

social emotional aspect of a child. These experiences and support help develop students into young men, which can eventually translate into manhood.

### **Rationale**

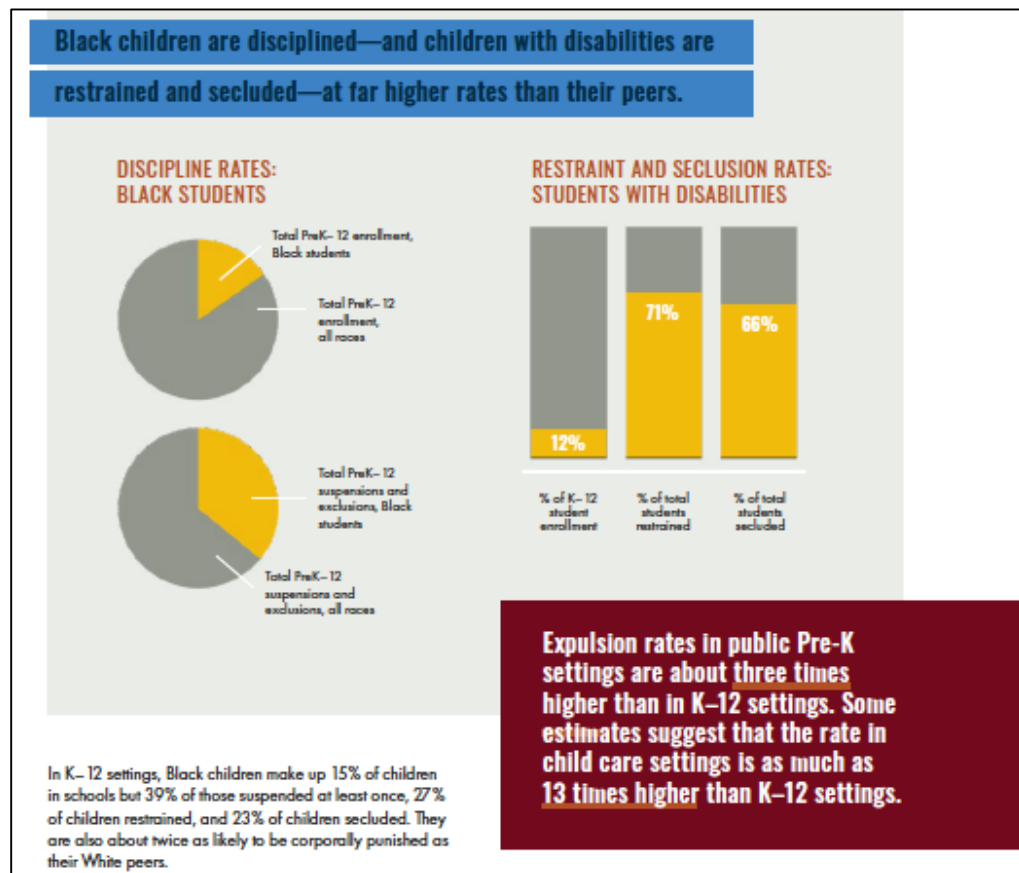
As a CPS principal in a historically underperforming school, I chose to research and utilize the BAM program because it directly deals with the social-emotional supports provided to African American males. The program founder, Anthony Ramirez-DiVittorio, created a safe space for young men at a CPS school to openly express themselves, receive support, and develop the social and emotional skills necessary to succeed. Now in its 17th year, the BAM program serves more than 6,000 youth in 107 schools, as of fiscal year 2020–2021 (Youth Guidance, 2015). I am passionate about this program and believe if African American males are given the right resources and tools, they will succeed and achieve at high levels. It is important to understand them and how to react to situations in order to understand how they process and respond to various situations. This program is also of great importance to me because it provides alternative methods while using who students currently are. The reality in this work is that many of the participants have been molded into their current characteristics and who they are from their childhood experiences. This program does not count these participants out and ensures that although their background data may not look as clean as it could be, they can achieve academically and through positive social interactions.

From my professional observations, a critical issue that makes this program work is that African American males are often not provided the appropriate resources to overcome social challenges and therefore, resort to engaging in violent crimes. These crimes not only negatively impact the one implementing the crimes, but also the victim's



family who also has to deal with this traumatic loss. There has to be resources in place that assist the individuals from creating a negative future resulting in incarceration. In an article by Matt Masterson, CPS stated it will, “support and seek out programs that specifically support African American male students” (WTTW News, 2016, para. 7), in hopes of further reducing those punishments.

Figure 1. Representation of Corporal Punishment across the United States



Another critical issue is with the amount of African American males who are given harsher consequences that other demographics aren't experiencing (see Figure 1). In a report completed by the Children's Equity Project and Bi-Partisan Policy Center, harsh discipline against African American males is common even in the early years

(Meek et al., 2020). In an analysis of pre-kindergarten through elementary school systems, states reported 1.27 million cases of young children enrolled in public schools being disciplined through exclusionary practices in 2015–2016 (Meek et al., 2020).

In comparison to other demographics, African American males are receiving more punitive consequences for similar crimes committed by other ethnic groups (Meek et al., 2020). This can also be seen in school discipline. The Chicago Equity Project highlights there is no evidence that Black children show greater or more severe misbehavior. Instead, research shows that Black children are punished more severely than their peers for the same behavior (Meek et al., 2020).

In 12 states, more than half of the prison population is Black: Alabama, Delaware, Georgia, Illinois, Louisiana, Maryland, Michigan, Mississippi, New Jersey, North Carolina, South Carolina, and Virginia (Heifetz et al., 2009). Maryland, whose prison population is 72 percent African American, tops the nation (Heifetz et al., 2009).

A report by the University of Chicago Consortium (2015) stated:

Suspension rates are twice as high, on average, at the schools attended by African American students than the schools attended by Latino students, and the average suspension rates at the schools attended by Latino students are more than twice as high as the average suspension rates at the schools that white and Asian students attend. The largest difference occurs for African American boys, who are suspended at much higher rates than other students *in the same school*. At schools that are racially/ethnically diverse, suspension rates of African American boys are 11–12 percentage points higher than their school average. (Stevens et al., 2015, p. 2)

The data has historically been alarming for years and where there has been an evident decline in these metrics, the data still displays a need for African American males to be exposed to some forms of additional supports (Stevens et al., 2015, p. 2). Masterson states that Black students are also disproportionately compared to their peers—making up 77 percent of the district’s total expulsions last school year (253 out of 329) and 71 percent of its suspensions (39, 288 of 55, 270; WTTW News, 2016).

Figure 2. CPS Behavior and Suspensions Data

CPS Behavior Data			Suspensions (includes ISS & OSS)	
Category	School Year	Time Period <sup>1</sup>	# of Suspensions <sup>6</sup>	% of Misconducts Resulting in a Suspension
District Wide	2015-2016	EOY	55270	45.9
African American	2015-2016	EOY	39288	51
Male	2015-2016	EOY	35878	45.1
Female	2015-2016	EOY	19392	47.5
Hispanic	2015-2016	EOY	13828	37.6
White	2015-2016	EOY	1428	31.3
Multiracial	2015-2016	EOY	344	39.9
Asian	2015-2016	EOY	224	33.9
Native American / Alaskan	2015-2016	EOY	127	41.1
Hawaiian / Pacific Islander	2015-2016	EOY	27	35.1

Chicago Public Schools)

Figure 3. CPS Behavior and Expulsion Data

CPS Behavior Data			All Expulsions <i>(represents unique students expelled)</i>	
Category	School Year	Time Period <sup>1</sup>	# of Students Expelled	Expulsions per 100 Students
District Wide	2015-2016	EOY	329	0.12
African American	2015-2016	EOY	253	0.23
Male	2015-2016	EOY	218	0.15
Female	2015-2016	EOY	111	0.08
Hispanic	2015-2016	EOY	73	0.06
White	2015-2016	EOY	2	0.01
Multiracial	2015-2016	EOY	1	0.03
Asian	2015-2016	EOY	0	0
Native American / Alaskan	2015-2016	EOY	0	0
Hawaiian / Pacific Islander	2015-2016	EOY	0	0

(Chicago Public Schools)

Stevens et al. (2015) and Masterson’s (WTTW News, 2016) studies should be of great significance to all stakeholders because not only does this impact families and children of parents involved. The mistreatment of Black males and the data showing this mistreatment impacts families, politicians, hard-working Americans, and victims of families in which children and males are lost. In reference to the impact this makes on the educational community, social-emotional supports need to be addressed and guaranteed they will be provided within CPS curriculum. Schools provide students a great disservice by failing to educate the whole child—despite adversity and environmental factors. Curriculums such as the Second Step Program deal with interventions such as providing empathy techniques and ways to engage within conflict resolution.

### Goals

The program evaluation’s intended goals entails understanding what supports are available for African American males in the Chicagoland area and how educators and

schools can increase the amount of students being serviced by these supports. Another goal involves raising awareness around the existing issue of African American males being provided consequences, which only incarcerate as opposed to rehabilitate these individuals. Completing this study involved developing more awareness around the critical issue of the lack of social-emotional supports for Black males and its prevalence within the city of Chicago, and sharing with key stakeholders' the findings that can assist in addressing this challenge.

This study displays the inequities of instructional practice, punitive consequences, and the lack of emotional supports for African American males in ways that inform solution-oriented approaches. These goals directly relate to student learning because they can be the determining factor of whether a child graduates from high school or spends a great deal of their future incarcerated, due to actions that could have been prevented from social cognitive therapy techniques.

### **Research Questions**

The following primary research questions guided this study:

- To what extent are social-emotional supports available to African American males that allow them to achieve academically, socially, and emotionally?
- What social-emotional supports or the lack thereof are available to African American males that motivates them to develop into individuals willing to engage in negative and/or positive behaviors?
- What social-emotional supports can prevent African American males from responding negatively, and how can these responses to behaviors be

used to help students achieve academically persisting and its impact on high school graduation rates?

The following secondary research questions guided this study:

- How do social-emotional support programs such as Becoming A Man support African American males to achieve academic success?
- How do other environmental factors impact a student's learning and ability to graduate from high school?
- What impact does social-emotional support and interventions have on African American males in Chicago, Illinois?

### **Conclusion**

In conclusion, this study presents the social-emotional supports or lack thereof in reducing the amount of criminal acts within Chicago. In my profession, I have witnessed the resources and support needed for African American males to succeed in school and life. It is crucial to identify the work with Youth Guidance (BAM) by determining ways to duplicate their model within all schools with African American male students, providing differentiated supports to meet their needs. As a CPS principal, I am also given the charge with ensuring the discipline is restorative as the student code of conduct provides guidance around this. Yet, it is extremely important to identify how all CPS schools are differentiating the needs of African American males—whether they have the BAM program and or have to solely rely on their school's social-emotional curriculum to support these needs. The next chapter provides guidance for specific factors impacting the research questions.

## **CHAPTER TWO: LITERATURE REVIEW**

This chapter examines research related to social-emotional supports, with a focus on the impact these supports have on African American high school males' graduation rates. Examined first is the literature regarding the impact that traumatic experiences have on African American males that impacts their persistence to graduate from high school. Next, the impact that parental involvement has on males and their ability to persevere within academics is explored. Finally, factors that are impactful on minority males' graduation rates, such as posttraumatic stress disorder (PTSD), exposure to violence, and how environmental factors manifest into behavior issues that reduce student achievement are analyzed.

### **Traumatic Experiences Impacting African American Male's Ability to Succeed Academically**

According to the DSM-5's definition of trauma, it requires, "actual or threatened death, serious injury, or sexual violence" (American Psychiatric Association, 2013, p. 271). When defining trauma for African American males, it is also important to understand race-based trauma and the impacts it has on Black males. Race-based trauma is defined as an individual's personal exposure to racism that causes emotional stress, physical harm, and/or fear (Bryant-Davis, 2007; Bryant-Davis & Ocampo, 2005) and furthermore, "These assaults can be verbal attacks, physical attacks, or threats to livelihood, but because they are racially motivated, they strike the core of one's selfhood" (Bryant-Davis & Ocampo, 2005, p. 480). To understand a student's ability to persevere

within their academics, it is extremely important to understand whether he or she has been impacted by traumatic experiences. The understanding of how these experiences truly impact African American males and their persistence to achieve at high academic levels has been prevalent throughout current urban education and studies. Duncan (2000) found that PTSD symptoms in the first year impacted college enrollment in the senior year. Additionally, Duncan (2000) stated that exposure to multiple childhood traumas was directly associated with the increased likelihood of the student dropping out of college.

Before exploring college experiences, it will be important to understand how students aspire to obtain college admission while experiencing traumatic experiences. It can be their will and perseverance to leave their current environments and/or the impact their environments offer—what with hopelessness for not having a better life. African American males experience trauma at higher levels than other races and genders; specifically, African American males who live within high-poverty areas experience high amounts of trauma linked to violence. These traumas often go untreated and Black males are often never provided social-emotional supports to properly address them. Instead, these traumatic experiences are suppressed and develop into actions and characteristics that can be perceived as negative.

Boyratz, Horne, Armstrong, and Owens (2013) expressed that even though various colleges offer mental and social-emotional support, few of the individuals impacted by trauma take advantage of the services, due to the stigma surrounding mental support. Boyraz et al. (2013) stated that universities and colleges should begin to provide interventions when students display certain characteristics. It is quite likely that trauma



and violence have become normalized within the African American community. African Americans, as a race, have endured years of oppression from slavery to institutionalized racism and poverty; furthermore, they have been exposed to decades of extreme measures that deny basic rights. African American college students report higher rates of trauma exposure and PTSD, in comparison to other ethnic groups (McGruder-Johnson, Davidson, Gleaves, Stock, & Finch, 2000). Considering previous and current housing, voting inequalities, health care, desolate food deserts (areas with limited access to affordable and nutritious food), and inequitable educational opportunities, African Americans have persisted in thriving even while having the lowest means and conditions. These traumas often manifest themselves with African American males engaging in violent activity or becoming desensitized to these behaviors.

### **Parental Involvement**

In understanding components of parental involvement, it is integral to explore and understand the various types of parental involvement, the impact parental involvement has on African American males in early elementary, and the resources available to parents to obtain their consistent involvement.

#### **Types of Parental Involvement**

Understanding how parental involvement impacts a student's will to becoming successful within their education is significant. A factor related to high levels of academic achievement is parental involvement (Fan, 2001). Epstein (1995) measured parental involvement as:

1. Parenting: Supporting families establish home environments to support children as students.

2. Communicating: Developing effective forms of school-to-home and home-to-school communications about school programming and children's progress.
3. Volunteering: Recruiting and organizing parent help and support.
4. Learning at home: Providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision-making: Ensuring that families are included as participants in school decisions and the development of parent leaders and representatives.
6. Collaborating with community—meaning, coordinating resources and services from the community for families, students, and the school, and providing services to the community.

When considering parental involvement, Types 1 and 2 forms of parental involvement (numbers 1 and 2 from numbered list above) serve as effective models to analyze for supporting African American males, as parents provide direct support in the home for these students. Type 1 explores how all student's needs are met; specifically, the most vulnerable groups of students—despite their individual home structures.

Parental involvement has a direct impact—serving as a factor in Black male's underachievement and attributed to their low performance on these standardized assessments. Often, within the African American community, the expectation and involvement for males decreases as they progress within school. Parental expectations, specifically for African American males, show a large decline from kindergarten to first grade (Graves, 2008). Receiving less academic support in the home leads to an increase of the academic gap, which only widens by third grade.

## **Parental Involvement in Early Elementary**

The reality is that parental involvement for Black males is heavily supportive in younger years with a slow decline as student's age. Graves (2008) stated, "Specifically, as African American males progress through early elementary school, less is expected of them academically, in comparison to their female peers" (p. 274). Various research exists regarding the trajectory of a student's academics once falling behind by third grade. The third grade represents significance because around this time, a majority of African American children are identified for special education classes; African American males are overrepresented in these courses (Losen & Orfield, 2002).

Within CPS, the third grade is the first benchmark grade in which a student can fail and be retained if the student doesn't score within the 24th percentile and or maintain a grade of C or better within math and reading. Graves' (2008) research highlighted that by third grade, parents have higher expectations for African American females than for males, which may explain the decrease of parental involvement as males progress through elementary school. It can also be damaging to African American males to not only have experienced traumatic experiences but also to not have parental support, which then ushers in the opportunity for them to obtain support from negative environments and peers. With this being such a large factor, males need parental support or some form of parental support. The reality is, not many of these supports are available to the young men within African American communities so instead, they lean on the support of their peers or negative environments to find the desired support. To date, many interventions have been documented to increase achievement, such as smaller class size and high teacher quality. However, less attention has been given to family functioning (Mandara,

2006). Whereas there are various factors that can contribute to an African American males' under achievements, the structure of familial support in the early stages of academic life can drastically impact whether high academic levels can be achieved. Extensive literature shows that demographics and poverty status are main factors for a student's underperformance. If the focus could shift to family functioning and support of African American males, there would be higher levels of success. The majority of parents have the ability and capacity to modify their own behaviors in a way that can positively impact their child's academic development (Kumpfer & Alvarado, 2003). Given proper interventions and supports, parenting and parenting style modifications can have lasting effects on a child's academic development.

### **Parental Involvement Resources**

Chicago public schools, in efforts of providing parents with the resources needed to support their children, integrates high amounts of resources in its Family and Community Engagement office. Identifying ways of increasing parental support through males' elementary and high school careers and ensuring there are positive impacts through parental support is integral. For example, support can be provided through parent workshops that provide support in implementing effective skills while in the home. This could help to alleviate schools from administering punitive consequences (such as suspensions) to students. These parent workshops can also teach how to give emotional support to students to ensure that parents understand the individual needs of their child(ren)—as it pertains to social-emotional support. In many African American homes, grandparents are parenting the children. Therefore, it would truly benefit CPS to look at how grandparents might provide this support. Slowly, policies are being changed as

policymakers address this issue and provide solutions to better prepare African American males to achieve academically.

For example, the Every Student Succeeds Title I Parent and Family Engagement Policy (see Appendix L), developed by the federal government, aligned with CPS and detailed that:

CPS will put into operation programs, activities and procedures for the involvement of parents and family members in all of its schools with Title I, Part A programs, consistent with Section 1116 of the ESSA (Section 1116). These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children. (Chicago Public Schools Policy Manual, 2019a, p. 2)

Educators and parents are failing African American males, as they progress through their academic careers, by not providing them with the parental support needed; in the meantime, less prepared males are being developed, as compared to their female counterparts.

### **Factors Impacting African American Male Student Graduation Rates**

When considering pertinent factors that impact male student graduation rates, it is important to explore the environmental factors that can lead to positively impacting their decision to graduate high school. Whereas males experience negative influences, there are also positive influences (in reference to their environment) that can motivate them to obtain their high school diploma.

## **Environmental Factors**

In understanding the true dynamic of an African American male's persistence to progress (or nonprogress) within their academics, it will be meaningful to understand the major impact that other factors, such as those that are environmental, can have on these students, and which can manifest into PTSD behavioral issues that can lead to a reduction in academic achievement. Thompson and Massat (2005) highlighted:

We also found that witnessing violence was significantly related to exposure to family violence, community violence, and PTSD. In other words, the witnessing of one type of violence to which a child is exposed, the higher the recorded levels of other types of violence and PTSD for that child. Thus, some children are at especially high risk, since they are affected by multiple forms of violence. (p. 21)

African American males living in high-poverty neighborhoods are at an unfortunate disadvantage, even if they choose not to engage in violent behaviors. The stress from witnessing violence and/or experiencing has long-term impacts on one's mental state. If not given the right tools and social-emotional support, this negative impact manifests in the form of negative behaviors. African American males experience these displays of behaviors starting in elementary and middle school due to the lack of support around coping. Therefore, student achievement is impacted at an earlier age, which then negatively impacts the number of males graduating from high school. The students being impacted by violence and environmental factors are at a disadvantage due to losing academic achievement every year that these factors persist. So, the questions become: *Who supports these students? How are they supported if violence and their environment*

*is a factor they have to experience?* These overall factors not only impact the student's own individual growth and behavior but also the environment.

### **Opportunities that Inform Supports for Black Males:**

#### **Exploring the Opportunity Gap**

When considering the support African American males need in education, it's important to explain the *achievement gap* versus the *opportunity gap*. There is a difference between the two concepts as the achievement gap explores students' standardized tests, grades, high school dropout rates, college completion rates, and course selections. The achievement gap doesn't explore the diversity or cultural differences amongst students or the resource discrepancies for African American males in comparison to other ethnic groups. On the other hand, the opportunity gap truly explores the differences between students from low income and middle class families and takes into account the exposure, materials, resources, environments, schools, and caliber of teachers being provided to students. The opportunity gap is bigger than how students achieve academically. When identifying ways to close the opportunity gap, Burns, Darling-Hammond and Scott's (2019) research provides insight on how to effectively close this gap for students in high-poverty neighborhoods; their research says that all school districts should do the following:

1. Prioritize learning for every child.
2. Build relationships and empower staff.
3. Value and support stability and continuity.
4. Develop and retain well-prepared teachers and leaders.
5. Build collective efficacy through shared instructional learning.

6. Take a developmental approach to instructional change.
7. Support collaborative and inquiry based instruction focused on deepening understanding.
8. Use data and evidence strategically to inform teaching and learning.
9. Activate instructional supports for students based on their needs. (p. 6)

School culture and climate are impacted, as well as the overall discipline practices of the community. It is important for schools and districts to begin understanding the need.

Chicago public schools consist of 342 out of a total of 421 elementary schools implementing evidence-based programs to explicitly teach social and emotional skills, to include the Second Step Program, PATHS, Caring School Community, Responsive Classroom, Developmental Designs, and The Leader in Me (Collaborative for Academic, Social, and Emotional Learning [CASEL] (n.d.). The district is supporting new approaches to social emotional learning (SEL) in secondary schools. Although schools have taken this approach to addressing some of the behavioral issues that exist within schools, there still has to be a level of accountability for adults and how they support students.

Effective programs and external supports that assist in providing opportunities to support Black males are programs such as Becoming a Man—a mentoring program focused on supporting African American and Hispanic male’s decision making (Youth Guidance, 2020). Another Chicago program is 100 Black Men, a program centered around services and mentorship programs for Black males. 100 Black Men provides Black males with access to opportunities, which benefits them as they see individuals who look like them succeed and achieve.



## **Conclusion**

Until how role models and adults impact students are addressed—both positively or negatively through social emotional factors—African American students will fail to progress academically. The next chapter explores research design and my plans for data collection to develop conclusions based on the evidence collected.

## **CHAPTER THREE: METHODOLOGY**

### **Research Design Overview**

The research design utilized for this inquiry is rooted in Patton's (2008) utilization-focused program evaluation, which is designed with a focus on intended users. According to Patton (2008), "The use of program evaluation is to focus on the program's process and outcomes, to aggregate data, to ensure the implementation of goals-based judgment and this form of evaluation is intended for decision-makers" (p. 149). Program evaluation focuses on the implementation of issues and qualitative data, which also lends itself to addressing accountability.

This research used a qualitative approach as its guide, which allowed for a thorough understanding of the social-emotional supports available to African Americans males. The qualitative method doesn't focus on the number of subjects but instead, will help focus my research on the impact the presence of available social-emotional supports has or doesn't have for African American males. My methodology addresses the following research questions:

### **Research Questions**

The following primary research questions guided this study:

- To what extent are social-emotional supports available to African American males that allow them to achieve academically, socially, and emotionally?

- What social-emotional supports or the lack thereof are available to African American males that motivates them to develop into individuals willing to engage in negative and/or positive behaviors?
- What social-emotional supports can prevent African American males from responding negatively, and how can these responses to behaviors be used to help students achieve academically persisting and its impact on high school graduation rates?

The following secondary research questions guided this study:

- How do social-emotional support programs such as Becoming A Man support African American males to achieve academic success?
- How do other environmental factors impact a student's learning and ability to graduate from high school?
- What impact does social-emotional support and interventions have on African American males in Chicago, Illinois?

The methodology addresses my primary and secondary questions through an understanding of the available supports to African American males and how programming in Chicago has either supported or failed them. The utilization focused program evaluation process was used to address the research questions.

When engaging in a methodical approach of the evaluation process, understanding the context of how utilization-focused evaluations are developed and implemented will be crucial.

Utilization-Focused Evaluation begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the

evaluation process and design any evaluation with careful consideration of how everything that is done, from beginning to end, will affect use. Use concerns how real people in the real world apply evaluation findings and experience and learn from the evaluation process. (Patton, 2013, p. 1, para. 1)

In my evaluation, understanding the utilization-focused evaluation was extremely important because it supported how an analysis is thoroughly conducted and how the study participants assist in future learning when developing supports for Black males.

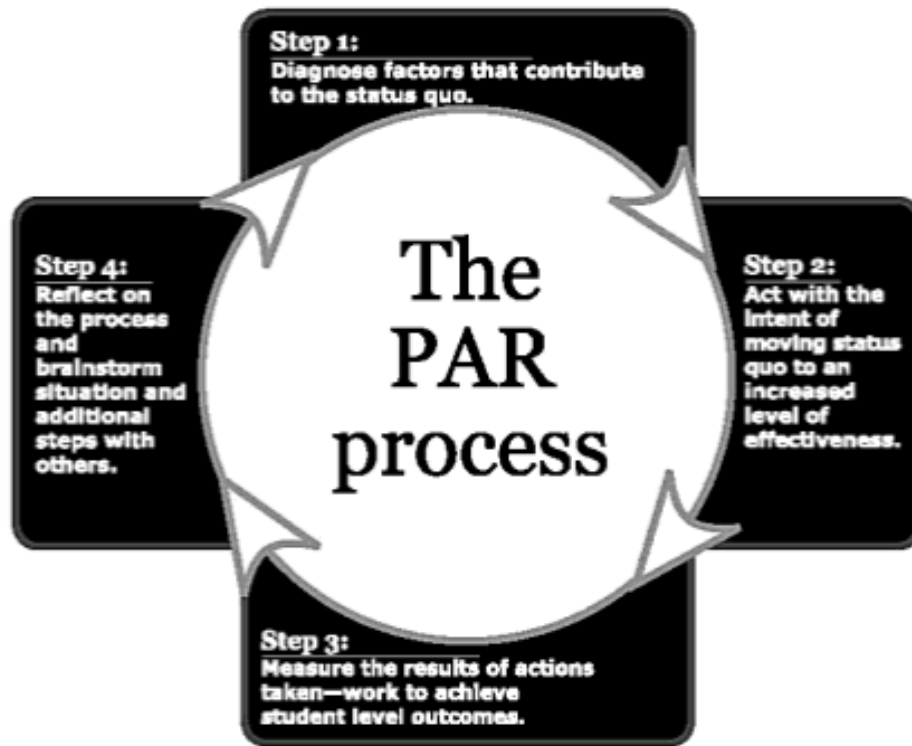
To address and understand the research questions, I used a qualitative approach to identify supports or lack thereof for African American males. When using the utilization-focused evaluation process, I considered the impact the research questions and the study could possibly have on one's social-emotional status. In addition, I was mindful in not triggering traumatic experiences for the study participants.

Analysis uses the Participatory Action Research (PAR) process (see Figure 4).

The PAR process consists of five stages:

1. Questions to be addressed.
2. Previous studies.
3. Variable elements to be measured.
4. Local measurements.
5. Forms of analysis.

Figure 4. The PAR Process



The PAR process is a high-leverage tool used to assess research through a qualitative and quantitative approach. This approach helps researcher unpack a strategic method of analyzing one’s research questions through a problem-solving approach. Table 1 shows how the PAR process was used for qualitative purposes for this study.

Table 1

The PAR Process Used for Qualitative Research Development

Questions to be Addressed	Previous Studies	Variable Elements to be Measured	Local Measurements	Form of Analysis
<ul style="list-style-type: none"> <li>• What social-emotional supports or the lack thereof are available to African American males that motivates them to develop into individuals willing to engage in negative and/or positive behaviors?</li> <li>• What social-emotional supports can prevent African American males from responding negatively and how can these responses to behaviors be used to help students achieve academically persisting and its impact on high school graduation rates?</li> </ul>	<p>(Boyratz et al., 2013)</p>	<p>Social-emotional/mental state</p> <p>Problem-solving skills</p> <p>Ability to navigate difficult circumstances</p>	<p>Students graduation rates</p> <p>Observation</p> <p>Interviews</p>	<p>Qualitative coding</p> <p>Triangulation</p>

## **Participants**

Through the use of purposeful sampling, Patton (2008) expressed the urgency for qualitative inquiry to ensure that the use of purposeful sampling is a priority. Patton (2008) speaks to the importance of case studies and when addressing a problem, the benefits of identifying cases that provide the richest information, as a great deal can be learned from a few exemplars (p. 458).

The key participants in this research were males who have exited high school—specifically males of color identified as African American. These males are participants of a nonprofit organization consisting of students from all over the Chicagoland area and ranged in age from 18 to 21. These individuals were chosen because of their abilities to add insights on the in-depth characteristics of high school African American males, as they age throughout high school.

As a volunteer for HEROH Foundation, a nonprofit mentoring organization with a focus on football and college preparation, I interviewed two of the participants who weren't former participants of the BAM program. My goal was to understand the differences between their developmental stages. Individuals were recruited based on recommendations from BAM senior counselors and its president (as both the counselors and president have direct interaction and firsthand knowledge of each student's social-emotional state and background information) and recommendations from the HEROH Foundation. Furthermore, they were selected because of the apparent forms of parental support they received and the levels of trauma they each experienced—as it pertains to the trauma, parental support, and other factors that impacted decision making.

Table 2 represents information as an outcome of the student interviews.

Table 2

Student Interview Participants

	<b>Student A</b>	<b>Student B</b>	<b>Student C</b>
<b>BAM Participant</b>	No	Yes	No
<b>Parental Support</b>	<ul style="list-style-type: none"> <li>• Raised by mother.</li> <li>• Senior year</li> <li>• Homeless</li> </ul>	<ul style="list-style-type: none"> <li>• Raised in a two-parent household.</li> </ul>	<ul style="list-style-type: none"> <li>• Raised by mother and father.</li> <li>• Father incarcerated in 2016</li> </ul>
<b>High School Diploma</b>	Yes	Yes	Yes
<b>Race</b>	African American	African American	African American
<b>High School</b>	Wendell Phillips	Team Englewood	Wendell Phillips
<b>Current Status</b>	College senior	Unemployed; seeking employment	College sophomore

After several conversations with the participants regarding social-emotional learning and resources for African American male students, I thought it best to add an additional participant group consisting of a former CPS school leader. It was important to understand and acquire insight from a leadership standpoint.



Table 3

Former School Leader Interview Information

	<b>Former School Leader</b>
<b>Former School/Association</b>	CPS
<b>Former CPS Affiliation</b>	Former Principal
<b>Gender</b>	Male
<b>Current Status</b>	Executive Director of Local Educational Nonprofit
<b>Years of Experience in Leadership</b>	15+

### **Data Gathering Techniques**

In this section, I discuss the data gathering techniques used to collect data and support me in identifying trends across the various methods used to collect data. Then, I will explain the data gathering technique used to address the research question presented in Chapter 1. I used student and leadership interviews, personal daily observations, and interactions in my work setting as a principal and mentor. Also used were observations of BAM small groups, development of reflective memos, and graduation rates—which were surveyed through the interview process to inform the research questions.

First, I engaged in interviews—three with African American males and one with a former CPS administrator. Another data-gathering technique I used was observational data in which I used my observations as a principal to develop conclusions about my research questions. While engaging in interviews with participants, graduation rates for obtaining high school diplomas were analyzed. In addition, this data was used to develop possible solutions to addressing issues around supporting African American males—socially and emotionally.

## Interviews

Participants were interviewed to understand the three categories of impact on African American males: traumatic experiences, parental involvement, and positive and negative factors impacting male student graduation rates. To test the quality of the interview questions, a mock interview with a college professor was staged. In these interviews, a similarly-structured survey instrument was used, designed to provide open-ended questions to understand the various levels of impact and social-emotional impact the three categories had on African American males in high school. Additionally, interviews were conducted to understand each participant's parental involvement and to identify if any trauma was experienced in childhood and/or adolescence. Participants' responses were used to determine the amount of support being provided during their time in high school and the learning opportunities for the district.

One-hour interviews were conducted with a former principal to understand the social-emotional learning model used during his time at CPS and whether it provided equity for African American males—being that this particular high school is in a higher-performing neighborhood school in Chicago. Appendix D outlines the questions and answers from these interviews.

Semi structured interviews were used, which Newcomer, Hatry, and Wholey, (2015) stated employs a blend of closed- and open-ended questions, often accompanied by follow-up *why* or *how* questions (p. 493).

The questions provided in the interview process varied between closed- and open-ended questions, as it was important to provide questioning that allowed participants to

answer questions based on their authentic experiences and provide participants the opportunity to expound on available social-emotional supports during their time at CPS.

Newcomer et al. (2015) described semi structured interviews as a strong method for interviewing participants, in the following situations:

- If the interviewer needs to ask probing, open-ended questions and wants to know the independent thoughts of each individual in a group.
- If the interviewer needs to ask probing, open-ended questions on topics the respondents might not be candid about, if sitting with peers in a focus group.
- If the interviewer needs to conduct a formative program evaluation and wants one-on-one interviews with key program managers, staff, and front line service providers.
- If the interviewer is examining uncharted territory with unknown but potential momentous issues and needs maximum latitude to spot useful leads and pursue them. (p. 494)

This form of interviewing was important to understanding African American males' past experiences, their understanding of social-emotional supports, and whether they felt supported or lacked support. Newcomer et al's. (2015) rationale around the benefits of semi structured interviews displays how this form of interviewing is the most beneficial to this study.

### **Observation**

Observations of the student's home life and extracurricular activities provided a greater picture of the environmental experiences that the participant's experienced.

Interactions included attending sporting events, engaging in conversations, and

supporting participants through mentoring experiences. These observations gave a greater understanding of the participant's individual life by providing the ability to build relationships with each participant. Observing interactions with two participants and their parents was extremely helpful in understanding the participants' involvement and parental relationships, as the foundation of these relationships transfer to relationships outside of the home.

By observing the environment of a small group session, which is the current BAM participants, I gained an overall sense of the culture of the weekly, one-hour interview sessions held with African American and Hispanic males (which is a part of the programming). The opportunity to attend three sessions throughout the course of the academic school year was helpful during this process.

#### **Document Analysis/Publicly-Available Data**

Through the document analysis process, I gathered pertinent data supporting the need for additional supports—which are needed specifically for African American males. The CPS public data used in this study was Suspension and Misconduct data for African American males. Also used was data such as the Equity Framework and CPS' Five-Year Vision, expressing the need to support African American males in providing an equitable education for all.

Through the interview process, I assessed whether participants obtained their high school diploma or other form of high school completion in efforts of identifying each individual's ability to persevere in completing high school with the lack of or presence of social-emotional supports. I also accessed public data on African American males' graduation and dropout rates to obtain information on individuals who have social-

emotional supports currently and have had them, and whether these supports had an impact on the student's academic achievement.

### **Reflective Memos**

Through the development of reflective memos, personal observations were used to develop conclusions based on my school's public data regarding the academic, behavioral, and SEL (available from CPS' website). Reflective memos were developed and used to create trends and themes to assess the supports needed for Black males.

James, Milenkiewicz, and Bucknam (2008) stated that, "Memos are used to catch ideas as they become obvious during analysis" (p. 89).

### **Ethical Considerations**

I planned to obtain informed consent from the parents of all young men (minors) under the age of 18, but it was not necessary since all participants were over the age of 18. Interview and survey participants were assured that any research conclusions and findings would remain anonymous and confidential. It was explained to each participant how throughout the research process and the role their individual data played, they would be kept informed of any changes or new findings.

### **Data Analysis Techniques**

Qualitative data was used to identify themes and trends, through interviews, observations, surveying Black males through the interview process, reflective memos, and publicly available data, as it pertained to African American males and the social-emotional supports available to them to persevere toward graduating. James et al. (2008), stated that "Qualitative analysis requires sorting and re-sorting data until the overarching conclusions or theoretical understanding emerge. Strategies generally fall under two

categories: those used for sorting (graphic organizers, memos, codes and families) and those used for comparison (triangulation and rubrics)” (p. 88).

For the purposes of this study, triangulation was used to identify comparisons of one data set to another (James et al., 2008, p. 90). Although there were a small number of study participants, it was important to develop conclusions based off of similar students with similar experiences.

### **Interviews**

In identifying the analysis of data, interviews were coded as Word documents and all quotations as direct quotes from the research subjects were recorded (James et al., 2008). Completing this process provided support in coding interviews to assess how the different participants and their individual experiences connected with one another, and provided the opportunity to develop conclusions.

According to James et al. (2008), codes are defined as “labels put on data that summarize the data’s content or highlight a primary idea” (p. 88). Through this method, short phrases and common words used from the various interviews were reviewed to assess similarities and differences. These terms were used to determine whether there was a common theme amongst each research subject. Furthermore, the triangulation method was used to determine the difference of the factors, which were identified in the literature review as possible contributions to a student’s success. When developing the interview questions, African American males were surveyed from different environments to determine whether one of the contributing factors (such as parental involvement, trauma-related events, and other environmental factors) had a greater impact on whether males with or without social-emotional supports achieved at high academic levels.

Each interview explored whether the participant completed their high school degree and what direct experience(s) supported the participant in persisting to complete their high school diploma. In understanding their individual experiences, surveying the participant's completion of high school helped to develop conclusions around whether specific experiences support African American males in successfully completing high school or if there were specific experiences that developed barriers for them in not obtaining their high school diplomas.

### **Observation**

Observations are an integral tool when understanding individual participants and their environmental experiences. According to James et al. (2008):

Observations (a research technique in which no direct questions are asked, but individuals in a public place are watched and their behavior recorded) often collected over a period of time to measure the variance in a particular set of behaviors. (p. 75)

Observations are important to this study because they contribute to my understanding of how the study participants and other Black males interact with others. This is important as high leverage conclusions can be made from this data gathering technique.

Through personal daily observation and interactions with participants and participants similar to African American males, the types of parental involvement each participant experienced, any environmental factors, and other factors that contributed to their completion of high school were analyzed. I also observed their interactions while being with organizations in the school, along with their interactions while participating in extracurricular activities. While engaging in these interactions, I developed conclusions

and generalizations based on the participant's individual experiences. Observations have been extremely valuable for supporting program evaluations. Fry (1973) explained participant observation as a direct observation method and that it allowed the researcher to record behavior as it occurred (p. 274). This form of observation is important for program evaluation because it may be a necessary research method for evaluation in certain cases (p. 278).

### **Document Analysis/Publicly-Available Data**

The purpose of analyzing CPS' public data and other specific documents were to assess and understand the behavioral data and district initiatives that support African American males in improving outcomes for social-emotional supports to increase their student achievement. Specifically, the analysis of the suspension and behavioral data for African American males were used to identify whether and to what extent schools have provided support to Black males and/or provided accountability to teachers to provide social-emotional instruction. Additionally, by analyzing other metrics such as CPS' SEL policies, the Illinois Report Card, the Five-Year Vision, and the Equity Framework, it helped to identify trends and the needed supports for this subgroup to ensure that all students are provided equitable instruction and support. Lastly, the CPS graduation and dropout data were analyzed to assess whether the metrics for Black males was relatively high in assessing and addressing if additional supports were needed to pursue graduation.

### **Reflective Memo**

The reflective memo analysis process was developed based on my experiences as a current elementary school principal. Through continuous analysis of the school's academic, cultural, and behavioral data, I was able to see SEL supports put in place and



see how they can improve data metrics as it pertains to academics and behavioral for Black males. Analyzing the data, Black males at the current school were low on various metrics and using this data helped to only support my current school and served as a pilot to support other schools in the district.

### **Conclusion**

A qualitative approach was used to collect and analyze the data, as it pertains to my research questions. Through the analysis of my data, the impact that the lack of and presence of social-emotional supports impacting African American males' graduation rates was displayed. The research methodology for this study aimed to measure the extent to which social-emotional supports are in place for African American males through interviews and observational data through various small group sessions for African American males. The design and use of the interviews and observational data will provide context for analyzing the trends across all data sources to determine the major themes that exist in the practices of schools. The next chapter assesses the current change plan and status of the four competencies used to develop the research results.

## **CHAPTER FOUR: RESULTS**

### **Introduction—As-Is Analysis**

In developing the As-Is diagram, the social-emotional supports available on a district, Network 20, and school level support (as it pertains to how African American males are taught and supported) were assessed. These entities are a part of the CPS district. I focused on my Network 20, which is Network 20 and my school, PK-8 Elementary.

The 4 C's framework, which includes context, culture, conditions, and competencies (as described in Wagner et al.'s, 2006, *Change Leadership: A Practical Guide to Transforming Our Schools*), was applied to ensure that all aspects of the Network 20 and the school's practices (as it relates to the social-emotional supports available to African American students in CPS), were examined. Assessing the individual components within Network 20 and school highlights the need for change in moving the supports available from As-Is to the To-Be framework.

### **Context: The Need for Improved SEL Supports**

Wagner et al. (2006) described *context* as, “skills demands” all students must meet to succeed as providers, learners, and all citizens, and the particular aspirations, needs, and concerns of the families and community that the school and district serves (p. 104).

Chicago public schools has various schools, from underperforming to high performing—some within a one block radius. In 2019, a district consisting of 363,954

students and averaging at 27 percent of English Language Arts proficiency and 24 percent of Math proficiency, many areas of growths exists, as it pertains to supporting all students (Illinois Report Card, 2018–2019). Many of these schools fall under Network 20, supporting 30 or more schools within the network. The management of these networks are led by a network chief and instructional support leaders whom support schools instructionally. Network 20 is assigned one social-emotional specialist. Chicago public schools also hired a chief equity officer to head the development of an Equity Framework for the district’s use and implementation.

Once reflecting on the context of the district, it is imperative to address the need for more SEL supports. When examining the practices of one of the schools in the network, the school has to provide social-emotional support to students. Policies are developed on the district level and designed to ensure equity is provided for even the most vulnerable students. Schools in CPS have a high misconduct rate—specifically with African American male students. As a whole, students are engaged in punitive consequences and not provided restorative practices. In the 2017–2018 school year (see Appendix G), CPS displayed an increase in misconducts over all subgroups; overall, the number of misconduct referrals districtwide increased from 48,545 misconduct referrals to 95,143 misconduct referrals (Chicago Public Schools, n.d.b.).

According to the Illinois State Report Card (see Appendix H), in 2019, 35.9 percent of teachers were absent more than 10 days over the course of the academic school year (Illinois Report Card, 2019). Of 20,972 teachers, 7,529 missed providing well over 70 hours of instruction to students (Illinois Report Card, 2019). Considering that the district services 78 percent of students living in households with families with low

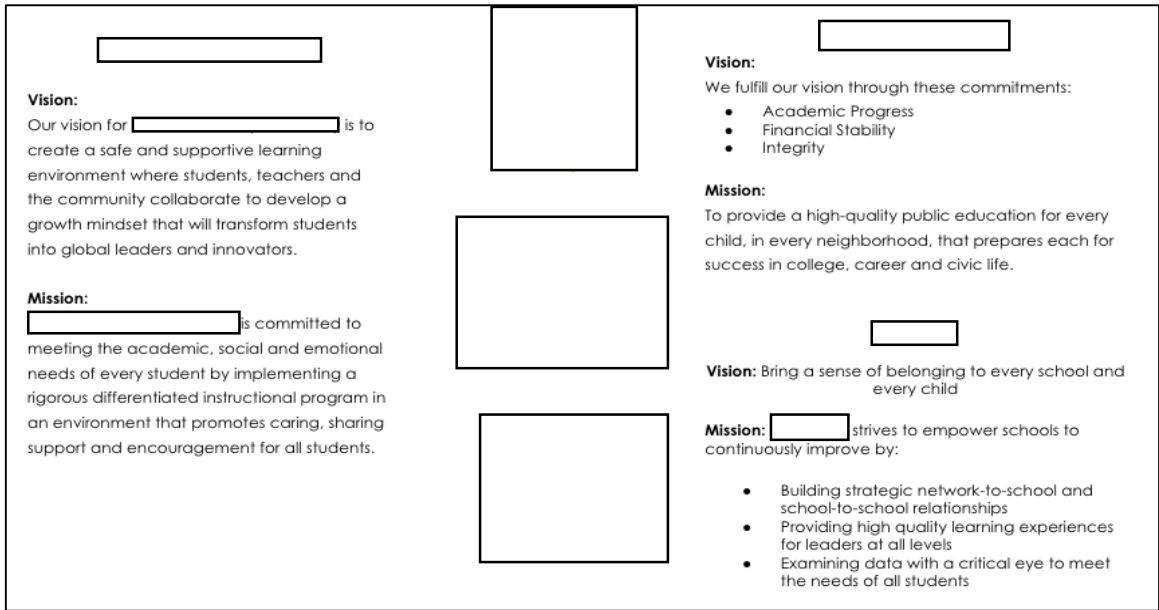
income, the most vulnerable students are missing needed instruction (Illinois Report Card, 2019). In addition, there is an average turnover rate of 20 percent for CPS teachers, as many teachers that come to the profession burn out within the first 5 years (Illinois Report Card, 2019). Over the last 5 years, 4 percent of teachers leave CPS, displaying an increase of the amount of teachers leaving the district, which creates instability for students—specifically African American students (Illinois Report Card, 2019). A report published by the University of Chicago stated:

About 100 Chicago schools suffer from chronically high rates of teacher turnover, losing a quarter or more of their teaching staff every year, and many of these schools serve predominantly low-income African American children, according to a study released Monday by the Consortium on Chicago School Research at the University of Chicago. In the typical Chicago elementary school, 51 percent of the teachers working in 2002 had left four years later, by 2006, while the typical high school had seen 54 percent leave. These findings surface at a time when many principals are scrambling to find qualified teachers for hard-to-staff schools. (Elaine, Mazzeo, & Ponisciak, 2009, p. 1)

It is an unfortunate fact that many of the most vulnerable students are losing high-quality teachers with the turnover rate being extremely high. This can be a factor in students obtaining high levels of achievement and can contribute to why student achievement data for Black males is the lowest in the district.

Figure 5. CPS, Network 20, and PK-8 Elementary Academy Mission and Vision

Alignment



**Culture: Implementing the Five-Year Vision**

Wagner et al. (2006) described *culture* as the, “shared values, beliefs, assumptions, expectations, and behaviors related to students and learning, teachers and teaching, instructional leadership, and the quality of relationships within and beyond the school” (p. 102).

Culture highlights values and beliefs, as they relate to student’s learning. A school’s mission and vision should be aligned to the network and overall district’s mission and vision to ensure there is alignment and similar expectations across all entities (see Figure 5). When considering the current culture of CPS, it is significant to first address the Five-Year Vision (see Appendix J) established by Chief Executive Officer (CEO) of CPS, Dr. Janice K. Jackson, and her current administration. The Five-Year Vision is grounded in three commitments:

- Academic Progress
- Financial Stability
- Integrity

Under these commitments, the district identified sub commitments that detail the key areas that will be addressed. These additional commitments include:

- High Quality Rigorous Instruction
- Talented and Empowered Educators
- Safety and Support
- Financial Equity
- Operational Excellence
- Collective Impact
- Transparency

The culture of Network 20 and PK-8 Elementary (depending on the staff members and schools) can be focused on obtaining student achievement. Network 20 has a majority of Hispanic American students—African American students are the minority in the network. Many teachers employed at PK-8 Elementary have been at the school for a great amount of years and discipline in 2018 can be viewed as a punitive versus restorative process.

On the district level (see Appendix G), CPS displayed an increase in misconducts over all subgroups. In 2017–2018, the number of misconduct referrals (districtwide) increasing from 48,545 misconduct referrals to 95,143 (Chicago Public Schools, n.d.a.). Of that 95,143, the number of misconduct reports for African American males from Grades PreK–12 increased from 15,626 misconduct reports in Semester 1 to 30,548 by the end of the year (Chicago Public Schools, n.d.a.). This increase in the percentage of

misconducts resulted in suspensions increasing from 38.4 percent to 41.1 percent by the end of the year (Chicago Public Schools, n.d.a.). During this time, the amount of misconduct reports for African American males doubled.

In addition, during the 2017–2018 school year, the number of Black males who were expelled/suspended increased from 27 percent at end the of Semester 1 to 77 percent of by the end of the school year (Chicago Public Schools, n.d.a.). Of the 30,543 misconduct reports for Black males, 14,479 of these fell under a Group 3–4 (moderate) misconduct offense (for example, fighting) with 12,559 of those resulting in suspensions over the course of the school year (Chicago Public Schools, n.d.a.).

Chicago public schools provides each network with one SEL specialist to support up to 30 schools. Despite the updated student code of conduct, there are some schools still engaging in past behaviors (such as suspending students or providing punitive consequences) and not reporting disciplinary actions.

Social Emotional Supportive guides are companion guides that offer resources on improving social-emotional supports on the school level. Although these guides are provided throughout CPS schools, a lot of foundational groundwork has to take place with teaching staff in order to truly see the discipline metrics move. These guides are like having a guide that directs schools on what to do, but isn't granular of supporting teachers and leaders with what *really* needs to be done to improve data. Therefore, it is unclear what mandatory trainings and protocols prevent students with being provided punitive consequences and/or discipline, and possibly is handed off to another staff member for African American students. Schools are responsible for providing training around effective classroom management in efforts of reducing the amount of misconduct

reports given to Black males. Schools that do not have the needed resources are to depend on the support of *one* SEL support specialist. There are unclear protocols and SEL support, as it pertains to trauma-impacted African American males. A major issue that exists is there being only one specialist assigned to support 30 schools—schools that are known to experience high numbers of trauma-impacted students.

Whereas, the district supports the implementation of programming such as BAM, Brotherhood, and Kappa League, schools are not designated funding and or grants specifically to address programming for African American males supports.

### **Conditions: District Frameworks Designed to Close the Racial Achievement Gap**

Wagner et al. (2006) defined *conditions* as the, “external architecture surrounding student learning, the tangible arrangement of time, space and resources” (p. 101).

Chicago public schools provides networks, as well as individual schools, to plan and develop their individual budgets. This is important as schools in the district have varying needs and so, budget differentiation is needed to fully support schools.

The supports and structures in schools differ as many schools are provided instructional schedules and have the autonomy to develop schedules. Through CPS and the Chicago Teacher’s Union, schools are provided the autonomy to develop assessment schedules as well as when professional development will be provided to teachers throughout the academic school year. There is a limited amount of time to implement daily SEL in the instructional schedule because schools are pressured with meeting academic goals.

There are also high numbers of misconduct for African American males who are the most underperforming students in the district. It is integral to continue addressing that



as a district, there was an increase in misconducts over all subgroups; the number of misconduct referrals districtwide increasing from 48,545 misconduct referrals to 95,143 misconduct referrals overall (see Appendix G). Specifically, doubling for African American males.

Lastly, there are also high numbers of male students who have experienced trauma and are provided little to no SEL or support consistently in the district. It has become hard to track due to the code of silence often within Black neighborhoods. African American communities are riddled with violence and Black males are left with the burden of living through traumatic experiences and not having additional social-emotional supports in which to rely.

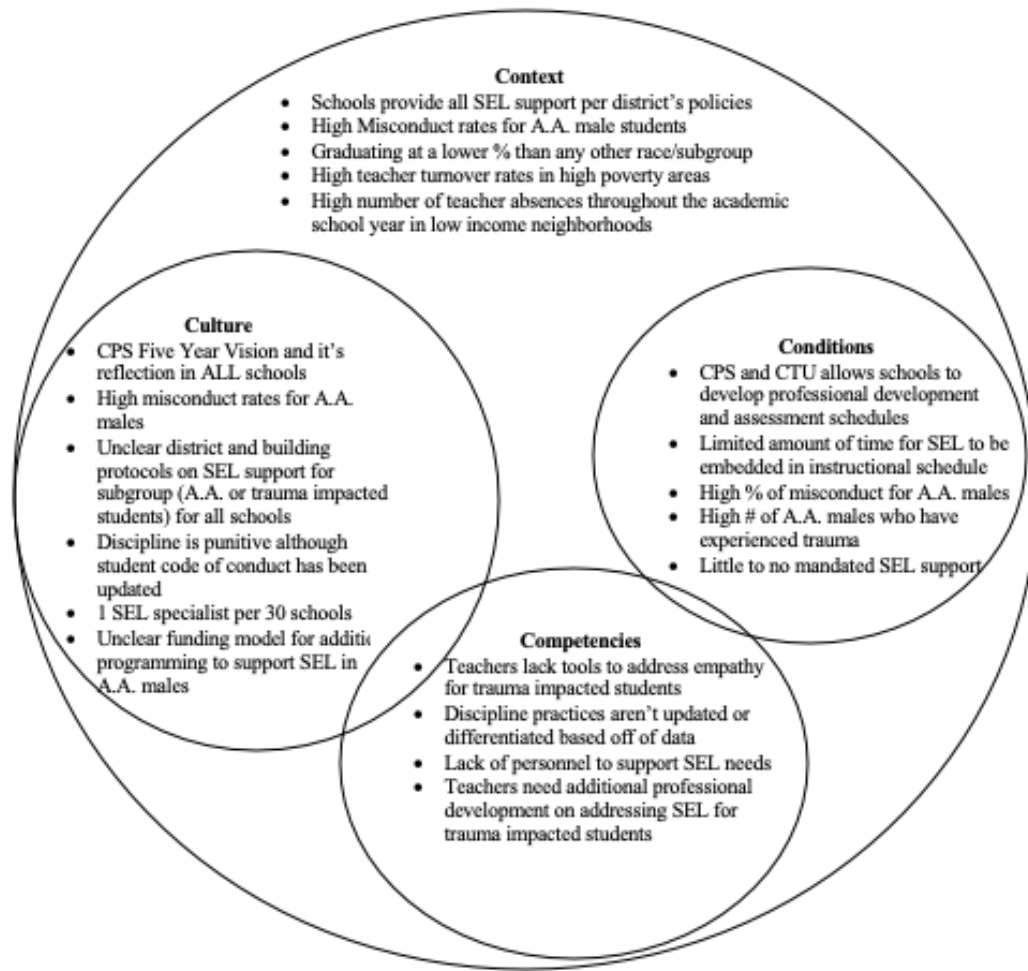
### **Competencies: Developing Teachers SEL and Instructional Capacity to Close the Opportunity Gap**

Wagner et al. (2006) defined *competencies* as the, “repertoire of skills and knowledge that influences student learning” (p. 99). Chicago public schools provide a Social Emotional Supportive guide for all schools; however, the guide alludes to the fact that all schools are provided with funding and the proper resources to implement them. Although provided with this guide on a school level, some teachers lack empathy for students who experience trauma and fail to truly understand how to support them. A high number of teachers have been in CPS for many years and have not adjusted to the different needs of students who are a part of the demographic changing district.

Wagner (2006) speaks to how teachers and administrators benefit from ongoing professional development and that most efforts to “improve education have at their core a focus on professional development as a way to build competency” (p. 99). Many schools

also fail to have adequate support in the school to support SEL and support on a daily basis—maintaining a majority 1 counselor to each school building—contingent upon the amount of students served. Where many educational institutions fail to meet the needs of teachers, especially in CPS, is that competencies are most effective when professional development is job-embedded, continuous, constructed, and collaborative (Wagner et al., 2006, p. 99). To truly see teachers' capacities being built in the area of social-emotional supports for Black males, teachers must be provided professional development that's tangible and continuously provided, to ensure they have the opportunities to implement safe practice opportunities in practice. Figure 6 shows the As-Is diagnostic tool.

Figure 6. As-Is Diagnostic Tool



## **Interpretation**

This section addresses the interpretations gleaned from my data gathering and analysis techniques. Additionally, I provide a summary of my judgments and recommendations to inform the change plan which will be addressed in Chapter Five.

### **Summary of Interview Findings**

In analyzing the data gathered from this study through the transformation framework of Wagner et al. (2006), five trends surfaced:

1. Understanding of what motivates Black males.
2. Parental supports provided to Black males.
3. Experiences that impacted Black male outcomes.
4. Identified social-emotional supports.
5. Barriers Black males experience.

### **Motivators for African American Males**

Through my research, some additional findings involved the fact that African American males are highly motivated by sports, which in interviewing all student candidates, they all highlighted football as a preferred choice of sport. This was interesting to understand, as it is a sport that exhibits high levels of aggression. The environments where these African American males live are also an area of concern for them—motivating them to want to obtain better, through all means necessary. For example, Student C (see Appendix A) stated what motivated him:

Being around older guys that were on the team with the older student athletes.

Just seeing what they were doing just made me want to be better. Then them

teaching me stuff. It is seeing how successful they were in getting scholarships and everything like that. Also seeing what type of leaders they were. (Student C)

Lastly, Black males are highly motivated to obtain financial gain and will engage in positive and negative behaviors to ensure they secure opportunities for a better life. When Black males aren't exposed to the various opportunities and possibilities available (such as academic, employment, college, trade schools, and even simple exposure), they are more likely to engage in negative behaviors.

### **Parental Supports**

Another factor to consider when addressing Black males and their individual needs is the form of parental support provided to them. Research shows that Black males have the ability to succeed when given parental support. Of the students interviewed throughout this research process, the participants were born into two-parent homes with low-income, and due to extenuating circumstances, the father figure left the family. All of these students were latchkey children and heavily relied on their maternal figure to support their families. Each study participant experienced parental separations, which had a negative impact. Each expressed the need to have a parental male figure in his or her life, as each could name an individual that positively impacted their life. Student A (see Appendix B) explained how not having a father figure in the household negatively impacted him, and he desired a father figure. Student A stated, "My parents weren't in the same house anymore. I really didn't have any great father figure in my life because right after we left his house, we basically just didn't talk to each other anymore." It was apparent this was also a negative and impactful experience for Student B (see Appendix C) when he explained that this experience determined how he would establish his future.

Another participant, Student A, explained, “I didn't know how to be a man at all, I had my brother, but he just took the wrong route. And I knew I didn't want to take that route.” He went on to explain how the absence of his father and older brother deciding to take a negative route didn't provide many successful and positive examples in the home. Black males need positive influences in the home to support them in persisting toward success.

### **Impactful Experiences**

When considering the impactful experiences that each participant expressed, there were common themes around the lack of parental supports from their biological fathers. Each participant expressed how adversity molded their ability to persist in completing positive tasks, such as graduating high school and obtaining academic achievement. Exposure to violence was also considered an experience motivating each participant to persist to engage in positive behaviors and obtaining academic success. Student explained, “A lot of shooting going on, making me not feel safe to come out of the house. That could've stopped me, and it did stop other kids from leaving the house or coming on to school.” Black males, whether gang affiliated or not, face a great amount of danger simply walking out of their homes.

Student C spoke highly of his exposure to positive experiences that motivated him. He confirmed this by expressing,

One time, I was on a boat with Keith Harris and . . . him just telling me this is what hard work will get you. Witnessing firsthand and making me think of the things I do and how I can work harder.

This represents a great example of how when Black males are exposed to what they can obtain and achieve, they have something to strive for toward success. This statement provides a basis for the need to close the opportunity gap for Black males.

### **Social-Emotional Supports**

Participants expressed how mentoring organizations were the greatest social-emotional supports that they experienced in school. Students A and B expressed the support of the HEROH Foundation (a mentoring organization with a focus on football and college preparation). Student C expressed how beneficial the BAM organization was to ensuring that he was successful and improving SEL outcomes for African American males.

Student B speaks highly of the support provided to him by his BAM counselor when he says, “He provided me a lot because when I first came to Forward Momentum, I lost my brother to gun violence and I literally gave up on everything.” Student B speaks not only in reference to his BAM counselor as a support in school but extends this support to life.

Student B explained:

I could just text Michael like I'm having a bad day. What can I do to get through this day here, and he will literally tell me a solution to get to it. And I feel like, without that support, I wouldn't have made it. (Student B)

All schools must adopt programming specifically addressing Black males social and academic needs.

## **Barriers**

Some potential barriers that the participants expressed was the perception of African American males and how they are viewed in such negative manners that prevents them from becoming successful and or progressing in their individuals lives. Participants expressed the need to have someone who can provide social-emotional support, but they also had concerns with how Black males struggle with understanding who they can truly trust and confide in with their own social-emotional needs. When asked whether programming for social-emotional supports specifically for Black males would benefit all Black males in Chicago, Student A expressed, “I feel like it would have a good impact because some, like African American men, young African American men don't know who like, who is on their side, or who actually loves them.” Black males specifically want to feel that they can be supported and not viewed as someone to be feared.

## **Summary of Observation**

### **Building Rapport through Small Group Counseling**

During the observation process, student participants were observed while in small group sessions as well as in extracurricular activities. During the small group sessions, the counselor provided opportunities for students to participate individually, unpacking possible situations that students can be placed in and allowed the opportunity to problem solve and maneuver.

An important observation made during these sessions was the amount of vulnerability that each student displayed when responding. It was extremely evident that this particular counselor had built a strong rapport with each student, which was evident by the counselor’s interactions with each student.



When observing the session, I participated in one of the weekly sessions by providing my individual insight on my own experiences. For example, I stated how adversity developed my character, how I respond to situations that can lead to escalation, how I often have to use emotional intelligence when operating in my role, and how my main responsibility as principal is to advocate for their education. After engaging in these sessions, I saw how this specific group of students began developing rapport with me and feeling extremely comfortable being vulnerable with me as their administrator.

Soon after these sessions, school administrators began seeing a decrease in the escalation of situations that could have resulted in fighting and/or conflict escalation. Students began using tools that had been provided during their group sessions to de-escalate conflicting encounters. School administrators also saw an increase in students explaining their actions and how they could've engaged in more appropriate ones to de-escalate specific situations. As the building leader, this was pivotal for me, seeing students not only take accountability for their individual actions, but also attempting to problem solve as well as provide how they could have responded. Observing students in this setting showed me that Black males have the capacity to engage in conflict de-escalation, but even more importantly, when provided with proper resources, they can problem solve and respond in positive manners.

### **Foundations of Research-Based Programming**

After observing in small group sessions, I learned that the BAM program is grounded in three core elements:

- Youth Engagement
- Counseling

- “Menswork” (no citation due to maintaining the privacy of the study participants and the session themselves)

When considering *youth engagement*, this element contains student advisement, mentoring, and showing youth how to combat adversity in their personal lives. When a BAM participant displayed misconduct, school leaders ensured that he immediately conference with his counselor. Youth engagement became an additional support for youths involved with BAM, as it provided daily mentoring and day to day life coping skills. Additionally, students are provided the opportunity to engage in circle sessions with their counselor and discuss any trauma they experienced; this created a safe space for the students to discuss, heal, and share. Finally, *menswork* entails the more in-depth work that student participants are guided through. Through this process, males embrace and acknowledge their shadow. In understanding the shadow, it is important to address three concepts of one’s shadow: The ability to identify what trauma or internal aspect of one’s self that they’ve denied, suppressed and or tried to hide from others. The concept of shadow explores what the participants (including the counselor), doesn’t want others to see, address what they need to change, work with others to determine how to change this character flaw, and decide what they would like to change about themselves. It’s the counselor’s role to help the individuals recognize how they will change and grow. One powerful observation I noted (and mentioned here in text) was that the counselors engaged in examining themselves. The amount of vulnerability being displayed between student to counselor strengthened their relationships. Students were able to see that their counselor also had work to do within themselves to accomplish, which thereby developed an even deeper relationship.

## **Social-Emotional Curriculum Developed for Black Males**

There are six core values that BAM's programming is rooted within:

1. Integrity
2. Accountability
3. Self-determination
4. Visionary goal setting
5. Positive anger expression
6. Respect for womanhood

Each core value is scaffolded and built on one another. It's apparent that BAM's programming and approach is less about intervention and more of guidance where every individual comes with internal flaws but work together to address them and identify solutions to overcome them.

Overall, programming was developed to create a safe space for young men to heal with the intentionality of helping them to recognize the impact of their collective trauma, identifying their triggers, deciding what (if anything) they want to change, and providing strategies and solutions to work toward that change.

### **Summary of CPS Publicly-Available Data/Graduation Rates**

In interpreting this data, it was important to remain grounded in understanding CPS' mission that success should start here, in schools, despite economical background or gender. This mission embodies that all students, despite their diversity in wage class, environment, and or skill level, are afforded the opportunity to receive an equitable education.

Data results display the need for additional supports and changes that are needed to truly support African American males in education. Chicago public schools has made strides in improving these outcomes for students, but there is still a great need. African American males have to feel not just academically supported but also socially and emotionally supported, as many walk through the school doors having witnessed and/or experienced trauma due to violence.

It bears noting that due to implicit bias by academic staff and society, African American males are viewed negatively before support can even begin. When responding to the question, *What impact social-emotional supports and interventions have specifically on African American men in Chicago*, Student C commented, “We are judged a lot before we even get to open our mouth.” Hearing this statement shows that Black males struggle to be vulnerable because of fear of being judged and not feeling they will be heard, due to their appearance and/or ethnicity. Black males are disciplined more harshly, misunderstood on various levels (socially and academically), and overall, viewed negatively in society. The amount of pressures Black males’ experience and feel on a daily basis extends far past the classroom. African American males are viewed as being defiant, even before teachers and staff members interact with them and can form their own opinions.

A major challenge and fundamental understanding is the detachment of teachers’ instructional practices and the inability to implement social-emotional instruction and connection for African American males. This theme of disconnectedness of teacher practice developed due to the high numbers of misconducts and lack of ongoing professional development. The data is extremely alarming, as professional development

is a common universal practice and engrained in the district's commitments as part of the Five-Year Vision (see Appendix J).

Lastly, African American males are graduating and excelling at a lower percentage than any other race or subgroup in the district. According to CPS' graduation data (see Appendix I), in 2019, 30 percent of African American males dropped out of school while 65 percent of African American males in the district graduated (Chicago Public Schools, n.d.a.). The data displays that close to 1,700 African American males dropped out of school (Chicago Public Schools, n.d.a.). This metric displayed a 22 percent decrease over the course of 7 years with African American males dropping out at 52.2 percent in 2011 (Chicago Public Schools, n.d.a.). There was also a 22.2 percent increase in the amount of African American males who graduated from the 2011–2019 school year (Chicago Public Schools, n.d.a.). Whereas, there was an increase in metrics, CPS' vision states that 90 percent of all students will graduate high school displaying the need for continued and additional supports for African American males to obtain their high school diplomas (Chicago Public Schools, n.d.a.).

### **Summary of Reflective Memos Findings**

In my professional experiences as a school principal, I've had the privilege of working in a school from the initiation and implementation of SEL programming. At the beginning of the 2018–2019 school year, I was provided the opportunity to become the interim principal of a CPS who had a long history of low-academic data. During my initial 1:1 listening session, I was given the opportunity to hear individual experiences and how teachers and staff members desperately sought change. This school had been academically underperforming for 16 years, only making Annual Yearly Progress twice

in a 10-year span [source for data withheld in efforts of maintaining school anonymity]. The 2018–2019 school report card indicated that the school was in need of intensive support [source for data withheld in efforts of maintaining school anonymity]. According to the School Quality Rating Policy (SQRP) within CPS, a school in need of intensive support is one that is required to swiftly improve the quality of education for its students. Schools under intensive support may be required by, the CEO, to:

- Draft a new Continuous Improvement Work Plan.
- Direct the implementation of the Continuous Improvement Work Plan.
- Provide additional training for the local school council.
- Designate mediating disputes to other obstacles to improvement.
- Replace the principal.
- Engage the school in the turnaround process.
- Order new local school council elections.
- Close schools. (Chicago Public Schools Policy Manual, 2019b)

A school can also be identified as needing provision support, which then means the CEO can take the following actions:

- Draft a new Continuous Improvement Work Plan.
- Direct the implementation of the Continuous Improvement Work Plan.
- Provide additional training for the local school council.
- Designate mediating disputes to other obstacles to improvement.

Additionally, student attainment at this school was far below average—the lowest indicator on the SQRP report according to the Northwest Evaluation Association (a norm performance assessment used to compare students-to-students across the nation (NWEA,

n.d.). The student attainment for reading was within the 38th percentile, as compared to other students in this particular grade level [researcher intentionally omitted grade level for privacy purposes]. The student attainment for math was within the 26th percentile.

Another indicator on the Northwest Evaluation Association assessment measures student growth, which overall, was considered average with all students in Grades 3–8, scoring in the 64th percentile in reading and in the 40th percentile in math [source for data withheld in efforts of maintaining school anonymity].

Based on the school’s culture and academic data, it was apparent that culture and academics was an area of growth for the school, specifically African American males. When reviewing the *My School, My Voice 5Essential Survey* (a survey provided by the University of Chicago on assessing the schools culture), the 5Essential Data began yearly decline over three years, scoring as *Organized*, *Moderately Organized*, and *Not Yet Organized* in the 2018–2019 school year [source for data withheld in efforts of maintaining school anonymity]. Not Yet Organized can be defined as having several weaknesses in the school’s climate and culture from the perspective of students, staff, and families. This survey is provided yearly to assess the culture and well-being of the school. There was not an accurate understanding of behavioral data as reporting misconduct was not a common practice and students were sent to the office without proper documentation and before restorative practices were implemented. After initial conversations and various experiences in the first month of school, it was clear there were various understandings of how schools should be provided to African American children, as well as the expectations staff had for students. The school’s local school council wanted an adequate option for the students in the neighborhood and the school.

Starting on the first day of school, and also inheriting a building that adopted a professional development calendar that was not conducive to continuous, job-embedded learning, my school administration started our first professional development with the review of the implementation of the Second Step Programs' SEL curriculum. This program had been in place when I became the principal and the staff was fairly familiar with it and its implementation. The expectation was for teachers to take one day out of the week and implement a full hour of SEL using the curriculum. As in previous years, many felt the lesson took too long (more than 30 minutes) making daily implementation impossible. We eventually hired a counselor (a school culture coordinator) to support, monitor, and ensure there was implementation of the curriculum, but were presented with challenges, such as lack of daily implementation, lack of strong relationships built with students, and students experiencing individual challenges.

Work began on the growth mindset and trainings implemented around the adaptive leadership that each staff member would have to engage in to truly understand how the school was failing to support students—both socially and emotionally. One of the major challenges in building a culture that aspires for high expectations for all students was ensuring that the mindset of all staff members was addressed. As an administration, we engaged in difficult conversations with staff members to combat the negative mindsets and set disciplinary practices aligned with the Student Code of Conduct to support staff members, but also to protect instructional time being taken away from students.

By the conclusion of my first year as building principal, our metrics increased; for example, student growth increasing in reading from the 64th percentile to the 85th



percentile, student's growth in math increasing from the 40th percentile to the 65th percentile [source for data withheld in efforts of maintaining school anonymity].

Additionally, metrics increased for African American students in reading from the 54th percentile to the 85th percentile and in math from the 30th percentile to the 91st percentile [source for data withheld in efforts of maintaining school anonymity].

According to the *My Voice, My School* survey, there was an increase from the Not Yet Organized status to the Partially Organized status [source for data withheld in efforts of maintaining school anonymity]. Also, daily attendances increased from 94.7 percent to 94.9 percent [source for data withheld in efforts of maintaining school anonymity]. At the beginning of each school year, the school improvement plan is adjusted to ensure adjustments are based in data. We also applied for the supportive school certification and were awarded exemplary status of supportive school implementation. This process provides step-by-step suggestions and recommendations for schools; if evidence of research-based practices is implemented, schools can earn higher *My School My Voice* ratings, which contribute to the school's overall rating.

An important contribution is having a leader and administration that truly believes in the SEL process and understands that with fidelity, SEL is beneficial to student achievement and academic outcomes. When considering the reduction of misconduct referrals for Black males in the second semester of the 2017–2018 school year (see Appendix G), I learned that on the district level, when provided a unified and aligned amount of supports to schools, a reduction in the amount of misconduct referrals administered to students can be seen—specifically in Black males. When considering the

three students that engaged in the interview process, there is an inevitable need for continued supports for Black males to be successful, and it begins with SEL and supports.

### **Judgment**

One possible cause of the various supports of Black males and their educational experiences is the lack of consistent professional development for teachers on providing trauma-informed instruction for Black males. As a result, in the context of CPS, trauma-informed instruction for Black males is a standalone practice with little alignment to all schools.

During the beginning of this research study, the following questions were posed and guided the study:

The following primary research questions guided this study:

- To what extent are social-emotional supports available to African American males that allow them to achieve academically, socially, and emotionally?
- What social-emotional supports or the lack thereof are available to African American males that motivates them to develop into individuals willing to engage in negative and/or positive behaviors?
- What social-emotional supports can prevent African American males from responding negatively, and how can these responses to behaviors be used to help students achieve academically persisting and its impact on high school graduation rates?

The following secondary research questions guided this study:

- How do social-emotional support programs such as Becoming A Man support African American males to achieve academic success?
- How do other environmental factors impact a student's learning and ability to graduate from high school?
- What impact does social-emotional support and interventions have on African American males in Chicago, Illinois?

The data collected displays that there is still a great need for social-emotional supports for Black males. Additionally, social-emotional supports are needed. Given the misconduct data provided by the district, along with personal experiences, it is apparent that teachers struggle to engage in understanding the implicit bias they lack when engaging Black males. Schools must have strong leadership who are willing to engage in difficult conversations around race and supporting Black males.

The data findings provided great insight into the research questions. When considering the conditions and competencies for disconnected social-emotional practices by teachers, and via misconduct data and the lack of social emotional professional learning consistently across the district, a great need still exists for culturally-competent professional learning.

## **Recommendations**

### **Schools Culture**

The first recommendation involves African American males needing schools that address culture and that supports all students. All schools in CPS should engage in building strong cultures that have high expectations for students and teachers, and a common understanding that all students can learn at high levels of achievement. To

develop this form of culture, leaders are needed who focus on ensuring that social-emotional supports that supports all students, specifically Black males, are implemented daily.

### **Teacher Training Addressing Implicit Bias and Trauma**

Another recommendation involves the need for teachers to address the implicit biases in developing strong and lasting relationships with students that go beyond the classroom. Black males need to know they aren't viewed as *defiant* or *disrespectful* before they step foot in schools. Teachers must understand they are held accountable for discipline and misconduct data because if Black males are continuously removed from class, and given misconduct reports and consistently viewed in a negative manner, then they have become a part of a larger problem and are contributing to systematic racism against Black males.

Teacher also need to be provided training around trauma-informed instruction and how this form of instruction supports African American males' social-emotional needs. In an interview (see Appendix D), a former school leader stated, "I think it's a starting point being very clear around the implicit biases that we have about young people, and acknowledging those biases regardless of your own background. Also, understand exactly what biases are about our African American males."

Organizationally as a district, we must ensure that schools are provided with supports differentiated to their needs of supporting the various students each school in the district services. There has to be a common understanding that all schools have different needs, but trauma-informed instruction needs to be provided on all levels. For example, as a child growing up in a suburban district, I experienced trauma in a different manner

and it was an elementary school teacher who identified my need for additional support and provided me with that support. Our district services 363,954 students and of that student population 78 percent come from households with low income.

### **Addressing the Opportunity Gap**

The final recommendation entails closing not only the opportunity gap but also the access gap. African American males have to be provided opportunities that provide them exposure to opportunities and access to experiences other than sports. Black males need to be exposed to experiences tailored specifically to their demographics and be supported in obtaining success. As shown in Appendix D, a former school leader participant stated:

Particularly like with this group of counselors, you want to make sure that instead of sports, you have more time to engage them through interactions with adults. You have to build stages with experiences that are only geared toward males, which would allow them to have the same exposure and access as their female counterparts. Who we often find in high school they are more mature and higher school ready they align to the way high schools are managed and our architecture function.

This particular school leader understood that programming aligned with the school's mission and vision were needed to ensure his students were exposed to opportunities and additional programming that met the African American males' social-emotional needs. To ensure that this is provided to students, the architectural makeup of specific schools and how these schools can provide these additional supports to students should be examined.

## CHAPTER FIVE: TO-BE FRAMEWORK

### Introduction

In developing my, To-Be diagram, a desired state for the social-emotional supports available on a district, Network 20, and school level support (as it pertains to how African American males are taught and supported) were created. These entities are a part of the CPS district. I focused on my network (Network 20), my school (PK-8 Elementary), and how to develop a desired state in reference to where support can be provided to African American males in a more effective manner.

The 4 C's framework, which includes context, culture, conditions, and competencies (as described in Wagner et al.'s, 2006, *Change Leadership: A Practical Guide to Transforming Our Schools*), was applied to ensure that all aspects of Network 20 and the school's practices (as it relates to the social-emotional supports available to African American students in CPS), were examined. Assessing the individual components within the network and school highlight the need for change moving the supports available from As-Is to the To-Be framework. In the last section of the dissertation. I developed basics around the lack of social-emotional supports available to African American males in various environmental settings. I collaborated with fellow educators and members of the local community to address the inequities—even while in a predominantly minority neighborhood. Necessary

data would include individual insights and their understandings of how this issue contributes to how we as a community address the inequity and learning gaps due to social-emotional support for African American males

### **Envisioning the Success To-Be**

#### **Context: SEL Supports for African American Males**

In a desired state, CPS would have a greater percentage of higher-performing schools serving African American students with appropriate emotional support. Every child, especially African American males, deserve to be provided social-emotional supports that are differentiated and high-quality support to effectively serve students.

#### **Individual School Social-Emotional Supports**

Every school deserves a social-emotional team that is equipped to provide the support needed. Within the network, there would be at least five, social-emotional support specialists who meet frequently with counselors and social workers to analyze discipline data across the network to decrease the amount of discipline as well as screening, assessments, and support services (SASS—a mental crisis assessment for children) referrals that African American males are experiencing. In all schools, there will be access to counselors based on need as well as a school culture coordinator to address the implementation of restorative behavior versus administering punitive consequences.

#### **Social-Emotional Action Planning**

Restorative practices would be developed based on the needs of the individual school and not only at the district level. Schools would provide analysis of their discipline referral data to the network and quarterly action plans to address individual

school data for priority groups, specifically African American males. Schools would be mandated to provide a differentiated plan to support individual and small groups of students the appropriate supports. Staff members would be provided additional planning time to develop strong classroom management plans that implement restorative practices in their lesson and unit plans. Staff and the social-emotional team will engage in feedback sessions at the beginning, middle, and end of the year to identify student's growth and progress. Staff members would also be held accountable through the school's discipline/management plan to ensure students are provided restorative supports.

### **Culture: Supports Required to Effectively Implement the Five-Year Vision**

An improved culture, as it pertains to adult SEL, would be implemented into staff training ensuring that staff are first managing their own social-emotional needs. This work would also be supported by the district level Office of Social Emotional Support; doing so would greatly improve the culture among staff, students, and families.

### **District Level SEL Supports Aligned to the Five-Year Vision**

If a continuous cycle of analyzing data from priority groups such as African American males is ongoing and shared with staff members to build the urgency around these supports, there will be a strong culture that is equally distributed not just amongst the SEL team, but also amongst all staff members. A strong social-emotional culture only lives at the team level—unless staff members are provided continuous professional development and truly embrace the cultural shifts needed to support students.

Assessing and using the Social Emotional Supportive guide provided by CPS, and progress monitoring implementation, is the most sustainable way to develop and implement strong systems of support for African American males. Professional



development can also be aligned and developed according to the beginning of the year culture diagnostic to assess the areas of growth, develop a S.M.A.R.T.\* goal, and track that goal through progress monitoring on a monthly basis. The middle and end of the year review will ensure there is adequate progress and also provide insights to adjustments needed to ensure the social and emotional growth of students.

**Conditions: Professional Development and Partnerships Designed to Close the Racial Achievement and Opportunity Gap**

To effectively address social-emotional outcomes for Black males, school districts must consider the current and desired conditions of individual schools. When addressing current conditions, professional development for staff and strategic partnerships are needed to close the opportunity gap for Black males.

**Professional Development Supporting Staff to Address Trauma**

Chicago public schools can improve *conditions* for social-emotional supports for African American males in two important ways:

1. Ensure there is mandated minutes embedded in the instructional schedule. The arrangement of time, space, and resources that address social-emotional support (specifically for African American males) is crucial, and supports are adjusted based on student and teacher's needs. There should also be a measure to analyze the amount of males impacted by trauma and a restorative management system that is differentiated to the needs of the individual school

\* S.M.A.R.T. goal = Specific, Measurable, Attainable, Realistic, Timely

developed to decrease the amount of misconduct reports being referred for African American males. It will be important that these students receive small group and individualized support to address their social-emotional needs.

2. Develop cohorts and learning professional learning communities (PLCs) for teachers to attend, based on the individual needs of their classrooms and address specific behaviors seen as a pattern across various classrooms.

### **Partnerships Addressing the Opportunity Gap**

An important factor that supports closing the opportunity gap is strategic partnerships that target and support Black males. Programs such as BAM, Kappa League, and others that intentionally support African American males should be mandatory. In conjunction, with staff development, strategic partnerships would contribute to the reduction of misconduct referrals, suspensions, and dropout rates for African American males.

### **Competencies: Continuous Development that Supports Teacher’s SEL and Instructional**

School districts must consider the current competencies that are systematically preventing Black males from succeeding. To effectively address the current conditions for Black males, there is a high need for continuous social-emotional professional learning for staff that highlights their needs.

### **Continuous SEL Professional Learning**

It is important for the *competencies* portion of CPS to be addressed through professional learning. Wagner et al. (2006) stated, “Most efforts to improve education have at their core a focus on professional development as a way to build competency” (p.

99). This statement stands true, as it pertains to social-emotional learning for adults on how to handle and educate African American males who experience trauma. Currently, the district has developed tools to address social-emotional needs and frameworks to assess the state of a building's culture. Social emotional professional learning for adults and students has become a vital ingredient to the success of African American male students—and this is shown in district data.

With this change plan, all staff members within a school has a support plan as well as an individualized support around a plan championed by all stakeholders. Ultimately, the goal of this support plan would be to create a safe space and a toolbox for teachers to successfully engage their African American male students.

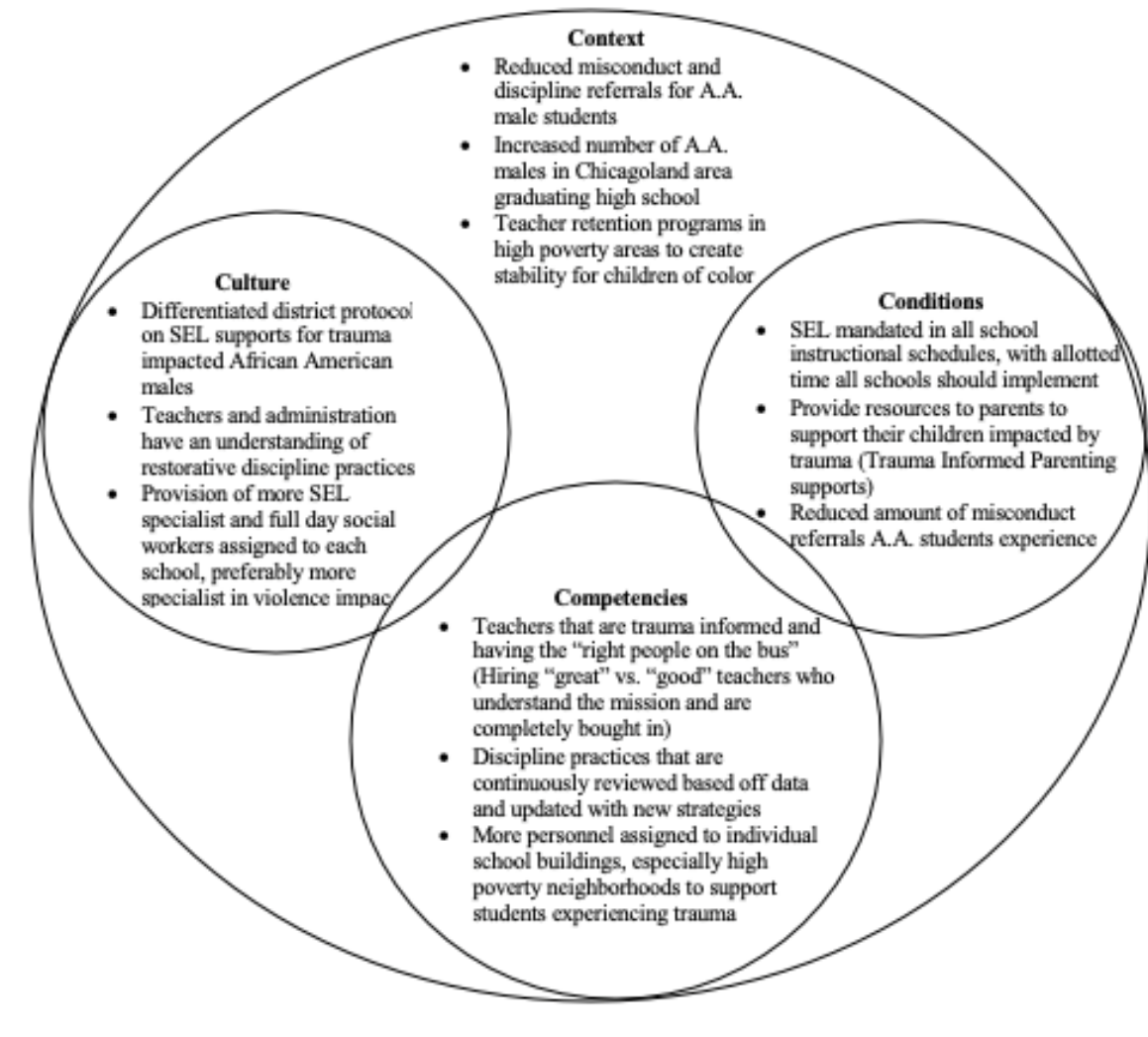
Wagner et al. (2006) expressed how “skillful, competent adults are a strong foundation of this work” (p. 99). Teachers are in need of consistent SEL and it's not mandated to be provided throughout districtwide professional development. Wagner et al. (2006) stated, “Teachers and administrators at every level of the system need to develop their competencies regularly through ongoing development opportunities” (p. 99).

### **Conclusion**

The social-emotional supports of CPS are committed to foundationally providing a framework to assess and provide insight on addressing the social-emotional support needed on a school level. There is a need to challenge how the district specifically supports African American males. To improve the results of misconduct and student achievement for African American males with the current structure, context, culture, conditions, and competencies must be heightened to the extent that professional learning and instructional minutes are formatted.

The elements of this change plan include alignment on the district, network, and individual school level, to address the social-emotional needs of students, specifically African American males. The impact on the culture of adult SEL in the district would allow for personalized supports to address individual schools and classroom needs.

Figure 7. To-Be Diagnostic Tool



## **CHAPTER SIX: STRATEGIES AND ACTIONS**

### **Introduction**

Specific strategies and actions that address areas of growth would provide support to areas of growth to address organizational theory, professional development, leadership strategies, and communication strategies. Through organizational theory, it's relevant to assess motivation, managerial styles, group behavior, organizational culture, leadership, and communication, as it pertains to strategies and actions.

### **Organizational Theory**

There are six strategies and actions necessary for organizational change (see Table 4):

1. Student and Teacher Motivation
2. Managerial Styles
3. Group Behavior
4. Organizational Culture
5. Leadership
6. Communication

#### **Strategy #1: Student and Teacher Motivation**

The first strategy to undertake is in assessing student and teacher motivations in working with African American males in efforts of addressing African American males' motivations for various factors in life, such as persistence to complete rigorous tasks and motivation to engage in tasks in general.

### **Strategy #2: Managerial Styles**

A second strategy involves addressing managerial styles for the students and staff members. It will be important to understand the working and/or managerial styles of staff members and of African American males to understand how they can handle being managed.

### **Strategy #3: Group Behavior**

It is important to understand how African American males interact in groups, in terms of their own ethnicity and gender. There needs to be implementation of research surrounding African American males' behaviors as they interact with one another and with other ethnicities to effectively address implicit bias.

### **Strategy #4: Organizational Culture**

According to Selznick (1957):

As far as organizational culture, it's important to understand the culture of academic institutions and how they instruct students who are impacted.

Leadership represents an important factor of the organizational culture. We treat leadership as a dynamic aspect of organizational culture that can transform higher education into a responsive and adaptive organization. (p. 27)

Leadership in higher education is often treated as transformational; that is, capable of promoting change in the organization and in the organization's relationship with its environment.

In alignment with the above three strategies, organizational culture must evaluate organizational establishments and how these establishments fail to address implicit bias

of those interacting with Black males. In supporting this work, training around addressing implicit bias should become a continuous priority.

### **Strategy #5: Leadership**

When considering how to transform schools to support Black males, leaders must consider the leadership actions that support Black males.

All schools should begin with developing cultures that have evitable actions from the mission and vision developed by all stakeholders. In the development of this mission and vision, there should be language around high expectations and continuous assessment of how individual staff actions align with the school and district's mission and vision.

Another strategic leadership action is the implementation of SEL embedded in students' daily instructional schedules, with monitoring and support to ensure staff members feel supported.

### **Strategy #6: Communication**

Communication needs to be taken into consideration when analyzing the organizational culture of a school that has African American males. Doing so ensures that teachers are establishing a strong rapport with males.

Professional development is extremely important when considering instruction. Staff members need professional learning that provides them context and support on providing SEL support to Black males. Professional learning must also highlight adequate instruction that is relatable and accessible to Black males, such as curriculum that's culturally competent to Black males. Staff members must also address their own SEL needs.

Another professional learning opportunity would be supporting staff members in the analysis and diagnostic of student misconduct—such as misconduct location, time of the day, behavior types of when the misconduct referral displays a spike for African American males to implement strategies during those specific time periods, and provided resources and support during the time and in specific spaces that support African American males.

Analyzing leadership strategies is crucial because it is essential that the mission and vision in each school involves promoting that all students succeed—especially African American students. Finally, it would be worthwhile to align behavior and actions to the mission and vision and establish schedule expectations, such as implementing SEL and instruction daily.

### **Conclusion**

In conclusion, African American males are in need of additional supports because they are at a higher risk than any other student population. It is integral that students receive professional learning around instructing students who experience trauma. Additionally, it is important to analyze the organizational culture and organizational theory to ensure that African American males are supported through their social and emotional experiences.



Table 4

Strategies and Actions for Organizational Change

Strategies	Actions
Organizational Theory: <ul style="list-style-type: none"> <li>• Student and Teacher Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Implement student interest surveys to understand their interest in education as well as whether they are driven through a social-emotional factor.</li> </ul>
<ul style="list-style-type: none"> <li>• Managerial Styles</li> </ul>	<ul style="list-style-type: none"> <li>• Assess teacher’s managerial styles.</li> <li>• Assess student’s learning styles.</li> <li>• Develop action plans for working with individual students and teachers according to their learning styles.</li> </ul>
<ul style="list-style-type: none"> <li>• Group Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Research, observe, and understand the cultural norms for African American males.</li> </ul>
<ul style="list-style-type: none"> <li>• Organizational Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the systemic approach of how African American males’ social-emotional needs are treated.</li> <li>• Evaluate how African American males are viewed as a race and gender.</li> <li>• Develop and engage in implicit bias training to understand how to support African American males, socially and emotionally.</li> </ul>
<ul style="list-style-type: none"> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Provide African American males interest as well as personality survey to understand what roles students are comfortable in.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop leadership opportunities to engage African American males, at schools and district levels, in developing opportunities for student voices.</li> </ul>
<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Assess cultural norms for communication amongst African American males and their parents through observation.</li> <li>• Engage professional learning for teachers to establish positive framing for teachers and African American males.</li> </ul>
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Trauma Informed Instruction</li> <li>• Adult SEL</li> <li>• Misconduct Data Analysis for African American Males</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma-informed instruction: Professional learning around providing trauma-informed instruction to African American males.</li> <li>• Adult SEL: Providing adult SEL to ensure adults are engaging in self-care activities and developing strategies to keep themselves mentally well while working with African American male students.</li> <li>• Engaging in monthly data analysis on African American males and implementing individualized strategies to address areas of growth, as it pertains to social-emotional supports.</li> </ul>
<p><b>Leadership Strategies</b></p> <ul style="list-style-type: none"> <li>• Mission and vision that promotes all students succeeding, despite their socioeconomic backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in an alignment of mission and vision to actions of staff members and students; explicitly reviewing direct actions exhibited in the mission and vision.</li> </ul>

<ul style="list-style-type: none"> <li>• Schedule expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Social emotional learning implemented daily and weekly on a classroom level during breakfast and designated times in the instructional schedule.</li> <li>• Small groups for SEL support implemented for African American males—specifically students with high amounts of misconduct referrals.</li> </ul>
<p><b>Communication Strategies</b></p> <ul style="list-style-type: none"> <li>• Communicate with empathy to African American males.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess cultural norms for communication among African American males and their parents through observation.</li> <li>• Engage professional learning for teachers to establish positive framing for teachers and African American males.</li> </ul>

## **CHAPTER SEVEN: IMPLICATION AND POLICY RECOMMENDATIONS**

### **Introduction**

When developing strategies and solutions, it is important to consider how policy advocacy and recommendations are developed to support legislation on the local, state, and federal levels. The goal of assessing the social-emotional supports (or lack thereof) for Black males in CPS was to evaluate whether the supports were aligned practices and to discover how to improve SEL outcomes for Black males.

Chicago public schools developed a Social and Emotional Health policy to meet the needs of the Illinois Board of Education policy. The policy states:

Section 15. Mental health and schools.

(b) Every Illinois school district shall develop a policy for incorporating social and emotional development into the district's educational program. The policy shall address teaching and assessing social and emotional skills and protocols for responding to children with social, emotional, or mental health problems, or a combination of such problems, that impact learning ability. Each district must submit this policy to the Illinois State Board of Education by August 31, 2004.

(Illinois Compiled Statutes, n.d.)

Although the Illinois Board of Education states every district should implement SEL to be a part of the policy, CPS developed a policy to meet the needs of its least vulnerable students with the Student Social and Emotional Health policy. The policy addresses equity amongst the district, as it pertains to SEL and support; however, it fails to address

adult learning and present a clear roadmap of how this development is to take place. The findings from this research supports a need for differentiated social-emotional resources and support specifically for African American males. A great majority of the policy addresses the need and importance for mental support to address the impact that trauma, violence, and dysfunction have on students—particularly African American males. Whereas this policy supports students, it does not explicitly give support to the most vulnerable subgroups in need of SEL, resources, and support.

A report completed by the University of Chicago Consortium, (Stevens et al., 2015) identified the following:

While students of all races are occasionally suspended, suspension rates are much higher for African American students, and especially high for boys. Students with low incoming test scores are also at high risk for being suspended. The fact that high suspension rates persist for certain groups of students, despite policy efforts aimed at reducing the use of exclusionary practices, suggests a need for better support around reducing exclusionary practices in schools and classrooms that serve student groups with a higher likelihood of being suspended. (p. 4)

This policy issue relates directly to my research as it takes a skeletal approach to how social-emotional issues are to be addressed, as it pertains to African American males. The policy alludes that all schools are implementing the provided strategies while school leaders, counselors, social workers, and school-based staff carry the majority of the social-emotional support to students. This policy could directly impact how schools develop school schedules and the curriculums being used to address SEL for staff members and students. Yet, teachers and individual schools are given the autonomy to

choose their professional development schedules as well as their instructional schedules. All of the instructional schedule options do not include SEL as options to implement via the contractual flex schedule voting that teachers and schools engage in every year.

The organization plan I proposed addressed organizational theory, professional development, leadership strategies, and communication strategies. All of these components can be addressed via the Student Social and Emotional Health Policy—as the policy can be a clear roadmap of how SEL can be implemented to support African American males.

### **Policy Statement**

The policy I'm recommending is the Student Social Emotional Health policy developed by CPS. The Illinois Children's Mental Health Act of 2003 provides guidance for all schools in the state, providing background on the importance of mental health in students and how if trauma isn't addressed, negatively impacts student achievement (Illinois Compiled Statutes (n.d.). The Illinois Children's Mental Health Act of 2003 policy generalizes how the implementation of social emotional should be provided, while servicing a plethora of school districts with various needs. The state policy alludes that all districts can provide support in similar manners while not addressing how it will support the most vulnerable students.

I'm recommending this policy due to the components within the policy and how it can support the needs of the most vulnerable students, but also due to the fact that the state's policy lacks explicit guidance on implementation of this policy. The policy provides instructional programming, key factors, and goals the policy will address, as it

relates to social-emotional health and the services and protocols to service students. An important support this policy lacks is the need to address bias.

I envision this policy, if revised, as a key driver in transforming how all CPS staff and administrators interact, teach, and support African American male students—considering their individual needs and not based on a general student code of conduct. This policy can provide support in decreasing the amount of referrals being obtained by African American male students while in elementary and high school grades. This policy can also provide direct and mandated support for the most vulnerable students by providing a clear roadmap of how all schools are to implement social-emotional support to African American males (and subgroups) where the support is most needed.

### **Analysis of Needs**

The conclusions drawn from this research suggest extensive adjustments are needed to the states mandated policies. The upcoming analysis of needs section provides the implication for additional areas of extensive focus related to educational, economic, social, political, legal, and moral and ethical.

### **Educational Analysis**

The advancement of SEL and support for staff and students will advance student learning. Within the Illinois Children’s Mental Health Act of 2003, Illinois developed SEL standards aligned to performance standards and broken down according to goals. Social-emotional learning standards are separated into the following goals:

- Goal 1

Develop self-awareness and self-management skills to achieve school and life success.

- Goal 2

Use social awareness and interpersonal skills to establish and maintain positive relationships.

- Goal 3

Demonstrate decision-making skills and responsible behavior in personal, school, and community contexts.

While standards are provided and designated amongst grade levels and individual district's policies, based upon observation and my program evaluation, SEL is not valued for the purposes of developing social skills in students impacted by trauma. Research stated, "Most suspensions in high schools result from acts of student defiance—where students refuse to comply with adults' demands" (Stevens et al., p. 2). To develop buy-in and value around the SEL concept, the process for supporting teachers through implementation must be one that is collaborative and gradual.

Furthermore, teachers must explore personal bias in order to effectively address their own social-emotional needs before implementing a curriculum that addresses one's emotions. Research also showed that, "In the middle grades, conflicts between students and acts of defiance toward teachers account for most out-of-school suspensions, at about equal rates" (Stevens et al., 2015, p. 2). This defiance stems from a lack of relationships being built and a teacher's ability to identify trauma in students to effectively support them within all areas of instruction. The Discipline report also explains how, in contrast, students with test scores in the bottom quartile for their grade tend to have very high suspension rates (Stevens et al., 2015). The question is how are students being prepared academically if the schools are continuously suspending them? There is a high amount of



African American males leaving schools with achievement gaps due to continuously being disciplined. Data shows that students who perform the lowest academically are receiving the most amount of discipline, if students aren't in classrooms they are losing instructional time which leads to student frustration and them feeling hopeless.

### **Economic Analysis**

In addition to educational implications, there are economic benefits to the implementation of an effective social-emotional curriculum/policy to support African American males, which in return will increase student achievement. If African American males are engaged in job development, educational opportunities, and other beneficial activities, this could have positive economic impacts. It would also support in eradicating the pipeline-to-prison concept because it would provide opportunities for African American males to contribute to society. According to McKinsey and Company (2009), the “persistence of the educational achievement gap imposes on the United States the economic equivalent of a permanent national recession” (p. 6). The idea of the achievement gap is a major contribution to present along with past economic and social conditions. These two factors are the root of the achievement gap. The achievement gap can't be addressed until social-emotional policies reflect the current needs of the students sitting in the most vulnerable neighborhoods and classrooms. If classrooms aren't supportive, these unsupportive classrooms can have a negative impact on the economy for the present and future.

## **Social Analysis**

Societal efforts to overcome the ill effect of prejudice and discrimination for African Americans have not been effective enough; there continues to be inequities in almost every aspect of life, including education (Matthew, Rodrique, & Reeves, 2016; W. K. Kellogg Foundation, 2014). These inequities are continuously seen through the way African American males are treated, as it pertains to the lack of support and differentiation that are part of the social-emotional policies developed for the most vulnerable schools. An even greater inequity is the development of social science research focused solely on African American males' deficits rather than the contributing factors that have become barriers for progress; it does not provide insight on developing support systems to move this priority group forward. Social conditions are the root of the achievement gap; the achievement gap is widened when social-emotional policies aren't enhanced to address how services are provided to African Americans males.

## **Political Analysis**

Differentiated social-emotional policies have major political implications because legislators develop these policies and mandates for districts and schools. The lack of teacher support for social-emotional resources and funding displays a gap that truly needs addressing. Teachers are more burned out than ever before simply due to not being prepared to serve students with high, social-emotional needs. Without question, poverty places a burden on families, and a large number of African Americans live at an economic level that stresses families both physically and mentally—with hunger, mental and physical illnesses, and despair being frequent corollaries (Matthew et al., 2016). Poverty among African Americans exceeds that of any other group (USDA, 2017).

Poverty has been on a decline for all ethnic groups *except* African Americans. Families are living in poverty and in unsuitable living conditions—structural and institutionalized poverty. Politicians and legislators need to address the inequities amongst the mental health support provided for African American males because their aggression is developed and cultivated due to lack of resources. Policies need to reflect how it will support the most vulnerable students and families, specifically African American males.

### **Legal Analysis**

African American males have been oppressed and exposed to numerous generations of legal and illegal measures that deny them of basic rights. The American legal system continuously imprisons African American males due to institutionalized racism. The social-emotional health policy can be the foundation for reducing the number of African American males negatively impacted by the legal system. Even when considering the length of sentences, African American males experience harsher sentences and punishment when compared to any other ethnic group. If this policy provides the support needed, the pipeline to prison concept would not exist.

### **Moral and Ethical Analysis**

Dr. Janice Jackson stated, “Equity is a moral imperative . . . .” (WTTW News, 2018, para. 14). It is imperative that we provide African American males with equity in the supports that are needed to ensure that they are successful academically and through social-emotional support. As any ethnic group African American males are born with the ability to learn, yet like any other ethnic group, they require the proper resources and experiences to learn. Every policy developed in every state and every city should reflect every child in the district, especially the most vulnerable students in each classroom. The

performance goals and standards for SEL have been adopted in the state of Illinois to support in creating an ethical process. However, the implementation of these standards can only be impactful once teachers receive the needed development and address their own SEL needs before expecting them to impact student's achievement.

### **Implications for Staff and Community Relationships**

Given the policy I am advocating for, the implications for staff relationships are extremely critical. Staff members' direct interactions and instructions with Black males represent the key factors for addressing Black males social-emotional health and raising their student achievement levels. Social-emotional health curriculums, if implemented properly and with fidelity, can change the trajectory of a student's ability to persist in achieving. Beyond the implementation of curriculum, social-emotional support for all students starts first with the extent of relationship building that staff members engage in with students—specifically at-risk students. Black males will be successful when provided strategic development around social-emotional health and how to interact with African American males who have experienced trauma. When examining the current realities for African American males in today's society, we've seen instances such as the death of George Floyd and how his death developed unrest in major cities around the country as citizens—tired of the unjust killings of African American males—exhibited their discontent by peacefully protesting. Looting, used as retaliation to a system that does not provide equity in its interactions with African American males, happened at some of the protests. If systematic racism did not exist and African American males were viewed as partners and not threats, there would be more positive effects on society. The implications for community relationships would be the positive impact the community

would experience if African American males were supported socially, emotionally, and academically. There is an overall lack of support in African American communities regarding financial opportunities—especially for the African American male.

Community partnerships create resources that allow African American males to be successful and contribute to their existing communities. Community partnerships such as the BAM program display the importance of these programs and partnerships in schools. The BAM program provides supports to the most vulnerable students, African American males, which in return, will positively impact neighborhoods, specifically African American neighborhoods.

### **Conclusion**

In conclusion, the social emotional health policy is extremely important to helping to support and build a gap between closing the achievement gap. The importance of this policy and its differentiation to support African American males benefit not only African American male students but also, society as a whole.

## **CHAPTER EIGHT: CONCLUSION**

### **Introduction**

The goal of this program evaluation was to evaluate the social-emotional supports available to African American males and/or the lack thereof. By reflecting on the programming in CPS, opportunities were presented to explore the implications of the following research questions for any school district pursuing to assess the effectiveness of social-emotional supports available to African American males:

The following primary research questions guided this study:

- To what extent are social-emotional supports available to African American males that allow them to achieve academically, socially, and emotionally?
- What social-emotional supports or the lack thereof are available to African American males that motivates them to develop into individuals willing to engage in negative and/or positive behaviors?
- What social-emotional supports can prevent African American males from responding negatively, and how can these responses to behaviors be used to help students achieve academically persisting and its impact on high school graduation rates?

The following secondary research questions guided this study:

- How do social-emotional support programs such as Becoming A Man support African American males to achieve academic success?

- How do other environmental factors impact a student's learning and ability to graduate from high school?
- What impact does social-emotional support and interventions have on African American males in Chicago, Illinois?

During the program evaluation, an even greater need for analyzing themes in education for Black males emerged. Several themes were identified as necessary to seeking systematic improvements of how Black males are supported in education. These elements resulted from the analysis of interviews, observational, reflective memos, and publicly available data and research gathered in the areas of available social-emotional supports, professional development, and personal observations.

Supported by the 4 C's framework of Wagner et al. (2006), the study focused on the context, culture, conditions, and competencies of CPS in regards to social-emotional supports for Black males. When considering the analysis of the trends and themes through the interview and observation research process, the following elements and conclusions were derived to implement systematically transforming how Black males are supported in education:

- Culture of high expectations for all students.
- Addressing the opportunity versus access gap for Black males.
- Curriculum Black males are exposed too.

At the foundation of all three of these concepts is the opportunity to truly support African American males in education. The overarching theme is the great need for systematic change in how schools and educators support Black males in schools.

## **Discussion**

The conditions and concept of systematic alignment in how all schools should intentionally address African American males alludes to the development of a guide that provides focused, research-based supports for all schools and improves how schools and educators support Black males

While obtaining alignment amongst all schools to improve these supports, alignment can also be considered challenging as each school in all districts differ with varying support and needs. The one constant is there is still a great need and understanding for how all Black males are supported in individual schools. Whereas, exemplar schools exist, such as CPS High School, there still remains a disconnect in how all CPS support its Black males. The CPS data displays the disconnectedness as described in student and administrator experiences through the interview process, thus addressing the purpose of this process.

Specifically, the purpose of this research was to discover the following key items:

- How do schools, educators, and school districts truly identify and understand what supports are available for African American males in the Chicagoland area?
- How schools, educators, and school districts can increase the amount of students being serviced by these supports?
- How do schools, educators, and school districts raise awareness around the existing issue of African American males being provided consequences, which only incarcerate and not rehabilitate these individuals?



The organizational change plan outlined in Chapters Five and Six provide direct strategies to address and develop impactful programming and supports for Black males. To create and sustain meaningful change, the change plan and policy advocacy calls for all states and school levels to develop common and aligned supports for Black males. Also, this study calls on districts and schools to deliver comprehensive and meaningful professional development around supporting teachers in how they support Black males. Most importantly, this plan must be aligned to the varying data and needs of the Black males at each school.

To further support this policy advocacy, strategies and actions have to explicitly address the following:

- Develop schoolwide cultures with all adults in the building addressing implicit biases.
- Identify and target African American males who are in need of supports.
- Develop and create opportunities geared toward exposing Black males to new opportunities.
- Build curriculum in content areas that provide engaging experiences of interest to Black males.
- Addressing the opportunity versus access gap.

### **Leadership Lessons**

Transformative leadership develops a different perspective and creates a sense of urgency for ensuring that all children—specifically children of color—have the needed resources. I truly began reflecting on my own practices as a leader and identifying whether my own interactions were not only supportive of students but also of my staff

members. I began reflecting whether my own actions were a reflection of the expectations for others. I began taking ownership and accountability for some actions, seeing as I was a direct reflection of the type of supports students should receive.

I began spending more time being reflective and listening to my staff and the students' needs, ensuring they had a voice in how the school and culture would be transformed. I began surveying staff to understand their individual learning needs and be aware that even staff members needed differentiated supports. This survey took into consideration staff's own personal SEL needs as well. Being a transformative leader, I had to understand that great improvements take slow strides—something that was extremely challenging for me. Heifetz, Grashow, and Linsky, (2009) stated, “First, in most organizations, people feel pressure to solve problems quickly, move to action” (p. 7). I began engaging staff in quarterly listening sessions and engaging students—twice a year, providing them space to provide suggestions and explore exactly what they needed. In truly understanding adaptive leadership, I learned that one must truly impact one's beliefs to truly see adaptive change in schools.

Finally, as the instructional leader and school leader, I began reflecting on SEL implementation at my particular school, and it was important to highlight the conclusions made from my experiences. Implementation of supportive schools must first start with the school leader. School leaders must build urgency around SEL supportive interactions with students. Schools leaders must model and display how SEL should be implemented, while also creating job-embedded professional learning for staff. School leaders establish the foundation and tone for their school building and SEL implementation.

## **Conclusion**

As stated in an interview with a former CPS leader (see Appendix D), we must “address the stigma that we need to control Black males not challenge them.” Black males need individuals who have hope and refuse to give up on them. Every child can succeed and has the ability to succeed despite environment, economic background, and parental support. To truly support Black males, school leaders must prepare staff in addressing SEL for Black males through impactful, professional learning. Wagner et al. (2006) stated that, “Professional development is primarily on-site, intensive, collaborative, and job embedded, and it is designed and led by educators who model the best teaching and learning practices” (p. 31).

I truly believe that by ensuring that teachers and staff members are equipped with the right tools to support students, it can create schools where African American males can grow. When staff members understand how to support Black males, they will flourish.

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## APPENDIX A

## APPENDIX A: STUDENT C INTERVIEW

- K. Hampton** [00:00:02]: State your name and your age.
- Student C** [00:00:05]: Kaylen Thomas, I'm an 18-year-old
- K. Hampton** [00:00:21]: Tell me about yourself.
- Student C** [00:00:25]: I like to play football.
- Student C** [00:00:31]: I'm very into investing money and fashion and helping kids. I want to help kids one day when I get older, kids like me. Who grew up with Well, with not a lot of resources. I like to read and I'm chill
- K. Hampton** [00:01:02]: What were your family dynamics growing up? Did you have a mother and a father?
- Student C** [00:01:28]: This is weird because you know this.
- K. Hampton** [00:01:31]: Can you just tell me?
- Student C** [00:01:35]: Yes, I have both my parents until recently my father was incarcerated.
- Student C** [00:01:41]: My father, a classmate and a grandmother were there on a lot. There was a point to where I was living without my uncles and my cousins my grandfather, and a couple of my aunties that's about it
- K. Hampton** [00:02:15]: On your mom's side?
- Student C** [00:02:15]: Yes.
- K. Hampton** [00:02:15]: How old were you when your mom got her own place?
- Student C** [00:02:20]: I was in fourth grade, so I was like ten.
- K. Hampton** [00:02:29]: Where was that at, what area was that in?
- Student C** [00:02:30]: Bronzeville.
- K. Hampton** [00:02:30]: What school did you go to?
- Student C** [00:02:33]: Mayan Elementary.

**K. Hampton** [00:02:43]: Did you live in a two-parent home most of your life?

**Student C** [00:02:45]: Yes

**K. Hampton** [00:02:54]: What wage class, were your parents? Middle

**Student C** [00:03:00]: What do you consider the middle class?

**K. Hampton** [00:03:07]: Not being able to get everything but sometimes you can get what you want. Sometimes you're able to get what you want. Sometimes you not able to get it?

**K. Hampton** [00:03:24]: Were your latchkey kid?

**Student C** [00:03:24]: Huh? What's that.

**K. Hampton** [00:03:30]: You basically had a latch key home where you wanted to like. For instance, if your parents worked?

**Student C** [00:03:47]: Yes. I did.

**K. Hampton** [00:03:47]: How many siblings do you have?

**Student C** [00:03:47]: Five.

**K. Hampton** [00:03:47]: How many girls, how many boys? All girls I remember

**K. Hampton** [00:03:47]: All girls? Do you have five sisters? What are their ages?

**Student C** [00:03:47]: Brooklyn 15, Zoey 4, Asa 13, Janiah 13

**K. Hampton** [00:03:47]: All of these people by the same mom?

**Student C** [00:03:47]: Naw.

**Student C** [00:03:47]: Tyanna is 12 or 13.

**Student C** [00:04:28]: Were there any experiences that really marked your childhood, adolescence, or adulthood?

**K. Hampton** [00:04:39]: Like experiences that were impactful.

**Student C** [00:04:42]: Oh, yeah. One time I was on a boat with Kelvin Hayden and I just liked being around him and seeing all he had and all the things he could do. Him just telling me this is what hard

work will get you. Witnessing firsthand and making me think of the things I do and how I can work harder.

**Student C** [00:05:13]: I don't feel like doing stuff. I just think about that. It does have a lot to do with stuff that the came of that a lot of people like.

**K. Hampton** [00:05:33]: What about your childhood?

**K. Hampton** [00:05:38]: So any like experiences that impact negatively or maybe positively?

**Student C** [00:05:58]: Something that impacted me negatively was when my father got shot.

**K. Hampton** [00:06:01]: When was that?

**Student C** [00:06:01]: Well, it was that I was about 6 or 7.

**K. Hampton** [00:06:08]: You want to talk more about that.

**Student C** [00:06:17]: I was actually sleeping. It was late at night.

**Student C** [00:06:18]: My mother woke me up and told me what had happened and it was scary. I was like a real little. Just growing up without a father is scary

**K. Hampton** [00:06:39]: So when did he go to jail?

**Student C** [00:06:40]: He went to jail my Sophomore year.

**K. Hampton** [00:06:53]: What are social-emotional supports to you?

**Student C** [00:06:54]: Say that again

**K. Hampton** [00:07:00]: So like, what are some supports or what social-emotional support to you in general?

**K. Hampton** [00:07:05]: So what are some things that would support you as an individual socially or emotionally?

**Student C** [00:07:24]: We've had no issue with that type of stuff. I don't really talk to people like that. It's like, ah, you know, you. Yes, unless I like seen you a couple of times around, like if I ran into you a couple of times. I don't talk to people already like. I don't really be down to myself like that. But whenever I am like

down, I just know that I get through it. Like it won't last forever.

**K. Hampton** [00:08:00]: What social-emotional supports were available to you in high school, which either motivated you to develop, to engage within negative or positive behaviors?

**Student C** [00:08:19]: Being around older guys that were on the team with the .

**Student C** [00:08:26]: Just seeing what they were doing just made me want to be better. Then them teaching me stuff. It is seeing how successful they were in getting scholarships and everything like that. Also seeing what type of leaders they were.

**K. Hampton** [00:09:01]: How did these socially emotional support impact you? You said they wanted you. They made you want to do better.

**Student C** [00:09:24]: Yes. Be like a better leader.

**K. Hampton** [00:09:24]: What impact does social-emotional support interventions have with specifically males of color within Chicago, in your opinion?

**Student C** [00:09:33]: Say that one more time.

**K. Hampton** [00:09:34]: What impact does social-emotional support and interventions have, more specifically males of color in Chicago in your opinion?

**K. Hampton** [00:09:54]: It's kind of hard for me too because.

**K. Hampton** [00:09:59]: Why when it comes to such emotional support.

**Student C** [00:10:04]: We are judged a lot before we even get to open our mouth. So based on how you look or approach a person it's kind of hard

**Student C** [00:10:11]: So you wouldn't be able to reach out to certain people until you look a certain way. So it's hard for us, like if you walking down the street and you look a certain way they will think you up to no good, so its kind of bad for us.

**K. Hampton** [00:10:40]: Why did you decide to go to college?



- Student C** [00:10:44]: Because I want to be able to take care of my family, I want my family to have to want for anything or people that I care about, I want to like big example for kids and people would look up to me. To show them that if I did it they can do it too. I want to do a lot of change in the public school system. Chicago Public Schools system and just things like that.
- K. Hampton** [00:11:15]: Can you describe many leadership qualities that you display as a student in grammar school, middle school, high school?
- Student C** [00:11:34]: How serious I took things. How I applied myself. How I got other kids who were pretty shy involved in different things. That's about it.
- K. Hampton** [00:11:49]: How did you respond to adversity in school?
- Student C** [00:11:56]: I just kept going like whenever I struggle with school, I ask for help. I'd ask for extra time with teachers and got extra support and actually study at home.
- K. Hampton** [00:12:19]: What barriers do you believe could have potentially prevented you from completing high school as a black male?
- Student C** [00:12:26]: I'll say all the kids that were around me.
- Student C** [00:12:34]: So sometimes I've didn't hang out with the best people in the world. One time I was in the car with a kid right and he had a gun and we got pulled over by the police and luckily they didn't ask us to step out of the car or anything so me just choosing to hang around the wrong people.
- K. Hampton** [00:13:03]: How have other environmental factors impacted your learning?
- K. Hampton** [00:13:10]: To obtain the ability to graduate from high school. So think about like trauma, parental involvement.
- K. Hampton** [00:13:15]: Is there anything like the inside of your environment other than just hanging out with the wrong people that will possibly impact you from graduating or not graduating? It could be like anything else. It could be positive or negative. But it's an environmental factor like where you live.
- K. Hampton** [00:13:36]: The experiences that you experience around where you live.

- Student C** [00:13:42]: Recently my environment has been good since moving away from where I use to live
- K. Hampton** [00:13:46]: Well, so talk about before you got there, what was something that would have prevented you from that
- K. Hampton** [00:13:53]: inside of your environment.
- Student C** [00:13:56]: A lot of shooting going on, making me not feel safe to come out of the house. That could've stopped me and it did stop other kids from leaving the house or coming on to school. Like being afraid to leave the house not knowing if they'll come back
- K. Hampton** [00:14:19]: What about parental involvement?
- Student C** [00:14:20]: My parents were involved a lot in my life. Especially my father until he was incarcerated and my mom was around when she could be, she couldn't do a lot of stuff because she was always working.
- K. Hampton** [00:14:56]: How can these responses to behaviors be used to help you achieve academically? For example, persistence in high school and or towards graduation. So thinking about everything that you just talked about, the factors is this stuff that you just experience. How could those responses be used to help you achieve academically?
- Student C** [00:15:33]: I would say, by like.
- K. Hampton** [00:15:33]: So thinking about all those things that could have prevented you from graduating.
- Student C** [00:15:38]: OK. So basically this like helping me get through adversity, helping me persevere with things get tough, like when I'm struggling with a class or like even feeling down because I know you're not going to come back from it because of what I've been through and that's harder than school so yeah.
- K. Hampton** [00:16:11]: What opportunities were available for you to achieve in high school?
- Student C** [00:16:26]: I had a lot of opportunities. Being able to travel to different states with an organization that I was in. That showed me a

lot of stuff that I haven't seen before. Help me meet new people that I've never met before? The teachings and learning for those people that I met? Witnessing all types of things, they could change my life for the better.

**K. Hampton** [00:16:59]:

What other opportunities what about football?

**Student C** [00:17:05]:

Yeah. Playing football and like learning how to use a sport to take me new places and meet new people.

**K. Hampton** [00:17:20]:

What about academics?

**K. Hampton** [00:17:28]:

What was your GPA?

**Student C** [00:17:29]:

Three seven, 3.7

**K. Hampton** [00:17:34]:

What type of opportunities did that afford you?

**Student C** [00:17:38]:

Helping me take trips. So I get like college trips and visit campuses, the school I got to now U of I, I went to DePaul, Chicago University, Wisconsin I went to a bunch of schools, Norte Dame.

## APPENDIX B

## APPENDIX B: STUDENT A INTERVIEW

- K. Hampton** [00:00:04]: Please state your name and age
- Student A** [00:00:10]: Brandon Johns, I'm 21 years old.
- K. Hampton** [00:00:15]: Tell me about yourself.
- Student A** [00:00:19]: I'm from Chicago and you know, I'm the youngest of seven. I play football at the University of Iowa. I have one child. And I feel like a humble and dedicated person.
- K. Hampton** [00:00:49]: What were your family dynamics, growing up.
- Student A** [00:00:53]: Dynamics? What does that mean?
- K. Hampton** [00:00:55]: So just talk about like what was your family structure like siblings, were you a latchkey kid?
- Student A** [00:01:02]: I grew up in a one-parent home? We were. My siblings were pretty close.
- Student A** [00:01:19]: That's all I can say. We were pretty close. We grew up in a one-family and us just kind of looked out for each other.
- K. Hampton** [00:01:31]: Talk a little bit more about them.
- Student A** [00:01:42]: I don't know, I know you mean more.
- K. Hampton** [00:01:43]: So like did your mom work, was she home most of the time.
- Student A** [00:01:49]: She worked all the time.
- K. Hampton** [00:01:54]: So who kept you as a kid?
- Student A** [00:01:57]: So basically just my siblings. We just watched each other.
- K. Hampton** [00:02:15]: What wage class was your mom? Low income, middle class.
- Student A** [00:02:20]: Low.
- Student A** [00:02:27]: The low-income family, though, living paycheck to paycheck you know

**K. Hampton** [00:02:38]: Where are you a latchkey kid? Meaning like your mom did pick you up from school back and forth, you walked home and got home by yourself?

**Student A** [00:02:45]: Yeah, I got home by myself most of the time I caught the bus.

**K. Hampton** [00:02:58]: How many siblings do you say you have?

**Student A** [00:03:00]: Seven

**K. Hampton** [00:03:05]: So were there any experiences that really marked your childhood?

**Student A** [00:03:14]: You mean like, what do you mean like, do I have to be like good marks or bad marks?

**Student A** [00:03:19]: It doesn't matter.

**Student A** [00:03:27]: Growing up, like independent

**Student A** [00:03:31]: I feel like what really marks much either. It was like when my mom and dad like, weren't in the same house anymore.

**K. Hampton** [00:03:44]: Was there like a specific event to remember that?

**Student A** [00:03:49]: No. It's my childhood. No, just being like after that, I have to say.

**Student A** [00:04:01]: Like catching a bus by myself for the first time.

**K. Hampton** [00:04:10]: What was so important about that moment?

**Student A** [00:04:15]: Cause I knew I had to get home. My brothers were.

**Student A** [00:04:30]: OK. So I knew I had to go home with my brothers.

**Student A** [00:04:36]: My brother left me. He didn't tell me. We had to get on the school bus after school. So I waited for him at the bus stop and he was basically, he's on a school bus already.

**Student A** [00:04:53]: And I have to get home and I caught the bus by myself.

**Student A** [00:04:57]: And I have to, like, really remember, like how to get home and what buses to take. So I feel like that really, like really

defined, like a part of my childhood? To know that I can do stuff on my own.

**K. Hampton** [00:05:28]: What about, like your adolescence, so think of your teenage years. Was there any experience that really marked or adolescence?

**Student A** [00:05:41]: Oh. Playing football

**K. Hampton** [00:05:49]: What was so important about that?

**Student A** [00:05:53]: My parents weren't in the same house anymore. I really didn't have any great father figure in my life because right after we left his house, we basically just didn't they didn't talk to each other anymore.

**Student A** [00:06:12]: So like, I didn't know. I knew right from wrong. I didn't know, like how to be a teenage, boy. I didn't know how to be a man at my after my brother, but he just took the wrong route. And I knew I didn't want to take that route.

**K. Hampton** [00:06:36]: What did he do?

**Student A** [00:06:36]: He was affiliated with gang violence.

**K. Hampton** [00:06:56]: What in football? So you said football marked your adolescence. What in football? What did that like? What made football so important in terms of why it was so important to your life as a team?

**Student A** [00:07:15]: Because I felt like me playing football was just something I wanted to do. And keep me out of trouble. And I didn't always want to be home with all my sisters. So I felt like me playing football would help me get to know a lot of people better. And just occupy my time and during occupying my time. I fell in love with the game.

**Student A** [00:07:57]: It's always is it just kept me motivated to do more and then and then when I get older, a little bit older, then things like I can go to college for it. And I feel like I can accomplish that. And then once I feel like I can go to college and I knew I was getting my scholarships, I knew like I can make it to I can try to make it to the biggest level to be a pro-athlete.

**K. Hampton** [00:08:31]: What about adulthood, are there any experiences that have impacted your adulthood?

**Student A** [00:08:51]: Having a child.

**K. Hampton** [00:08:53]: Talk about that.

**Student A** [00:08:53]: Having a child-like really brings out the best in you.

**K. Hampton** [00:08:58]: Why is that?

[00:09:01] : Because now that you know, you're not providing for yourself and the money you're providing, providing for another human being. That you're responsible for? And you don't want to be a cause of this person, like not feeding this person, not clothing this person, not washing this person up. And like not paying attention to this person, I feel like that just taught you how much responsibility you might think you had. You don't want them to know like you just want a piece of life or obviously, want them to do better than you did growing up?

**K. Hampton** [00:10:04]: What are social-emotional supports?

**K. Hampton** [00:10:10]: Do you have any?

**K. Hampton** [00:10:11]: No. Just define what. What do you think something emotional supports are?

**Student A** [00:10:16]: Social and emotional supports are actually like that. If someone or a group that is willingly able to listen and try to help you with any type of problems that's outside of your family or it can be it your family.

**K. Hampton** [00:10:44]: What's social-emotional supports were available to you at high school was either motivated to develop, to engage with the negative or positive behaviors.

**Student A** [00:10:56]: You did these questions?

**K. Hampton** [00:10:59]: Who else did them? (Laughs)

**Student A** [00:11:09]: I feel like I'm letting go. I feel like my mentor gave them to me



- Student A** [00:11:24]: I feel like he gave me emotional support and then he introduced me to a lot of people to know and those willing to help me grow as an as a man, a teenager or boy, or girl just as an athlete.
- K. Hampton** [00:11:47]: What about in school?
- Student A** [00:11:50]: School also is used just like. What do you mean, like in school? Just like in general.
- K. Hampton** [00:11:57]: Were there any social-emotional supports as well?
- Student A** [00:12:03]: I was always a good kid, so like I attracted and I feel like teachers knew I might to like to try to help me learn. I try to be my friend or make sure I'm okay during the school year.
- Student A** [00:12:20]: So I had a couple of teachers that were like, willing asking me how I was doing basically just wanted to know if I was ok so I had a couple in school.
- K. Hampton** [00:12:36]: How did these social-emotional supports impact you?
- Student A** [00:12:43]: The impacted me because they showed me. pause
- Student A** [00:12:47]: I didn't really understand. I didn't really understand them like that. Well like emotional support. Until I got older and I realized how much I realized like what lesson they were trying to teach me. So basically, I knew like in the same position or maybe a little bit different position that someone might need my help or someone what? You have a child to teach them the right and wrong or making sure they're OK. Or teaching them right from wrong.
- K. Hampton** [00:13:39]: If negative, so just thinking about it, there are like negative behaviors that you engage in. All right. What socially emotional support could have prevented you from responding negatively. So think about the time that you did something negative. What type of support do you think could have prevented you from doing something or doing whatever you did that was negative?
- K. Hampton** [00:14:10]: Do you not like before, though, so you don't have to.
- K. Hampton** [00:14:14]: Yeah, you don't have to tell me specifically.

- K. Hampton** [00:14:19]: You don't have to tell me specifically an event that you engage in some type of negative behavior. But if you like, if you can think of a negative behavior what social-emotional support could have prevented you from doing that.
- Student A** [00:14:38]: I felt like some are like actually like if someone talks to me and calms me down like I'm not going to say my fight me back until my calm down. I have to say, like someone is like, show me that they care and they want the best decision. I mean. So not like fighting back.
- Student A** [00:15:11]: Like someone showing the same emotion that I'm feeling when I'm like if I want to do something violent towards me, just feeling like I make more than this. So them telling me I shouldn't be doing this or you should just like talk to me and think about all the good like hold me back or something. like, everything's gonna be all right.
- K. Hampton** [00:15:59]: What impact does social-emotional support interventions have on specifically males of color within Chicago? So what impact do you think like having socially emotional support have on African American males? And in Chicago, we think to have a good impact, negative impact. If so, how?
- Student A** [00:16:23]: I feel like it would have a good impact because some, like African American men, young African American men don't know who like, who is on their side, or who actually loves them.
- Student A** [00:16:43]: In my case, I got it. If my mom and my mom didn't love me. Then, I probably would've been lost. I didn't make a course like a mom will always love you. Sometimes people get in different situations where moms are absent or dad be absent at the same time. And yet they have to grow up on my own. You don't teach anyone and basically they don't know right from wrong or doing whatever they want to do to give you some a great impact because you have that person that you can call while you feel like you can't do something stupid? You can call them and they can let you try to talk you down or they can try to help you out. If they got it.
- K. Hampton** [00:17:43]: Why did you decide to pursue post-secondary studies, so why did you decide to go to college?

- Student A** [00:17:52]: I decided to go to college because I knew. that being an African American man and growing up and live in a society that I just wanted to educate my life. Give me a better life and makes me pursue the world differently.
- K. Hampton** [00:18:22]: Different than who.
- Student A** [00:18:25]: Different than the common African American men, well the statistic of African American men not going to college.
- Student A** [00:18:34]: Can you describe any leadership qualities that you had as a student?
- Student A** [00:18:43]: Me? (Repeats questions) I was respected even though, like, I was like one of those kids. How to tell a teacher. I was always a teacher's pet. But I didn't really care because, at the end of the day, you not give me my grades or make friends with you.
- K. Hampton** [00:19:08]: You led by example.
- Student A** [00:19:11]: Basically, yes.
- Student A** [00:19:16]: And I tried to. I took, I took chances and I didn't. I encourage others to take chances. It's like going first or like I wasn't afraid of getting something wrong.
- Student A** [00:19:36]: I wasn't afraid to fail. It was just going to help me in the long run.
- Student A** [00:19:45]: I feel like if you're not afraid to fail and there's someone there to help you get the correct answer or make the right choice and realize that just helping you a lot better.
- K. Hampton** [00:19:58]: How do you respond? How did you respond to adversity in school?
- Student A** [00:20:13]: At first, just me coming into school. It was a negative response because, I mean, I wasn't used to it. And I feel like it's just human nature if you're not used to it. You're not going to put your effort into it or you're not going to try to make it better for yourself. You're just kind of shy away from.
- Student A** [00:20:41]: Well, I stay away from that, basically. But now, like I have experienced different adversaries actually like it. I just had

to take another step, actually, and just be a student. I feel like you should be also student to the adversary. Apparently it's well because you never know what might happen. There was a tough situation all in. So you just have to learn from the adversary.

- K. Hampton** [00:21:19]: What barriers do you believe could have potentially prevented you from completing high school as an African American male?
- K. Hampton** [00:21:31]: So what barriers or what things could have prevented you from completing high school?
- Student A** [00:21:43]: Not having football. Well, not having someone
- Student A** [00:21:52]: Not having the teacher support behind me.
- Student A** [00:22:05]: What else? And not having like personal help like your mentors and people to actually care about, you know. You feel like as a young, a younger child, or a teenager like you, I feel like you want to see that someone else cares about you besides your parents. It shows that you can do more or more than one person will do to inspire you to do more.
- K. Hampton** [00:22:46]: How have other environmental factors impacted your learning and or to obtain the ability to graduate from high school? So like trauma, parental involvement? Were there any things that impacted your learning or possibly prohibited you from graduating?
- Student A** [00:23:12]: I have to say.
- K. Hampton** [00:23:15]: Environmental factors. Think about that. So think about Chicago.
- Student A** [00:23:19]: Yeah. I was about to say this being around just gang violence. You know, people dying. Right. I grew up around a lot of people dying. So right now.
- Student A** [00:23:35]: Unlike another senior. So when someone dies. It's like hello and goodbye. It was just calming. Human nature is. It shouldn't be like that.
- K. Hampton** [00:23:54]: So when thinking about adversity and thinking about life, possibly you responded negatively. How can these

responses to behaviors be used to help you achieve academically?

**K. Hampton** [00:24:05]: For example, I persist in their high school persistence or graduation. Happy responses to those behaviors help you achieve academically what behaviors?

**Student A** [00:24:19]: Negatively.

**K. Hampton** [00:24:21]: So I mean, positive or negatively? So how can these responses to behaviors be used to help you achieve academically? For example, how can some of these responses to these behaviors help you persist the high school and or towards graduation?

**Student A** [00:24:46]: I'm not understanding your questions.

**K. Hampton** [00:24:46]: So basically thinking about how you. Like you said, you overcome overcame adversity. Right. Like, how did they how did those specific things or whatever you had to go through, how did they help you persist to become a better student or to overcome the challenges of high school?

**Student A** [00:25:07]: I just wanted to be I just want to be different. Different as far as it's not being the common African American man. Like, you don't finish high school or you have to go to school. You have a bad attitude at school and don't get to learn as much.

**Student A** [00:25:27]: Just because something else is going on at home or something like you got a lot going on.

**Student A** [00:25:36]: Just to understand that I didn't want to be that person. I didn't want to fall into the statistic of an African American man.

**K. Hampton** [00:25:45]: Did you graduate high school or obtain your diploma?

**Student A** [00:25:49]: Yes, I did.

**K. Hampton** [00:25:51]: What opportunities were there available for you to achieve while at?

**Student A** [00:25:57]: I can't answer that question because I didn't take any opportunity. I just took the opportunities at the college level.

**K. Hampton** [00:26:04]: So then what was the opportunity?

**Student A** [00:26:04]: The question was a multiple opportunity here. I believe used to get a high school diploma when I graduated. When you get a high school diploma, it felt like it was like a lot more opportunity to you get jobs.

**Student A** [00:26:21]: You could get like big jobs? Well, not really big jobs, but like some decent to make a decent amount of money.

## APPENDIX C

APPENDIX C.: STUDENT B INTERVIEW

- K. Hampton** [00:00:03]: So go ahead, state your name and your age for me,.
- Student B** [00:00:06]: Student B, I'm 18
- K. Hampton** [00:00:07]: Tell me a little bit about yourself.
- Student B** [00:00:14]: I'm not really interested. I'm very boring yes, I like to draw. I like writing a lot. Just about simple things. I like football. I like working out. I don't. I didn't like going to school before I graduate, honestly until I met Mr. Williams and there were a lot of things. He really encouraged to me to get through school and another thing my pops he beat cancer. So I wanted to make him proud of something. So I did that.
- K. Hampton** [00:00:58]: Did you live in a two-parent home? Or did you just live with your dad? I know you mentioned your father.
- Student B** [00:01:02]: A two-parent home.
- K. Hampton** [00:01:04]: OK.
- K. Hampton** [00:01:10]: Tell me your age again.
- Student B** [00:01:14]: 18.
- K. Hampton** [00:01:14]: So you just graduated in the class of 2019.
- Student B** [00:01:18]: Yes.
- K. Hampton** [00:01:18]: Congratulations
- K. Hampton** [00:01:22]: What wage class were your parents? So I think, like low income, like maybe like thirty thousand under middle income between making thirty thousand a year to fifty thousand or above fifty thousand and above. What would you say you would think your parents fell under?
- [00:01:36]: My pops made minimum, my mom didn't work
- K. Hampton** [00:01:44]: So when thinking about your career and things like that, consider about like what degree can help you get a job right out of school. Right.
- Student B** [00:01:50]: Right.



- K. Hampton** [00:01:51]: Right. So take that into consideration. I tell people all the time. When thinking about business or finance and things like when you finish your degree, make sure you research before you go into this field. What an idea. As soon as I get this degree.
- Student B** [00:02:04]: And I was like I was thinking that, too. That's one thing I really want to go to college for. I just want to go to college to prove my education in some ways. And as soon as I get out of college I have something to work for. So even if I don't go to university, I want to do a trade. I want to do electrician and carpentry. So I know for a fact that as soon as I get out of school, I'll have something to work for.
- K. Hampton** [00:02:31]: Yeah. Exactly. Tell me where you a latchkey kid. So, like, did you travel to and from school, like back, back and forth by yourself or like stay friends? I was a latch key. My mom had to she had to work. So she went downtown. So a lot of time I was walked to and from school myself. And I would have to let myself in until she got home. Things like that.
- K. Hampton** [00:02:52]: Would you consider yourself a latchkey kid?
- Student B** [00:02:53]: Yeah. When I got to EXCEL. But when I was at Harper, I was there, the older sister. So it was just me and her there, so like you said we had to wait until my mom and dad got home. And that was it
- K. Hampton** [00:03:07]: How many siblings do you have?
- Student B** [00:03:08]: 12.
- K. Hampton** [00:03:08]: You got 12 siblings?
- Student B** [00:03:12]: It's 11 of us. Six boys. Five girls.
- K. Hampton** [00:03:19]: You were never alone then.
- Student B** [00:03:20]: Not really.
- K. Hampton** [00:03:23]: Were there any experiences that really marked your childhood? So think about like elementary school and middle school. Were there any specific anything you experienced that like you like? I remember that day like that made me who I am. And then think about that for

adulthood. So like your adolescence and like high school years as well.

- Student B** [00:03:42]: When I was in O'Toole, at first I was at Miles Davis. Just an ordinary going to school everyday type. And then like once I got to O'Toole my mom transferred me and my whole experience of my school changed. I like I end up like coming to school. I met new people. I was around the same people at Miles Davis for my whole life. I went to Miles Davis from pre-K to 6th grade then I transferred. After that, a whole new view came towards me. I started going outside, more because I've met people. I start to put my guard down to like hang with people because I didn't trust a lot of people.
- Student B** [00:04:31]: So and another thing, growing up, when I had my first job, I was 16.
- Student B** [00:04:42]: I was working at UPS that was like the first income I ever had. And it was like \$300 a week as a 16-year-old, saying you making like 300 a week you got it.
- K. Hampton** [00:04:52]': That's a lot of money for a 16-year-old.
- Student B** [00:04:58]: I start to feel like I was getting older and responsibility from my mom would stop doing things for me she stopped paying my phone bill she stopped buying me clothes. I had the buy everything I wanted. If I wanted I had to earn it.
- Student B** [00:05:12]: I felt like everything since then. I was just I was 16.
- Student B** [00:05:20]: I felt I had to do a lot of things on my own instead of me getting down and going to my mom. I got to find me a way then if I don't find me a way then I'd try to go to my momma.
- K. Hampton** [00:05:35]: What's that? So what do you think that that has taught you in reference to it, adulthood?
- Student B** [00:05:43]: You've always overcome your problem.
- K. Hampton** [00:05:51]: So, David, tell me, do you know what are social-emotional supports to you? What does that word mean to or what are those two words mean to you? So think back to when you were in high school, you talked a lot about Mr. Jones, right? Right. What type of support did he provide you?

**Student B** [00:06:09]: He provided me a lot because when I first came to Excel, I lost my brother to gun violence and I literally gave up on everything. And as him knowing me before I loss my brother. He's like you said, he knew I had something going on. He said I was the first person to have a come in as a Junior and say, what do you want to do in life? So he said take heed into that. He literally came and checked up on me daily like just to see how I was doing. It wasn't even just oh we got a BAM session, he come to give me. We'd hang out sometimes and just talk. Honestly, I don't get that too much in life. And I got out, like you said, I'm not I'm never alone. I got a lot of siblings, but it got to be the right person for or with the right words because I'm not just going to come out and tell you how I'm feeling. He really got to that point that I was able to tell Jones anything and still today I could still tell him anything like how out of the blue I could just text Jones like I'm having a bad day. What can I do to get through this day here, and he will literally tell me a solution to Get to it. And I feel like, without that support, I wouldn't have made it.

**Student B** [00:01:09]: You came this far why quit? I would tell him I really don't care what you're talking about. I could curse Jones out and he still stood there like. I'm not letting this go because you got something and I know you're going through something and I know I'll get you through it. My graduation day, while I was on that stage they only people I was looking for was Jones, my daddy, and my momma. I was looking that That man made me get across that stage. I feel like I want to be the man I am now without Jones.

**K. Hampton** [00:00:39]: So my next question is, how do you think that the support that Mr. Jones. Like, how do you think that that impacted you?

**Student B** [00:00:47]: It impacted me a lot because he the one that taught me like you don't ever got to come to somebody else with a little problem that, you know, you can overcome. He says you get through it and if you don't get through it you still try again. So I felt like he got me to a lot of motivation and not give up on a lot of things.

**K. Hampton** [00:01:17]: So I ask you something.

- K. Hampton** [00:01:25]: So anything in life. So think about your high school years, was there anything that you experienced that basically provoked you or that will make you want to engage in negative things like. Was there anything that you experienced?
- Student B** [00:01:39]: Yeah, I met this dude in Markham. And It was easy money. I thought about it. So he was like, all I gotta do is really just like it. It was like so illegal. So he'd say, make a bank account. But as in me, I'm like I don't know what I'm doing so I'm just like going along.
- Student B** [00:02:02]: So I'm like let me try. I'm seen you come up with \$3000 in two days. So I'm like hey, let me try. So you make a bank account as I'm making. As we make it a bank. I wait to my card to get there He'd do something. He didn't even explain it the whole way. I mean I trusted them. So I'm like, hey, I'm gonna go make this bank and see what he about. And he came back with all the \$3000 but he never like told me or explained by how he got it. I never asked no questions. He told me I could bring somebody. Every person on I bring him I get \$500. So. Hey, I'm telling everybody. Hey, go do this. I'll get you 1500. They like ok it's easy money and you ain't got to spend n money. So I'm thinking that was really legit until one day I was in school. I mean, nothing. I really do know outside of school. Police in the school like five police officers at the school. They all walk past my class. I'm like damn they about to get somebody. Then they about to come in my classroom. They asked like is your name Earnest Parks, I'm like yeah.
- Student B** [00:03:19]: Yeah. I what I do. They ain't trying to say nothing.
- Student B** [00:03:23]: So I get to the station, they tell me you into some fraud. I'm like naw what you're talking about.
- Student B** [00:03:31]: But as they pulling me, I had a \$1000 outfit on and \$2000 in my pocket. But I ain't think like oh, I got money.
- Student B** [00:03:43]: Little do I know he done crack the bank and savings account in some way.
- Student B** [00:03:51]: I say I ain't got nothing to do with that. Oh, no. He just told me to tell what's his name. I'm ain't go lie. I ain't tell him his name. He like so you want to go down for the crime? I'm like Nah. He like so what's his name All right.

- Student B** [00:04:01]: I'll make up a little name or whatever. All right. And then they come to my house today.
- Student B** [00:04:08]: After that, I just told the man I thought it was easy money. He ain't explain it and here go the text message. He ain't really explain anything to me?
- Student B** [00:04:18]: So I'm thinking like ok. He was like alright well. You got to be in court. It was like thirty days from after that. Naw like 20 days after that. And I'm like I never been the court type. So I'm like OK. I tell my mom about it. She's like, what have got into? I'm like I don't even know myself, honestly. I just thought I could get some money. I stopped working and everything. So my mom thought the \$3000 hours I had, it was a settlement from UPS because I got injured from them and my mom had sued them. So she thought that was back pay they gave me. But it wasn't.
- Student B** [00:04:57]: She never asked me she just assumed that. So she tell the police officers, naw he ain't got nothing to do with it?
- Student B** [00:05:05]: You could take the money, right? They like they looking for some check stubs too. I ain't got no checks stubs. He gave me the money in cash.
- Student B** [00:05:13]: Honestly, that was the worst I experience I ever had. After that I stopped dealing anything with anybody. If want to do something on my own. I would do it on my own because I know I ain't go get caught.
- K. Hampton** [00:05:29]: So thinking about like the social-emotional support Mr. Williams gave you. And like the interventions. So you think about intervention. It's every time the two were like feeling a certain type of way or like you weren't having a good day like he stopped to intervene like those behaviors. Right. Or maybe you were about to do some stupid he intervened.
- Student B** [00:05:45]: He definitely would stop it.
- K. Hampton** [00:05:45]: What impact do you think that those will have on males in males of color? So black males in Chicago? In your opinion, what type of impact do you think that they would have if every black African American male had a Mr. Jones or somebody from BAM? Like what type of impact do you think that would make? (6:04)

- Student B** [00:06:05]: Chicago wouldn't be the way it is right now.
- K. Hampton** [00:06:07]: What makes you say that?
- Student B** [00:06:08]: Because of Mr. Jones and my other BAM teacher, the instructor from Harper. They both changed me as a man. I was really a little boy that was trying to be in a streets trying to fit in. And listening to them it changed the whole perspective of life. You got way more to do than to set on the block. Try to listen to someone that's older than you, but it's not in a good way then they do not provide for you any way out here. So honestly, you are you won't accept a thing and be like I ain't trying to hear that and then as in them continuing meeting, with you and continue to tell how it's really going. I was raised by older people, my mom, and my dad are old. So I always listen to older people. Anybody that's older than me, I'll listen because while they life is longer than mine they've experienced something more than I did. So I always took it to head like it is something better out there.
- Student B** [00:07:06]: Right. Like they say, like Jones say, find you a little girl that's down, she gonna be down? He say you're gonna stay off the street. You don't have nothing else she go build your money, she gonna get you through it? He said and even without even a girl, you could do it on your own. He like you are a strong black man any like any young man that hear that and them continuing to tell you that you would change your whole thought of life. Yeah, that's goofy. I don't want to do it anymore. It won't be the way it is now. If everybody, every black male had Mr. Jones.
- K. Hampton** [00:07:46]: What's the leadership quality that you've displayed on this too? This could have been in grammar school, middle school, high school. What's one leadership or any leadership qualities do you think that you have?
- Student B** [00:07:59]: I've think a lot of leadership because I think I'm not a follower, so I want to do I want to be the first to do everything. So I had opportunity in my recent job at Five Guys. They gave me an opportunity to become an assistant manager, but they already told somebody that was there before me that they was going to become assistant manager. So we had to get in a meeting and they really wanted us to have a debate of why we wanted to become a manager.

- K. Hampton** [00:08:27]: So think about that. What qualities that they tell you that you had that will make you a good manager.
- Student B** [00:08:33]: I always stay up on what I say. I am always on time with anything.
- Student B** [00:08:44]: Even if you don't ask me to do it, I'm a still do it because I feel like it to be need done. So I don't need permission to do little small things. And in her telling me that I felt like I really became somebody. Because I usually if you tell me to do one thing, I'm going to do that one thing. I'm not doing anything but that one thing because you told me to do that. Well, I as now, like if you tell me to do one thing and not turn around, there's something that was wrong. And you turn around and ain't nobody else doing it, I'm just going to put my time into doing it.
- K. Hampton** [00:09:17]: So how did you respond to adversity in school? How did you respond to the negative things that took place in school? Anything I say you said you was at a school for three months, right? Talk to me about that. How did you. Did you have to catch up? Did you have to meet me with your teachers you how to catch up?
- Student B** [00:09:34]: It was a lot of catch up. Because after that three months I came back, it was around this time I came back last year, we graduated in June. Our finals are due in May. So I got to do all three months of backup work plus my finals. So I got to learn my finals and do this work at the same time. So I how got through that is. I took the time the first day they told me that I was able to get accepted back into Englewood. I'm like, OK, can I get all my work?
- Student B** [00:10:11]: So they didn't really want to do it. So I went as into texting Mr. Jones, on Facebook, I text him like, can you get me all of my work? He was like I'm about to bring it to you at 2:20. Be at home. I'm like ok. He went to every teacher and took the time and did the printing himself to give my work and brung it all to my house. He helped me on certain things like we were on Facebook on the phone. I did the rest of it. It was easy. But we got through 40 to 50 assignments in two days. And I don't think I wanted to get through it without him or the security guard that was at Englewood. They both made sure that I did that the packets and came back in time to make sure that the final was done.

- K. Hampton** [00:11:05]: That's awesome, so what barriers do you believe could have potentially prevented you from completing high school? What are some things that could have prevented you from teaching like as a black male? Right. Living in Chicago, what are some things that could have prevented you from complete high school stand in the street?
- Student B** [00:11:36]: Um, staying in the streets. I think that was only thing that kept me out of school was the streets that after I got through that I said ain't nothing out here for me. So I went to school.
- K. Hampton** [00:11:47]: How have other environmental factors impacted your learning or your ability to graduate from high school? So think about like if you've had any home issues if you had any like, were your parents super involved when it came to education? You talked about your brother passing right to the gun violence. What are some other things maybe like as it pertains to the environment? So anything outside of the school? Like, how did that impact show learning and maybe you possibly not graduating?
- Student B** [00:12:17]: My parents, they were supportive but they would make sure you go to school but other than going to school I don't think they cared really. I feel like if I need to help with something, that's the person I used to go to was my brother. Aye bro I need help with homework help me out.
- Student B** [00:12:38]: He made sure I got the homework done. When I assignments came he made sure I would do it for the first time. My people ain't the type I don't know if they had too many and with me, they got over it, but I never held it against them. But I want the support I. I wanted somebody to make sure you get your homework done type. It ain't that in the household.
- Student B** [00:13:02]: As in we losing my brother, I mean, wasn't nobody else to check up on my problems. How I'm doing in school. So I just gave up after that.
- K. Hampton** [00:13:15]: How old was your brother?
- Student B** [00:13:16]: He was 19 when he died.
- K. Hampton** [00:13:19]: Was he involved in the street?



**Student B** [00:13:20]: No.

**Student B** [00:13:23]: That's a way that would try to convince me that there was nothing out here. Bro. You can hoop. He was a basketball player. He went to college for basketball and he told me like my brother you got so much going on with your life.

**K. Hampton** [00:13:39]: What was his name?

**Student B** [00:13:39]: His name was Michael Parks.

**K. Hampton** [00:13:45]: He went away to college.

**Student B** [00:13:46]: Yeah. He went away and he came back and that's the same weekend he came back out here he got killed.

**K. Hampton** [00:13:51]: I think I heard of that. What school was that?

**Student B** [00:14:03]: I think he didn't even leave Chicago. He lived on campus at the downtown school that school that's downtown.

**K. Hampton** [00:14:11]: Was it UIC?

**Student B** [00:14:11]: Naw, not that one.

**K. Hampton** [00:14:11]: The University of Illinois?

**Student B** [00:14:11]: Yes, that school. He went to that school. And he stayed in a little apartment nearby. He was coming to visit my brother. As in he was going that way to get something to eat and he got killed.

**K. Hampton** [00:14:41]: Sorry to hear that.

**K. Hampton** [00:14:42]: So you talk a lot about like how you overcame a lot of this stuff that you experience. Right. So thinking about like when you engaged in like negative behaviors. Right. How do you think that those behaviors could have been used to help you achieve academically or like persist towards graduation? So thinking about like you overcoming a lot of the things that you've overcome, like how did those specific things help you achieve or help you be a better learner, you know, help you be successful? Like, did they teach specific lessons like a good teacher was?

**Student B** [00:15:17]: A lot of bad do teach you lessons. And I've been in a lot of bad situations. And there's a been situation that just my gut would tell me you got to get out of this situation. We have got to move around and move yourself out of the area. It feels like this every time that I get that feeling and I do move around. Something happened after the last incident and I had that feeling I went home and then I end up seeing my homie and them on the news. I am done with everything I get to feeling and I want to do it anymore.

**Student B** [00:15:49]: So I after that it's like a lot of things seem dumb to me now. A lot of things I used to do when I was younger. It was useless, I could have used that ability. I'm standing outside every day, working myself to make my way across the town just to get to the block. I could've used that ability to get to school every day, that same strength I had of going to the block I could've had to go to school. It could have gone. It could have got me a lot better than what I am right now. Because I had stopped going to work. That's why I'm out of a job right now. Because I did the bad situations. I'm a take this day off because it's a party. I realize how a party can come any day.

**K. Hampton** [00:16:39]: Do you feel like these are these experiences are teaching you what to do for your future?

**Student B** [00:16:44]: Yup.

**K. Hampton** [00:16:46]: What opportunities did you believe you had available for you to achieve while you were in high school? Were there any opportunities in high school?

**Student B** [00:16:55]: I had the opportunity during my freshman year. If I would have stayed on the honor roll stay playing football I could've had a scholarship. A \$30,000 scholarship. I failed that and that made me feel like less of a person. I missed out on a \$30,000 scholarship and football training cause I want to do something dumb. I wanted to stay I saw outside with other people. I feel like a lot of things. There's a lot of things that I can have not did. And they would have made me a better person today.

## APPENDIX D

## APPENDIX D: F. FORMER SCHOOL LEADER INTERVIEW

- K. Hampton** [00:00:01]: So if you could please state your name and tell me a little bit about yourself
- School Leader** [00:00:06]: Full name Former School Leader. Professionally, I serve as.
- School Leader** [00:00:12]: The founder and executive director of the Umbrella Academy Chicago. I'm a part of the organization, part of a holding company known as the we are a social impact company. They're designed to serve 1000 young people from across the city of Chicago and 20,000 students from across the United States. And at some points students from other parts of the world. Prior to my role to Umbrella Academy Chicago, which I am a year and a half in, roughly 16 to 18 months, I worked in Chicago public schools for approximately 20 years ranging from a school principal or assistant principal, classroom teacher as well, curriculum designer, school designer, and athletic coach.
- K. Hampton** [00:01:17]: Could you identify for me what socially emotional support was available in your school when you were a school principal?
- School Leader** [00:01:27]: So the social-emotional support that we created that we thought was impactful. So the first one was. there was an MTSS system in place that as a school we were much more engaged in some of the practices that went well beyond what the district was doing.
- School Leader** [00:01:53]: There were peer support for students this was a staple to the school culture. Most students who enter the school there were assigned a mentor or in addition, there were embedded within the program were professional clinicians, largely professional counselors. Students also seen advisory lessons based upon their grade level.
- School Leader** [00:02:26]: Broadly is the very thing that their own development. In addition, professional teachers we've seen training or professional learning and non-cognitive support. But also we tried to provide equitable support for students, regardless of their academic levels, including the most vulnerable population of students and also the most talented population of young people. Kids received a lot of one to one support considering those twenty-two hundred kids this

school in ways that made sense. Personally, I connected with the students either in whole group sessions by grade level at least eight times a year as a school principal and in smaller groups with students and their parents that happened several times a year.

**K. Hampton** [00:03:33]: Do you feel African American males are or were supported socially, emotionally by all of your staff members?

**School Leader** [00:03:44]: More broadly speaking, yes, but as it relates to I think the challenge was for us our linking, so we had an effort to support all students but mostly around their academic needs and other needs non-cognitive needs. They never really got aggregated by gender. What we learned more specifically was that more male students across the school, particularly African American male. Standardized test scores were higher than their female counterparts. However, what we learned even though they had higher test scores they're GPAs were slightly lower but not what I would prefer particularly relevant. But in the same vein they did not have access to the same courses of their female counterparts, so few males were enrolled in AP courses. Fewer males were enrolled in honor courses, even though their grades were slightly below but not in the place for him shouldn't have access. And it's been evident the test scores were higher.

**K. Hampton** [00:05:17]: What are some experiences which African American males have in your school? So did you have any programing, special programming for them? Any social-emotional support programming?

**School Leader** [00:05:29]: Yeah. So we have a program for male student-athletes from separate from others who've been groups and demographics. So we had a nationally recognized program through one of our professional school counselors known as the Brotherhood in which they serve African American males who receive support in both postsecondary support, social-emotional learning never been there and we found it valuable for male students. That program didn't exist before I arrived. Then we had another organization known as the Brotherhood. I'm not sorry, that's the program, there was of another male program that was a little separate. It was an extension of a group called Focus that allowed that was targeted for young men only. And it was open to all males but most of the males that were sent to the program were African American far as the majority.

**School Leader** [00:06:34]: In addition, we partnered with the Kappa League that provided programs for our male students Common ground and there are two more. I forget the name. There were two more in addition, so. Males had, access to support. In addition to one more that was founded by G27 something that nature. There was another program only for males struggling academically. So what we found from the various program students who had academic challenges or behavior challenges. Typically moved into the same program where students who were performing well in school chose to be a part of the Kappa League and Brotherhood.

**K. Hampton** [00:07:35]: So that was my next question. So by students participating in those programs, did you see a decrease in misconduct referrals or any type of increase academically?

**School Leader** [00:07:47]: Oh, So yes. So the students in the Brotherhood were, the higher-performing students and it was an open application but well, unlike other programs kids tend to follow kids who have similar interests. So now you saw that we found mostly students who were marginalized because they were not popular. Now, necessarily students who were struggling academically. But also had some other I wouldn't call them challenges, but I suppose things that more people to deal with it in high school. Where some of the other groups we found them participating as a way to beef up their resumes as they prepare for college. In other places, the kids were recommended based on their performance in class or those are some of the challenges that we felt that some of our male students were having as we look at behavior. Which is few but they were recommended for other programs as well, for the most part, they participated. I do think we could've done more but it was more than any other schools that I had that been a part of or had access to.

**K. Hampton** [00:09:18]: So, I have just one more question for you. That is my question for you. So your personal thing. What are some ways that social-emotional support can be improved for African American males in public school? You can speak specifically to CPS or just any public school system? Like what? Like. What's your opinion around how these things can be improved?

**School Leader** [00:09:38]: Well, I think the first thing is having, as you build a culture with the adults in the building. I think it's a starting point being very clear around the implicit biases that we have about young people. And acknowledging those biases regardless of your own background. Also, understand exactly what are biases are about. Our own experiences and our responses about our African American males. So that's one thing. Second, targeting African American males in the sense that one out of I'm thinking of as a professional educator and as a young person who was in the same state as a lot of high school students today, knowing that males tend to avoid regardless of their academic performance avoid engaging adults in the building unless it's a coach. Particularly like this group counselors so you want to make sure that instead of sports, you have more time to use. You have to build stages with them experiences that are only geared toward males, which would allow them to have the same exposure and access as their female counterparts. Who we often find in high school they are more mature and higher school ready they align to the way high schools are managed and our architecture function. Third, I do believe that as we build curriculum, try and build forces in content experiences that provide engaging experiences that target the interest of males on so whenever you look at literature and courses in Math, for the most part, the content is universal but there in things there we can do. The literature may be in African American literature with African literature but it's not literature that an African American boy is interested in. And so a lot of states will continue to struggle Something that we had a chance to do that I thought was really good was an Afro-studies program. I will say Kenwood is unlike any other school that I've ever been a part of and as you study and it's probably the best place in the country for African Americans to get a good education. And also a part of their culture of high school. But I will say that we want to create learning experiences that target the interest of black boys. And that's not superstition and symbolic like sports and things of that nature. And things that I think we did a good job that we could have done better. When I saw what we struggled at most were we close the achievement gap and obtained an increase in GPA. But we never closed the access gap and part of that was. Not being honest with. Collectively being honest with ourselves and with your peers. Allow how we were not intentionally but the way we were organized, we did not serve the African American males as well as we could have.

**K. Hampton** [00:13:34]: Thanks. That was great. Thank you. I talk a little bit about the opportunity, the achievement gap versus the opportunity gap for African American males in my literature review as well. That was good that affirmed that for me.

**School Leader** [00:13:53]: Yeah and part of not I don't think its professional behaviors business we can be concerned about. You take a school like Kenwood on the high school side it 90 plus percent African Americans. So I don't see the capacity. At large or the staff at large will be discriminating against males. You look at disciplinary infractions. It was pretty solid when you look at gender, but what we noticed was, was that. Even though the evidence supported that we were doing a poor job of providing access for the African American males. And I see and obviously, as a Principal you're, the buck stops with you. I did notice that things had an organizational systemwide. Any sense of urgency of you trying to change. Even though you put systems in place to do so? I don't know the answer to it, but I did always say that when you talking about access initially look at implicit bias, oftentimes regardless always of the race of someone. There are assumptions about black boys that we control them, not challenge them. And no matter how talented they are, there are some decent that people cling to the school building. That is not it doesn't change even though a kid is a high performer. So I was at another school on the westside, as a matter of fact, I remember talking to a colleague. Was a good teacher and I was really bothered. I remember the conversation as if it was yesterday. The teacher came from another school. And he was fair, consistent across the board, and I said what do you think the kids here vs. your former school. You know, at the other school had a different population with different needs. And he said I don't think there's a difference between the kids in that school and this one. And what I noticed was his expectations were different. I don't want to say his expectations were different. Well, it was a difference. One, the one school, average ACT scores at the time were 15 where you came from or 13 and the average of the current school was a 21. I was so with no behavior problems that I told him kids are different and that's what concerns me was. He was not able to see the differences in any African American kids whereas a person of color, as a black man. I know there are ways to engage slightly different as the populations accumulate, as I did when I was a teacher at



Dunbar. And sometimes what you find in public schools is that and I saw it more in the middle school, is that no matter how talented and capable African American male students is they're still treated as if they're not. And because they have implicit biases about black boys and so that filters over to how folks engage with them. And so as a Principal, we have to steadfast in and courageous in how we can fight it. Because ultimately, you never want to child to become an adult and come to a sense of consciousness. He said that when I was in school. And if you know kids say stuff, it doesn't make sense but you don't want them to have a valid point to the school. It's happened to me and the principals knew about it and didn't do anything. And so that's, you know, that's something I don't know if it's as it emerges in your research what implicit biases and broad generalizations about all African American boys. And they only do it with black boys I hadn't seen it with African American girls. What I've seen is with black boys exclusively.

## APPENDIX E

## APPENDIX E: AS-IS DIAGNOSTIC TOOL

“As Is” 4 C’s Analysis for Social Emotional supports available to African American males

### Context

- Schools provide all SEL support per district’s policies
- High Misconduct rates for A.A. male students
- Graduating at a lower % than any other race/subgroup
- High teacher turnover rates in high poverty areas
- High number of teacher absences throughout the academic school year in low income neighborhoods

### Culture

- CPS Five Year Vision and it’s reflection in ALL schools
- High misconduct rates for A.A. males
- Unclear district and building protocols on SEL support for subgroup (A.A. or trauma impacted students) for all schools
- Discipline is punitive although student code of conduct has been updated
- 1 SEL specialist per 30 schools
- Unclear funding model for additional programming to support SEL in A.A. males

### Conditions

- CPS and CTU allows schools to develop professional development and assessment schedules
- Limited amount of time for SEL to be embedded in instructional schedule
- High % of misconduct for A.A. males
- High # of A.A. males who have experienced trauma
- Little to no mandated SEL support

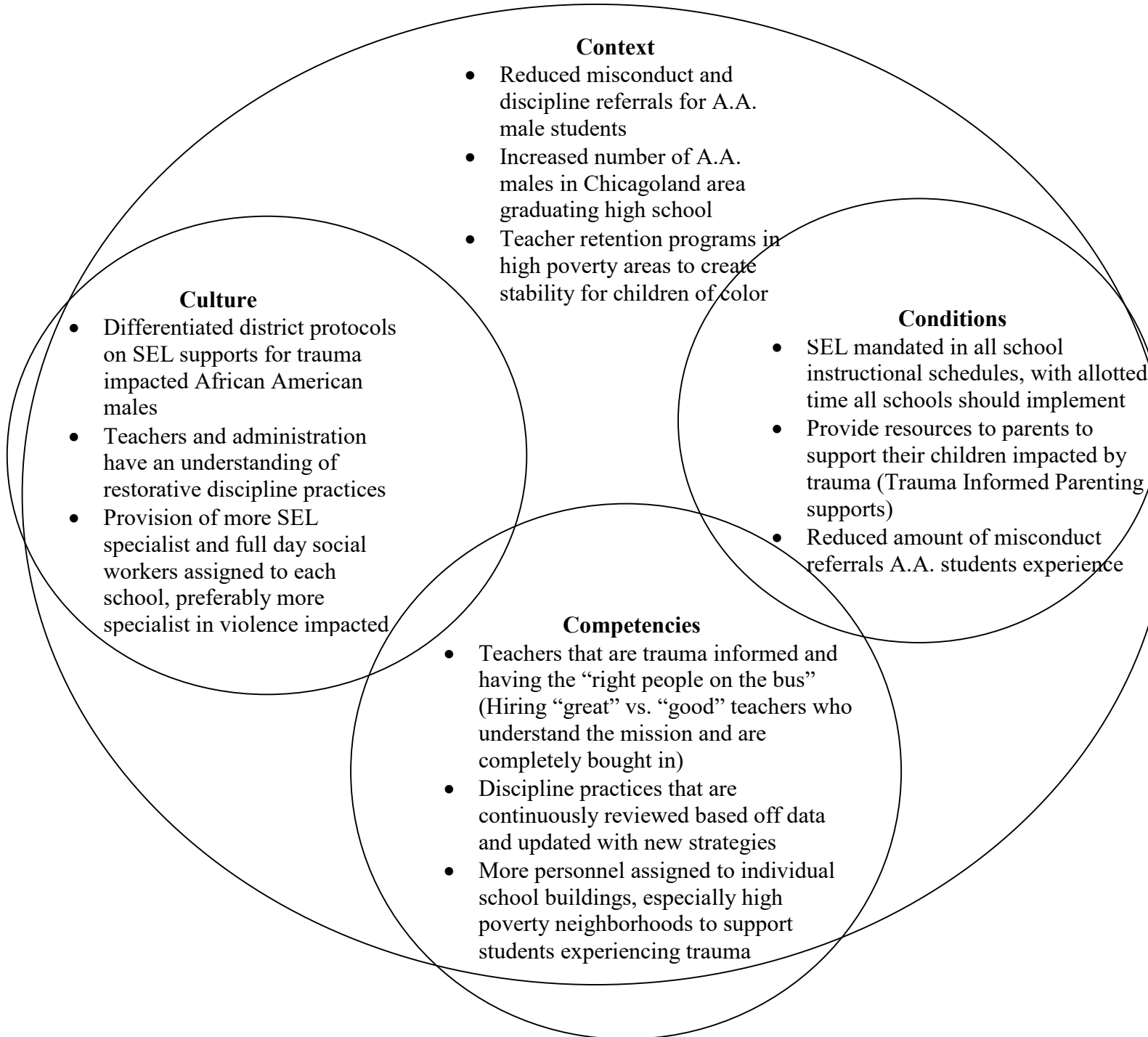
### Competencies

- Teachers lack tools to address empathy for trauma impacted students
- Discipline practices aren’t updated or differentiated based off of data
- Lack of personnel to support SEL needs
- Teachers need additional professional development on addressing SEL for trauma impacted students

## APPENDIX F

## APPENDIX F: TO-BE DIAGNOSTIC TOOL

Baseline 4 C's Analysis for the social emotional supports available to African American males and how it impacts graduation rates



## APPENDIX G

APPENDIX G: CPS MISCONDUCT DATA SY 2017–2018

CPS Misconduct Data			
Category	School Year	Time Period <sup>1</sup>	# of Misconducts <sup>2</sup>
African American Male	2017-2018	S1	15626
African American Male	2017-2018	EOY	30548
Grade PK-2	2017-2018	S1	2319
Grade PK-2	2017-2018	EOY	4632
Grade 3-5	2017-2018	S1	6228
Grade 3-5	2017-2018	EOY	13012
Grade 6-8	2017-2018	S1	9989
Grade 6-8	2017-2018	EOY	19964
Grade 9-12	2017-2018	S1	29992
Grade 9-12	2017-2018	EOY	57517

## APPENDIX H



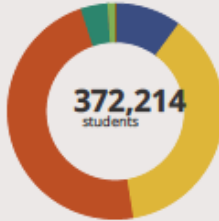
# APPENDIX H: ILLINOIS STATE REPORT CARD SY 2019

## City of Chicago SD 299

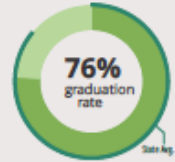
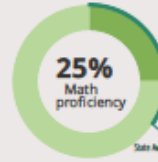
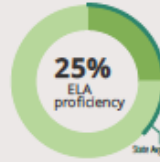
42 W Madison St 2nd Fl Chicago, IL 60601 (773) 553-2347

Grades: PK - 12  
Superintendent: Dr. Janice Jackson

### Fast Facts



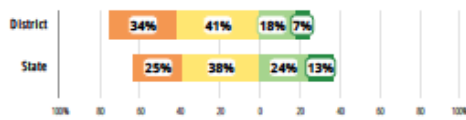
Student Characteristics	
White	10%
Black	37%
Hispanic	47%
Asian	4%
American Indian	0%
Two or More Races	1%
Pacific Islander	0%
Low Income	83%
English Learners	19%
With IEPs	14%
Homeless	4%



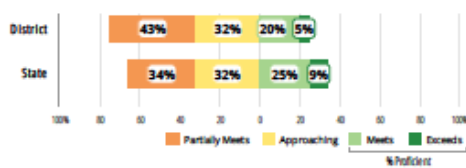
### Academic Success

High school students take the SAT in English Language Arts and Math. The display shows SAT ELA & Math results in four performance levels.

#### English Language Arts



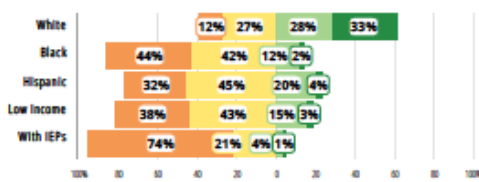
#### Mathematics



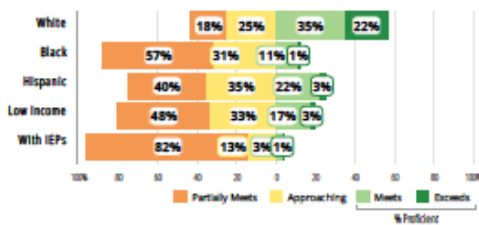
### Success by Student Group

This display shows SAT ELA & Math performance levels for each student group. No data is shown for groups with fewer than 10 students.

#### English Language Arts

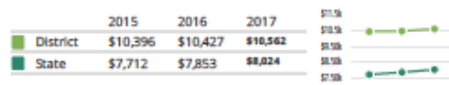


#### Mathematics

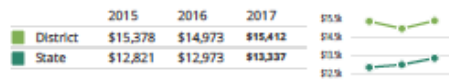


### District Finance

Instructional Spending per Pupil Includes only the activities directly dealing with the teaching of students or the interaction between teachers and students.



Operational Spending per Pupil Includes all costs for overall operations in this district, including Instructional Spending, but excluding summer school, adult education, capital expenditures, and long-term debt payments.



### College Readiness

#### Early College Coursework

Students taking early college coursework in grades 10, 11, and 12



#### Postsecondary Enrollment

Students who enroll at colleges and universities



#### Community College Remediation

Students enrolled in Illinois community colleges who require remedial coursework



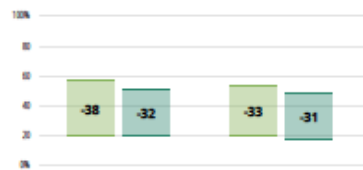
## City of Chicago SD 299

### Schools in District

City of Chicago SD 299 has 633 schools serving all grade levels. To view the complete list of schools and more information, please visit [IllinoisReportCard.com](http://IllinoisReportCard.com).

### Achievement Gap

Achievement gaps display the differences in academic performance between student groups. The display below shows the gap in readiness for the next level between low income (LI) students and non-low income (non-LI) students on the SAT for both English Language Arts (ELA) and Math.



	SAT ELA		SAT Math	
	District	State	District	State
Non-Low Income	57%	51%	52%	48%
Low Income	19%	19%	20%	17%
Gap	-38	-32	-33	-31

### Educator Measures

This district has had an average of **2 principal(s)** at the same school over the past 6 years. District wide in the last three years, an average of **77% of teachers** return to the same school each year.

### Student Attendance and Mobility

#### Attendance Rate

Rate at which students are present at school, not including excused or unexcused absences



#### Chronic Absenteeism

Percentage of students who miss 10% or more of school days per year either with or without a valid excuse



#### Student Mobility

Percentage of students who transfer in or out of the school during the school year, not including graduates



#### Teacher Retention

Percentage of full time teachers who return to the same school year to year



### FOR MORE INFORMATION

Visit [IllinoisReportCard.com](http://IllinoisReportCard.com) to see additional details about each item of information for this school. There you will find charts spanning multiple years, detailed explanations, resources, more of the school's programs and activities, and powerful tools that let you dig deeper into data.

Most of this data has been collected by ISBE from school districts through data systems. Some information, such as the School Highlights, is entered directly by principals and can be updated throughout the year.

## APPENDIX I

## APPENDIX I: CPS GRADUATION 5-YEAR DATA

Citywide 5 Year Cohort Rates		Cohort Dropout Rates									
Category	Group	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Race and Ethnicity/Gender	Black, Non-Hispanic/Male	52.3%	52.2%	48.2%	44.2%	41.0%	36.0%	31.1%	30.8%	30.1%	

Cohort Graduation Rates								
2011 ▼	2012 ▼	2013 ▼	2014 ▼	2015 ▼	2016 ▼	2017 ▼	2018 ▼	2019 ▼
43.2%	43.3%	47.2%	49.8%	52.9%	57.4%	62.8%	64.7%	65.4%

## APPENDIX J

# APPENDIX J: CPS FIVE-YEAR VISION

## Vision, Mission, and Commitments

**INTRODUCTION**

Our Vision

Success Starts Here

Our Mission

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.

**Commitments**

To fulfill our mission, we make these three commitments to our students, their families, and to all Chicagoans:

**Academic Progress**

In young people, a high-quality education develops not only strong academic skills, but also a love of learning, the ability to work with others, the motivation to take initiative, the experience to solve problems creatively, the knowledge to live healthy lives, and the desire to become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.

**Financial Stability**

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We will advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.

**Integrity**

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and consistently acting on community feedback.

## Snapshot of Core Values and Goals

**Core Values**

As a district, we will work to ensure that the following core values are adhered to in all of our planning and practices:

**Student-Centered**

We place students at the center of everything we do.

**Whole Child**

We support our students so they are healthy, safe, engaged, and academically challenged.

**Equity**

We eliminate barriers to success and ensure equitable opportunities for all students.

**Academic Excellence**

We provide diverse curriculum and programs with high academic standards to prepare students for future success.

**Community Partnership**

We rely on families, communities, and partners in every neighborhood to shape and support our shared mission.

**Continuous Learning**

We promote an environment of continuous learning throughout CPS for all students, teachers, leaders, and district staff.

**Five-Year Goals**

In order to fulfill our Vision, CPS is striving to achieve the following goals.

Category	Goal	Target
EARLY CHILDHOOD	2nd grade students will be at or above national attainment for reading.	65%
	Increase in the number of receiving kindergarten meeting benchmarks across all developmental domains.	50%
ELEMENTARY SCHOOL	Students will be at or above national attainment for reading.	70%
	2nd grade students will be at or above national attainment for math.	65%
HIGH SCHOOL	Freshmen will be on track to graduate high school.	90%
	Students will graduate high school within five years.	90%
	Students will meet college readiness benchmarks on the SAT.	50%
	Graduates will enroll in college.	78%

## APPENDIX K



APPENDIX K: SAMPLE OF INTERVIEW QUESTIONS  
(OVERALL QUESTIONNAIRE FOR NONPARTICIPANTS/PARTICIPANTS AND  
AFFILIATES OF BAM PROGRAM)

**Background Questions**

1. Please state your name and age.
2. Tell me about yourself?
3. What were your family dynamics growing up?
4. Did you live in a two-parent home?
5. What wage class were your parent/s? Were you a latchkey child?
6. How many siblings did you have?
7. Were there any experiences that really marked your childhood?  
Adolescence? Adulthood?

**Views on SEL Supports**

8. What are social-emotional supports?
9. What social-emotional supports were available to you in high school,  
which either motivated you to develop to engage within negative and  
or positive behaviors?
10. How did these social-emotional supports impact you?
11. If negative, while engaging in these behaviors what social-emotional  
supports could have prevented you from responding negatively?
12. What impact does social-emotional support and interventions have on  
specifically males of color within Chicago in your opinion?

### **Education/Career**

13. What level of education have you obtained? If beyond high school, what level of education have you obtained?
14. Why did/didn't you decide to pursue postsecondary studies?
15. Can you describe any leadership qualities you displayed as a student?  
(Grammar, Middle School, High School)
16. How did you respond to adversity in school?

### **Barriers to Achieve**

17. What barriers do you believe could have potentially prevented you from completing high school as an African American male in high school?
18. How have other environmental factors impacted your learning and/or to obtain the ability to graduate from high school (i.e.: trauma, parental involvement)?

### **Opportunities to Achieve**

19. How can these responses to behaviors be used to help you achieve academically; for example, persistence in high school and or toward graduation?
20. Did you graduate high school and obtain your diploma?

21. What opportunities were there available for you to achieve while in high school?

**Overall Questionnaire for School Leaders and Affiliates of the BAM Program**

1. Please state your name and age.
2. Tell me about yourself?
3. Please name the school that you are a leader of or were the leader of?
4. Please identify what social-emotional supports were/or are available in your school?
5. Do you feel African American males are/were supported social emotionally by all staff members in your place of work?
6. What were experiences which African American males had in your school?
7. What was your experience with the BAM program?
8. Did participants in the program display a decrease in misconduct referrals?
9. Were there other social-emotional supports made available to students?
10. In your opinion, what are some ways social-emotional supports can be improved for African American males in public schools?

## APPENDIX L

# APPENDIX L: CPS POLICY MANUAL—ESSA TITLE 1 PARENT AND FAMILY ENGAGEMENT

## II. General Expectations

The Board is committed to creating opportunities for parent and family engagement in support of an educational environment that encourages high student academic achievement as delineated below.

- A. CPS will put into operation programs, activities and procedures for the involvement of parents and family members in all of its schools with Title I, Part A programs, consistent with Section 1116 of the ESSA (Section 1116). These programs, activities and procedures will be planned and operated with meaningful consultation with parents and family members of participating children.
- B. Parents of CPS students will have an opportunity for engagement through participation in and support of Parent Advisory Councils (PACs), Local School Councils (LSCs), Advisory Local School Councils (ALSCs) and other parent advisory bodies.
- C. CPS will create a district-wide parent advisory group, the Parent Board of Governors that will be comprised of a representative group of parents or family members of district students
- D. Consistent with Section 1116, CPS will work with its schools to ensure that local Parent Advisory Councils ("PACs") are established in a timely manner each school year. In addition, CPS will ensure that the required school-level Parent engagement policies and school-parent compact comply with Section 1116. If a functioning PAC is not established in a school receiving Title I funds, in a timely manner, the principal shall involve parents in decisions related to its Title I Program and Title I parent and family engagement activities through means other than a PAC in accordance with guidance provided by CPS.
- E. CPS will incorporate this district-wide Title I Parent and Family Engagement Policy into its annual educational plan developed under Section 1116.
- F. In carrying out the Parent and Family Engagement requirements of Section 1116, to the extent practicable, CPS and its schools will provide full opportunities for the participation of parents and families with limited English proficiency, parents with disabilities and parents of migratory children. This will include the provision of information and school reports in an understandable format, including alternative formats upon request, to the extent practicable.
- G. If the District plan for Title I, Part A, is not satisfactory to the parents and families of participating children, CPS will submit any parent and family comments with its plan to the State Department of Education and forward a duplicate copy to the PBG.
- H. CPS will involve the parents and families of children served in Title I, Part A schools in decisions about the portion of Title I, Part A funds reserved for parent and family engagement is spent. CPS will ensure that not less than 90 percent of the reserved funds goes directly to the schools. Any funds received by the schools must be utilized in a manner that facilitates and maximizes parent and family engagement at the schools. The use of parent engagement funds shall be in accordance with ESSA guidelines and regulations and the parent engagement guidelines issued by CPS.
- I. CPS will inform parents, to the extent feasible and appropriate, of resources available at local, state and national levels.
- J. CPS will provide such other reasonable support for parental activities under Section 1116 of the ESSA as parents may request.