

Theses and Dissertations

2023

Reflections of young Black adults on the ecological systems and educational factors that shaped their high school experiences within the urban communities of South Los Angeles

Carol Ann Carson

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>



Part of the [Education Commons](#)

Pepperdine University
Graduate School of Education and Psychology

REFLECTIONS OF YOUNG BLACK ADULTS ON THE ECOLOGICAL SYSTEMS AND
EDUCATIONAL FACTORS THAT SHAPED THEIR HIGH SCHOOL EXPERIENCES
WITHIN THE URBAN COMMUNITIES OF SOUTH LOS ANGELES

A dissertation submitted in partial satisfaction of
the requirements for the degree of
Doctor of Philosophy in Global Leadership and Change

by

Carol Ann Carson

October, 2023

Eric Hamilton, Ph.D. – Dissertation Chair

This dissertation, written by

Carol Ann Carson

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

Doctoral Committee:

Eric Hamilton, Ph.D., Chair

Costello Brown, Ph.D.

Lonnie McNamee, Ed.D.

© Copyright by Carol Ann Carson (2023)

All Rights Reserved

TABLE OF CONTENTS

	Page
LIST OF TABLES	viii
LIST OF FIGURES	ix
DEDICATION	x
ACKNOWLEDGEMENTS	xi
VITA	xii
ABSTRACT	xv
Chapter One: Introduction	1
Background	1
Microaggressions	7
Statement of the Problem	9
Purpose Statement	9
Research Questions	10
Significance of the Research	10
The Black Male College Enrollment Crisis	12
The Black Female College Enrollment Status	14
The Cost of Oppression	15
Methodological Approach	16
Researcher Assumptions	16
Delimitations of the Study	16
Limitations	17
Theoretical Frameworks	17
Key Definitions	17
Chapter Summary	19
Chapter Two: Theoretical Frameworks and Literature Review	21
Bronfenbrenner's Ecological Theory of Cognitive Development	22
Howard's Theory of Relationships and Learning	26
Fragile Families Study	29
Paternal Incarceration	30
Intersectionality	31
U.S. News Media	33
Vygotsky's Theory of Cognitive Development	36
Maslow's Theory: Hierarchy of Needs	37
Project Implicit	38

Implicit Association Test (IAT).....	38
Implicit Assumptions.....	39
Implicit Attitudes and Associations.....	39
The Impact of Community Engagement.....	40
Watts/Willowbrook Boys & Girls Club.....	41
Passport to Manhood.....	41
Diplomas 2 Degrees.....	42
The Role of the Black Church.....	42
Perceptions of Black Youth and Educational Attainment.....	44
The Lack of Equality for Black students vs. White students.....	45
Rhymes Theory: Biased Teachers.....	45
Disproportionate Discipline.....	46
Culturally Relevant Teaching.....	48
Culturally Responsive Teaching.....	48
Mentoring Interventions.....	48
Four Individual-Level Factors That Promote High School Graduation.....	49
Elements for a Positive Academic Trajectory.....	50
Working Group of Experts on African Descendants.....	52
The United Nations and its Impact on Education.....	54
Critical Race Theory.....	55
New York City Overhauls Gifted and Talented Education.....	57
California Infuses Ethnic Studies into Core Curricula.....	58
Los Angeles Unified School District.....	58
Oakland Unified School District.....	59
Illinois Focuses on Black, and Latino Boys.....	60
Florida Ushers Inequality and Peace Teaching in Their Schools.....	60
Nevada Develops an Anti-Racism Strategy.....	61
Chapter Summary.....	61
 Chapter Three: Methodology.....	 63
Re-Statement of Research Questions.....	63
Husserl’s Phenomenology.....	64
Research Methodological Approach and Study Design.....	65
Unit of Analysis.....	65
Data Sources.....	65
Population and Sampling Processes.....	66
Data Gathering of Instruments/Tools.....	67
Validity and Reliability of Instruments/Tools.....	68
Instrumentation.....	69
Data Gathering Procedures.....	69
Human Subjects Considerations.....	70
IRB Category of Research.....	71
Proposed Data Analysis Processes.....	71
Maxwell’s Method of Reasoning.....	72
Data Collection.....	73

Reliability of Data Gathering Instrument	73
Setting	74
Chapter Summary	74
 Chapter Four: Results	 75
Interview Summaries	76
Research Question 1	84
Research Question 2	86
Research Question 3	88
Participants.....	90
Inter-Raters for Thematic Analysis.....	92
Additional Comments and Concerns	94
Chapter Summary	95
 Chapter Five: Conclusions, Implications, and Recommendations	 98
Conclusions.....	98
Purpose Statement.....	98
Research Methodology and Study Design.....	99
Research Question 1	100
Research Question 2	102
Research Question 3	102
Discussion of Key Findings.....	104
New Insights	107
Literature That Aligns with the Findings.....	109
Closing the Gap.....	110
Implications.....	111
Recommendations.....	112
Discussion.....	113
Chapter Summary	116
 REFERENCES	 118
 APPENDIX A: Copyright Permission from Shakoor Ward.....	 149
APPENDIX B: Copyright Permission from Tyrone Howard.....	150
APPENDIX C: Copyright Permission from Oxford University Press	151
APPENDIX D: Copyright Permission from CCC Rights Link	152
APPENDIX E: Copyright Permission from Tagg Magazine	153
APPENDIX F: Volunteer Flyer	154

APPENDIX G: Invitation Letter.....	155
APPENDIX H: Informed Consent Form	156
APPENDIX I: Interview Questions	159
APPENDIX J: Pepperdine University IRB Approval Letter	161
APPENDIX K: CITI Program: Certificate of Completion.....	162
APPENDIX L: Demographics Questionnaire	163
APPENDIX M: Coding for Research Question 1.....	165
APPENDIX N: Coding for Research Question 2	168
APPENDIX O: Coding for Research Question 3	172

LIST OF TABLES

	Page
Table 1: Overview of Descriptions of CRE STEM Teaching	5
Table 2: Sample Table for Proposed Data Analysis: Cognitive Development.....	72
Table 3: Sample Table for Proposed Data Analysis: Student-Teacher Relationship	72
Table 4: Responses to Interview Question 1.....	85
Table 5: Responses to Interview Question 2.....	85
Table 6: Responses to Interview Question 3.....	86
Table 7: Responses to Interview Question 4.....	87
Table 8: Responses to Interview Question 5.....	87
Table 9: Responses to Interview Question 6.....	87
Table 10: Responses to Interview Question 7.....	88
Table 11: Responses to Interview Question 8.....	89
Table 12: Responses to Interview Question 9.....	89
Table 13: Responses to Interview Question 10.....	89
Table 14: Responses to Interview Question 11.....	90
Table 15: Activities Following High School	93

LIST OF FIGURES

	Page
Figure 1: Percentage Distribution of Teachers by Race/Ethnicity: 2017–2018	3
Figure 2: Percentage Distribution of Teachers/Students by Race/Ethnicity: 2017–2018.....	4
Figure 3: Perceptions Within Communications.....	8
Figure 4: Bronfenbrenner's Ecological Systems Model - Conceptual/Theoretical Framework ...	25
Figure 5: Howard's Theory of Closing the Achievement Gap.....	27
Figure 6: Prevalence of Paternal Incarceration in Fragile Families Over Waves.....	30
Figure 7: A Multilevel Framework for Studying Regimes and Effects of Parental Incarceration	31
Figure 8: Intersectionality	33
Figure 9: Three-Quarters of Black Americans Say Black Churches Have Helped Promote Racial Equality	43
Figure 10: Activities Following High School.....	97

DEDICATION

This dissertation is lovingly dedicated to my late mother, Bernetta Catherine Videau. She was orphaned at an early age and did not have the opportunity to realize her educational goals. As a result, she was adamant that her children reach their full academic potential.

I vividly recall my mother standing in the hallway of my bedroom door and that of my siblings, and she would plead, “Go to school, get an education, do something with your life, and be somebody.” If only Bernetta had realized, we were somebody because she was our mother.

She assumed all household chores giving us the time needed to study. Bernetta made great sacrifices to ensure her children's needs were met. I have passed the educational baton to my daughter, hoping she will reach her full academic potential.

But for you, Momma, not one but two doctorate degrees!

ACKNOWLEDGEMENTS

At some point in life, we ask ourselves, why am I here? What is my purpose? Some will look within themselves to reason their purpose in this world, while others will determine their purpose through advantage or adversity. Pastor Rick Walden says —always our purpose is identified, confirmed, and nurtured through our relationship with Jesus Christ. Therefore, first and foremost, I would like to acknowledge Jesus Christ for allowing me: (a) the opportunity to be a scholar in Pepperdine’s Ph.D. program; (b) the perseverance that kept me in the program; and (c) the culmination of this doctoral journey. Hallelujah!

Additionally, I would like to thank my esteemed chairperson, Dr. Eric Hamilton, and each of my distinguished committee members, Dr. Costello Brown, and Dr. Lonnie McNamee, for their dedicated support, encouragement, patience, and timeless energy in helping me attain this lifelong goal and dream.

Also, I thank and recognize Vanessa Gibson for her intercessory prayers, encouragement, and many hours of emotional support. I thank Mildred Benton for her prayers, extremely pronounced cheers, and steadfast belief in my ability to complete this journey successfully and on time. I would like to thank Dr. Riley for her quick responses to my dissertation prayer requests. I want to acknowledge my spiritual mentors, Doris Owens, and Apostle Debbie Russell for their spiritual counsel throughout my doctoral journey. Lastly, I would like to thank Dr. Annette Gilzene for her extraordinary editing skills.

VITA

EDUCATION

- 2023 Pepperdine University, Graduate School of Education & Psychology, Malibu, California
Ph.D., Global Leadership & Change
- 2012 Pepperdine University, Graduate School of Education & Psychology Malibu, California
Ed.D., Organizational Leadership
- 2006 Loyola Marymount University, Los Angeles, California, Master of Arts in Education
- 2002 Loyola Marymount University, Los Angeles, California, Bachelor of Arts in History

RELEVANT QUALIFICATIONS

- Doctoral-level research to better understand how ecological systems and educational factors impact the lived experience of young Black learners within south Los Angeles.
- Developed a leadership program for female learners at Crenshaw High School titled, “Girl Talk.” The program addressed concerns regarding better mother/daughter relationships and issues relating to trust and integrity among peers.
- Coached Black males on academic and leadership goal-setting.
- Developed parent conferences (adult education) that included parental awareness and the tenets of leadership.
- Expertise in empirical research, organizational behavior, project management, and training and development.
- An accomplished educator and aspiring thought leader.
- An experienced administrator who is highly motivated, resourceful, and goal- and results-oriented.
- Possesses excellent oral and written communication abilities and outstanding time management skills.
- Adept in local, national, and global issues and emerging educational trends.

PROFESSIONAL EXPERIENCE:

Los Angeles United School District (LAUSD)— 15+ years overseeing the direction of lessons and English Language Arts curriculum for learners in grade 9 and grade 10, both in the classroom and online, providing strategically focused exercises with the flipped-classroom approach. The LAUSD is a public school district in Los Angeles, CA. It is the second-largest district in the U.S., serving nearly 665,000 students with an operating budget of \$8.55 billion.

The Boeing Company is an American global corporation that designs, manufactures, and sells airplanes, rockets, and satellites.

Business and Financial Analyst - 10+ years (El Segundo, CA)

Member of the business development team that was responsible for the full spectrum of the Antenna and Microwave section of the TDRSS Satellite System. Responsible for preparing and analyzing financial and operational reporting for senior executives, ensuring the integrity, accuracy, and validity of the information evaluated and presented during Weekly/Monthly Earned Value reporting on resource planning and performance. Developed long-range business plans with Estimates at Completion (EACs) and established new processes, tool developments, schedules, and tracking enhancements.

Human Resources Consultant - 12+ years (El Segundo, CA)

Member of the Human Resources Consultant Team whose primary role was the point-of-contact to supervisors and managers, engaged with directors and VPS critical projects and initiatives, providing direction to HR coordinators and administrative personnel assigned to internal divisions supporting the company's core functions. Developed and facilitated Boeing's Annual Women's Leadership Conference. Facilitated collaboration between Boeing electrical engineers, Westchester High School students, and Loyola Marymount University engineering faculty, increased and channeled student interest, scholarship opportunities, and student retention rates.

INTERNATIONAL CONSULTANT

Educational Consultant 2023 - Johannesburg & Zambia (Sub-Saharan Africa)

Voice of Hope Liberia—Consultant 2018 - 2020 (West Africa)

Voice of Hope Liberia is a Non-Governmental Organization (NGO) that provides sustainable opportunities for women and children in education, health, and poverty reduction.

GUEST LECTURES/KEYNOTE ADDRESSES

- Personal Involvement Center (nonprofit organization) [Keynote] (El Segundo, CA)
The Value and Structure of Human Resources
- Loyola Marymount University [Guest Lecturer] (West Los Angeles Campus, CA)
Public Policy Course
- The Boeing Company [Keynote Address] (El Segundo Campus, CA)
Positive Workplace Relationships - Investing in Self and Others

BOARD MEMBERSHIP

Summa International Schools

Sun Village Economic Development Corporation

His Sheltering Arms

CERTIFICATIONS

Certified by USC Shoah Foundation to teach the Holocaust to middle and high school students

Certified by LMU's Ellen A. Ensher, Ph.D. (Author: Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships) Mentorship Program for undergraduate students

Certified by FINRA (Financial Industry Regulatory Authority) for Dispute Resolution Arbitration

TECHNOLOGY

Microsoft Office 2023, Zoom Video Conferencing, and Schoology (learning management system for schools and businesses) enables users to create, manage, and share assignments and resources, Web Content Management

ABSTRACT

Educators strive to prepare learners to become productive citizens, provide comprehensive knowledge concerning cultural literacy, and equip them to enter the workforce. A quality education develops critical thinkers to compete globally. Unfortunately, many Black students encounter barriers to academic achievement. The purpose of this qualitative study is to better understand ecological systems and educational factors and their impact on the lived experience of young Black students within south Los Angeles, California. Specifically, an exploration of their high school experiences and perceptions will be emphasized. Some educators have little readiness in race scholarship, comprehending social character related to race, and acknowledging racism. They may perceive ethnicity as insignificant. Yet, it can be debated whether teachers and academic administrators hold inherent ethnic philosophies that may influence their learners' academic success (Toure & Thompson-Dorsey, 2018). This study will be informed by the core constructs of Bronfenbrenner's (1979) and Howard's (2021) theoretical frameworks. Stereotypes beget biased teaching styles and attitudes that hinder Black students' academic success and perpetuate racial disenfranchisement. For this study, the participating subjects will be recent Black high school graduates aged 20-25. Each will share their lived experience in reflecting on ninth through twelfth grades. Through the findings of this qualitative study, the researcher hopes to contribute to this body of knowledge by focusing on drivers that influenced the participants' academic outcomes.

Keywords: Black students, biased teaching, urban high schools, ecological systems, educational factors, social well-being

Chapter One: Introduction

Background

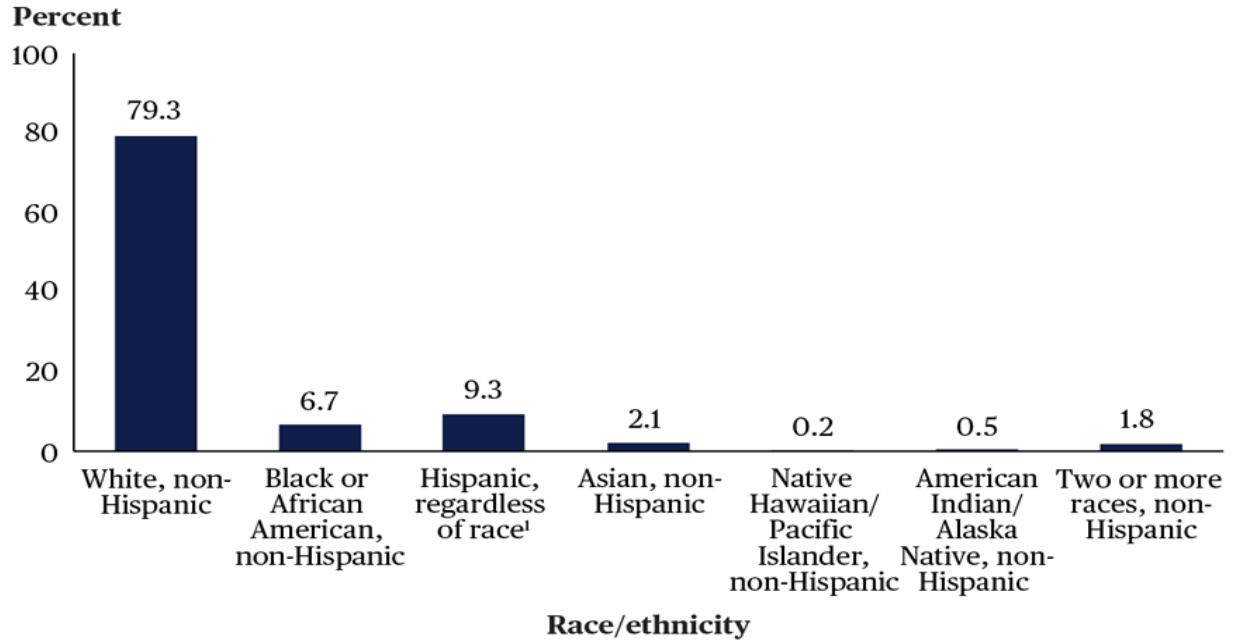
Bronfenbrenner (1979) argues that an impaired environmental system within communities of color can cause negative attitudes, harmful behaviors, and ultimately, failed academic achievement (Crosby, 2015). It can be debated that the quality of education for Black students in urban communities is purposefully biased, political, and most often sustained by poverty. Moreover, a lack of quality education and a history of oppression promote generational and institutionalized racism (Shea et al., 2019). These circumstances can bring about destruction and desolation for the Black population (Shea et al., 2019). Subsequently, some may respond with violent protests, bloody riots, and mayhem falling prey to mass incarceration (Perez, 2021). Therefore, it is reasonable to consider the environment of urban communities within south Los Angeles a significant obstacle when assessing the Black student's lack of educational attainment.

In this study, an introduction of Bronfenbrenner's (1979) ecological theory of cognitive development explained the impact of residential segregation and impoverished communities on the well-being of Black students within urban neighborhoods. Also, Howard's (2021) relationship and learning theory was highlighted, suggesting that the student-teacher relationship is key to academic success. It is well documented in the extant literature that researchers are concerned with the educational integrity and equality for the Black student population (Voss et al., 2020). Specifically, 67 years ago, the *Brown vs. the Board of Education* ruling determined American children must have a first-rate education (Cramer et al., 2017; Lopez & Burciaga, 2014). The focus in the *Brown v. Board* case was a matter of Linda Brown's civil rights. The parents of Linda Brown wanted her to switch to Sumner Elementary from Monroe Elementary because of the distance. The problem was that Sumner was a predominantly White school.

Monroe Elementary was predominantly Black, and it was further away from Linda's home; a segregated Black school further away (Cramer et al., 2017; Lopez & Burciaga, 2014). Districts throughout the country, specifically in the South, provided freedom of choice plans as a result of *Brown v. Board* (Cramer et al., 2017). Student assignment policies clarify that a student is usually assigned to the school serving the geographic attendance area in which the student resides. Changing policies, such as school choice, suggest biases, oppression, and discrimination; factors driving racial separation will not always pervade public education (Welsh, 2020). Likewise, discrimination prevails in allocating assets and possibilities outside the range of policies concerned with student assignments (Pogodzinski et al., 2021). Hypothetically, these strategies promote student mobility by providing students the opportunity to attend schools reflective of their choice (Singer, 2021). At one time, violence and rejection provided obstacles to this option and probably altered the choice to stay in residentially segregated neighborhood schools (Welsh et al., 2016). However, today, many students are involved in student mobility and are bused to participating schools. Another factor sustaining the academic achievement gap is the percentage of White teachers to Black students (Cherng & Halpin, 2016). Frequently, unconscious and implicit biases influence White teachers, negatively impacting the student-teacher relationship (La Salle et al., 2019). Figure 1 shows White teachers (79.3%) rank the highest in numbers serving students of color.

Figure 1

Percentage Distribution of Teachers by Race/Ethnicity: 2017–2018



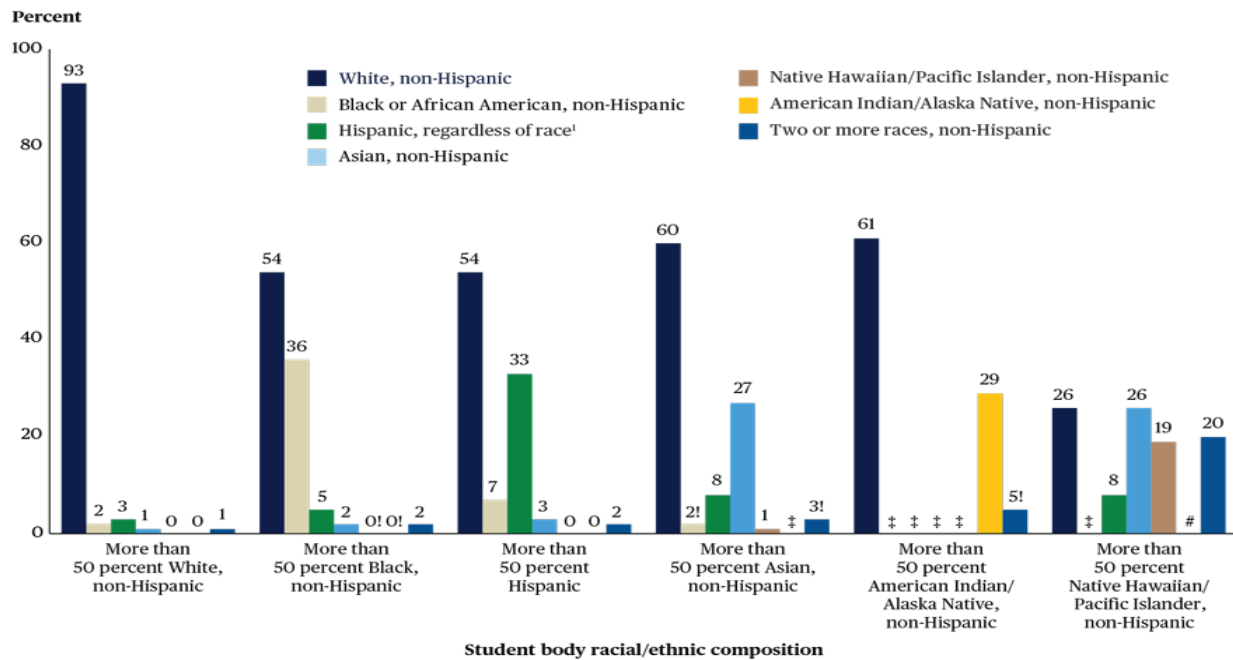
Note. Hispanic includes Latino. Teachers include both full-time and part-time. Detail may not sum to totals because of rounding.

From “Public School Teacher Data File, 2017–18,” by M. Spiegelman, 2020, *Race and Ethnicity of Public-School Teachers and Their Students* (<https://nces.ed.gov/pubs2020/2020103/index>). In the public domain.

Another aspect to consider in the dilemma of the academic achievement gap is structural racism. See Figure 2 detailing the percentage distribution of teachers by race/ethnicity and the race/ethnicity of students at their respective schools. These numbers suggest that White teachers are the highest percentage of teachers serving minority students.

Figure 2

Percentage Distribution of Teachers/Students by Race/Ethnicity: 2017–2018



Note. The National Center for Education Statistics (NCES) Data Point presents information on education topics of current interest. Estimates based on samples are subject to sampling variability, and apparent differences may not be statistically significant. All stated differences are statistically significant at the .05 level, with no adjustments for multiple comparisons. In the design, conduct, and data processing of NCES surveys, efforts minimize the effects of non-sampling errors such as item nonresponse, measurement error, data processing error, or other systematic error.

From “Public School Teacher Data File, 2017–18,” by M. Spiegelman, 2020, *Race and Ethnicity of Public-School Teachers and Their Students* (<https://nces.ed.gov/pubs2020/2020103/index>). In the public domain.

Educational institutions should be ideal for practicing and teaching racial equity.

However, some have acknowledged how teachers continuously promote and sustain racial discrimination in the classroom (E. L. Usher, 2018). White teachers often hold explicit and implicit racial biases (Warikoo et al., 2016). If educational leaders are to advance racial justice effectively, teachers should have access to professional development to move or temper the impact of their racial preferences (Starck et al., 2020). They must see the strengths in a child,

their family, and community instead of seeing what they lack, do not have or are not doing. Teachers seeking to unlock the learner’s potential might approach classroom instruction by focusing on the student’s talent through asset-based education. Also known as strengths-based teaching, this approach differs from the more common deficit-based style of pedagogy, which highlights students' inadequacies. Additionally, there is a need for all teachers to employ explicit hypothesis-to-practice research about cultural relevance in urban science, technology, engineering, and mathematics (STEM) teaching (B. A. Brown et al., 2019). Implications relate to teachers' lesson plans that diligently permeate cultural relevance into their STEM classrooms (B. A. Brown et al., 2019). See Table 1 for an overview of descriptions of CRE STEM teaching.

Table 1

Overview of Descriptions of CRE STEM Teaching

Code	Code description	Example
CRE Knowledge	These are instances of talk in which the teacher explains what he or she knows about Culturally Relevant Education or gives his or her own definition of Culturally Relevant Education.	Chloe: Okay. What I think Culturally Relevant Education means is . . . instruction that the students can relate to. And I think it means a curriculum that focuses or centers learning around their experiences and their culture and what they understand.
CRE Lesson Applications	These are instances of talk in which a teacher explains how he or she changes his or her lesson plan to be culturally relevant or gives examples of a culturally relevant lesson plan.	Amy: I always try to use real life examples when I teach [science and mathematics]. I try to find example in real life that they can relate to.
CRE Teaching Experience	These are instances of talk where teachers explain their experience teaching CRP in urban schools.	Jordan: I have been teaching for 14 years. I have always tried to teach CRP in a self-contained classroom. And so [science and mathematics] wasn't a core subject so I mixed it in with other things.
CRE Misunderstanding	These are instances of talk in which the teacher responds to a question by saying that he or she forgot the answer.	I forgot I do not remember how social justice teaching and CRP relate. I am not sure.

Note. CRE = culturally relevant education; STEM = science, technology, engineering, and mathematics; CRP = culturally relevant pedagogy.

From “Moving Culturally Relevant Pedagogy from Theory to Practice: Exploring Teachers’ Application of Culturally Relevant Education in Science and Mathematics,” by Brown, B. A., Boda, P., Lemmi, C., & Monroe, X. (2019). *Urban Education*, 54(6), p. 778 (<https://doi.org/10.1177/0042085918794802>). In the public domain.

Previous research validates the relationship between assimilation programs and elevated test scores, educational attainment rates, college enrollment, and adult income, especially for students of color (Chetty et al., 2016). When zip codes determine school assignments via policy, educational discrimination reflects residential segregation in the current educational system (Logan et al., 2012). It appears that biased systems structured by the social majority provide advantages for members of the White population and disadvantages for members of the Black population (Merolla & Jackson, 2019). This investigation can increase comprehension regarding the obstacles of educational attainment for Black students by exposing the strategies that sustain the academic achievement gap between groups (Bowman et al., 2018). Residential segregation provides unifying frameworks and source-identifying mechanisms linking race to educational outcomes (Reardon, 2016).

Today's educational systems remain ineffectual in supporting beneficial results for minority students (Musu-Gillette et al., 2016). Researchers are encouraged to contend with the bias in educational policies, more so than the diversity of the teacher workforce, by recognizing discriminatory obstacles that impair students of color and by intentionally and consistently *doing* something about it (La Salle et al., 2019). The compelling truth is that minority ethnic students do not have fair access to enriching educational surroundings, unbiased educators, and high expectations to support their educational success (La Salle et al., 2019). Educators need to establish an academic structure that respects and serves the needs of *all* students (Madani, 2019). When educators are culturally vested, it will encourage students of color to utilize educational opportunities and strategies to flourish in U.S. schools (Gist, 2021). As posited by former President Barack Obama, “The path to a perfect union means acknowledging that what ails the African-American community does not just exist in the minds of black people; that the legacy of

discrimination—and current incidents of discrimination, while less overt than in the past—are real and must be addressed” (Obama, 2015, p. 19).

Recently, conversations regarding racism moved from glaring acts, such as apartheid or Jim Crow laws, to the present-day depictions of inconspicuous harmful conduct and verbalizations. The relationships between students and peers hold a significant position in Bronfenbrenner’s (1979) microsystems, suggesting that this relationship is crucial to students’ academic accomplishments. In Maslow’s (1943) hierarchy of needs, he ranks a child’s need for friendship (affection and acceptance) third on the list (Nayal, 2018). If friendship [affection and acceptance] is denied, life can be uncomfortable for the student (Nayal, 2018). Similarly, microaggressions are painfully visible within student-teacher relationships. To follow is a treatment on microaggressions and their impact on the learner's academic success.

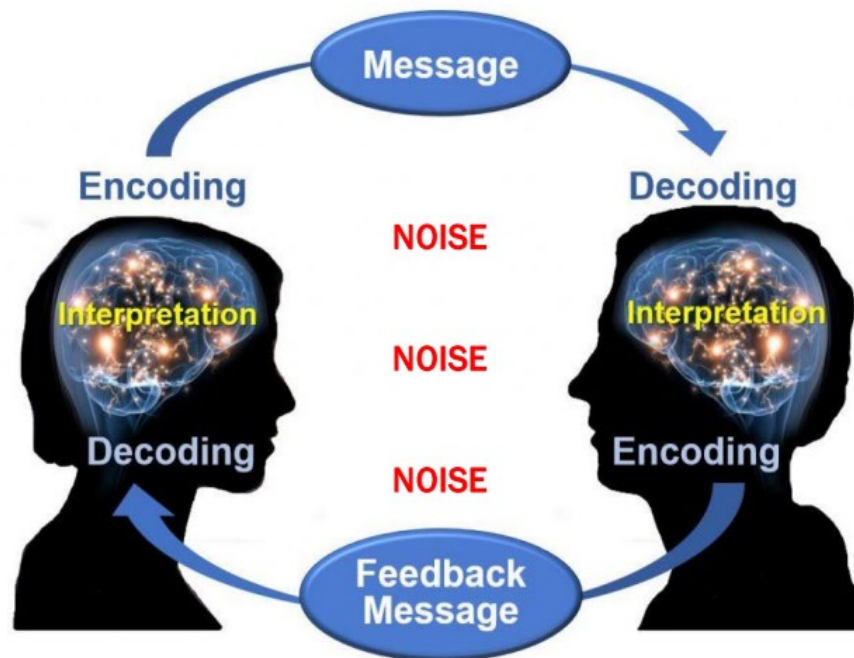
Microaggressions

Racial microaggressions are implicit forms of racism. Microaggressions are “brief and commonplace verbal, behavioral, and environmental indignities practiced daily. Whether intentional or unintentional, microaggressions communicate hostile, derogatory, or negative racial slights and insults to the target person or group” (Sue, 2010, p. 5). There are three types of microaggressions: (a) microassaults, (b) microinsults, and (c) microinvalidations (Wong & Jones, 2018). Microassaults are deliberately spoken or unspoken abuses. An illustration would be a White student assigning a bigoted term to a Black student while crossing paths on campus (Steketee et al., 2021). Microinsults are unintended crude and crass spoken and unspoken communications that degrade someone’s ethnic culture or character. Example: A White student inquiring of a Black student, “How are you in a gifted program?” The student engaged in this microaggression is usually oblivious to the statement's negative implication; however, the

recipient clearly understands it (Wong & Jones, 2018). Figure 3 suggests that there are perceptions within communications. Microinvalidations are spoken and unspoken communications that help “remove, contradict, or cancel the psychological thoughts, emotions, or factual reality of a person of color” (Steketee et al., 2021, p. 1075). Frequently a Black student is encouraged not to be sensitive when replying to a bigoted joke. The understanding should be that we are all people, and we are all racial beings (see Figure 3).

Figure 3

Perceptions Within Communications



Note. From “Subtle Sights and the Impact of Bias on Cultural Identity and Mental Wellbeing,” *Penn State Affirmative Action Office* (<https://www.prevention.psu.edu/uploads/files/Subtle-Sights-and-the-Impact-of-Bias>). Copyright by Shakoor Ward. Reprinted with permission (see Appendix A)

Students who practice microaggressions are usually unaware of the adverse suggestion; however, the receiver comprehends the message (Wong & Jones, 2018).

Statement of the Problem

The history of racial stereotypes and negative characterizations of Black people began as a means and a method to justify the bondage of enslaved Africans. Regrettably, it appears that the practice of using racial stereotypes to control and violate the human rights of people of color is ever-evolving. The problem is believing and acting on racial stereotypes lead to unconscious and implicit biases, a compelling issue promoting disadvantaged academics for the Black student population. Furthermore, many teachers operate with an unrealistic fear of students of color. Fear encourages teaching styles that inflict personal burdens and restraints, making it difficult for these students to learn and reach educational attainment (Legette et al., 2021).

Purpose Statement

The purpose of this qualitative study was to better understand ecological systems and educational factors and their impact on the lived experience of young Black students within south Los Angeles, California. Specifically, an exploration of their high school experiences and perceptions will be emphasized. Some educators have little readiness in race scholarship, comprehending social character related to race, and acknowledging racism. Studies are required to analyze how racial stereotypes and unconscious and implicit biases influence an educator's teaching style, disciplinary actions, and curriculum development. It was also necessary to explore (a) ecological systems within the residentially segregated neighborhoods of south Los Angeles that challenge the cognitive development of Black students and (b) how the participants perceive the roles and accountability of educators and administrators in the academic achievement gap, and (c) what sustains these dynamics between Black and White students. This research explored the research problem from the

perceptions of 12 Black young adults. These individuals are former high school students from south Los Angeles urban communities.

Research Questions

- RQ1. How do parent/child relationships impact the lived experiences of Black students within secondary schools of south Los Angeles?
- RQ2. How do educational factors impact the lived experiences of Black students in south Los Angeles secondary schools?
- RQ3. How do community members contribute to the overall development of Black students in south Los Angeles secondary schools?

Significance of the Research

The importance of the investigation is the reality of educational oppression and the need for change. The researcher's contributions will close knowledge gaps and provide a pathway towards change, utilizing Bronfenbrenner's (1979) theory of cognitive development and Howard's (2021) theory of relationships and learning: keys to academic success. Also, it will encourage the modification of curriculum standards and textbook units to support academic achievement for the Black student population.

Finally, this study addressed how the oppression of the Black population affects the U.S. economy. There is an overwhelming need for social justice for the Black community. This research was crucial because education is the foundation of social justice. This study was not only possible but necessary. The researcher aimed to contribute to the current research database and provide information for future professional development for educators. This analysis would identify the source and remove the objective of racial stereotyping that leads to unconscious and implicit biases. Moreover, this study would strengthen the efforts of researchers to close

academic achievement disparities between minority and nonminority groups. Also, it aims to reinforce the collaboration of those interested in change for America's youth.

Residential segregation is identified by zip codes and thus tax structures that fund public education (Martin & Vamer, 2017). Urban districts purposefully structured and defined as residential segregation do not have the tax base to provide quality education for their disproportionate number of poverty-stricken students of color (Martin & Vamer, 2017). Consequently, residential segregation not only determines a community's student body's racial composition but, ultimately, the quality of schools in a given area (Welsh, 2020). It is significant to recognize and comprehend that the ecological systems within the urban communities of south Los Angeles are biased, oppressive, and socially impaired.

Although there have been times when racial equality seemed to be on the forefront of political platforms, it has never held a stable position at the core of the legislation. The researcher explained how the racial achievement gap was precisely affected by changes in educational procedures, often negatively. Significantly, when the reference point for achievement is adjusted, it effectively restores historic levels of racial injustice. Policy meditations to set higher standards by strengthening the benchmark have *enlarged* gaps and *sustained* minority disadvantages.

Historically, this country used policies and practices to deny enslaved Africans their educational rights. More recently, the plan has been to deny Black Americans access to a competitive and quality education. Research informs revisions in educational policies that precisely impacts the Black/White gap, frequently in negative ways. Essentially, moving the goalposts: education policies subsidize the Black/White achievement gap (Gillborn et al., 2017).

High school advanced placement (AP) courses allow scholars to earn college credit and encourage college-ready skills. Despite gains in access, the extant literature suggests significant

barriers remain to programs that guarantee equal access for all students preparing for college coursework; this implies that advanced placement classes are current vestiges of inequality (Kolluri, 2018). However, assessing whether society can overcome these barriers demands new approaches to AP research (Kolluri, 2018). Additionally, the high cost for college prep exams like the Princeton Review that all but guarantees high scores leading to college acceptance is still another vestige of inequality.

A distinct barrier includes teachers influenced by racial stereotyping and unconscious and implicit biases. The problem with racial stereotypes is that they are usually not valid, yet they limit opportunities for this ethnic gender population. Many Black students are labeled stupid, vicious, and treacherous criminals (Taylor et al., 2019). Racial stereotypes are significant factors that impact student-teacher relationships, encourage academic achievement gaps, and unfavorable outcomes for employment, along with the callous treatment of Black citizens (Larnell et al., 2017). In that vein, the following section highlights what is considered a crisis in the college-going rates of America's formerly enslaved.

The Black Male College Enrollment Crisis

The number of men going to college is dropping across all cultures and socioeconomic groups, yet the sharpest decline is among Black male students. The deficit is highest in community colleges, where the number of Black male students dropped by 21.5 % in the Spring of 2021 (Weissman, 2021). Black teens are more likely to be raised by single mothers than teens from other populations; the shortage of Black male teachers leaves them without identifiable examples to support an educational focus. They often get the message from peers that putting your intelligence on display or spending too much time on class studies is not cool.

Moreover, Black boys are more apt to be punished for conduct permissible in a White student (Amemiya et al., 2020). Furthermore, those who attend schools that lack resources will probably lack access to college-bound materials and college counselors. They are more likely to live in households without internet access and attend schools that struggle to engage students on Zoom. The COVID-19 pandemic coincided with a series of high-profile police murders that shook the confidence of young Black students.

The fiscal and dynamic impacts on the men who are leaving higher education are significant. When Black men avoid college, the opportunity to land a job where they can earn a decent wage dwindles (Donald et al., 2018). According to the Social Security Administration, men with bachelor's degrees accrue about \$900,000 more in average career income than those with only a high-school education (Meadows & Mejrii, 2021). The nation's economy could suffer, too, without enough educated and highly skilled workers (Alam et al., 2020). Because many jobs that pay enough wages to cover household expenses require a college degree, men without an educational credential have fewer resources to manage their homes. Discouragement, disappointment, and drug addiction can be tougher to overcome. And academic shortcomings could make finding a marriage partner difficult.

Higher education has a history of establishing programs, and support systems for underserved students, whether LGBTQ, students of color, or women in STEM (Mac Iver et al., 2017). But with all the consideration nationwide to White-male privilege, some ask, why commit insufficient resources to help men? Likewise, many men have blue-collar jobs that pay reasonably well, while many college graduates end up with low-paying jobs and hefty student loans. The logic behind the inadequate attention paid to the increasing gender imbalance is that it is not always apparent at Ivy League universities that dominate the news. Their massive

applicant pools allow them to balance their classes by giving men a head start in admissions. A few but an increasing number of campuses offer programs to encourage men, with many focusing on the specific needs of underserved minorities (Brooms, 2018; Brooms et al., 2015; Cook-Sather, 2019).

For example, the Black Male Initiative at the City University of New York is longstanding and frequently replicated. This initiative, which reaches thousands of students across the CUNY system, includes more than 30 projects. The objective is to grow underrepresented students' enrollment, retention, and educational attainment, especially men of color (Brooms, 2018). The program matches students with the appropriate peer mentors and encourages participants to give back to marginalized students at local multicultural high schools. The school provides lectures that build a scholar's self-confidence and leadership skills.

Additionally, the University of Oregon has a Men's Resource Center that appeals to students who want to challenge outdated notions of masculinity and play a more active role in ending oppression. St. Louis Community College offers a six-week summer program for Black students to prepare for campus life and obtain academic credits. Another institution making strides is Baylor University, which has a student population that is 59% female. Baylor University created a communication campaign initially described as "males and moms" to keep potential applicants on track (Reeves & Smith, 2021). The following section underscores the cost of Black students not realizing their full potential.

The Black Female College Enrollment Status

Black men do not fare as well as Black women on college enrollment predictors. A severe imbalance permeates today's Black undergraduate student population, that is, the number of women far exceeds men. Although this gender enrollment gap is framed at the macro level,

suggesting influences come from cultural views within communities of color; other studies suggest Bronfenbrenner's (1979) theory of cognitive development at the micro level of influence, such as the parent-child relationship. This study uses a qualitative methodology to explore Black parent connections amid the inquiry phase. The research shows that mothers have greater ambitions for their daughters and encourage them to pursue college degrees. Whereas the primary aspiration Black mothers have for their sons is survival. Mothers spend much time and effort encouraging their sons to be mindful of the dangers of police brutality, mass incarceration, and early and senseless death.

The Cost of Oppression

Leaders at Citigroup believe that America is responsible for addressing the oppression specifically against members of the Black population. Citigroup's policies framed discrimination with an economic lens to focus on the actual cost of ongoing bigotry. According to Citigroup, U.S. gross domestic product (GDP) has lost \$19.5 trillion since 2000 due to prejudicial routines in a spectrum that includes education and access to business loans. Finally, Citigroup researchers acknowledged that Wall Street itself faced allegations for years of unfair practices against Black Americans, such as refusing to sanction homeowner loans or not supplying adequate investment alternatives in urban communities. Consequences of economic inefficiency occur when racial minorities are oppressed in various socio-economic settings such as the labor market, housing, health, and education. Racism can be costly to individuals from minority groups and society, leading to avoidable waste of skills and resources (E. L. Usher, 2018). Thus, a dream deferred and a lack of hope remains unrealized for members of the Black population. This dream most likely would include the promise of social, economic, and political equality through quality education.

Methodological Approach

Utilizing a phenomenological lens, the researcher will conduct face-to-face, semi-structured, open-ended interviews to identify factors influencing the academic success of selected participants. The researcher drafted the appropriate questions to accomplish the study's objectives. The methodology will be a qualitative approach deduced from a constructivist's viewpoint. Constructivism is the individual's theory to understand their phenomenology (Moustakas, 1994). The constructivist's stance is to utilize open-ended examining techniques to understand the participants' phenomenology (Seidman, 2006).

Researcher Assumptions

- Information shared regarding student-teacher relationships was authentic.
- Data describing the lived experience supplied by the participant were precise.
- The participant's response communicated their perspective as accurately as possible.
- The participant's viewpoints suggested a significant understanding of the elements that impact their potential for academic success.
- Supporting the educational attainment of Black students in America was an imperative and ethical necessity for teachers.

Delimitations of the Study

This research was limited to Black students who attended an urban high school in south Los Angeles. Therefore, the outcome could not be universal for Black students in-country or provincial settings, nor can the product be adaptable for different groups of minority students.

Limitations

Twelve individuals were the limit, that is, the number of participants in this research. Another restraint to this study was the ability of each participant to precisely detail their experiences when responding to the interview questions.

Theoretical Frameworks

Two theoretical frameworks guided this study (a) Bronfenbrenner's (1979) ecological cognitive development theory and (b) Howard's (2021) theory of educational factors, that is, relationships and learning: keys to academic success. Social scientists frequently use Bronfenbrenner's (1979) theory of cognitive development as a conceptual framework when exploring the connection between individuals and their ecological systems. Researchers often use Howard's (2021) model of student-teacher relationships as a conceptual framework when examining how the student-teacher relationships impact the educational attainment of Black students. Throughout this study, the terms learners and students were used interchangeably.

Key Definitions

- **Academic Achievement Gap:** The gap between minority and nonminority student populations is the academic achievement discrepancy regarding educational standards (Merolla & Jackson, 2019).
- **Bronfenbrenner's (1979) Ecological Systems Theory:** The hypothesis is that a child's environmental systems influence their cognitive development (Guy-Evans, 2020)
- **Cognitive Development:** Cognitive development refers to how individuals grow intellectually, perceive, and gain knowledge of their world (Tudge et al., 2021).

- **Constructivist Worldview:** The constructivist worldview usually sees a more qualitative approach to research. Researchers within this worldview pay significant attention to what the individual says and the complexity behind what is said (Moustakas, 1994).
- **Critical Race Theory:** The belief that there is perpetual systemic discrimination in America's social, legal, and political systems (Donnor, 2021)
- **Culturally Relevant Teaching:** Identifies culturally relevant teaching as a method that places education within cultural dynamics for ethnic learners (Howard, 2021).
- **Educational Attainment:** Educational attainment is an academic achievement (Barile et al., 2012).
- **Extant Literature:** Extant literature involves past writings that have current validity (Voss et al., 2020).
- **Howard's Relationships and Learning Theory:** The hypothesis is that the key to academic success is the student/teacher relationship (Howard, 2021).
- **Implicit Bias and Unconscious Bias:** An automatic or habitual response impacts one's behaviors or attitudes toward or against people based on color, gender, or socioeconomic status (Legette et al., 2021).
- **Mechanism:** A mechanism is a tool, process, technique, or system for preserving White privilege (Petts, 2020).
- **Methodological Approach:** The methodological approach is an overall plan, a procedure implemented in qualitative research that explores the participant's perceptions and intended meanings (Moustakas, 1994).

- Phenomenology: A phenomenology is a philosophical approach and a research methodology that utilizes experiences to describe or analyze past events, subjective understanding, or tacit knowledge (Finlay, 2012).
- Qualitative Research: Qualitative research is a pragmatic analysis procedure that explores a comprehensive knowledge of specific populations or marginalized communities (Crossman, 2020).
- Racial Stereotypes: Racial stereotypes are habitual and distorted mental images regarding members of a particular ethnic group (Tisby, 2020).
- Structural Racism: Structural racism is bias or intolerance based on specific racial groups (typically a minority or marginalized individual) arising from systems, purposeful designs, or assumptions rooted within society or educational organizations (Merolla & Jackson, 2019).
- Theoretical Framework: A relevant structure that guides a study rooted in the issue, subject analysis, or hypotheses (Creswell, 2014).

Chapter Summary

Research confirms that Black male students receive lower scores than their White peers on almost all scholastic standards, from mastering core subject material on any level to school retention rates (Zilanawala et al., 2018). By researching the ecological systems in the urban communities of South Los Angeles, assessing the student-teacher relationship, and understanding learning as the key to academic success, one will recognize and acknowledge the need for change. Chapter One outlines the research problem, the study purpose, theoretical focus, and the significance of the research and serves as a segue into the final details of this study.

Chapter Two analyzes data from the current literature, providing a foundation for the study. The information highlights Bronfenbrenner's (1979) theory of cognitive development within the urban communities of South Los Angeles. Also explored is Howard's (2021) theory of student-teacher relationships and learnings: the key to academic success.

Chapter Two: Theoretical Frameworks and Literature Review

As a researcher, it is prudent to acknowledge and highlight the theoretical framework(s) that will inform a study based on the research problem, research questions, or hypotheses (Creswell, 2014). Similarly, the researcher's worldview plays a role in guiding scientific inquiry (Creswell, 2014). Given that this is a qualitative study, the research will show that each individual understands the world through varying lenses (Creswell, 2014). Over many decades, qualitative research has drawn on the works of scholars from disparate fields and philosophical foundations for discovering rich and compelling insights into one's experiences (Peck & Mummery, 2017). Metaphorically, qualitative research consists of practices that illustrate the world in which we live (Creswell, 2014). Furthermore, to better understand the socio-cultural and ideological impact, the focus will be on the circumstances surrounding an individual's lived experience (Creswell, 2014).

For this study, a constructivist worldview was manifested through the dynamics of the human condition whereby young Black men and women described their experiences as former students at public high schools in urban settings (Moustakas, 1994). The literature review involves four sections. The first section describes the two theoretical frameworks that informed and direct this research. The second section explores and analyzes how the intersection of gender and race shapes the subject and vulnerability to discrimination and oppression (Crenshaw, 2017). Additionally, this study highlighted the role the U.S. news media plays in the bias of the Black student, families, and community.

The third section provides examples of American cultures of racial stereotypes and unconscious and implicit biases. Moreover, acknowledging that discrimination and the status quo will persist unless America accepts accountability and responsibility for transforming the

circumstances is underscored. Finally, the researcher will briefly describe recommendations for promoting change and building racially sensitive pedagogy within America's educational systems. The best possible outcome would involve training teachers through professional development, diminishing the strength of racial stereotypes, which would encourage and facilitate academic achievement for this ethnic population (McNair & Ramaley, 2018). The subsequent paragraphs provide a detailed rendering of the theoretical frameworks and their constructs.

Bronfenbrenner's Ecological Theory of Cognitive Development

Bronfenbrenner's (1979) framework illustrates the relationship between students and their environment. Notably, children respond and interact with their ecology based on past and present experiences with anticipation for their future (Engle et al., 2021). Therefore, to appreciate the significance of favorable circumstances, one must comprehend how advantages and disadvantages impact various individuals (Engle et al., 2021). There are five overlapping structures within Bronfenbrenner's ecological (environmental) theory of cognitive development (Guy-Evans, 2020). Bronfenbrenner (1979) theorizes that the same systems exist within each community. However, communities of color are damaged and dysfunctional due to oppression. Therefore, historically disenfranchised populations experience life within their communities, unlike people from traditionally entitled groups (Daftary, 2018). Environmental systems should support character growth, encourage academic achievement, engender respect and responsibility, increase social and emotional intelligence, and reinforce the potential for youth leadership. Bronfenbrenner (1979) defines each system, its position, and its purposeful relationship to a child's human development. The following environmental systems are microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

The first system, the microsystem, is significant because it is at the center of the child's social well-being. Family is the staple of the microsystem. Parental responsibility includes providing food and clothing (physiological), security (safety), friendship (affection and acceptance), value, and fulfillment (Nayal, 2018). When parents lack appropriate parenting skills, children are at a considerable disadvantage. Without quality education, parenting disabilities are a generational liability. The microsystem is immediate and most influential within the environmental structure. The microsystem illustrates interactions (direct contact) between the family, such as parents and child, parents and teachers, and parents and religious representatives (Guy-Evans, 2020).

The second system that influences development is the mesosystem. It involves relationships between two or more microsystems. These connections include various relations that persuade one's character (Guy-Evans, 2020). This system includes relationships between family and peers, family and school, and school and community. The Mesosystem illustrates interactions (direct contact) between two microsystems.

The exosystem tier identifies and defines relationships covering a broader spectrum within a child's environment. The exosystem illustrates the interactions between the child and blood relatives; some examples would also include close friends. Other examples are representatives of local corporations, the communication industry, legal aid, public healthcare, and public assistance (Guy-Evans, 2020).

The macrosystem relates to society and frameworks engaged in culture. This type of system influences the child's development in broader circumstances, that is, family's beliefs and lifestyles, education, religion, and mass media showcase appropriate relationships. Macrosystem influences come from cultural views within communities.

Chronosystem is the final ecological system. Its influences involve fundamental transformations (e.g., school, marriage, children, parenting, and retirement) and transitions (e.g., divorce, death). This system involves the aggregate outcomes of the many sequences of changes throughout one's existence.

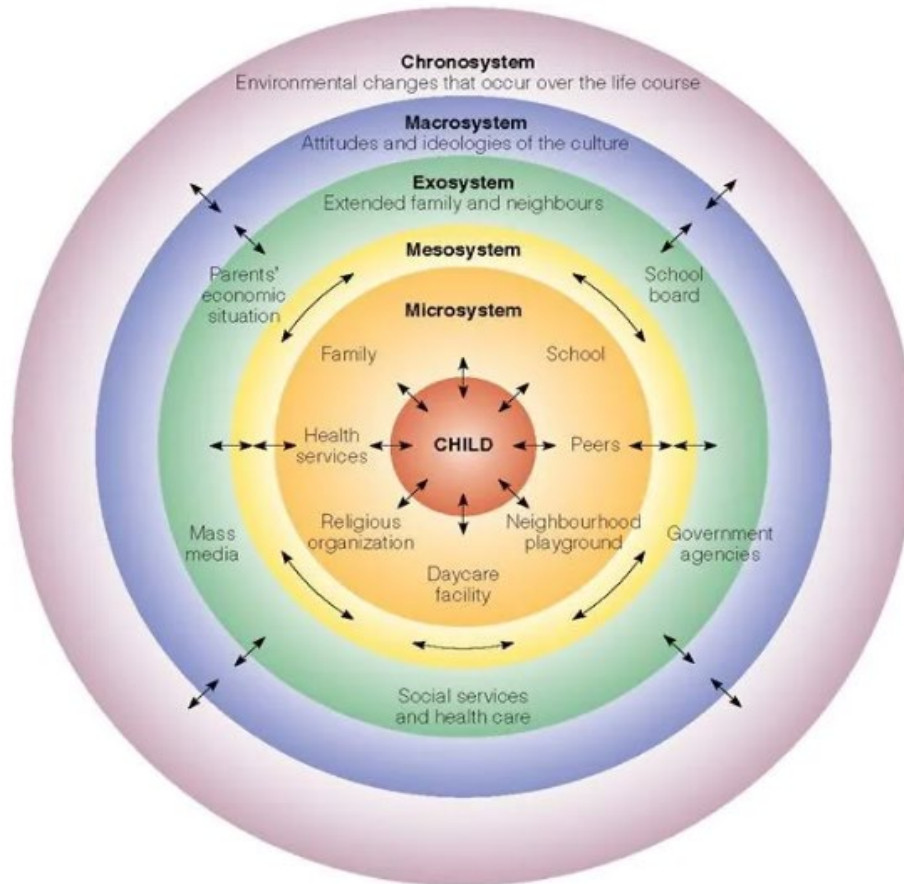
Bronfenbrenner's (1979) diagram depicts how the systems accommodate one another, relate and overlap with various relationships influencing the child's cognitive development (Theodore, 2020). While these systems operate much the same in any environment (Theodore, 2020), this chapter facilitates a comprehensive understanding of Bronfenbrenner's ecological (environment) theory of cognitive development by discussing how these systems operate within communities of color (Murray et al., 2017).

Noteworthy is that Bronfenbrenner co-founded the Head Start program (Theodore, 2020) before developing his ecological systems theory of cognitive development. The program's goals were to establish equality by providing education and health services to poverty-stricken families around the nation (Tudge et al., 2021). The Head Start program is still in place today (Theodore, 2020). See Figure 4 illustrating Bronfenbrenner's ecological system (ranging in a relationship scale from the individual to family to the community).



Figure 4

Bronfenbrenner's Ecological Systems Model - Conceptual/Theoretical Framework



Note. The ecological approach hypothesizes the layers of influence on a young child's development.

From Wikimedia Commons, the Free Media Repository. (<https://commons.wikimedia.org/>). In the public domain.

Howard's (2021) theory on relationships and learning is the second theoretical framework to inform this study. Student-teacher relationships are critical to academic success. The underpinnings of Howard's (2021) theory and its positive impact on Black K-12 students are as follows.

Howard's Theory of Relationships and Learning

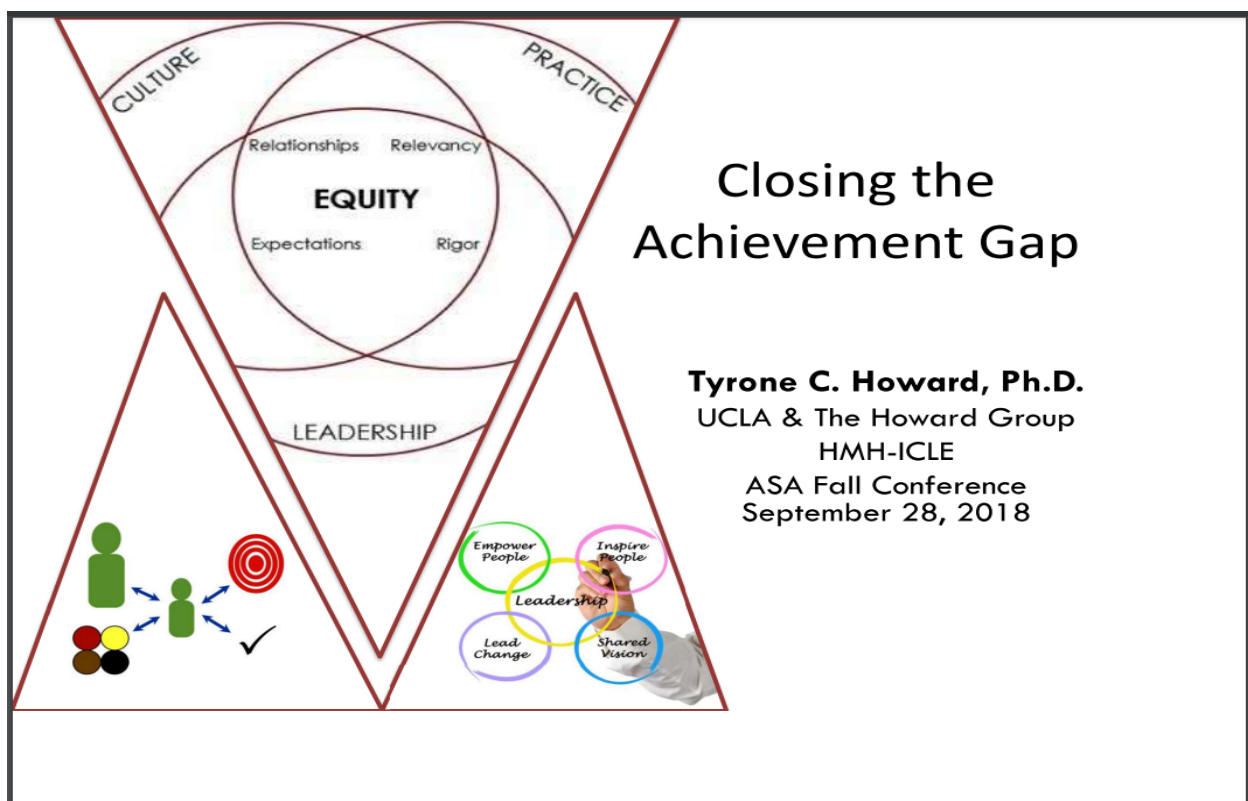
Most pertinent to this work has been the concept that learning occurs within a framework of nurturing, sustained, and authentic student-teacher relationships (Rickabaugh, 2016). Teachers are an essential resource for underserved students. Implicit and unconscious bias affects teachers' expectations of Black students' behaviors and academic achievement. Researchers find that White teachers of minority students have substantially diminished anticipations than Black teachers. These expectations are more critical for math teachers and their Black students (Gershenson et al., 2016). Research findings will add information regarding the preservation of academic achievement disparities (Gershenson et al., 2016).

Recent studies from Johns Hopkins and American University found that when researchers queried Black and White teachers about the same student, White teachers had a relatively pessimistic prognosis for their Black students (Gershenson et al., 2016). Indeed, it is critical to teach textbook content and curriculum. However, it might be challenging to connect with students; start by getting to know who they are as people (Hilliard, 2018). Teachers must pledge to learn about their students of color and cultural history to build significant relationships (Hilliard, 2018). Relationships coupled with compassion are crucial. Ladson-Billings (2021a) argues that we need teachers committed to students of color who form unyielding servitude by going above and beyond titles. Teachers who acknowledge and respect their student's history and culture put themselves in a position to teach them those things (O'Neill, 2021). We need teachers who treat students of color as they want to be treated (Ladson-Billings, 2021a). Dr. Howard's (2021) theory of relationships and learning: keys to academic success agrees with Ladson-Billings' (2021a) position regarding the role of student-teacher bonds. He encourages a process for reducing or removing the achievement disparity between minority and nonminority groups.

Howard (2021) holds the position of director of Center X, a consortium of urban school professionals working toward social justice and educational equity in transforming Los Angeles schools. Moreover, Howard is the UCLA Black Male Institute director and the inaugural director of the new UCLA Pritzker Center for Strengthening Children and Families. See Figure 5, which illustrates Howard's theory on closing the achievement gap.

Figure 5

Howard's Theory of Closing the Achievement Gap



Note. From “Culturally Relevant Teaching: A Pivot for Pedagogical Transformation and Racial Reckoning,” by T. C. Howard, 2021, *The Educational Forum*, 85(4), p. 408 (<https://doi.org/10.1080/00131725.2021.1957637>). Copyright 2021 by T. C. Howard. Reprinted with permission (see Appendix B)

Howard (2021) identifies five characteristics of effective schools:

- Inspirational leaders
- Teacher's effective practice

- Comprehensive Academic Mediation
- The specific recognition of culture; and
- The relationship between parents and community

In addition to Howard's five characteristics of effective schools, Ladson-Billings (2021a) identifies culturally relevant teaching as a method that places education within cultural dynamics for ethnic learners. Howard suggests (a) an anti-racism inquiry, (b) respect for culture, and (c) relational trust as concepts to build effective and culturally informed teacher-student interactions. Also, Howard (2021) also theorizes that teachers fit into three categories. Type A: Teachers who know to do better and are doing better. Type B: Teachers who are willing to do better but cannot do better culturally, and Type C: Teachers who refuse to acknowledge a problem.

Finally, Howard and Rodriguez-Minkoff (2017) encourage teachers of minority students to address the needs for relevance, relationship, ratification, and realization:

Promote Healthy Teacher-Student Connections

- Share a meal with a student
- Become a mentor
- Frequent extracurricular programs

Show Interest in Their Lives

- Listen to a student's concerns
- Query about their families
- Share of self
- Acknowledge them
- Create opportunities for success to build competence and confidence

Permit Scholars to Exchange Information with Their Peers

- Talk with another student
- Joint education
- Performance
- Associate review

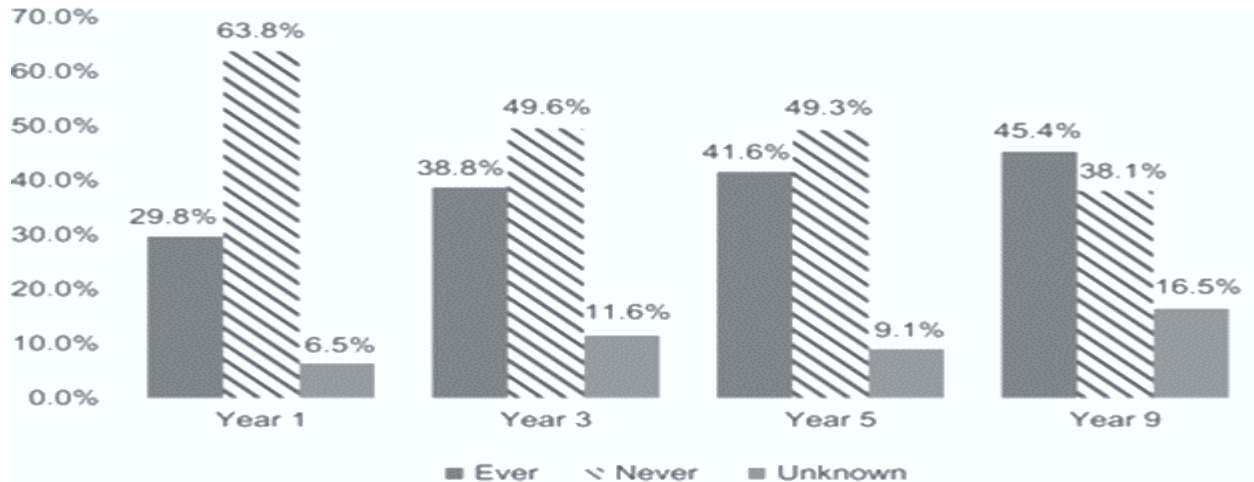
Howard (2021) applauds teachers who support their Black students because far too often their family structure and family support are fragile, inconsistent and inadequate. A strong teacher/parent relationship helps to mitigate challenges for families where the structures are unsupported (Howard, 2021). Howard (2021) suggests that teachers who facilitate learning for Black students be cognizant of relationship building.

Fragile Families Study

Utilizing the fragile family's study, Haskins (2016) evaluated how a father's imprisonment impacts a child's well-being and development during adolescence. Previous studies regarding a father's imprisonment have documented behavioral problems primarily for boys. However, corresponding figures and sensitivity queries indicate that living through paternal imprisonment by age nine is also connected with diminished psychological abilities for both boys and girls. Moreover, Haskins (2016) estimates paternal incarceration explains between 2% and 15% of the Black-White achievement disparity at age nine. Figure 6 illustrates Haskin's (2016) findings on the pervasiveness of paternal incarceration. Recent studies indicate that a father's imprisonment (time and nurturing away from children) produces disparities across generations affecting more American children than previously mentioned (Haskins, 2016).

Figure 6

Prevalence of Paternal Incarceration in Fragile Families Over Waves



Note. Non-imputed (unknowns included), $N = 4,898$.

From “Beyond Boys’ Bad Behavior: Paternal Incarceration and Cognitive Development in Middle Childhood,” by A. R. Haskins, 2016, *Social Forces*, 95(2), p. 870

(<https://doi.org/10.1093/sf/sow066>). Copyright 2016 by Oxford University Press.

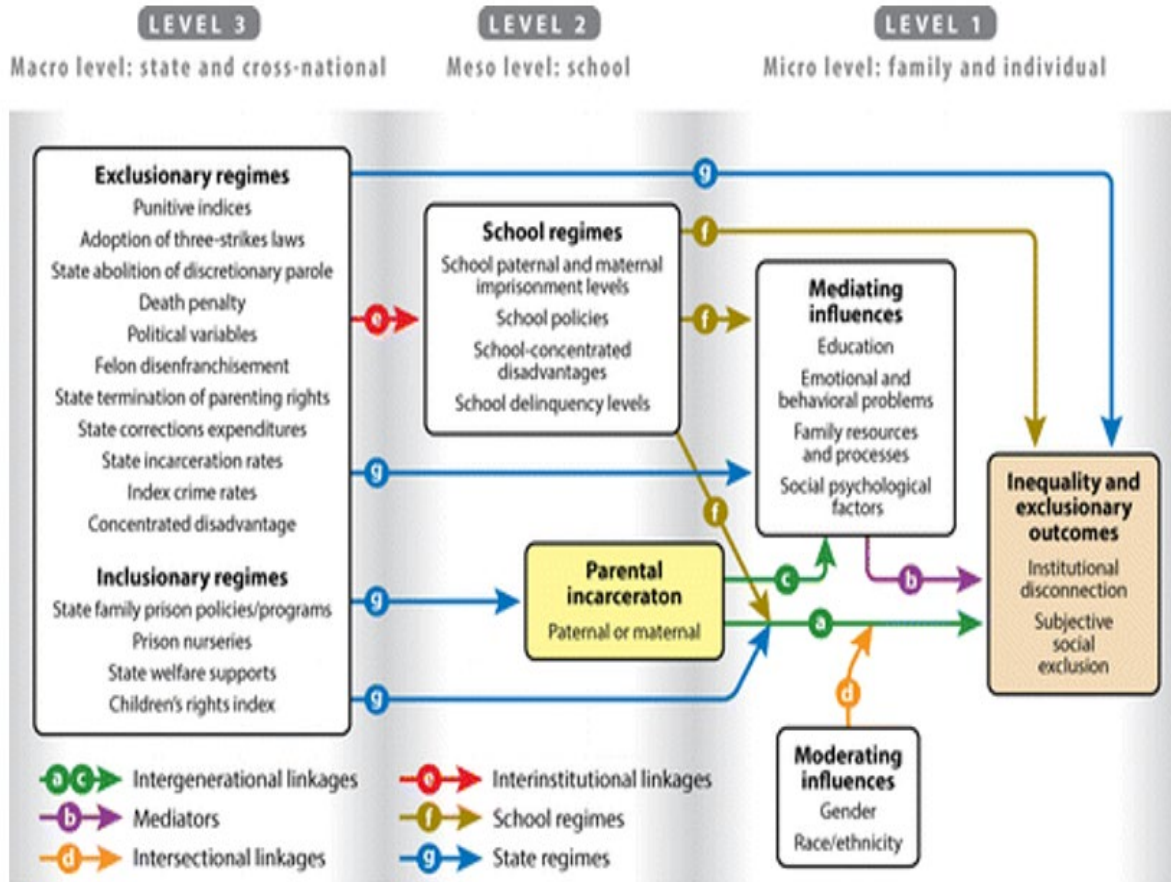
Reprinted with permission (see Appendix C).

Paternal Incarceration

Paternal incarceration is not uncommon for students in urban communities that attend primary or secondary schools in the FFS. Incarcerated Black fathers are systematically measured at the first follow-up wave when the focal child is age one. Roughly 30% of fathers in the study have experienced imprisonment sometime during their lives, and this number increases to nearly 46% by a child’s age of nine—totaling just over 2,300 dads (Haskins, 2016). See Figure 7 for the growth of fathers’ imprisonment and its influence on childhood social discrimination and social segregation (Haskins, 2016).

Figure 7

A Multilevel Framework for Studying Regimes and Effects of Parental Incarceration



Note. From “Punishment Regimes and the Multilevel Effects of Parental Incarceration: Intergenerational, Intersectional, and Interinstitutional Models of Social Inequality and Systemic Exclusion,” by Foster, H., and Hagan, J., 2015, *Annual Review of Sociology*, 41(1), p. 148 (<https://doi.org/10.1146/annurev-soc-073014-112437>). Copyright 2015 by CCC Rights Link. Reprinted with permission (see Appendix D).

Intersectionality

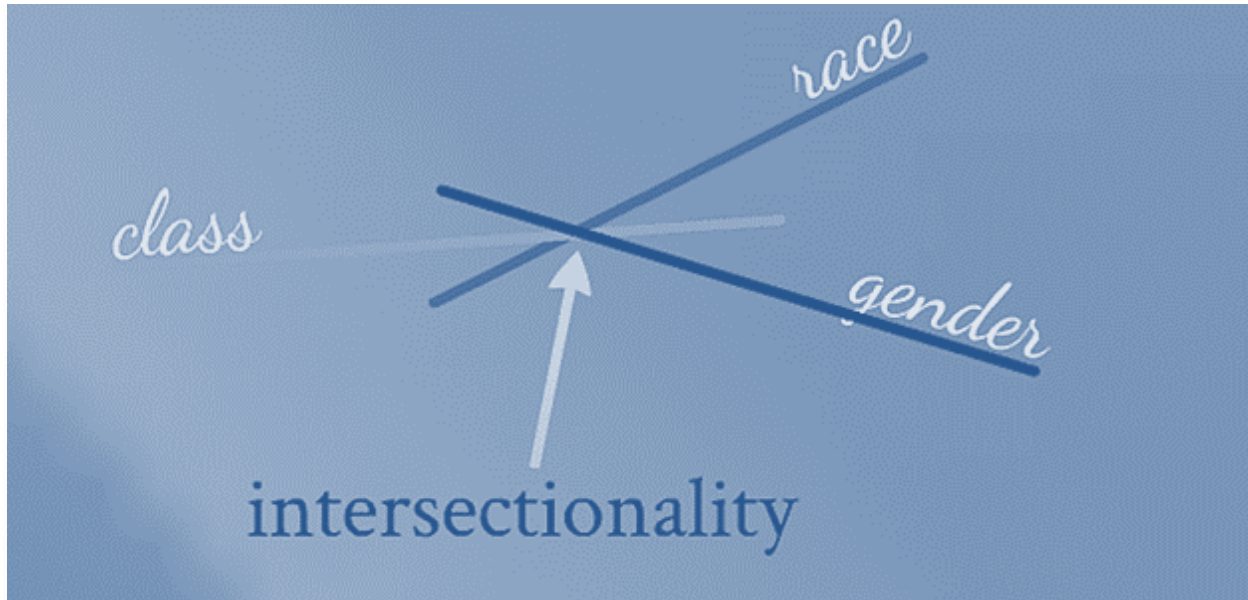
Is a detailed structure used to define how various aspects of a human being’s societal and political identities create different bias and entitlement elements (Bowleg, 2017). Kimberlé Crenshaw (2017) developed and coined the term intersectionality in 1989. Intersectionality identifies multiple factors of advantage and harm (Runyan, 2018): These factors include caste,

class, disability, gender, physical appearance, race, religion, sex, and sexuality (Yonce, 2014). Integrating racial/ethnic and gender biases with racial stereotypes increase the lack of favorable outcomes for the Black population (Redding, 2019). Gillborn (2015) determined that intersectionality involves compelling details (race, ethnicity, and gender) when understanding racial inequalities. Patterns of bias are often complex when two or more identities merge, producing notable discrimination (Kang & Bodenhausen, 2015). For example, Black men are excessively profiled and harassed by the police (Bowleg et al., 2020). Law enforcement frequently stops them to the degree that cannot be for the simple reason of being Black and male (Neil & Winship, 2019). Studies propose matching mental images (e.g., intersectional stereotypes for Black men) to explain these consequences (Hester et al., 2020).

Intersectionality discrimination is simply stereotypes combined with conduct; case in point, if someone's threat level seems higher than *X*, stop that person (Hester et al., 2020). A process that implies simple stereotypes can explain gender-by-race bias in career advancements and police profiling (Hester et al., 2020). There is also an age-by-race bias in police stops. Racial profiling is more significant for Black adolescents suggesting that adverse conduct can sometimes emerge from misunderstandings (Rosenfeld et al., 2012). The character links of social categories such as class, gender, and race create systems of prejudice and harm (Swartz et al., 2019). The intersectionality theory confines the Black experience to the commission of violence and defines Black manhood as lesser—than White manhood (Brassel et al., 2020). For example, Black male students have been stereotyped as hypermasculine, criminal, and hypersexual (Lerner et al., 2016). See Figure 8, an intersectionality pictorial illustrating how various aspects of a human being's societal and political identities create different bias and entitlement elements (Bowleg, 2017)

Figure 8

Intersectionality



Note. From “Why We Should Care About Intersectionality,” K. C. Miles, 2013, *Tagg Magazine* (<https://taggmagazine.com/why-we-should-care-about-intersectionality/>). Copyright 2013 by Tagg Magazine. Reprinted with permission (see Appendix E).

U.S. News Media

The U.S. news media overly portrays Black Americans primarily as criminals (Frisby, 2017). The news media frequently condemns members of the Black population using subtle tactics such as depicting suspected Black criminals as more treacherous than their White counterparts (Sun, 2018). One of the media's tactics is to show mug shots of Black suspects over and over compared to White suspects. Excessively characterizing Black suspects in police custody is another means (Smith, 2021).

In addition, the media focuses on cases where the victim is a stranger (Bacchini & Lorusso, 2019). Overreporting Black criminality promotes unnecessary animosity, inflaming prejudices throughout America (Bacchini & Lorusso, 2019). The news media is goal-oriented in

shaping public perceptions. Far too often, the media touts' racial stereotypes, which policymakers exploit to expedite plans that damage minority neighborhoods (Sun, 2018).

The media will often provide details on an insidious act of racism, acknowledging the continual presence of racial warfare throughout America (Williams et al., 2019). Police murdered George Floyd in the USA on May 25, 2020. This tragedy made international headlines reminding the world that armed conflicts between the Black and White populations still exist, a continual racial pandemic (Shullman, 2020). To counter this dilemma, citizens express their anti-racist stance through various constructs, such as art illustrations, investigative reports, digital media, literary works, and audio-visual (Pillay, 2020). Also, through Facebook, mass news media, riots, peaceful protests, written appeals, conversations, critical pedagogies, conferencing, interest representation, academic research, and scholarship (Pillay, 2020). According to a Rutgers School of Public Health study, adverse reports in the news media effectively shape how police treat Black students throughout America (Boxer et al., 2021). As discussed in the third section, racial stereotypes and unconscious and implicit biases in American culture will remain the status quo unless acknowledgment, accountability, and transformation are recognized.

Stereotypes are subjective generalizations used to define minority groups without acknowledging an individual's humanity or uniqueness. Racial stereotypes corroborate racism and justify racial oppression and discrimination against members of the Black population (Johnson-Ahorlu, 2012). Racial stereotypes are deeply rooted in the structure of the USA and coincide with slave mentalities (Taylor et al., 2019). Stereotyping of Black male students leads to:

- accepted animosity towards this ethnic gender population
- disproportioned school discipline

- poor student-teacher relationships
- unemployment
- poverty
- racial profiling
- mass incarceration

Racial stereotypes and victim-blaming greatly persuade the acceptance of maltreatment of Black students throughout communities of color (Dukes & Gaither, 2017). Stereotypes are generalizations about social groups accepted and acted upon without proof (Hinton, 2019). Among the critical factors in the commodity and replication of racism is the existence and usage of stereotypes (Spoonley, 2019). White enslavers promoted their truth using racial stereotypes to justify the institution of slavery controlling the slave population, never as individual human beings but always collectively (Taylor et al., 2019). This approach stems from White enslavers romanticizing what they wanted enslaved people to believe and how they wanted them to behave (Tisby, 2020). As a result, the United States culture is deeply affected by racial stereotypes that frequently contribute to the discrimination and oppression of Black citizens throughout society (Tisby, 2020). An essential component of the politics of colonization and ongoing disenfranchisement was the presence of stereotypes and the attribution of specific negative characteristics to a whole group of people (Spoonley, 2019). Racial stereotypes are damaging because they purposefully disregard the fact that an individual is a human being and unlike any other (University Counseling Center, 2021).

When perceptions of different groups are twisted, it is degrading, depreciating, confining, and harmful to others (University of Notre Dame, 2021). Much of the Black student's academic struggle begins with the ecological systems of cognitive development. The battle continues with

racial stereotypes and social imagery that influence unconscious and implicit biases, that is, beliefs that often determine a teacher's attitude and behavior (Taylor et al., 2019). For example, many Black men, specifically those in urban neighborhoods, are characterized and standardized by the following: menacing attributes, dangerous, formidable, treacherous, and insidious (Taylor et al., 2019).

Frequently, people will internalize and practice negative descriptors that produce inferiority complexes, an acute feeling of personal inadequacy that can ultimately reinforce and sustain stereotypes. Pit-ten et al. (2018) argue that implicit biases encouraging educational inequalities may evolve from a teacher's low expectations (racial stereotyping) and false perceptions (racial stereotyping) toward minorities, specifically, Black students. The road to graduation is a strong collaboration between students and teachers.

Vygotsky's Theory of Cognitive Development

Vygotsky's (1962) theory is that a child's cognitive development progresses through social interaction and language. Social learning theories help us understand the significance of adult leadership and peer collaboration and the detriments of social isolation. Vygotsky (1962) analyzed our ecological systems to determine their influence on learning. He decided that primary education occurs through direct interactions with parents, siblings, teachers, and peers. Later, Bronfenbrenner (1979) spoke of five ecological systems that directly and indirectly impact our educational outcomes.

Also, teachers can create a learning environment that maximizes academic achievement through positive relationships. Furthermore, Howard theorizes that student-teacher relationships and learning are critical to academic success. He suggests that cultural development applies equally to culturally relevant and culturally responsive teaching (Holzman, 2018). Vygotsky

(1962), a Russian psychologist and the architect of sociocultural theory, believed that social well-being and education emerge within intellectual relationships. The range of competence gained with mature guidance or fellow collaboration surpasses what might transpire in isolation. Thus, it is meaningful for the adult leading these learning exercises to be fair, unbiased, and reliable. Frequently, a real detriment to the social well-being of Black children is that they inherit environmental poverty and discrimination. These toxic surroundings interrupt the reality and purpose of Maslow's (1943) hierarchy of needs.

Maslow's Theory: Hierarchy of Needs

Maslow's (1943) hierarchy of needs is an influential hypothesis based in psychology assembled in a five-tier structure ranking individual essentials for life (Saracho, 2019). A pyramid-like design displays the requirements (Saracho, 2019). From bottom to top, humans need food and clothing (physiological); they need security (safety), friendship (affection and acceptance), value, and fulfillment (Nayal, 2018). Parents must attain requirements on the bottom spectrum of the pyramid before accessing the conditions on the higher range of the pyramid (McLeod, 2020). Maslow (1943) maintains that parents must meet a child's hierarchy of needs for students to achieve academic success (Noltemeyer et al., 2020).

Subsequently, the Black child learns early that a lifestyle of urban blight is the norm. This harmful exposure produces unrealistic beliefs that influence a child's social and academic behaviors. Also, this adverse experience conveys that education will not change their circumstances, indicating that there is no logic to claiming a beneficial civil or intellectual exertion. The quality and truth of one's cognitive development can encourage graduation and continued school enrollment.

These collaborations are the most significant and immediate connections in the lives of young children (see Bronfenbrenner's 1979 ecological model). To be fair and nonpartisan, a non-minority educator's initial step might involve utilizing the Project Implicit tool to identify and remove unconscious biases from their intellectual databases (Hahn & Gawronski, 2019).

Project Implicit

Is a charitable institution with worldwide efforts between researchers concerned with unconscious biases towards individuals of a particular group—fueled by ideas and perceptions independent of intentional consciousness (Hahn & Gawronski, 2019). The organization aims to inform society about hidden discrimination while supporting a virtual workshop for gathering information online.

Implicit Association Test (IAT)

The Implicit Association Test establishes the connection between ideology (e.g., Black people, gay people) and common sense (e.g., exceptional, deficient) or stereotypes (e.g., agile, awkward). The principal concept is that feedback is more straightforward when similar elements have identical solutions (Gravett, 2017). Unfortunately, generational biases that lack truth influence an instructor's beliefs. For example, biased educators are more likely to engage academically with White students. Some teachers have been taught (and believe) that minority students do not have the mental capacity to learn subject matter information (Education Trust & Duchesneau, 2020). Acting on this erroneous information intentionally or unintentionally can cause academic struggles and failure for Black students. Again, the best possible outcome would involve training teachers through professional development, diminishing the strength of racial stereotypes, which would encourage and facilitate academic achievement for this ethnic population. In addition, it is critical to modify curriculum standards and textbook units to be

culturally relevant and socially sensitive to accommodate the educational requirements of the Black student population. Finally, building positive student-teacher relationships and learning: are keys to academic success.

Implicit Assumptions

Unexpressed assumptions are implicit assumptions. Without proof, an assumption is accepted as accurate or sure to happen. The color-blind theory refers to racial impartiality and assumes that overlooking race is a calculated mechanism for equality (Petts, 2020). Schools offer a standard framework for testing these implicit assumptions of the color-blind theory. Public schools have switched from using race-conscious methods, such as forced busing, to racially cryptic ones, such as touting diversity to address racial integration. Diversity is racially vague, considering the possibility of misinterpretation as including racial minorities and having a broader, color-blind meaning (Petts, 2020).

Implicit Attitudes and Associations

Implicit attitudes are determined using implicit associations (IAT). For example, a student's first name gives you an idea of the parent's educational background (Charlesworth & Banaji, 2019). Participants indicate positive implicit attitudes toward students with highly educated parents, regardless of the student's gender (Pit-ten et al., 2018). Specifically, implicit attitudes corresponding with implicit associations may account for teachers' negative or positive educational opportunities (Pit-ten et al., 2018). Suggesting that implicit biases could explain persistent academic disparities rooted in a family's socioeconomic social status. (Pit-ten et al., 2018).

The Impact of Community Engagement

In times past, teachers and librarians who lived in urban communities had a vested interest in securing educational attainment for minority students. Their motivation was simple; equality, equity, and change for this student population. They were fully vested and passionate about personal goals for their people. Teachers and librarians attended the same church, shopped at the same grocery stores, and purchased gas from the same vendors as their students and families. They understood a parent's desire for their child or children to succeed academically. As a result, these individuals who lived in the same neighborhoods went above and beyond the call of duty. Today, teachers and librarians are not as likely to live in the same communities they work in, and the relationships are not as strong. Educational obstructions, such as structural racism, further impact Black students through their proximal and distal ecology (Wray-Lake & Abrams, 2020). A lack of quality education affects Black students growing up in marginalized households and neighborhoods (Esposito & Happel, 2015; Welner & Carter, 2013). A focal point for teaching professionals is developing systems where scholars can experience resources in communities where inequalities exist.

Personal and academic growth is not always accessible in urban neighborhoods, especially those areas void of community-based programs (Albright et al., 2017). However, some communities have leaders who design programs that build self-esteem, self-confidence, and social awareness that encourage today's youth academic achievements. After-school programs reimagine education beyond the school's borders and provide social exposure and academic experiences to advance the process of educational attainment (Baldrige et al., 2017). At the same time, many non-minority communities provide youth with critical resources and social platforms to build meaningful relationships and connections that challenge academic

failure (Albright et al., 2017). Adolescents who reside in communities distinguished with social and emotional learning systems, beneficial character standards, and excellent organizational assets develop talents and abilities essential for social, academic, and political success. These programs generate neighborhood resources that encourage high school graduation and college enrollment (Rodríguez-Planas, 2012). There are several successful community-based programs. For example, the Watts/Willowbrook Boys and Girls Club.

Watts/Willowbrook Boys & Girls Club

This neighborhood-based program provides opportunities to access equality of life for minority youth within their community. The Watts/Willowbrook Boys & Girls Club understands the meaning of urban ecology. The organization has a specific concern for the disenfranchised. Therefore, they assist children in realizing their potential for well-being and social progress. They support underserved youth with appropriate programs and services that affirm society's concerns for their development. In the pursuit of excellence, they offer assistance based on standards and requirements to achieve every modicum of success. This mission includes school retention efforts, youth leadership, social and emotional developmental curriculum, and programs for all ages seven through eighteen.

Passport to Manhood

The Passport to Manhood program provides young Black boys with a ticket to manhood sessions that concentrates on a particular aspect and masculinity through collaborative exercises. Each individual has his own passport to emphasize that he is on a personal experience of development and progress. The program includes character-building endeavors where students learn the significance of giving back to the community. This activity occurs at the community-based institution of the Watts/Willowbrook Boys & Girls Club, where participants are

predominantly underprivileged youth. This organization also has a program to encourage academics.

Diplomas 2 Degrees

Diplomas 2 Degrees is the Watts/Willowbrook Boys and Girls Club College Readiness Program. This program provides Club members with opportunities for educational attainment and preparation for college (higher education) and successful careers. There is always a spiritual component to every child's learning development and growth, thus identifying the need for the Black Church.

The Role of the Black Church

No mainstay of the Black community has been more significant to its past, character, and vision of civil rights than the *Black church*. Throughout customs and beliefs that define Black theology, specifically Christianity, two narratives emerge: (a) one describes a population living under the authority of a higher power (Small, 2020), and (b) another reports the Black population's quest for freedom and equality (Penningroth, 2021). Generally, Black churches constitute the oldest organization created and guarded by Black people, and they are not just places of worship (Gates, 2021). The Black religious institutions stand as the social, economic, and political platforms of progress and sanity for the Black population (Gates, 2021).

Notwithstanding, the Black church partners with families and educational institutions to support the academic achievement of Black children. For example, Year-round, the Education and Enrichment Program at West Angeles Church of God in Christ (south Los Angeles) provides a full range of comprehensive learning opportunities for scholars, including:

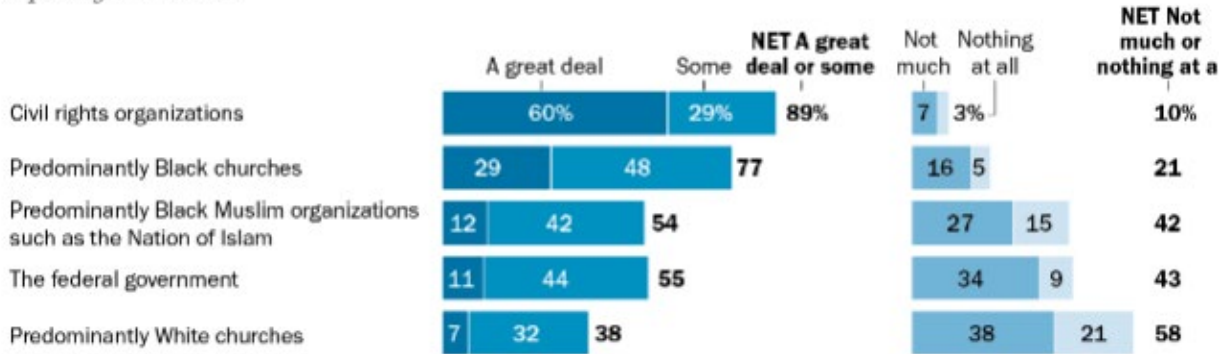
- Programs for After-School Instruction
- Summer Tutoring Strategies

- College Access, and Financial Workshops
- Exploring Steam-Based Direction Seminars.

Figure 9

Three-Quarters of Black Americans Say Black Churches Have Helped Promote Racial Equality

% of Black Americans who say each of the following have done ___ to help Black people move toward equality in the U.S.



Note. From “Three-Quarters of Black Americans say Black Churches Have Helped Promote Racial Equality,” by J. Diamant, 2021, *Pew Research Center*.

(<https://policycommons.net/artifacts/1426335/three-quarters-of-black-americans-say-black-churches-have-helped-promote-racial-equality/2040751/CID:20.500.12592/86pbc1>).

In the public domain.

The programs at West Angeles C.O.G.I.C. encourage students’ educational competency, personal character, career aspirations, and community involvement. These fundamentals of childhood development form the 4Cs - competence, character, career, and community (Wilson, 2012). The premise of these partnerships is to develop relationships through social and spiritual connections to encourage hope, perseverance, and educational attainment for the disenfranchised (McIntosh & Curry, 2020). West Angeles provides subject matter experts who tutor students attending college prep classes and college-readiness programs to score competitively on college entrance exams (Wilson, 2012).

Another example is Faithful Central Bible Church, located in Inglewood (south Los Angeles). Faithful Central offers a *Rites of Passage* (ROP) program. Teenage students partner

with adult Christian leaders who encourage their spiritual growth, academic achievement, and positive career choices with social and emotional intelligence (Ulmer, 2022). Every Saturday morning for eight consecutive months, ROP meets. It is a strategy designed and implemented to change lives! The goal is to support young males from single-parent homes and to address the adversities associated with social influences of substance abuse, early sexual activity, gang involvement, and encounters with the juvenile justice system (Ulmer, 2022).

Moreover, racial minority students are driven to go the distance and strive for higher education. To make another point, the Black church provides stand-in parents and summer Bible school studies when needed (Ulmer, 2022). Additionally, there are classes and programs designed to introduce minority students to different and not-so-familiar careers, that is, architectural engineering, marine photography, and the medical profession. Spirituality plays a critical role in the healthy development of children and how they are socialized (Edwards & Wilkerson, 2018).

Unsurprisingly, very little systemic research has explored the stamina of Black children, their families, and neighborhoods, including how the Black community socializes resilience (Edwards & Wilkerson, 2018). Instead, researchers target the social issues that the Black population endures, such as destitution, lack of academic achievement, adolescent pregnancy, substance abuse, and crime. According to Manning and Miles (2018), spirituality is a powerful means when managing critical issues and stressful situations.

Perceptions of Black Youth and Educational Attainment

Not many subject matter studies consider how the environment of young Black students influences their comprehension of educational accomplishments. Therefore, additional studies are required to analyze the Black youth's perceptions regarding this subject matter as it is an

understudied area. This research will explore the perceptions of 12 Black young men and women ages twenty through twenty-five who attended urban high schools in south Los Angeles.

The Lack of Equality for Black students vs. White students

Much of America's foundation centers on unfairness. It traces back to the roots of slavery with the denial of education and the subsequent denial of quality education. Biased teachers informed by racial stereotypes teach Black students, producing formidable gaps in every aspect of their lives.

Rhymes Theory: Biased Teachers

Rhymes (2017) theorizes that exploring the more subtle teaching aspects becomes possible in stepping beyond America's educators' apparent data. When a teacher addresses a classroom full of students, they are not just teaching Statistics, Math, or English. They are also sharing their ideologies, viewpoints, and values intentionally or unintentionally. Rhymes (2017) asserts that teachers often use working platforms to advance their biased beliefs, opinions, and standards. Teachers sharing personal bigotries of political empowerment can limit the Black students' academic achievement. A process that accurately places responsibility on discriminatory methods that fail to provide equal opportunities for all American children to flourish and achieve (Kundu, 2020). While changing words will not fix the extensive inequalities students face, comments can still be impactful. Therefore, it is significant to use the appropriate language to promote systemic reform and voice to those marginalized by the system (Khalifa & Delpit, 2020). Studies suggest that school discipline practices involving Black students are biased, yet, there is little research documenting students' concerns regarding their experiences (Carter Andrews & Gutwein, 2020).

Disproportionate Discipline

Casual conversations signify that students comprehend the reality of extreme school discipline as socially partisan and unfair (Carter Andrews & Gutwein, 2020). Teachers might take a critical approach in determining discipline practices by aligning their comprehension with the reality of race, class, and gender in educational institutions (Carter Andrews & Gutwein, 2020). Research indicates that a positive student-teacher relationship strongly determines educational attainment and favorable long-term outcomes (Koca, 2016). Unfair school discipline is a downhill pathway for Black students that begins in school and ends within the criminal justice system (Bryan, 2017). As most educators are White, it may be insightful to investigate their role in the process.

Also, to understand how these same educators shape White students' concepts of Black students (Bryan, 2017). White students learn to degrade Black students, mainly by example. They watch White teachers excessively target this group for insignificant and biased school penal violations (Bryan, 2017). Statistics reveal that minorities are overly depicted in law enforcement, in particular, Black students. Specifically, the history of the school-to-prison pipeline—suggests intentional disparities in school disciplinary protocols may be responsible for imprisonment of Black men (Barnes & Motz, 2018). The pervasive punishment for this ethnic gender population is an ongoing dilemma in America's public schools (Allen, 2017). For example, practice educators were assigned a scenario about a disobedient pupil (Kunesh & Noltemeyer, 2019). Teachers who read the vignette trusted that Black students would be more problematic in the future compared to White students (Kunesh & Noltemeyer, 2019). These conclusions suggest that some educators ascribe the terrible conduct of minority male students to more stable causes such as health problems, personal or family concerns, adjustment or

developmental issues (e.g., immaturity or self-esteem issues), or general academic difficulties. Fixed problems may lead teachers to adjust their attitudes toward these students (Kunesh & Noltemeyer, 2019).

Racial stereotypes are exaggerated mental images about members of a specific ethnic group. When we categorize people based on ethnicity, we fail to factor in an individual's uniqueness. Racial stereotypes are hard-lined; we ignore or ditch any data inconsistent with the stereotype we create about any cultural group. Racial stereotypes are false beliefs that denigrate the character and abilities of Black students. In addition, some stereotypes promote the fear of this group (Taylor et al., 2019). For example, rather than deal with a behavior problem or worries, the teacher will send the student to after-school detention or take steps to have the student placed on out-of-school suspension. Racism influences how a teacher reacts to the intense degree of energy that Black boys display in the classroom. Frequently, there is an atmosphere of fear or stress associated with adverse expectations regarding Black students between White and Black teachers. Something as minor as a Black boy refusing to sit in his assigned seat can disrupt the class and cause utter confusion. Often, a teacher hesitates to correct the behavior of Black students verbally; they are fearful that the response will cause physical retaliation. Black students in America are subject to more severe punishments than their White counterparts. These corrective actions place students in danger of adverse outcomes, including complications with the criminal justice system (Riddle & Sinclair, 2019). Statistics confirm that one out of every two Black students is suspended during their education compared to one out of every five White males or one out of every ten White females (de Brey et al., 2019). These persistent patterns of unreasonable punishment issued to Black students are a matter of concern (Loveless, 2017).

Culturally Relevant Teaching

Culturally relevant teaching refers to the teacher's ability to understand and be willing to incorporate the culture of their targeted community in an educational setting (Aragona-Young & Sawyer, 2018). Educators are encouraged to infuse the student's culture in mathematics and science problems, thereby engaging their students on a different and more familiar level (Aragona-Young & Sawyer, 2018). This method enables students' relatability to the curriculum through their cultural context (A. A. Brown et al., 2019). Educators must evaluate the effectiveness of culture and curriculum in helping diverse students improve academically. Over the past several decades, many scholars have contributed to this critical body of literature, requesting a more culturally relevant, responsive, and sustainable method of instruction and learning (Aronson & Laughter, 2016).

Culturally Responsive Teaching

Culturally responsive teaching approaches student-centered education (Kieran & Anderson, 2019). The concept is that each student brings a unique energy to the classroom. Recognizing and nurturing that energy encourages favorable outcomes and advocates for a more receptive, corroborative environment that appreciates cultural differences (Kieran & Anderson, 2019). Culturally responsive school leaders develop educational frameworks and studies that respond efficiently to students' academic, social, political, and cultural needs through creative policies, setting expectations, monitoring, and coaching staff to implement culturally relevant instructions (Walter, 2017).

Mentoring Interventions

A developing body of literacy speaks to the advantage of mentoring interventions. The potential benefits of mentoring minority male youth include improved classroom behavior and

progressive educational results, social-emotional well-being, and cultural pride (Albright et al., 2017). Generally, mentoring programs are not precise when addressing this population. Further, there is little to no documentation regarding culturally tailored mentoring programs versus general mentoring programs that address diverse youth's needs. The study aims to analyze (a) the visible rewards of mentoring for Black youth and (b) the determinants that condition or leverage (moderators) the influence of mentoring for Black youth. Few studies focus specifically on mentoring for Black students (Albright et al., 2017). Researchers are encouraged to examine mentoring processes for this population. They must precisely analyze the racial, cultural, and detailed components that impact mentoring young Black men and women and study socially precise results. Mentoring is a significant opportunity to advice and advocate for youth's positive progress and maturation. It is a support system for young people and caring adults to commit to coaching communication (White et al., 2021).

Four Individual-Level Factors That Promote High School Graduation

Research shows that inherent motivation, literary aspiration, and academic involvement, culminates with educational attainment (Ryan & Deci, 2019). Important to note is that these elements are connected, suggesting that intervening with one could improve the outcome, and the combined impact might be more compelling than the research suggests (Ryan & Deci, 2019).

Motivation is a noticeable characteristic of social cognitive theory from the initial study to the present understanding involving agency (Bandura, 2018; Schunk & DiBenedetto, 2020). *Engagement* is involvement in a situation or course of action. School engagement has piqued the interest of recent psychological and educational research because of its potential to speak to the lack of academic achievement, poor classroom behaviors, and school dropouts (Wang & Peck,

2013). School engagement relates to the level of a student's connection with academics and social interactions (Skinner & Pitzer, 2012). Also, studies suggest that a student's conduct, emotional involvement, and psychological factors of engagement are linked (Skinner & Pitzer, 2012). Students who display significant levels of school engagement rarely drop out of school and, in all probability, will reach educational attainment (Wang & Eccles, 2012). *Youth Expectations* may structure a student's involvement in school and aid students in comprehending their high school realities (Khattab, 2015). *Locus of Control* suggests that the students believe in themselves and control their academic outcomes. They almost always do better in school and persevere under stress. Locus of control promotes an optimistic theoretical viewpoint, creating emotional capital toward educational attainment (Cuze & Aleksic, 2021). To follow are key elements that place students on a positive academic trajectory.

Elements for a Positive Academic Trajectory

Family

Parental involvement suggests actively participating in PTA meetings and frequently exchanging information with the student's teacher (Jeynes, 2012). Parental participation in educational experiences effectively encourages children to achieve academically and graduate (Durišić & Bunijevac, 2017). Parent-Child Connections are invaluable to students' academic success (Wang et al., 2021). Studies imply that a positive parent-child connection predicts academic achievement apart from the significance of cultural backgrounds (Fall & Roberts, 2012).

Peers

Colleagues of approximately the same age and usually of similar rank or social status regularly interact (Veenstra et al., 2013). Peer principles involve social approval or rejection,

substance abuse or sobriety, educational attainment, or high school dropout (Veenstra et al., 2013). Peer standards are shared beliefs, principles, and how to conduct oneself in society. Students are, therefore, motivated to comply with standards so that they remain linked to their group (Veenstra et al., 2013).

Schools

Schools can directly encourage educational attainment (Barile et al., 2012). Three components facilitate positive results: *Affirmative academic relations* (Barile et al., 2012), *small schools* (Barrow et al., 2015; Schwartz et al., 2013), and *participation in after-school academic activities* (Thouin et al., 2020).

Community

Community programs resist designs of educational disparity and its purpose in the lives of minority youth (Barbarin et al., 2019). Diversified out-of-school plans contribute to educational experiences and develop the social and political character of Black youth (A. A. Brown et al., 2019). These organizations promote self-esteem and self-confidence, encouraging future expectations with after-school programs that reimagine education beyond the school's borders (Albright et al., 2017). Academic programs will most likely facilitate educational attainment. Children who live in neighborhoods with solid social structures, standards of equity, and equality will frequently experience a learning maturity sooner than those without the same resources (Albright et al., 2017). Finally, educators will briefly describe recommendations for promoting change and building racially sensitive pedagogy within America's educational systems. According to McNair and Ramaley (2018), the best possible outcome to ensure Black students achieve academic success is to develop equity-minded curricula that complement the background of all student populations. Several groups provided recommendations for promoting

change that included a culturally relevant curriculum and the development of anti-racist training within America's educational systems.

Working Group of Experts on African Descendants

The Working Group of Experts on People of African Descent is one of the distinguished thematic procedures overseen by the United Nations Human Rights Council. In their 2021 report, the Working Group of Experts on People of African Descent considers the adverse racial stereotypes and the stereotyping of people of African descent perpetuates biased decision-making, racial disparities, and racial injustice. The Working Group reviews the historical use and ongoing prevalence of racial stereotypes and racial stereotyping in everyday life, including in advertisements, the media, social media, the criminal justice system, and elsewhere. In many areas throughout society, we continue to witness the denigration of people of African descent and the impulse to control black bodies that are licensed by the imagery we see and tolerate. Their literature suggests that racial stereotypes are just as pervasive in 2021 as in 1990. The report concludes with recommendations to address racial bias and stereotyping of people of African descent.

The Working Group recognizes President Obama's leadership strategies "My Brother's Keeper" and "Educational Excellence for African Americans." These writings address ending academic achievement disparities and promoting educational progress for African Americans (Guillermina, 2020). The persistent gap in longevity, income and wealth, educational attainment, and sustenance between Black Americans and the rest of the United States indicates the level of injustice presenting obstacles for members of the Black population to exercise their human rights (Guillermina, 2020).

Studies show that geographic locations and zip codes can determine the future of young Black Americans. They suggest that urban communities' realities might not encourage positive cognitive development (Guillermina, 2020). Despite 60 years of progress in race relations, the racial disparities between Black and White students remain the academic achievement gap (Downey & Condrón, 2016). Landmark education reports classify attempts to close the academic achievement gap as a national embarrassment (Hanushek, 2016). The Department of Education might consider studying policies with no tolerance and their jarring effect on the Black student population (Amemiya et al., 2020). In addition, a working group might focus on readmitting pupils removed from school as part of a no-tolerance rule.

In the present report, the Task Force of Experts on the Afro-descendant Population looks at negative racial stereotypes and the stereotyping of African descendants in maintaining racism in every social, economic, and political realm (United Nations - Human Rights Council, 2019). The Task Force examines the historical use of racial stereotypes in every aspect of existence, including commercials, the news, social platforms, law enforcement, and elsewhere (United Nations - Human Rights Council, 2019). Worldwide, we continue to recognize the disparagement of Afro-descendants and the inclination to dominate members of the Black race (United Nations - Human Rights Council, 2019). The report ends by addressing how racial stereotyping and implicit and unconscious biases impact people of African descent (United Nations - Human Rights Council, 2019).

Recently, educators globally have united their voices, denouncing the ongoing police killings of Black Americans. They are looking at their roles and responsibilities in these struggles. They are assuming accountability as part of the process to evaluate the cost of

institutional racism and unconscious and implicit bias embedded within America's educational system (Dhaliwal et al., 2020).

Therefore, this study explored how educational leaders can make a positive difference by addressing their role in educational disparities. Again, the best possible outcome would involve training teachers through professional development, diminishing the strength of racial stereotypes, which would encourage and facilitate academic achievement for this ethnic gender population. In addition, it is critical to modify curriculum standards and textbook units to be culturally relevant and socially sensitive to accommodate the educational requirements of the Black student population. Finally, building positive student-teacher relationships and learning: keys to academic success.

The United Nations and its Impact on Education

After World War II, The United Nations emerged as an international peacekeeping organization (Sandler, 2017). Tired of violent and unnecessary death, and social and economic devastation, its leaders decided to address the causes of war on a global level. There are 193 member countries in the United Nations (el Tantawi et al., 2018). With 17 sustainable development goals to encourage equality, inclusion, and a sound economy worldwide (Filho et al., 2018). The United Nations recognizes Education as fourth on its list of sustainable goals (Filho et al., 2018). Education provides a means and method to escape poverty, potential upward, and increased socioeconomic mobility.

Over the past decade, society has made significant progress towards expanding admissions to academics and school registration rates are rising on primary, and secondary, levels, specifically for girls. However, in 2018, approximately 260 million children were still out of school — nearly 20% of the world's population in that age group. Globally, the majority

of youth are below the minimum ability requirements in reading and mathematics (Shaeffer, 2019).

In 2020, as a result of COVID-19, many countries temporarily closed on-campus studies, impacting at least 91% of students worldwide. By April 2020, practically 1.6 billion children and youth were out of school (Harris & Jones, 2020). Approximately 369 million children who rely on school meals struggled to meet the requirements for daily nutrition (Harris & Jones, 2020). Never before have so many children been out of school simultaneously, disrupting learning and upending lives, especially the most vulnerable and marginalized. The global pandemic has far-reaching consequences that may jeopardize hard-won gains made in improving international education.

Critical Race Theory

Although this research does not apply the critical race theory (CRT) as a theoretical framework, one cannot address educational inequality without acknowledging the truthful foundation and role of discrimination and oppression within American society, specifically American schools (Ladson-Billings, 2021b). The CRT explores perpetual systemic discrimination in America's social, legal, and political systems (Donnor, 2021). CRT is rare because it aims to empower marginalized voices and encourage awareness of problems in social, political, and historical contexts (Daftary 2018). Oppression is particularly apparent regarding power, entitlement, bias, and other forms of injustice (Daftary, 2018). CRT rejects the past and no longer valid policies (Crenshaw, 2017).

Moreover, CRT acknowledges that racism is not obsolete (Crenshaw, 2017). The residuals of slavery, segregation and the inferior nationality of minorities remain the nation's social fabric (Crenshaw, 2017). Ladson-Billings (2021b) argues that CRT speaks to education

policies that apply to suspension rates, special education, testing, assessment, curricular access, for example, who gets into honors and advanced placement (AP) and who does not. She compares bills banning the CRT as a red herring.

Critical race theorists and practitioners speculate CRT can bring people together by acknowledging the problem and identifying the source of racism that divides our communities—believing that it will strengthen the resolve for positive and progressive change (Tsikas, 2021). Crenshaw (2017) who created the phrase CRT—explains that CRT is not a name but an action. CRT identifies, fixes, restores, starts, and moves forward—action words that challenge us all and our nation to become better (USA Today, 2021). However, not everyone agrees with this sentiment. Those in opposition to the CRT frequently complain it creates division and separates communities (Lincoln Institute, 2020). For instance, opponents allege the primary intent of CRT is to make White people feel guilty about their rank in society, such as being privileged and harboring disgrace regarding the institution of slavery (Walton, 2020). According to Kane-Berman (2021), CRT is itself a racist ideology. Rufo (2020) argues that CRT is a radical ideology seeking to use race to promote moral, social, and political revolution.

In the Fall of 2020, President Trump delivered an executive order denying federal contracts for any training that focused on divisive concepts such as gender or racial stereotyping or a fall guy for race or gender stereotyping. President Trump considered CRT divisive (George, 2021). To date, more than 20 states have authorized or are trying to enact laws that restrict the teaching of something not taught by teachers in public schools (Mitchell, 2021).

Furthermore, the Association of American Educators surveyed critical race theory and culturally responsive teaching online from June 24, 2021, through June 30, 2021. More than 1,100 teachers across the country responded that fear dominating conversations regarding the

CRT made by legislators and news reporters does not echo what happens in American classrooms (McCausland, 2021). Instead, the Association of American Educators argues that they do not teach CRT at a single K-12 public school (McCausland, 2021). By contrast, the National Education Association (NEA) disagrees. They state that CRT *is* taught in primary and secondary educational institutions. Moreover, the NEA agrees with the critical race theory and is ready to defend its stance on the subject matter (Soave, 2021).

In alignment with the CRT and facilitating change, the Biden administration advocates for a federally funded history and civics pedagogy dispelling prejudice and discriminatory policies in America and appreciating the value of diverse student perspectives (Severi, 2021) It appears that schools around the nation are gearing up for change. Throughout five large school districts across the country, i.e., New York, California, Illinois, Florida, and Las Vegas, efforts of diversity, inclusion, and equity are on display.

New York City Overhauls Gifted and Talented Education

On Friday, October 19, 2021, Mayor Bill de Blasio announced plans to reconstruct gifted and talented education in New York City elementary schools. The mayor calls for radical reforms to a highly discriminatory and criticized program for aggravating apartheid in the nation's most extensive educational institutions. New York's department of education manages its public schools. New York City's school district is the largest in the nation, with an estimated enrollment of 995,336 students in more than 1,800 different schools. One of the most diversified metropolitan areas in this country is New York City. However, Orfield, co-director of the Civil Rights Project, argues that 66 years after the Supreme Court deemed segregated schools as 'inherently' unequal, New York reigns as the country's focal point of racism regarding

segregated schools. The city's public schools are the most segregated in the nation (Orfield et al., 2019).

California Infuses Ethnic Studies into Core Curricula

On Friday, October 8, 2021, California became the first state to mandate all students to complete a semester-long course in ethnic studies as a graduation requirement. The directive will take effect starting with the graduation of 2029-30. However, secondary schools must begin to offer courses beginning with the 2025-26 school year. Many educational institutions have accepted the idea of cultural curriculums; Los Angeles Unified and Fresno Unified voted last year to introduce students to ethnic studies. It is assumed that ethnic studies will change the educational experience and social livelihood for historically disenfranchised scholars that reside within the city of Sacramento (Cabrera et al., 2014; Dee & Penner, 2017). Educational institutions should offer professional development for teachers preparing to teach ethnic studies. Teachers must respond to the challenge of diversity, inclusion, and tolerance

Los Angeles Unified School District

The second-largest school district in the United States is LAUSD, and it serves well-above 600,000 scholars from kindergarten through twelfth grade at over 1,000 schools. The district also has approximately 200 independently managed public charter schools commissioned by the Los Angeles Unified School District Board of Education. The Los Angeles Unified School District is partnering with Dr. Tyrone Howard, UCLA, to provide an Anti-Racist Journey in Los Angeles Unified: Mirror Work Implicit and Unconscious Bias Training with coaching support for all staff, classified and certificated in developing the racial literacy and cultural awareness needed in schools, offices, and other academic settings. Every school within the district has Professional Development Meetings with Breakout Groups that discuss various

aspects of approaching and dispelling anti-racism at LAUSD. Within this developmental process, teachers work together to modify curriculum standards and textbook units to be culturally relevant and socially sensitive to accommodate the educational requirements of the Black student population. Also, Howard (2017) theorizes that relationship building starts with an authentic and sustained level of involvement, beginning with knowing students, their lived experiences, challenges, and their situation in all their totality.

Oakland Unified School District

Christopher Chatmon is the founder and executive director of the African American Male Achievement (AAMA) group. Chatmon is also the deputy chief for the Office of Equity. Their history of the many underserved Black students encouraged Oakland Unified School District to approach this dilemma radically (Pitcher, 2019). The goal was to look at how the system, structure, conditions created, and culture normalized failure for Black students. Chatman develops intergenerational relationships through an annual informative conference (ManUp!) where students learn about their history, acknowledge current events, and envision a change in the future of Black students within the Oakland School District (Pitcher, 2019). This strategy starts in elementary to high school; students meet, lunch, exercise, and fellowship with mentors to learn about Black manhood. Class curriculums align with state and district standards but are culturally relevant and culturally responsive, making the classes pertinent to Black students (Pitcher, 2019). They offer the following courses: African American Power in the United States and Arguments for Freedom (Pitcher, 2019). Again, the best possible outcome would involve educating teachers through professional development programs such as anti-racist school systems training to encourage and facilitate the ultimate goal of academic achievement for this ethnic gender population. In addition, it is critical to modify curriculum standards and textbook

units to be culturally relevant and socially sensitive to meet the educational needs of minority scholars. Finally, building positive student-teacher relationships and learning: keys to academic success.

Illinois Focuses on Black, and Latino Boys

Chicago Public School District is the United States' third-largest school district. It serves 361,000 scholars in 644 educational institutions. In 2019, Chicago's school district vowed to prioritize Black and Latino boys in its push to raise achievement. They made a special effort to attract, develop, and retain highly skilled teachers in areas with high needs (Jackson, 2019). The administration focused on educational growth, economic security, and honor, reaffirming Chicago's principles and concerns. Illinois State education leaders have acknowledged the need for more diversity among teachers starting in 2022-23; a requirement for all teacher preparation programs is to set enrollment targets for candidates of color. The state has invested \$6.5 million in partnership with teachers' unions for a statewide mentoring and virtual coaching program for first- and second-year teachers.

Florida Ushers Inequality and Peace Teaching in Their Schools

In the southeastern region of Florida, the school district of Miami-Dade County, plans are in place to address societal changes. One of Dade county's most compelling concerns was inspired by the horrific killings of Breonna Taylor, Ahmaud Arbery, George Floyd, and other individuals who were victims of police brutality. After their demise, both minority and non-minority citizens embraced the Black Lives Matter Movement. They received a passionate outpouring of support when demanding justice for those murdered individuals. Despite not having a complete plan rolled out, the potential was welcomed and raised many questions— is it even possible to implement—and will it positively affect the students? According to Banks 2020,

students need to know the full history of all humankind. To that end, Holocaust education is mandated and infused into the English curriculum. Why? Because it was a horrible event that did happen and could happen again (Banks, 2020). Evans contends that she is fortunate to discuss discrimination and racism due to her teaching subjects (Banks, 2020). Teachers cannot help but discuss racism and tolerance in world history because it plays a vital issue in every society, including Miami-Dade Schools.

Nevada Develops an Anti-Racism Strategy

Clark County School District is the fifth-largest school district in the United States. Clark County School District has over 300,000 scholars, 35,000 employees, 336 schools, and an annual operating budget of \$5.2 billion. School administrators in Las Vegas have designated a team to develop an anti-racism strategy by the first of the year, amid parental pressure to adhere to new anti-racism laws and leadership attempts to circumvent a racial crisis. Officials divulged that the team's structure is 3% Native American, 8% Asian American, 16% White, 34% Hispanic, and 39% Black.

Although K-12 programs in the U.S. show promise in empowering young Black men and people of color, effective laws and public policy are critical to disrupting the status quo. Over the past decade, there has been a measurable drop in the college enrollment rate of young Black men at America's universities.

Chapter Summary

The literature review provided the framework for this research focusing on the academic goals reached between minority male students and their nonminority counterparts. The literature focused on the critical aspect of ecological systems located within urban communities. The literature also focused on relationships, learning, and a better understanding of student-teacher

interactions, implicit and unconscious biases, and racial stereotyping. The review started with an overview of Bronfenbrenner's (1979) theory of cognitive development influenced by the student's environment. Also, Howard's (2021) theory of relationships and learning as a key to academic success suggests that the student-teacher relationship affects students' educational attainment. In reviewing the literature, frequently, teachers noticeably interacted with students using a mindset driven by racial stereotypes limiting a teacher's ability to assess or interact with a student based on their humanity and individuality. The literature revealed the critical need for professional development programs such as anti-racist school systems training to encourage and facilitate the ultimate goal of educational attainment for Black students. Also, modifying curriculum standards and textbook units to be culturally relevant and responsive to help meet the Black students' academic needs. Moreover, understand that building positive student-teacher relationships promotes learning and decreases the achievement gap. Finally, the literature review acknowledges diversity, inclusion, and equity efforts within the nation's five largest school districts. In the section to follow is the methodological design of this study.

Chapter Three: Methodology

Few studies have examined environmental systems, biased teachers, or failed curricula through the dynamics of race and gender to comprehend the lack of educational attainment within marginalized communities. Chapter Three describes the methods used to explore the issue and explains the investigative process. The expected outcome of this investigation was to determine the source of concern, and identify reformative strategies, a plan of action, and best practices to encourage cognitive development and educational attainment for this group. This research investigated the phenomenology of Black students who attended secondary school in the urban neighborhoods of south Los Angeles. Today, this group has had the opportunity to mature and reflect on the impact of environmental systems on cognitive development and the influence of racial stereotypes on student/teacher relationships. The researcher sought to find and implement the most authentic models or designs for professional development to address the less than favorable dynamics of the student-teacher relationship and the potential harm to environmental systems. Although racial stereotyping and ecological systems are underscored in the extant literature, the persistence of these phenomena requires that researchers conduct additional studies. Comprehensive face-to-face semi-structured interviews and responses collected from the interview questions helped the analyst understand how student-teacher relationships and ecological systems affect the academic achievement and social well-being of these individuals. The restated research questions detail the study design and analysis in this section.

Re-Statement of Research Questions

- RQ1. How do parent/child relationships impact the lived experiences of Black students within secondary schools of south Los Angeles?

- RQ2. How do educational factors impact the lived experiences of Black students in south Los Angeles secondary schools?
- RQ3. How do community members contribute to the overall development of Black students in south Los Angeles secondary schools?

Husserl's Phenomenology

Husserl (1857–1938) is often considered the originator of the phenomenological movement (Usher & Jackson, 2017). Using and modifying the thought processes of others before him, Husserl developed what is known as Transcendental phenomenology (Usher & Jackson, 2017). Transcendence acknowledges the concept that we can never see a thing from all its different perspectives at once (Moustakas, 1994; Usher & Jackson, 2017). For this study, interviews will be conducted with 12 young Black men and women identifying factors that acknowledge and describe beliefs regarding their lived experiences. Qualitative research is a social science study that collects and works with precise data to comprehend the meanings of social life by analyzing and evaluating specific populations within marginalized communities (Crossman, 2020).

A phenomenology is a philosophical approach and a research methodology that utilizes experiences to describe or analyze past events, subjective understanding, or tacit knowledge (Finlay, 2012). Moreover, phenomenology examines those often taken-for-granted yet distinctly typical human experiences in ordinary people's everyday lives (Finlay, 2012). Phenomenologists endeavor to collect “fresh, complex, and detailed descriptions of phenomena as concretely lived” by individuals to construct a description or interpret the phenomena' implicit, holistic, and often contradictory meanings (Finlay, 2012, p. 173). This chapter reviews the stipulations to safeguard the participants through the Institutional Review Board (IRB).

Research Methodological Approach and Study Design

A research methodology is a subjective approach established on a constructivist worldview (Abutabenjeh & Jaradat, 2018). Constructivism centers on the significance of the world the participants live and work in (Moustakas, 1994). The logic behind the constructivist worldview supports the strength and benefit of using open-ended questioning techniques to share perceptions of the world they experience (Seidman, 2006). Collecting comprehensive communications allows the analyst to identify the significance of the participants' beliefs (Seidman, 2006). This phenomenological study design seeks to understand the perception of this ethnic gender population regarding the environment in urban communities and how it affects their cognitive development. Also, how student-teacher relationships influence educational outcomes.

Unit of Analysis

Defining a unit of analysis is one of the most important moments in any scientific endeavor, including research on learning and instruction. The unit of analysis distinctively reflects a study's theoretical premises (Jornet & Damsa, 2021). The unit of analysis for this study was young Black male and female students who attended an urban high school in South Los Angeles. The study analyzed how environments within urban communities influence the social well-being of Black students and how the student-teacher relationship impacted their academic outcomes.

Data Sources

The researcher posted a flyer on a bulletin board at the West Angeles Church of God in Christ education office to recruit participants (see Appendix F). Volunteers could reply to the flier by calling the researcher or writing their contact information on an index card and placing it

into the box identified for the study. Volunteers could also speak with the youth minister regarding their desire to volunteer for the research study. The volunteers did not have to be members of the church. The selection process began; accordingly, the first 12 volunteers who met the selected criteria were confirmed participants for the research study. Once identified, the researcher formally invited the volunteers to participate with an invitation to participate letter (see Appendix G). Next, the researcher provided volunteers with an informed consent form (see Appendix H). The document served as a human research subjects' concurrence and the interview instrument (see Appendix I). Referrals such as the snowball sampling method was also utilized (Geddes et al., 2017).

Population and Sampling Processes

The investigator accumulated the principles utilized to enlist volunteers for this research from group demographics and objectives that would amass information-rich data concerning the research goals (Palinkas et al., 2015). More precisely, criterion sampling guarantees that participants had the same lived experience (Palinkas et al., 2015). Therefore, this study employed a purposive sampling protocol. Creswell (2014) argues that purposive sampling is the method by which the participants were chosen because they are linked to the phenomenon and research issue. A detailed examination of the phenomenon and reasoning was derived from a sample population of 12 individual research participants.

The selection of Black youth was based primarily on those who went to high school in urban communities within South Los Angeles. A significant requirement for participants in this phenomenological study was the lived experience that encompassed marginalized community systems, the phenomena of racial stereotyping and unconscious or implicit biases within the classroom, and the reality of failed student/teacher relationships. An essential criterion was that

participants were concerned about the study results and eager to engage in the research process (Moustakas, 1994). A survey determined the effects of the student/teacher relationship on Black students, which consisted of queries to measure the integrity and range of student/teacher relationships during high school careers. Five to 25 is the recommended number of participants for a phenomenological study; however, it is possible to have more. Since data saturation is the depth of information (Burmeister & Aitken, 2012), interviews were conducted until adequate data mirrored the study (Fusch & Ness, 2015). Complete information is overwhelmingly apparent when gathering evidence, and recent data show no change in language or subject matter identification (Faulkner & Trotter, 2017). As indicated by the questionnaire below, demographics such as ethnicity, gender, and age confirmed participants for this study. After receiving Institutional Review Board (IRB) approval (see Appendix J), the first 12 volunteers were confirmed as participants through the sampling process, beginning with criterion and culminating with purpose. If additional participants were needed the snowball sampling method would be utilized (Geddes et al., 2017). The criterion sampling identified those participants with lived experience (Moser & Korstjens, 2017). Prior to conducting the research, the researcher completed the CITI program and obtained a certificate of completion (see Appendix K).

Data Gathering of Instruments/Tools

Data gathering instruments are the researchers' tools to collect information in the research process. The methods and mechanisms utilized in this study were survey questions and evaluations designed to allow the participants freedom and range to share their perceptions regarding their lived experiences. Qualitative instruments also include questionnaires, documentary analysis, and observations. This approach reduces emotional distress while providing the chance to gather an abundance of direct information describing the participants'

phenomenology. The analyst utilized semi-structured and open-ended questions and evaluations in the research study. For example, open-ended questions might appear invasive and meaningful at the plan's start. A general query might be, *describe your relationship with your high school math teacher, was your teacher patient with you, and did they show a genuine concern for your academic success?* But once the researcher identified the main problems, there might be a more fixed conversation based on the actual circumstances; for example, *describe how you felt or share a comprehensive history.*

Validity and Reliability of Instruments/Tools

The researcher used doctoral students in the Global Leadership and Change program as assistant coders. This helped to eliminate bias by the researcher. The researcher confirmed the issue of trustworthiness in qualitative research through validity and reliability (Rose & Johnson, 2020). Reliability is the extent to which researchers can replicate the study (Oluwatayo, 2012). For qualitative studies, reliability is determined by the researcher following the protocols and intercoder reliability (O'Connor & Joffe, 2020). In qualitative studies, validity refers to truthfulness and certainty. The validity of qualitative research means the appropriateness of the tools, processes, and data (Leung, 2015). Accordingly, honesty is how the results reflect the actual situation studied. This method placed into context the accounts of individuals' daily life stories from both the verbal and nonverbal information gathered. (Rose & Johnson, 2020). Rose and Johnson (2020) present a variety of reliability and validity techniques that might increase trustworthiness in the analysis and representation of findings. These concepts support qualitative practices and provide growth, improvisation, and assessment opportunities.

Instrumentation

Recorded semi-structured interviews were employed for this study. Young Black students aged 20 through 25 were interviewed to document the perceptions of their lived experiences at urban schools in South Los Angeles, California.

Data Gathering Procedures

The analyst utilized Bhandari's procedures. Bhandari (2020) contends that nearly all qualitative data analyses are structured using the same format:

- Step 1. Prepare and organize the information to be studied. First, the analyst transcribes questions and evaluations, categorizes field notes, copies any supplementary data, and adjusts and organizes the data into various categories associated with the participants' feedback.
- Step 2. Review and explore the data. In this step, the investigator examines the information for patterns or commonalities and emerging themes. This process allows the investigator to recognize familiar elements, narratives, and beliefs regarding the perception of the phenomenology of the Black student population.
- Step 3. Develop a data coding system. In this step, the researcher identifies beginning details and arrangements, develops acronyms, creates designs, and establishes a relevant subject matter codebook. Coding includes arranging and mapping content and conversation into classification and designating distinct acronyms to recognize and safeguard the participants involved in the research. "Coding is the process of synthesizing the material into chunks or segments of text before bringing meaning to information" (Rossman & Rallis, 2011, p. 274).

- Step 4. Interpreting the data. In this step, the researcher analyzes the data capturing the perceptions of the lived experience of 12 Black men. The answers for every participant will be available to the respondent for scrutiny before completing the research.
- Step 5. Sharing the results. In the final step, the researcher shares the study results by a personal history detailing the inquiry's findings. This chronicle will cover a comprehensive understanding of the phenomenology of 12 Black men.

Human Subjects Considerations

This research adhered to all directives established by Pepperdine University's Institutional Review Board (IRB). The analyst obtained the participants' authorization before applying to the IRB. Also, the analyst notified the participants regarding data collection protocols that include confidentiality, storage facility, and data safety.

Precautions were taken to protect each participant's emotional safety. There was the potential for the interviews to bring about painful memories. The researcher was careful with introducing sensitive topics. The benefit of this study will be that the information collected from the interviews will add to current data, encouraging change in classroom relationships and the environment.

Privacy was maintained for all research participants. Any spoken or drafted report bearing a participant's identity was locked away in the researcher's home safe. Only the researcher has the key. Identification information, such as coded names, dates, times, and the specific location, were given an alias to ensure that no one could trace or identify participants in the study. The sample tables clarify the participants' data. For example, BMP1 translates to Black Male Participant #One, and BFP1 translates to Black Female Participant #One, and so

forth. All confidential materials related to this study will be stored in the researcher's home safe and destroyed after three years.

IRB Category of Research

Pepperdine University requires IRB processes in any instance where a student wishes to conduct research per the U.S. Code of Federal Regulations, DHHS (CFR), Title 45 Part 46 (45 CFR 46). This study met the qualifications for an exempt research application: it fitted within a 45 CFR 46.104(d), (1-8) category, had no criminal or civil liabilities, did not use a protected group, did not involve deception, and presented minimal risks only to participants. There were no known risks or discomforts associated with this research, and volunteers had the right to refuse to participate or discontinue the study at will. Precautions were taken to protect each participant's emotional safety. To ensure anonymity each was assigned a number. There was the potential for the interviews to bring about painful memories. Before beginning the survey, the researcher presented each participant with a full IRB informed consent form, including participant rights and the means to air any grievances with the researcher and Pepperdine IRB oversight. All survey responses were kept anonymous. This study reported all findings anonymously, and the researcher did not highlight any single respondent's answers.

Proposed Data Analysis Processes

The sample tables will clarify the participants' data. For example, BMP1 translates to Black Male Participant #One, and BFP1 translates to Black Female Participant #One, and so forth.

Sample Tables

Table 2 is a sample table established for the proposed data analysis of the participant and his environmental systems within the urban communities of south Los Angeles.

Table 2

Sample Table for Proposed Data Analysis: Cognitive Development

Home Life	Neighborhood	Organizations	High School	Church	After-School Programs	Issues/Concerns
BMP1						
BMP2						
BFP1						
BFP2						

Table 3 is a sample table established for the proposed data analysis of the student-teacher relationship and academic achievement.

Table 3

Sample Table for Proposed Data Analysis: Student-Teacher Relationship

High School Teacher	Racial Stereotypes	Student Teacher Interactions	Peer Influences	Regrets	Issues/Concerns
BMP1					
BMP2					
BFP1					
BFP2					

Maxwell’s Method of Reasoning

Maxwell (2012) conveys that the method of the inductive approach is used in qualitative studies that focus on specific situations or people to comprehend the significance of the activities and occurrences that the participant experienced. The participants' perceptions are realities that qualitative research attempts to understand. Also, qualitative research focuses on events and responses and comprehending how these behaviors influence the results (Maxwell, 2012).

A phenomenology is a philosophical approach and a research methodology that utilizes experiences to describe or analyze past events, subjective understanding, or tacit knowledge (Finlay, 2012). Moreover, phenomenology examines those often taken-for-granted yet distinctly

typical human experiences in ordinary people's everyday lives. Phenomenologists endeavor to collect "fresh, complex, and detailed descriptions of phenomena as concretely lived" (Finlay, 2012, p. 173). Thus, the potential exists to construct a description or interpret the phenomena's implicit, holistic, and often contradictory meanings. This chapter reviews the stipulations to safeguard the participants through the Institutional Review Board (IRB).

Data Collection

The researcher journaled detailed notes and audio record the conversations for precision during the interview process. The analyst collected both the perceptions of the lived experiences and descriptive information. Interviews are the most productive means to appropriate the participant's phenomenology in qualitative research. It is imperative that the participant uses his words to describe his lived experiences; therefore, the analyst will be precise and neutral in his inquiries. The timing of the individual interviews depended solely on the participants' responses (see Appendix L). The analyst adhered to Bhandari's (2020) subjective interview procedures to extract the participants' perspectives and perceptions. The researcher stored the information in the analyst's home office safe and, after three years, destroy the same. The analyst has the only key that will unlock the safe.

Reliability of Data Gathering Instrument

According to Creswell and Poth (2013) "validation in qualitative research is considered as trying to assess the accuracy of the results, as best described by the researcher, the participants, and the readers" (Creswell & Poth, 2013, p. 259). The investigator utilized Bhandari's (2020) mechanics for comparing personal information, which includes a process for documenting as many steps of the procedures as possible, in addition to creating a

comprehensive Microsoft Excel worksheet. In establishing the spreadsheet, the analyst used the subsequent process:

- The analyst identified the information contained in the worksheet.
- The analyst used Row 1 as the heading row for each item tracked.
- The analyst sorted the information and populate the worksheet accordingly.

Setting

In early 2020, more than 700,000 people died of COVID-19 (Reiter et al., 2020). COVID travels from an infected mouth or nose to those same features as someone nearby. People seem to survive with greater expectancy when they have had their COVID shots. Also, the CDC recommends standing at least six feet apart (Rai et al., 2020). As a safety precaution, the researcher conducted interviews on Zoom, a video conferencing platform.

Chapter Summary

This chapter explains the qualitative approach utilized to investigate the issue describing the study design, the criteria, and the existing procedure: the interview instrument, process of collecting data, information study, and the IRB process. It covered the five steps to developing and writing a plan compatible with Bhandari's (2020) data analysis strategy. This study aims to evaluate the connection between ecological systems within communities of color throughout south Los Angeles and the impact of student/teacher relationships on academic outcomes. In Chapter Four, the results of this study will be explored.

Chapter Four: Results

The purpose of this qualitative study was to understand the ecological systems and educational factors and their impact on young Black post-secondary school students. A primary distinctive element of the study is that it collected data from young adults only a few years removed from their high school experiences, thus simultaneously benefiting from freshly formed perspectives and maturation into adulthood. This research emphasized and addressed the perceptions and experiences of a sample population, 12 Black volunteers, six females and six males, aged 20 through 25, who attended high schools in South Los Angeles. The type of study is an important factor to consider when choosing sample size. Conducting in-depth interviews is a common method used in qualitative inquiry, as this method is unique, and the information sought and the setting in which it is used (Shetty, 2021). Furthermore, the types of questions developed are equally important in determining sample size. Considering these individuals are not so far removed from secondary school, they have not forgotten what influenced their academic successes or failures. It is theorized that the participants have matured enough to share a truthful reality regarding their educational journeys.

In qualitative studies, the validity of classification sample size and unit of analysis should be considered (Mwita, 2022). Furthermore, the adequacy of sample size has been debated in qualitative studies (Mwita, 2022). Researchers ascribed to a constructivist worldview believe relatively small samples used in qualitative studies are insufficient for generalization (Mwita, 2022). Moreover, critics of qualitative studies consider this to be the major weakness of qualitative research. However, the requirement for in-depth data to be collected from a relatively small sample is a key justification for qualitative inquiry (Mwita, 2022). Qualitative research is a type of research that explores and provides deeper insights into real-world problems. The validity

of classification, sample size, and unit of analysis should be carefully thought-out (Mwita, 2022). According to Staller (2021), qualitative sampling is based on purposive selection, the sample size is flexible and not predetermined, and the goal is not to make generalizable claims but develop in-depth understandings with the richest evidence possible.

The study was informed by the core constructs of Bronfenbrenner's (1979) and Howard's (2021) theoretical frameworks. As qualitative research evolves, techniques for collecting data have become manageable. In qualitative inquiry, a key data-organizing protocol is coding. For the purposes of this study, Johnny Saldaña's (2014) coding process was employed. In Saldaña's coding method, iterative processes reveal themes embedded in the data. As such, this research focused on identifying and describing the coding techniques and the transitions from codes to themes to construct the meaning of a phenomenon. Through thematic expiration, the data findings have provided an overarching narrative.

Utilizing a phenomenological lens, the researcher conducted face-to-face, informal, unlimited discussions to identify factors that had influenced the academic journey of the study participants. The researcher sought to access, define, and understand the reflections of young Black adults regarding the ecological systems and educational factors that shaped their high school experience. The following is a summarization of the interviews:

Interview Summaries

Volunteer #1 (F/21)

She has strong family values. She is interested in and provides scholastic direction to her siblings regarding their educational attainment. She is concerned about the state of affairs in her neighborhood. Additionally, she researches political dynamics that will bring positive and progressive change to urban communities. She traded college courses for gainful employment

when the pandemic caused her family financial difficulties. She hopes to rectify the situation soon.

Character strengths in the educational and career contexts are two promising components for understanding how people create well-being, despite everyday struggles. Regardless of Volunteer #1's father's incarceration, her ability to demonstrate resilience was reinforced by a strong relationship with her mother and stepfather, involvement in after-school activities, and her moral values. Although *instability* was an overarching theme revealed from these data, microaggressions and teacher bias did not distract her. Furthermore, her responses to the interview questions showed that being honest and steadfast promoted her upward career trajectory. As an experienced educator, I have taught students from all socioeconomic backgrounds. Regardless of the challenges at home, students like Volunteer #1 tend to experience academic success when they separate home and school troubles. Volunteer #1 has been gainfully employed yet is currently unemployed and seeking career opportunities.

Volunteer #2 (M/22)

He believes that whenever God closes one door, God will open another. He looks for the bright side of everything. He trusts every cloud has a silver lining and that nothing is impossible. This volunteer approached the overall theme of *instability* with optimism. His father was absent, and his mother was the sole wage earner. As a result, his family (mother and three children) faced poverty. However, Volunteer #2 and his siblings devised clever ways to meet the family's needs, a process he deemed positive.

Moreover, he approached circumstances with high optimism and was rarely daunted. In my over 20 years as an educator, I have observed that optimistic students exhibit the uncanny ability to develop relationships in the academic setting with positive expectations and have a

better chance at educational success. Volunteer #2 is a special education teacher with Wish Charter Academy in Westchester, California.

Volunteer #3 (F/24)

She understood the ramifications of being a good teacher for her students. Her approach was to build her educational repertoire (graduate school) and, within that process, encourage a better student/teacher relationship, ultimately, better student outcomes. This volunteer did not experience the typical challenges of poverty, that is, lack of education, meager resources, or disadvantaged circumstances. The overarching theme of *stability* was evident in her parent/child relationship. Also, both parents earned graduate degrees and accorded her a good lifestyle. The standard in her home was to achieve good grades and to perform at high levels. Volunteer #3 is a teacher, mentor, and girls' volleyball and softball coach at Wish Charter Academy. She is also attending California State University at San Marcos, where she is studying to become a board-certified behavioral analyst.

Volunteer #4 (M/24)

This young man was patient, deliberate, and disciplined. These defining traits suggest self-esteem, self-efficacy, and self-confidence. Much like Volunteer #3, Volunteer #4 was reared in a *stable* and loving household. The relationship with his grandparents profoundly impacted his approach to social behaviors, grades, and career pursuits. Also, he opted for a gap year before beginning community college. He is a teller at a Los Angeles, CA, federal credit union. As an educator, I have observed the influence of grandparents providing grandchildren with a pipeline to their family's accomplishments, trials, and tribulations. Children who know their roots and cultural heritage tend to be vested in their educational journeys.

Volunteer #5 (F/22)

She is beautiful inside and outside. Her relationship with her parents suggests she is empathetic, caring, forgiving, determined, resilient, and patient. This volunteer revealed the themes of *instability* and *emotional distress* on several levels. She did not have a relationship with her father; her mother was from Asmara, Eritrea (Africa). Her mother did not understand English, and Volunteer #5 did not understand her mother's native tongue/ Her mother's parenting customs differed from American parenting styles as her mother used the tool of shame to promote change in her daughter's behavior. For example, she did not praise her daughter when she accomplished various feats or received high academic grades. Yet, she was very vocal when her daughter made mistakes, adding to her challenges.

When Volunteer #5 was in the eighth grade, her mother was diagnosed with schizophrenia and other mental disorders during the time her older brother was in the Navy. Subsequently, her first class started during the third period of every school day. Additionally, her father was an absent parent; he remarried and had two other daughters. Despite these circumstances, the three sisters are close and remain in touch with one another. Volunteer #5 demonstrated exceptional character traits, including resilience and perseverance early on. Her student/teacher relationships provided immeasurable support for her educational journey. Community/student relationships provided access to activities that shaped her academic goals. Given the cultural barriers and her father's absence, the parent/child relationship was strained. Ultimately, Volunteer #5 successfully attained her educational pursuits with honors. She attended Chico State University and remains her mother's caregiver. I have taught students from varying backgrounds and circumstances. However, Volunteer #5 is exceptional on all levels.

Volunteer #6 (F/20)

This volunteer's father was absent like others. However, she had a very close relationship with her mother; therefore, she did not miss her father. She recently became a single mother and intends to raise her daughter according to her mother's parenting style. Her mother provided much-needed *stability*, which reinforced her progress. Furthermore, she credits her mother with her positive approach to academic behaviors, grades, and educational attainment. Volunteer #6 attended a vocational/technical school and is seeking employment. She believed the community did not support her educational journey, nor was there a Boys and Girls Club of America in her neighborhood. Further to the point, social media did not negatively influence her as it had for the many students I have taught. In the case of this volunteer, who was supported by a dynamic female figure, the differences between one-parent and two-parent families were negligible.

Volunteer #7 (F/25)

She believes that every experience we have, large or small, influences our character. She accepts the challenge to grow in almost every situation. She is intelligent, insightful, and adventurous. This volunteer grew up in a two-parent household. Her parents encouraged her self-esteem, self-efficacy, and self-confidence, providing for the overarching theme of *stability*. She grew up in a predominately Black community where her teachers were a reinforcing reflection and supported her academic goals. Her studies were infused with culturally relevant data anchored by libraries in her neighborhood.

Additionally, she was involved in after-school programs. Throughout my career, I have witnessed positive emotional and academic outcomes when a learner is supported by their family, educators, and community influencers. These constructs are shown in Bronfenbrenner's (1979) Ecological Theory of Cognitive Development.

Volunteer #8 (M/20)

He is laid-back, fair, and capable. He looks for the best in people and is willing to go the extra mile to help others. Like a few volunteer participants, Volunteer #8 enjoyed a middle-class lifestyle. He attended secondary school in a predominately White community and did not feel that his teachers were racially biased. He asserted, "I was treated equally." Moreover, the influence of the church and after-school programs contributed to his academic success. In my experience, students with a positive attitude tend to have varying opportunities while in school and as early careerists.

Volunteer #9 (M/21)

He grew up with strong family values. These standards influenced his willingness to work and use his salary to meet the family's financial obligations. Among his siblings, he was considered a favorite son. This volunteer was not plagued with the trappings of urban blight. His mother stimulated his self-esteem, self-efficacy, and self-confidence, suggesting the encircling theme of *stability* in his life. I have found that when the systems of Bronfenbrenner's theory are in sync, learners are destined to thrive and flourish in the learning environment.

Volunteer #10 (F/25)

She is a single mother surviving under daunting circumstances. Her baby's father passed away a couple of months before their baby was born. As a result of the stress and grief associated with his death, the baby was born prematurely. No matter the difficult circumstances, she is resilient and committed to providing her child with the best education possible. Her responses to the interview questions suggest that *stability* was consistent throughout her life. It was the observation of Volunteer #10 that some teachers perceived Black students as uninterested in education or did not want to attend school. Also, she surmised that some teachers thought Black

students needed more academic help than non-Black students. As an experienced educator, I, too, have witnessed this type of bias among some of my colleagues within the educational setting relating to perceived work ethic and career advancement.

Volunteer #11 (M/23)

My first thoughts about this young man were that he had a (racial) chip on his shoulder that appeared to be shaped by *back porch* mentalities. However, I could hear a more positive attitude before our conversation ended. This volunteer believed his parent/child relationship was great. Given his great grandmother raised him, he showed an overarching theme of *stability*. He felt racial bias in some schools he attended; most of his teachers were Hispanic, and very few were Black. He thought that Hispanic teachers worked to support the Hispanic student population leaving other ethnic student populations without a much-needed support system. Volunteer #11 graduated from a continuation school. Continuing education provides opportunities to reach educational attainment for students aged 16 through 18 who have yet to graduate from a traditional high school.

While he struggled in his educational journey, he persevered and ultimately graduated from secondary school. He attended a community college and has career goals for the future. In my teaching career, I have observed students who are motivated by the sheer will to overcome their circumstances can change their educational outcomes.

Volunteer #12 (M/25)

I met this young man in person before the interview. He was humble, determined, driven, and apprehensive. His demeanor seemed to suggest; I know I have made mistakes. However, if someone helps me, I can overcome anything; I want to be independent and accepted by society.

The volunteer's parents divorced when he was six years of age. However, his interpretation of the divorce between his father and mother was that his father abandoned him.

Nonetheless, his grandmother raised him, providing an empowering theme of *stability*. Unfortunately, his grandmother had an untimely death. Subsequently, he dropped out of high school, violated the law. And was placed in prison. While incarcerated, Volunteer #12 realized he needed to make a positive change in his life. Therefore, he began a program offered at the prison to earn his high school diploma. He is no longer confined; he is working to complete this program and focused on finding a job.

Bronfenbrenner's (1979) cognitive theory discusses the significance of the parent/child relationship as the center of a child's well-being.

The researcher identified 12 overarching themes:

- Participants reported that their parent/child relationships provided the necessary stability that supported their educational journey.
- Participants reported that the parent/child relationship influenced their approach to academic behaviors, grades, and educational attainment.
- Participants reported that the parent/child relationship encouraged their self-esteem, self-efficacy, and self-confidence.
- Participants reported no racial bias in their student/teacher relationships.
- Participants said that culturally relevant information was infused into their subject matter curricula.
- Participants reported that there was no preferential treatment of one population over another population.

- Participants reported that their teacher(s) provided emotional support to encourage intellectual growth.
- Participants said that acknowledging their mentors was a significant positive aspect of the impact of their mentoring relationships.
- Participants reported that the church influenced their educational journey.
- Participants reported that after-school programs influenced their educational journey.
- Participants reported that organizations like the Boys and Girls Club of America and neighborhood libraries contributed to their development as Black students in south Los Angeles secondary schools.
- Participants reported that social media did not influence their school attendance and academic behaviors.

Three research questions (RQs) were developed to best identify the issues centered on this phenomenon. The RQs and subsequent IQs are as follows:

Research Question 1

Research Question 1 had three corresponding interview questions, and the responses from the study participants are reflected below:

- RQ1. How do parent/child relationships impact the lived experiences of Black students within secondary schools of south Los Angeles?
 - IQ1. Did parental incarceration, lack of education, or poverty impact your parent/child relationship? If so, in what ways?
 - IQ2. Did your parent/child relationship influence your approach to academic behaviors, grades, or educational attainment? (Howard's [2021] Student/teacher relationship)

- IQ3. Did your parents encourage your self-esteem, self-efficacy, or self-confidence?

For this sample, more than half of the study participants responded that their parents or a single mother, grandmother, or great-grandmother provided stability (see Table 4).

Table 4

Responses to Interview Question 1

Themes	Frequency	Parent/Child Relationship
Instability	5	Paternal incarceration/absence of parent/poverty/language & cultural barriers marginalized parent & child relationship.
Stability	9	Strong parental presence/good parenting with a single mother/presence of grandmothers and great-grandmothers

For this sample, more than half of the study participants responded that their parent(s) emphasized the importance of grades (see Table 5). However, two participants shared different experiences.

Table 5

Responses to Interview Question 2

Themes	Frequency	Parent/Child Relationships
Emotional Distress	2	Paternal incarceration/language barrier/culture barrier
Emphasis on Grades	7	Parental emphasis placed on grades
No Emphasis on Grades	3	Parental emphasis not placed on grades
Some Emphasis on Grades	1	little parental emphasis is placed on grades

For this sample, more than two-thirds of the study participants responded parent(s) encouraged their self-esteem, self-efficacy, or self-esteem (see Table 6).

Table 6

Responses to Interview Question 3

Themes	Frequency	Parent/Child Relationship
Supportive Parents	10	Parents encouraged self-esteem, self-efficacy, and self-confidence
Non-Supportive Parents	2	Parents did not encourage self-esteem, self-efficacy, or self-confidence

Research Question 2

This question had four corresponding interview questions, and the responses from the study participants are reflected below:

- RQ2. How do educational factors impact the lived experiences of Black students in south Los Angeles secondary schools?
 - IQ4. How would you characterize the racial attitudes of your school's teaching community?
 - IQ5. Was your subject matter curriculum infused with culturally relevant information?
 - IQ6. Did any of your teachers show a preference for one student population over another student population? If so, did the teacher's perspective influence your academic journey?
 - IQ7. Did your teacher(s) provide emotional support to encourage intellectual growth?

For this sample, more than half of the study participants responded that they felt no bias from their teaching community (see Table 7).

Table 7*Responses to Interview Question 4*

Themes	Frequency	Student/Teacher Relationship
No Bias	7	Teacher(s) showed no racial bias
Bias	4	Teacher(s) showed racial biases
Uncomfortable	1	White teacher(s) showed racial biases toward Black students

For this sample, more than half of the study participants responded that their subject matter curriculum was infused with culturally relevant information (see Table 8).

Table 8*Responses to Interview Question 5*

Themes	Frequency	Student/Teacher Relationship
Culturally relevant information	7	Teachers provided culturally relevant information
None-culturally relevant information	4	Teachers did not provide culturally relevant information
Teacher cultural sensitivity	1	Some teachers were more likely than others to use culturally relevant information.

For this sample, more than half of the study participants responded that they saw no preferential treatment for one population over another (see Table 9).

Table 9*Responses to Interview Question 6*

Themes	Frequency	Student/Teacher Relationship
Preferential Treatment	4	Teacher(s) showed a preference for one student population over another
Non-Preferential Treatment	8	The teacher (s) did not show a preference for one student population over another.

For this sample, more than half of the study participants responded that their teacher(s) provided emotional support to encourage their intellectual growth (see Table 10).

Table 10

Responses to Interview Question 7

Themes	Frequency	Student/Teacher Relationship
Emotional support	9	Teacher(s) provided emotional support
No emotional support	3	The teacher (s) did not provide emotional support

Research Question 3

This question had four corresponding Interview Questions, and the responses from the study participants are reflected below:

- RQ3. How did community members contribute to your overall development as a Black student in a South Los Angeles secondary school?
 - IQ8. What role did the church play in your educational journey? For example, Sunday School or Vacation Bible School?
 - IQ9. What role did after-school programs play in your educational journey?
 - IQ10. Was there a "Boys and Girls Club of America or Library in your neighborhood?
 - IQ11. Did media coverage of contemporary American society and current events influence your school attendance or academic behaviors?

For this sample, two-thirds of the study participants responded that the church influenced their educational journey (see Table 11).

Table 11*Responses to Interview Question 8*

Themes	Frequency	Community/Student Relationship
Church had influenced	8	The church influenced
Church did not influence	4	The church did not influence

For this sample, more than two-thirds of the study participants responded that after-school programs played a role in their educational journey (see Table 12).

Table 12*Responses to Interview Question 9*

Themes	Frequency	Community/Student Relationship
Positive impact of after-school programs	10	After-school programs were positive.
Lack of impact on after-school programs	2	After-school programs had no impact.

For this sample, half of the study participants responded that there was a library in their neighborhood but no Boys and Girls Club of America (see Table 13).

Table 13*Responses to Interview Question 10*

Themes	Frequency	Community/Student Relationship
No Boys & Girls Club/no library	2	There was not a Boys and Girls Club or library in the community
No Boys & Girls Club/yes, library	6	No Boys and Girls Club, yet a library in the community
Yes, Boys & Girls Club/yes, library	2	Both Boys and Girls Club and library in my neighborhood?
Yes, Boys & Girls Club/no library	2	There was a Boys and Girls Club, yet no library in the community

For this sample, more than half of the study participants responded that social media did not influence their school attendance or behaviors (see Table 14).

Table 14

Responses to Interview Question 11

Themes	Frequency	Community/Student Relationship
Social media influence	5	Social media positively impacted academic behaviors.
Lack of social media	7	Social media negatively influences academic behaviors.

Participants

The investigator accumulated the principles to enlist volunteers for this research from group demographics and objectives that would amass information-rich data concerning the research goals (Palinkas et al., 2015). More precisely, criterion sampling guarantees that participants had the same lived experience (Palinkas et al., 2015). The selection of Black youth is based primarily on those who went to high school in urban communities within South Los Angeles. A significant requirement for participants in this phenomenological study was the lived experience encompassing marginalized community systems, racial stereotyping and unconscious or implicit biases within the classroom, and the reality of failed student/teacher relationships. An essential criterion is that participants are concerned about the study results and eager to engage in the research process (Moustakas, 1994).

Creswell (2014) argues purposive sampling is the method by which the participants were chosen because they are linked to the phenomena and research issue. The observations and inferences of this study were made from a sample of 12 individual research participants. In

qualitative studies, the validity of classification sample size and unit of analysis should be considered (Mwita, 2022). Furthermore, the adequacy of sample size has been debated in qualitative studies (Mwita, 2022). Researchers ascribed to a constructivist worldview believe relatively small samples used in qualitative studies are insufficient for generalization (Mwita, 2022). Moreover, critics of qualitative studies consider this to be the major weakness of qualitative research. The requirement for in-depth data to be collected from a small sample is a key justification for qualitative inquiry (Mwita, 2022). Typically, sample sizes are smaller for qualitative research compared to quantitative experiments as the goal is not to suggest that the sample of participants represent the whole population proportionately (Bekele & Ago, 2022). Instead, in qualitative inquiry the objective is to identify the problems and needs to better understand and address the phenomenon (Bekele & Ago, 2022). Furthermore, nonprobability samplings focus on three crucial areas.

- The initial priority is that all study participants must have personal knowledge of the same phenomenon and histories related to the study.
- Second in order of priorities is the method whereby the participants are picked, noting they can identify with the phenomenon and research issues being analyzed.
- Following close behind, the third emphasis is understanding that participant confidentiality would be sustained.

Before the interviews, the researcher sent each volunteer an invitation to participate with an informed consent document and a copy of the interview protocol via e-mail. A subset of this population consisted of 12 volunteers (six females and six males) who were Black, aged 20 through 25, and had attended secondary school in south Los Angeles. After the interview, source data was compiled, reported, and cataloged, and the findings mirrored the fullness of the

literature. Data overload was indisputable as the commonalities and critical themes from the 12 participant responses were indistinguishable.

Inter-Raters for Thematic Analysis

The two panelists who were inter-raters for my thematic analysis were versed in my subject area. They have professional experience and continue to work in and around K through 12 and higher education. Both are graduates of Pepperdine's Graduate School of Education and Psychology: with a Ph.D. in Global Leadership and Change and Ed.D. in Organizational Leadership. Each is a subject matter expert with thriving careers in the educational arena. Their invaluable feedback was incorporated into common themes revealed within these data.

All study participants attended a secondary school in South Los Angeles. However, one graduated from a continuation school, one started a re-entry secondary school while incarcerated, and one graduated from a Catholic all-boys secondary school. Before analysis, data were sorted by common themes. In addition, the researcher elicited data to recognize the varying systems in Bronfenbrenner's (1979) theoretical framework. The visual data displays assisted in differentiating codes across various elements from which logical themes emerged (Saldaña, 2014). The participants (six males and six females) in this study ranged from age 20 to 25 years old, and each was Black or of African descent.

Three research questions organized the findings. First, we examined the parent/child relationship. Second, we examined the student/teacher relationship. And third, we examined the community's contribution to the overall development of Black students in south Los Angeles secondary schools. The coding process is found in Appendix M, Appendix N, and Appendix O. See Table 15 that reflects the professional development the study participant is engaging in or preparing to pursue.

Table 15*Activities Following High School*

Study Volunteers	College	Employment
Volunteer 1 (F/21)	Cal State Northridge	Seeking Employment
	Did not graduate	
Volunteer 2 (M/22)	West Los Angeles College	Special Education Teacher
	Did not graduate	at Wish Academy
Volunteer 3 (F/24)	Cal State San Marcos	Teacher, Mentor, and
	Studying to become a Board Certified	Girl's volleyball and softball coach
	Behavior Analyst	
Volunteer 4 (M/24)	Los Angeles City College	Bank Teller
Volunteer 5 (F/22)	Chico State University	Barista at Starbucks'
	Did not graduate	and a Caregiver
Volunteer 6 (F/20)	American Career College	Seeking Employment
	Healthcare Education	
	Did not graduate	
Volunteer 7 (F/25)	Lincoln University	Transportation
	Philadelphia, PA	Security Officer
	Undergraduate degree -	Department of
	Majored in Biology/ minor in Japanese	Homeland Security
Volunteer 8 (M/20)	West Los Angeles College	Cable Technician at PCC
	Did not graduate	Telecommunications and
		Special needs
		paraprofessional at
		Wish Academy
Volunteer 9 (M/21)	El Camino Community College	Security Guard
	Did not graduate	
Volunteer 10 (F/25)	Los Angeles SW College	Retail Manager for
	Did not graduate	T-Mobile
Volunteer 11 (M/25)	Los Angeles SW College	Long-Haul Trucker
	Did not graduate	

Study Volunteers	College	Employment
Volunteer 12 (M/23)	Working towards High School Diploma	Seeking Employment

Additional Comments and Concerns

At the end of each interview session, the researcher encouraged the participant to share their comments or concerns that were not covered. They are as follows:

Volunteer #1 (F/21)

She questioned whether Black students attending predominately Black Schools in a predominately White community were welcomed. (Community/Student Relationship).

Volunteer #4 (M/24)

I want the church to be more of informational support, i.e., encouraging and teaching about education/schools beginning at a much earlier age. (Community/Student Relationship).

Volunteer #5 (F/22)

There needs to be more dialogue regarding mental health struggles, which sounds cliché. (Bronfenbrenner's 1979 theory of cognitive development)

Volunteer #7 (F/25)

Every experience that we have (small or large) influences us. (Bronfenbrenner's 1979 theory of cognitive development)

Volunteer #12 (M/25)

After incarceration, he wants to complete high school and needs help finding a job. (Bronfenbrenner's 1979 theory of cognitive development)

Chapter Summary

Three research questions organized the findings. First, the researcher examined the parent/child relationship. Second, the researcher examined the student/teacher relationship. And third, the researcher examined the community's contribution to the overall development of Black students in South Los Angeles secondary schools. Participants were encouraged to voice their concerns and comments regarding the subject matter.

After examining the parent/child relationship illustrated in Bronfenbrenner's (1979) microsystem, the findings involved the significance of stability versus instability and how the parent/child relationship factors into the student's educational journey. Also, stability speaks to the parents' power of presence and nurturing the child. As is reflected in strands of the literature, stability upgrades fragile families to healthy families (Haskins, 2016). Parents must appreciate how positive interactions with their students will encourage appropriate academic behaviors, grades, and educational attainment. Likewise, parents must promote their child's self-esteem, self-efficacy, and self-confidence, all a necessary part of academic success. Judging from the responses received, parents are making progress.

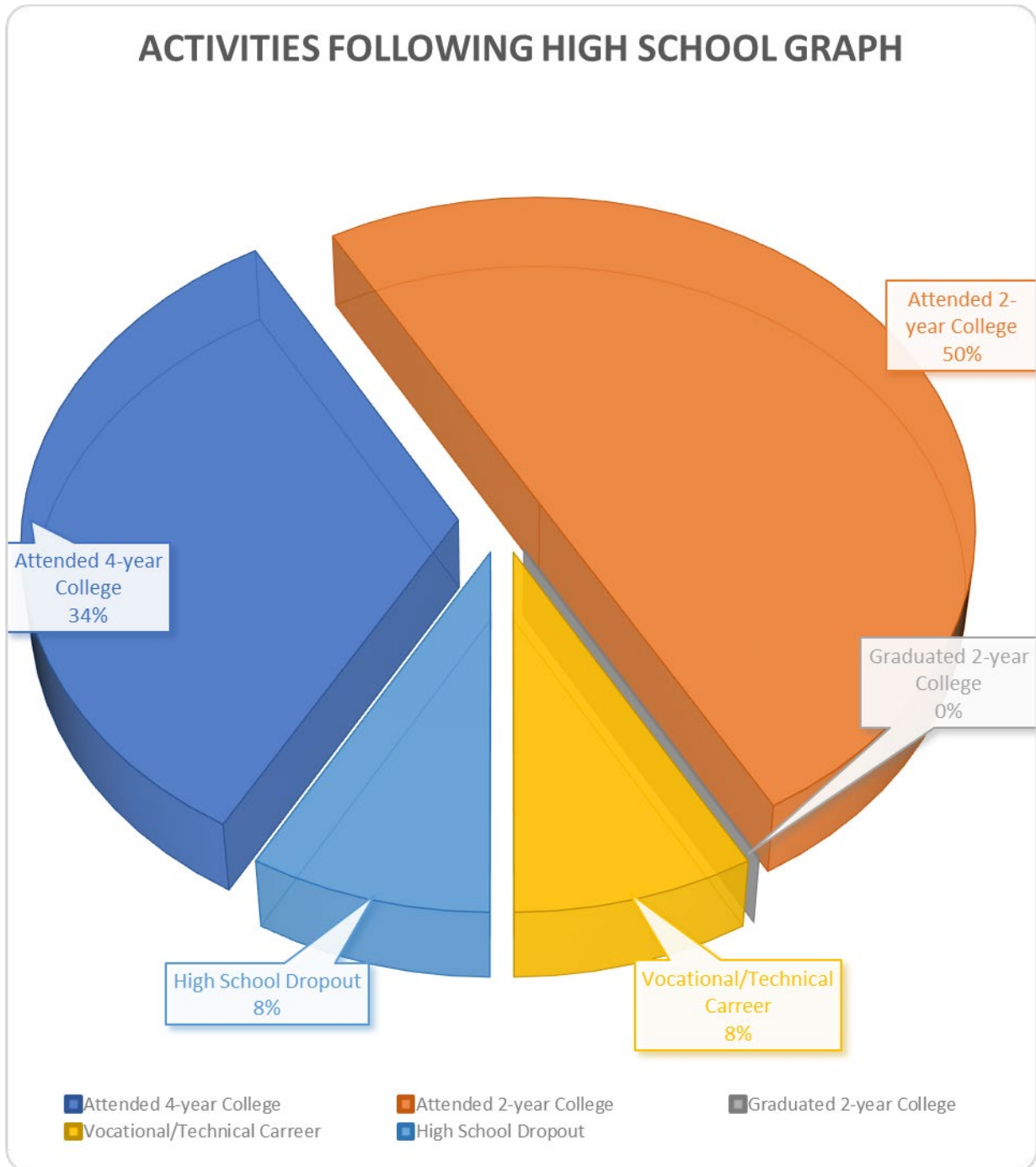
After examining the student/teacher relationship, as is reflected in strands of the literature, teachers must recognize the role of implicit biases and racial stereotyping and how it affects students of color (Howard, 2021). Also, teachers should understand that the subject matter curriculum must be infused with culturally relevant information when teaching students of color (Ladson-Billings, 2021b). A few teachers still do not recognize their personal bias towards a particular ethnic group. Furthermore, teachers must practice effective communication and the art of caring concerns (Howard, 2021). Some teachers provide emotional support to encourage intellectual growth in Black students. Howard (2021) theorizes that teachers fit into three

categories. Type A: Teachers who know to do better and are doing better. Type B: Teachers willing to do better but cannot do better culturally, and Type C: Teachers refusing to acknowledge a problem. Howard (2021) suggests (a) an anti-racism inquiry, (b) respect for culture, and (c) relational trust as concepts to build effective and culturally informed teacher-student interactions. Finally, Howard and Rodriguez-Minkoff (2017) encourage teachers of minority students to address the needs for relevance, relationship, ratification, and realization.

After examining the community/student relationship, students recognize the church for their role of encouraging students throughout their academic journey. The church provided subject matter tutors and field trips to various colleges, along with their rites-of-passage programs. Also, students appreciate that the church holds its graduation celebration. However, the students desire that the church become more involved with the student community at an earlier age. The after-school programs involve the sheriff's department with the Youth Action League (YAL), introducing activities and knowledge appropriations for the youth in our urban communities. These programs also help with homework assignments and tutoring assistance. The Boys and Girls Club of America is an excellent social and emotional intelligence resource. There is training in woodworking, jewelry, knitting, and sports. Character-building exercises that involve morals, integrity, and trust. Libraries are not just a place to check out books; you can also check out cameras, telescopes, and laptops. It's a place to meet friends and build self-esteem and self-confidence. The social media component has some students concerned. They feel it is overpowering with political concerns, celebrity affairs, and social controls. One of our participants exclaimed, "During the 2016 election, I just wanted to stay home and not go to school. I felt like I had racial battle fatigue." See Figure 10 which exhibits the activities of the study volunteers' post-high school.

Figure 10

Activities Following High School



Chapter Five presents the conclusions, implications, and recommendations for future research.

Chapter Five: Conclusions, Implications, and Recommendations

Conclusions

The goal of this research study was to explore how the parent/child, student/teacher, and community/student relationships affected academic behavior, ultimately, academic success. As such, the researcher developed three research questions to better understand these relationships relative to Bronfenbrenner's (1979) theory. The unit of analysis for this study included 12 young Black adults aged 20 through 25 who attended secondary school in South Los Angeles. The researcher looked to interpret the reflections of young Black adults regarding the ecological systems and educational factors that shaped their high school experiences within the urban communities of South Los Angeles. Considering these individuals are not so far removed from secondary school, they should remember what influenced their academic successes or failures. It was theorized that the participants had matured enough to share a truthful reality regarding their educational journey. Furthermore, a review of the findings of Chapter Four was presented. Additionally, the researcher introduced a comparative analysis between Sub-Saharan Africa and South Los Angeles secondary students and their academic pursuits. Finally, recommendations are shared for future research.

Purpose Statement

The purpose of this qualitative study conducted via a phenomenological lens was to better understand ecological systems and educational factors and their impact on Black students. Specifically, an exploration of high school experiences and perceptions was emphasized. Notwithstanding, some educators have little readiness for race scholarship, comprehending race-related social character and acknowledging racism. As such, it would be

prudent for researchers to analyze how racial stereotypes and unconscious and implicit biases influence an educator's teaching style, disciplinary actions, and curriculum development.

It was also necessary to explore (a) ecological systems within the residentially segregated neighborhoods of South Los Angeles, (b) how the participants perceived the roles and accountability of educators and administrators towards their academic success, and (c) what sustained these dynamics between Black and White students.

Research Methodology and Study Design

This research methodology employing a subjective approach established a constructivist worldview (Abutabenjeh & Jaradat, 2018). Constructivism centers on the significance of the world in which we live and work (Moustakas, 1994). The logic behind the constructivist worldview supports the strength and benefit of using open-ended questioning techniques to share perceptions (Seidman, 2006). Moreover, the collection of comprehensive communications allowed for the identification and significance of the participants' beliefs (Seidman, 2006).

Typically, sample sizes are smaller for qualitative research compared to quantitative experiments as the goal is not to suggest that the sample of participants represent the whole population proportionately (Bekele & Ago, 2022). Instead, in qualitative inquiry the objective is to identify the problems and needs to better understand and address the phenomenon (Bekele & Ago, 2022). According to Staller (2021), qualitative sampling is based on purposive selection, the sample size is flexible and not predetermined, and the goal is not to make generalizable claims but develop in-depth understandings with the richest evidence possible.

The interviews were purposefully arranged, allowing for a meaningful discussion through face-to-face interviews, including open-ended queries. Each dialogue took about 45 minutes, considering the time spent reading, understanding, and responding to the questions. These data

were evaluated and classified following their relevance to the research questions. Details and frequencies extracted from the written records were deposited into a template for each discussion query. An evaluation was made using the accounts from the subject matter, and reports were acknowledged and consolidated.

Moreover, this phenomenological study design aimed to understand the perceptions of the Black student population regarding the environment in urban communities and how it influenced their cognitive development. Also, how student/teacher relationships shaped academic outcomes were explored. Therefore, the researcher developed three questions to study the phenomenon:

- RQ1: How do parent/child relationships impact the lived experiences of Black students within secondary schools of South Los Angeles?
- RQ2: How do educational factors impact the lived experiences of Black students in South Los Angeles secondary schools?
- RQ3: How do community members contribute to the overall development of Black students in South Los Angeles?

Research Question 1

The aim of this question was to understand the parent/child relationship and its impact on the student's lived experience. In the analysis of RQ1, the researcher determined that Black fathers were frequently absent from a child's life. One-third of the participants cited parental incarceration, lack of education as the theme of instability. For example, Volunteer #1 (F/21) stated that her father was in prison for ten years, and when he returned, it interrupted her focus on academics. Two-thirds of the participants cited parental/grandparents' involvement in their lives as themes of stability. Subsequently, findings for RQ1 indicate that two-parent households

are more apt to provide stability in the parent/child relationship. Utilizing the fragile family study, Haskins (2016) evaluated how a father's imprisonment impacts a child's well-being and development during adolescence. Haskins (2016) estimates paternal incarceration explains between 2% and 15% of the Black-White achievement disparity at age nine. Furthermore, a father's imprisonment (time and nurturing away from children) produces differences across generations affecting more American children than previously assumed (Haskins, 2016).

The data points show positive parent/child relationships influence the student's approach to academic behaviors, grades, and educational attainment. However, negative parent/child relationships (language and cultural barriers) promote emotional distress and instability. Bandura's (2018) theory emphasizes the significance of parents encouraging self-esteem, self-efficacy, and self-confidence.

A parent's lack of quality education can empower and sustain negative generational knowledge and perceptions, directly and indirectly impacting educational outcomes for Black students. It can also generate poverty, producing anxiety and instability. According to Finegood et al. (2017), when families face financial difficulties at home, parents experience increased stress levels, impacting the relationship and interactions between parent and child.

Notwithstanding, over half of the participants shared that their parents emphasized the importance of grades influencing their positive approach to academic behaviors, grades, and educational achievement. Khattab (2015) argues that parent/child relationships may structure a student's involvement in school and aid in comprehending their high school realities. The parent/child relationship is invaluable to a student's academic success (Wang et al., 2021). In short, the findings of this research question revealed that the parent/child relationship was critical in the Black student's educational journey.

Research Question 2

The genesis of RQ2 was to better understand how educational factors impacted the students' lived experiences. Howard (2017) states that relationship-building starts with authentic and sustained involvement. It begins with knowing students, understanding their lived experiences, and embracing their situations in its entirety. In the analysis of RQ2, over half of the participants characterized the racial attitudes of their teaching communities as unbiased. For example, Volunteer #5 (F/22) stated the Latin and Black teacher population always understood the concept of being Black and having credentials. There was a sense of safety. Over half of the participants felt that their subject matter curriculum was infused with culturally relevant data. Two-thirds stated that teachers showed no preference for any student population. Two-thirds shared that their teachers provided emotional support for their intellectual growth.

Relationships coupled with compassion are crucial. Ladson-Billings (2021a) argues that we need teachers committed to students of color who form unyielding servitude by going above and beyond titles. Teachers who acknowledge and respect their student's history and culture facilitate inclusive learning (O'Neill, 2021). Correspondingly, Howard's (2021) theory of relationships and learning: keys to academic success agrees with Ladson-Billings' (2021a) position regarding the role of student/teacher bonds. Given this question's findings, teachers must understand their students' backgrounds to perform their roles effectively. Building curricula that infuse inclusivity is a scalable best practice, as shown in this body of work.

Research Question 3

The aim of RQ3 was to determine how the community/student relationship impacted the student's lived experience. In the analysis and interpretation of RQ3, two-thirds of the participants felt that the church had influenced them to focus throughout their educational

journey. For example, Volunteer #3 stated "that the church sets a foundation for education. Her church celebrates all graduations. She appreciates and is motivated by her church's involvement with education."

Two-thirds applauded after-school programs and their positive influence on their academic journeys. Volunteer #5 stated that her after-school program greatly impacted her educational journey. Youth Activity League (YAL), run by the local sheriff's department, provided tutoring and field trips. Ultimately, it was instrumental in choosing high school courses leading to her career goals. Exactly half of the participants reported that libraries were in their neighborhoods. Only two participants said they had a Boys and Girls Club of America and a library in their neighborhood. More than half of the participants acknowledged that social media did not influence their school attendance or academic behaviors. The findings of RQ3 were consistent with Bronfenbrenner's (1979) theory of cognitive development.

Many Black churches provided programs encouraging students' social and emotional intelligence. Often volunteers and college students were available to assist with homework assignments. Moreover, the Rites of Passage is designed and implemented to change lives. Initially, the goal was to support young males and to address the adversities associated with social influences of substance abuse, early sexual activity, gang involvement, and encounters with the juvenile justice system (Ulmer, 2022). Recently, the Rites of Passage and like programs have expanded to include all Youth, e.g., adolescent girls, children from two-parent families, and immigrant children. Results indicate that most participants attended church, whether it was a forced issue or a welcomed traditional Sunday event. For example, Participant #3 shared that her church encouraged her educational journey. The church also celebrated her educational attainment. These community/student interactions aim to develop relationships through social

and spiritual connections to encourage hope, perseverance, and educational attainment for the disenfranchised (McIntosh & Curry, 2020).

Discussion of Key Findings

In this qualitative study, Bronfenbrenner's ecological theory was explored with an emphasis on the microsystem (family, school, religious affiliations). Moreover, the assumption that there are reciprocal associations between two core constructs parent/child relationships and student/teacher relationships relative to the students' academic success. The results provided first evidence that such reciprocal associations indeed exist, even when controlling for core variables like age, gender, and academic achievement. Furthermore, it was observed that the parent/child relationship was a predominate factor in a child's academic, social, and emotional development. The results of this study revealed that relationship quality and academic success are both important constructs in the learning environment (Goetz et al, 2021).

Parent/Child Relationship

Strands of the extant literature suggest that the parent/child relationship is central to the child's well-being (Bronfenbrenner, 1979). This relationship is immediate, influential, and significant in the child's cognitive development. Bronfenbrenner (1979) defines the five ecological systems within each community, i.e., microsystem (family, school, religious affiliations), mesosystem (two or more of the microsystem), exosystem (extended family and neighbors), macrosystem (attitudes and ideologies of the culture), and the chronosystem (environmental changes that occur throughout life). Each structure progressively overlaps and affects the quality of relationships within the five systems on some level. Additionally, when parents encourage a child's self-esteem, self-efficacy, and self-confidence, their character foundation is strengthened (Bandura, 2018).

When conducting this qualitative study, it was apparent there is a need for Black parents (specifically, Black fathers) to navigate the educational system and to be present in their children's everyday lives. Furthermore, it was found that incarceration, lack of education, and poverty adversely impact the parent/child relationship. Based on these findings, a high percentage of fathers were absent in the lives of the study participants. A small percentage participants indicated they experienced instability and a lack of academic focus due to paternal incarceration.

When adults lack proper parenting skills, children are at a considerable disadvantage. Bronfenbrenner's (1979) theory particularly relating to the microsystem, suggests that the parent/child relationship is paramount irrespective of the age and stage from childhood to adulthood. Their cognitive development or social well-being is directly tied to the foundation set by parent(s) or extended family.

Student/Teacher Relationship

This body of knowledge shows that the most pertinent to this work is the concept that learning occurs within a framework of sustained, and authentic student/teacher relationships (Rickabaugh, 2016). Teachers are essentially a significant resource for underserved students. (Cochran-Smith & Keefe, 2022). Researchers find that White teachers of minority students have substantially diminished anticipations than Black teachers (Cherng & Halpin, 2016). Another factor sustaining the academic achievement gap is the percentage of White teachers to Black students (Cherng & Halpin, 2016). Statistics confirm that White teachers (79.3%) rank the highest in numbers serving students of color. As the literature review reflects, Ladson-Billings (2021b) identifies culturally relevant teaching as placing education within cultural dynamics for ethnic learners.

Howard suggests (a) an anti-racism inquiry, (b) respect for culture, and (c) relational trust as concepts to build effective and culturally informed student/teacher relationships. According to Howard (2021), teachers must be authentic and build positive and nurturing relationships with their students. It is necessary to consider the multi-faceted dimensions of student/teacher relationships. Therefore, teachers and administrators are encouraged to modify curriculum standards and textbook units to support academic achievement for the Black student population. Additionally, Howard (2021) theorizes that teachers fit into three categories. Type A: Teachers who know to do better and are doing better. Type B: Teachers willing to do better but cannot do better culturally, and Type C: Teachers refusing to acknowledge a problem. Howard (2017) argues that relationship building starts with an authentic and sustained level of involvement, beginning with knowing students, their lived experiences, challenges, and situations in all their totality. Finally, teachers of minority students were encouraged to address the need for relevance, relationship, ratification, and realization (Howard & Rodriguez-Minkoff, 2017).

Professional Development Programs

The literature revealed the critical need for professional development programs like anti-racist school systems training. In addition, modifying curriculum standards and textbook units to be culturally relevant and responsive. Moreover, building positive student/teacher relationships promotes learning and decreases the achievement gap. These expectations are more critical for math teachers and their Black students (Gershenson et al., 2016).

In 2021, the Los Angeles Unified School District (LAUSD) partnered with Dr. Tyrone Howard, UCLA, to provide an Anti-Racist Journey in LAUSD. The theme was *Mirror Work Implicit and Unconscious Bias Training*, with coaching support for all staff, classified and certificated in developing the racial literacy and cultural awareness needed in classrooms,

academic relationships, and other academic settings. Every school within LAUSD participated in professional development meetings with breakout groups to discuss various aspects of approaching and dispelling anti-racism at LAUSD. Within this developmental process, teachers worked collaboratively to modify curriculum standards and textbook units to be culturally relevant to accommodate the educational requirements of the minority student population.

Community/Student Relationship

The community/student relationship is significant in the Black student's educational journey. According to Gates (2021), Black churches constitute the oldest organization created and guarded by Black people, and they are not just places of worship. Black religious institutions stand as the social, economic, and political platforms of progress and sanity for the Black population (Gates, 2021). Organizations within the church strengthen moral character and Christian values that support a respectful and viable character foundation. Another aspect of the Black church is that it can provide appropriate racial socialization for the Black student.

Some study participants desired more input and structure from the church and earlier in life. After-school programs positively contributed to the Black student population, i.e., tutoring, sports, and Youth in Government Programs sponsored by the sheriff's department. Some communities supported the Boys and Girls Club of America, and there were libraries in almost all neighborhoods. Also, the responses indicate that social media did not negatively influence Black students.

New Insights

As an experienced educator, I was struck by three responses (rich data), which gave me a new insight, respect, and value for the power of forgiveness and its never-ending possibilities. These participants are highlighted to provide clarity to the statement. The behaviors of Volunteer

#2 (M/22), Volunteer #5 (F/22), and Volunteer #12 (M/25) provided me with an avenue to mitigate some of the relationship concerns in the field of education. The three participants had different experiences, yet their attitudes and responses to issues were virtually identical. My question: Could their attitudes serve as a benchmark for adult and racial relationships on a larger scale?

Volunteer #2 (M/22)

His father was absent, and he attended a Catholic all-boys high school. Usually, but not always, private schools attract an elite group. When students of lower socioeconomic backgrounds are among wealthy students, it can unwittingly cause anxiety. Poor students are most often rejected and isolated. Despite these challenges, this volunteer remained optimistic and graduated with honors.

Volunteer #5 (F/22)

Her father was an absentee parent with another wife and two additional daughters; one of the daughters and Volunteer #5 are the same age. Her mother was from Asmara, Eritrea (East Africa). African parenting customs differ from American parenting. Participant #5 became her mother's caretaker at 13 years of age; as a result, her school day could not begin until her third period. Although her mother never praised her for being studious and having good grades, she never lost her stride. She graduated from high school with honors.

Volunteer #12 (M/25)

He is developmentally slow and was diagnosed with Autism early on. His father abandoned him at the age of five. Ultimately, he dropped out of high school and broke the law. While incarcerated, he started a high school completion program, which he has been continuing since he left prison. Today, his focus is on high school completion and securing employment.

I have ascertained from these three remarkable individuals that despite their unimaginable challenges, each has shown an element of *forgiveness*: an admirable *attitude*. I can't help but wonder what would happen if more forgiveness existed between racial groups within American society. The next section to follow are parallels between the findings of this research and the literature.

Literature That Aligns with the Findings

The researcher's theoretical frameworks were based on literature primarily from two theorists: Bronfenbrenner's (1979) theory of cognitive development and Howard's (2021) theory of relationships and learning: key to academic success. Moreover, the researcher referenced Vygotsky's (1962) hypothesis that a child's cognitive development progresses through social interaction and language. Vygotsky (1962) analyzed our ecological systems to determine their influence on learning. He decided primary education occurs through direct interactions with parents, siblings, teachers, and peers. Vygotsky (1962) maintained that cognitive development occurs on two levels: social and individual. In cognitive development, one learns problem-solving skills, accepting or dismissing rejection, and relating acceptably with others by observing relationships (Kozulin et al., 2003).

Vygotsky's (1962) theories suggest that if the environment in which one develops their first level of cognitive skills (i.e., the social group) is filled with oppressive behaviors and oppressive relationships, it is logical that the second level (i.e., individual internalization) will be filled with those same oppressive behaviors and relationships. Generational disenfranchisement marginalized their opportunity to observe positive problem-solving, an affirmative method of accepting or dismissing rejection and relating acceptably with others by watching and internalizing positive cognitive development. Vygotsky's (1962) theories concur with the

researcher's findings that discrimination and oppression are, on some level, responsible for the academic performance of the Black student population.

Maslow (1943) maintained that unless the child's entire hierarchy of needs was met, it was improbable that the child would achieve academic success. Those needs include food and water, safety and security, acceptance, self-esteem, and self-actualization. Because of the dire poverty status associated with residential segregation, the basic needs of many Black children often go unmet. For example, many students go to school hungry and without appropriate clothing; some children are homeless. It would be tough for a student to concentrate on academics if he is hungry, cold, or without a place to call home (Maslow, 1943). Theories concur with the researcher's findings that the fallout of educational apartheid is, on some level, responsible for the academic performance of the Black student population. Freire (2000) maintained that the concept of oppression was embedded and sustained in the deficient core curriculum taught in the classroom. Freire (2000) agrees with the ideas of the critical race theorists regarding the current curriculum, suggesting that European-Americans are the dominant race and Blacks are the slave race. According to Huber et al. 2010 (as cited in Zamudio et al., 2011), the curriculum also negatively influences essential skills of thinking and diminishes creative awareness regarding cultural values, ethnicity, and positive race relationships. This information is meaningful, necessary, and vital. How many everyday parents have incorporated this knowledge into their parental database?

Closing the Gap

The new knowledge revealed by the findings of this study suggests key constructs of the theories presented by Bronfenbrenner (1979) and Howard (2021) align with the commonalities among the study participants and their shared phenomenon. Therefore, it can be surmised that

these theories are supported even by individuals just out of that experience. Furthermore, strands in the literature are in concert with the nuances of this phenomenon. For example, in nine out of 12 participants, stability emerged as the overarching theme, suggesting that parents were present and positively influenced the participants' lives. In another example, in seven out of 12 participants, 'no biases' emerged as the overarching theme, suggesting that teachers did not show bias. And yet another example, in eight out of 12 participants, the church's role emerged as an overarching theme, suggesting that the church influenced the student's educational journey. Bronfenbrenner (1979) states that the microsystem is the ecological systems theory's most immediate and influential level. Indicating an individual's character foundation supports and strengthens their cognitive development.

Additionally, Howard's (2021) theory of relationships and learning: Keys to academic success conveys that a healthy student/teacher relationship contributes to and encourages the students' chances for educational attainment. Furthermore, the parent/child and student/teacher relationships embolden opportunities for positive community/student relationships.

Implications

The research focused on the reflections of young Black adults regarding the ecological systems and educational factors that shaped their high school experiences. The study was informed by the core constructs of Bronfenbrenner's (1979) theory of cognitive development and Howard's (2021) theory of relationships and learning: key to academic success. Bronfenbrenner (1979) argues that the three relationships (microsystem) influence the cognitive development of the child's character. Howard's (2017) theory is that relationship-building starts with authentic and sustained involvement. Additionally, Howard (2021) agrees with Ladson-Billings' (2021b) position regarding culturally relevant and responsive subject matter curriculum; this pedagogy is

essential for students of color. Academic achievement requires healthy relationships connecting parents, teachers, and the community with positive processes guiding the educational journey for the Black student population. The implications were that the quality of three distinct relationships impacted Black students' educational attainment and that timing and sequence were also significant. Ultimately, the parent/child relationship is the foundation for a positive student/teacher relationship, and the student/teacher relationship encourages a positive community/student/relationship. Further implications suggest that the family unit plays a critical role in developing character traits and moral values, especially during their children's formative years. There are interrelationships, such as school and community environments, that are necessary to ensure the healthy development of a child's livelihood.

Recommendations

This qualitative research was conducted through a phenomenological lens to better understand the lived experiences of Black students in urban high schools of South Los Angeles. Three research questions were developed to study this phenomenon. The study's findings provided a blueprint to inform change in the parent/child, student/teacher, and community/student relationship. The results suggest that the quality of the three relationships is necessary for a student's academic success. Specifically, the researcher sought to identify how community-provided resources impact the Black students' educational journey. In consideration of the results of this study, the researcher is suggesting the following recommendations for future research:

- Conduct the same analysis but expand it to include a larger sample.
- Conduct the same study for young Black adults aged 26 to 30 to compare the depth and differences in responses.

- Conduct the same study throughout all of America.

Discussion

After completing the interviews for this dissertation study, I traveled to Sub-Saharan Africa for a spiritual revival. Still operating in my researcher's role and as a seasoned educator, I began to observe and process the behavioral differences between the high students of Sub-Saharan Africa and South Los Angeles. Notwithstanding, the young adult participants of my study reflected on their lived experiences post-secondary school. I present a comparative analysis between Sub-Saharan African and south Los Angeles secondary students in the following paragraphs.

A Comparative Analysis

The information used in the comparative analysis is not new data added to this study. The information reflecting the high school students of Sub-Saharan Africa was amassed from observations and critical conversations with Sub-Saharan African students, parents, and teachers. The report reflecting my experience with students of South Los Angeles was extracted from the last eight years of my teaching in urban high schools of South Los Angeles. Note: The researcher's contribution to this comparative analysis highlights this study's different yet valuable perspective. The timeframe corresponds with the research participants' high school years and a few years beyond.

Sub-Saharan Africa – Parent/Child Relationship

During our travels, we visited the 'Just Cause' Orphanage. We, as Americans, were moved to tears by the children's performance of a song they wrote titled, "I didn't know You (God) could bless me this way." I was impressed with the goodwill and social graces exhibited by the students during my time in Sub-Saharan Africa. The children are amazing! To make

another point, Miss Judith (orphanage teacher) explained that the student/teacher relationship begins with the student's character foundation in the parent/child relationship in sub-Saharan Africa. She said, "Parents are unyielding regarding faith-based morals and values as they are the primary concerns in building their children's character." It is expected when Sub-Saharan African children start school, their teachers become their parents. For example, when students enter first grade, they practice their faith-based values and morals learned via parent/child relationships within their student/teacher relationships. In essence, teachers become their parents.

Additionally, Sub-Saharan African children see education as a gift rather than a burden. In contrast, my experience in South Los Angeles has been students tend to undervalue education. As is reflected in strands of the literature, Bronfenbrenner's (1979) first system, the microsystem, is significant because it is at the center of the child's social well-being.

South Los Angeles – Parent/Child Relationship

In contrast to Sub-Saharan Africa, it appears that a high percentage of parents from South Los Angeles do not have the educational background to support their children's character foundation. In the urban communities of South Los Angeles, educators are often forced into a parental role before the subject matter curriculum can be taught. There appears to be confusion regarding the role of the teacher and that of the student. For example, some students in South Los Angeles exhibit a behavior that suggest the teacher should earn their respect.

Sub-Saharan Africa – Student/Teacher Relationships

On the first day of our travels, we attended a school assembly with approximately 200 students from three secondary schools. The presentation was outside, and each school group stood in their assigned sections. The speaker did not use a microphone: the students were disciplined; respectful; and focused. You could hear every word of the presenter's speech.

Two weeks into our journey, we had an engagement with several parents. During dinner, we discussed whether the schools in Johannesburg had issues with students with defiant and hostile behaviors. And if yes, what might be the repercussions? Mr. Smith responded, "Rarely do we have students with those behaviors." However, when we do there is expulsion with no opportunity to return. They believe in the adage, 'One bad apple spoils the whole bunch.' Therefore, in Zambia, there are no suspensions or need for school police.

Throughout Zambia, teachers and education are highly regarded. If a student abuses a teacher, they are immediately remanded to jail. As shown in the extant literature, Bronfenbrenner's (1979) theory of cognitive development suggests that a parent/child relationship indicates a successful student/teacher relationship.

South Los Angeles – Student/Teacher Relationships

As I reflect on my time as an educator visiting Sub-Saharan Africa, I think about my experiences teaching ninth and tenth-grade English, speech, and creative writing classes with as many as 40 students. I am reminded of the inordinate amount of time it requires to get students settled in classes that are 90 minutes long. It takes at least 20 minutes or more for students to quiet down, allowing me to take attendance. Immediately following an additional 20 minutes is spent depositing the lesson plan into Schoology (a learning management system). Ultimately, the teacher is left with less than 50 minutes to teach a lesson plan.

Sub-Saharan Africa – Student Health

I do not recall seeing a student with a high body mass index (BMI) in Sub-Saharan Africa suggesting that these students do not abuse sweets or junk food. Students in Zambia do not have cars, so their mode of transportation more often than not is walking (great exercise).

South Los Angeles – Student Health

Most of my students have a high body mass index (BMI). My students eat chocolate bars, chips, and donuts and drink Coke for breakfast. The mode of transportation for many students in south Los Angeles is cars or buses. And while there is the opportunity to exercise during gym classes, many students ditch those classes whenever possible. According to Wallach et al. (2006), the lack of minerals and other dietary supplements of value, such as an appropriate percentage of lithium in the water and an overabundance of sugar, frequently contributes to the violence we see in America's urban communities.

Sub-Saharan African Youth Character

One afternoon (while walking to church in Zambia), a little boy approached my sister and me. He said, "Auntie, you are going the wrong way; follow me, and I will show you the way." His authentic concern suggests his character is the same inside the classroom as it is around the community. It has been my experience that children of Sub-Saharan Africa learn, understand, and practice respect for citizens throughout the region based on the emphasis placed on the parent/child relationship.

Chapter Summary

This qualitative research study examined the reflections of young Black adults on the ecological systems and educational factors that shaped their high school experience in the urban communities of south Los Angeles. The findings of this study align with the literature, and Bronfenbrenner's (1979) theory of cognitive development. His structure suggests that the parent/child relationship influences the character foundation. Also informing this study, Howard's (2021) theory of relationships and learning: key to academic success suggests that the student/teacher relationship is critical to the student's educational attainment. Most pertinent to

this work has been the concept that learning occurs within a foundation of nurturing, sustained, and authentic student/teacher relationships (Rickabaugh, 2016).

This research focused on three relationships that support the efforts of Black students to realize their full potential. Healthy relationships connect parents, teachers, and the community with positive processes empowering the educational journey. The findings confirm that parents must understand their role in their children's cognitive development. Furthermore, teachers must be mindful of how racial stereotyping shapes their implicit biases and impacts the student/teacher relationship. Finally, community members must continue to provide the necessary resources to encourage and support students in their educational pursuits.

REFERENCES

- Abutabenjeh, S., & Jaradat, R. (2018). Clarification of research design, research methods, and research methodology: A guide for public administration researchers and practitioners. *Teaching Public Administration, 36*(3), 237–258. <https://doi.org/10.1177/0144739418775787>
- Alam, G. M., Rahman Forhad, A., & Arif Ismail, I. (2020). Can education as an ‘international commodity’ be the backbone or cane of a nation in the era of the fourth industrial revolution? - A comparative study. *Technological Forecasting and Social Change, 159*. <https://doi.org/10.1016/j.techfore.2020.120184>
- Albright, J. N., Hurd, N. M., & Hussain, S. B. (2017). Applying a social justice lens to youth mentoring: A review of the literature and recommendations for practice. *American Journal of Community Psychology, 59*(3–4), 363–381. <https://doi.org/10.1002/ajcp.12143>
- Allen, Q. (2017). They write me off and don't give me a chance to learn anything: Positioning, discipline, and black masculinities in school. *Anthropology and Education Quarterly, 48*(3), 269–283. <https://doi.org/10.1111/aeq.12199>
- Amemiya, J., Mortenson, E., & Wang, M.-T. (2020). Minor infractions are not minor: School infractions for minor misconduct may increase adolescents’ defiant behavior and contribute to racial disparities in school discipline. *American Psychologist, 75*(1), 23–36. <https://doi.org/10.1037/amp00004>
- Aragona-Young, E., & Sawyer, B. E. (2018). Elementary teachers’ beliefs about multicultural education practices. *Teachers and Teaching, 24*(5), 465–486. <https://doi.org/10.1080/13540602.2018.1435527>

- Aronson, B., & Laughter, J. (2016). The theory and practice of culturally relevant education: A synthesis of research across content areas. *Review of Educational Research*, 86(1), 163–206. <https://doi.org/10.3102/0034654315582066>
- Bacchini, F., & Lorusso, L. (2019). Race, again: How face recognition technology reinforces racial discrimination. *Journal of Information, Communication, and Ethics in Society*, 17(3), 321–335. <https://doi.org/10.1108/JICES-05-2018-0050>
- Baldrige, B. J., Beck, N., Medina, J. C., & Reeves, M. A. (2017). Toward a new understanding of community-based education: The role of community-based educational spaces in disrupting inequality for minoritized youth. *Review of Research in Education*, 41(1), 381–402. <https://doi.org/10.3102/0091732X16688622>
- Bandura, A. (2018). Toward a psychology of human agency: Pathways and reflections. *Perspectives on Psychological Science*, 13(2), 130–136. <https://doi.org/10.1177/1745691617699280>
- Banks, T. (2020, July 1). *The anti-racism curriculum: Addressing the issue in Miami-Dade schools*. The Harbinger. <https://mlecharbinger.wordpress.com/2020/07/01/the-anti-racism-curriculum-addressing-the-issue-in-miami-dade-schools/>
- Barbarin, O. A., Tolan, P. H., Gaylord-Hardin, N., & Murry, V. (2019). Promoting social justice for African American boys and young men through research and intervention: A challenge for developmental science. *Applied Developmental Science*, 24(3), 196–207. <https://doi.org/10.1080/10888691.2019.1702880>

- Barile, J. P., Donohue, D. K., Anthony, E. R., Baker, A. M., Weaver, S. R., & Henrich, C. C. (2012). Teacher–student relationship climate and school outcomes: implications for educational policy initiative. *Journal of Youth and Adolescence*, *41*, 256–267. <https://doi.org/10.1007/s10964-011-9652-8>
- Barnes, J. C., & Motz, R. T. (2018). Reducing racial inequalities in adulthood arrest by reducing inequalities in school discipline: Evidence from the school-to-prison pipeline. *Developmental Psychology*, *54*(12), 2328. <https://doi.org/10.1037/dev0000613>
- Barrow, L., Schanzenbach, D. W., & Claessens, A. (2015). The impact of Chicago’s small high school initiative. *Journal of Urban Economics*, *87*, 100–113. <https://doi.org/10.1016/j.jue.2015.02.002>
- Bekele, W., & Ago, F. Y. (2022). Sample size for interview in qualitative research in social sciences: A guide to novice researchers. *Research in Educational Policy and Management*, *4*(1), 42–50. <http://dx.doi.org/10.46303/repam.2022.3>
- Bhandari, P. (2020, June 19). *What is qualitative research? | Methods and examples*. Scribbr. <https://www.scribbr.com/methodology/qualitative-research/>
- Bowleg, L. (2017). *Intersectionality: An underutilized but essential theoretical framework for social psychology* [E-book]. Palgrave Macmillan. https://doi.org/10.1057/978-1-137-51018-1_25
- Bowleg, L., del Rio-Gonzalez, A. M., Mbaba, M., Boome, C. A., & Holt, S. L. (2020). Negative police encounters and police avoidance as pathways to depressive symptoms among US Black men, 2015–2016. *American Journal of Public Health (AJPH)*, *110*(S1), S160–S166. <https://doi.org/10.2105/AJPH.2019.305460>

- Bowman, B. T., Comer, J. P., & Johns, D. J. (2018). Addressing the African American achievement gap: Three leading educators issue a call to action. *National Association for the Education of Young Children (NAEYC)*, 73(2), 14–23.
<https://www.jstor.org/stable/26558913>
- Boxer, P., Brunson, R. K., Gaylord-Harden, N., Kahn, K., Patton, D. U., Richardson, J., Rivera, L. M., Smith-Lee, J. R., Staller, M. S., Krahé, B., Dubow, E. F., Parrott, D., & Algrim, K. (2021). Addressing the inappropriate use of force by police in the United States and beyond: A behavioral and social science perspective. *Aggressive Behavior*, 47(5), 502–512, <https://doi.org/10.1002/ab.21970>
- Brassel, S. T., Settles, I. H., Jellison, W. A., & Dodson, C. (2020). Power and race in Black and White men’s perceptions and experiences of manhood. *Translational Issues in Psychological Science*, 6(4), 325–343. <https://doi.org/10.1037/tps0000257>
- Bronfenbrenner, U. (1979). *The ecology of human development*. Google Books.
- Bronfenbrenner, U. (1979). *The Ecological Systems Model*. From Wikimedia Commons, the free media repository
https://commons.wikimedia.org/wiki/File:Bronfenbrenner%27s_Ecological_Theory_of_Development
- Brooms, D. R. (2018). ‘Building us up:’ Supporting Black male college students in a Black male initiative program. *Critical Sociology*, 44(1), 141–155.
<https://doi.org/10.1177/0896920516658940>
- Brooms, D. R., Goodman, J., & Clark, J. (2015). We need more of this:” Engaging Black men on college campuses. *College Student Affairs Journal*, 33(1), 105–123.
<https://doi.org/10.1353/csaj.2015.0002>

- Brown, A. A., Outley, C. W., & Pinckney, H. P. (2019). Examining the use of leisure for the sociopolitical development of black youth in out-of-school time programs. *Leisure Sciences: An Interdisciplinary Journal*, 407, 686–696.
<https://doi.org/10.1080/01490400.2018.1534625>
- Brown, B. A., Boda, P., Lemmi, C., & Monroe, X. (2019). Moving culturally relevant pedagogy from theory to practice: Exploring teachers' application of culturally relevant education in science and mathematics. *Urban Education*, 54(6), 775–803.
<https://doi.org/10.1177/0042085918794802>
- Bryan, N. (2017). White teachers' role in sustaining the school-to-prison pipeline: Recommendations for teacher education. *The Urban Review*, 49, 326–345.
<https://doi.org/10.1007/s11256-017-0403-3>
- Burmeister, E., & Aitken, L. M. (2012). Sample size: How many is enough? *Australian Critical Care*, 25(4), 271–274. <https://doi.org/10.1016/j.aucc.2012.07.002>
- Cabrera, N. L., Milem, J. F., Jaquette, O., & Marx, R. W. (2014). Missing the (student achievement) forest for all the (political) trees empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51(6), 1084–1118. <https://doi.org/10.3102/0002831214553705>
- Carter Andrews, D. J., & Gutwein, M. (2020). Middle school students' experiences with inequitable discipline practices in school: The elusive quest for cultural responsiveness. *Middle School Journal*, 51(1), 29–38. <https://doi.org/10.1080/00940771.2019.1689778>
- Charlesworth, T. E. S., & Banaji, M. R. (2019). Patterns of implicit and explicit attitudes: Long-term change and stability from 2007 to 2016. *Psychological Science*, 30(2), 174–192. <https://doi.org/10.1177/0956797618813087>

- Cherng, H.-Y. S., & Halpin, P. F. (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, 45(7), 407–420. <https://doi.org/10.3102/0013189X16671718>
- Chetty, R., Hendren, N., & Katz, L. F. (2016). The effects of exposure to better neighborhoods on children: New evidence from the moving to opportunity experiment. *American Economic Review*, 106(4), 855–902. <https://doi.org/10.1257/aer.20150572>
- Cochran-Smith, M., & Keefe, E. S. (2022). Strong equity: Repositioning teacher education for social change. *Teachers College Record: The Voice of Scholarship in Education*, 124(3), 1–18. <https://doi.org/10.1177/01614681221087304>
- Cook-Sather, A. (2019). Respecting voices: How the co-creation of teaching and learning can support academic staff, underrepresented students, and equitable practices. *Higher Education*, 79, 885–901. <https://doi.org/10.1007/s10734-019-00445-w>
- Cramer, E., Little, M. E., & McHatten, P. A. (2017). Equity, equality, and standardization: Expanding the conversations. *Education and Urban Society*, 50(5), 483–501. <https://doi.org/10.1177/0013124517713249>
- Crenshaw, K. W. (2017). *On intersectionality: Essential writings*. The New Press.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage.
- Creswell, J. W., & Poth, C. N. (2013). *Qualitative research inquiry and design: Choosing among five approaches*. University of Nebraska Press.
- Crosby, S. D. (2015). An ecological perspective on emerging trauma-informed teaching practices. *Children & Schools*, 37(4), 223–230. <https://doi.org/10.1093/cs/cdv027>

- Crossman, A. (2020). *An overview of qualitative research methods. Direct observation, interviews, participation, immersion, focus groups*. Thought Co.
<https://www.thoughtco.com/qualitative-research-methods-3026555>
- Cuze, A., & Aleksic, A. (2021). Student well-being: Identifying the contribution of optimism and locus of control. *Hellenic Journal of Psychology, 18*(1), 90–111.
<https://doi.org/10.26262/hjp.v18i1.7864>
- Daftary, A. (2018). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work, 29*(6), 439–454.
<https://doi.org/10.1080/15313204.2018.1534223>
- de Brey, C., Musu, L., & McFarland, J. (2019). *Status and trends in the education of racial and ethnic groups 2018*. National Center for Education Statistics.
<https://nces.ed.gov/pubs2019/2019038.pdf>
- Dee, T. S., & Penner, E. K. (2017). The causal effects of cultural relevance: Evidence from an ethnic studies curriculum. *American Educational Research Journal, 54*(1), 127–166.
<https://doi.org/10.3102/0002831216677002>
- Dhaliwal, T. K., Chin, M. J., Lovison, V. S., & Quinn, D. M. (2020, July 20). *Educator bias is associated with racial disparities in student achievement and discipline*. Brookings Education. <https://www.brookings.edu/blog/brown-center-chalkboard/2020/07/20/educator-bias-is-associated-with-racial-disparities-in-student-achievement-and-discipline/>
- Diamant, J. (2021). *Three-quarters of Black Americans say Black churches have helped promote racial equality*. Pew Research Center. <https://policycommons.net/artifacts/1426335/three-quarters-of-black-americans-say-black-churches-have-helped-promote-racial-equality/2040751/CID:20.500.12592/86pbc1>

- Donald, W. E., Ashleigh, M. J., & Baruch, Y. (2018). Re-thinking soft skills and student employability: A new paradigm for undergraduate education. *Career Development International*, 23(5), 513–540. <https://doi.org/10.1108/CDI-09-2017-0171>
- Donnor, J. K. (2021). White fear, White flight, the rules of racial standing and whiteness as property: Why two critical race theory constructs are better than one. *Educational Policy*, 35(2), 259–273. <https://doi.org/10.1177/0895904820986772>
- Downey, D. B., & Condron, D. J. (2016). Fifty years since the Coleman report: Rethinking the relationship between schools and inequality. *Sociology of Education*, 89(3), 207–220. <https://doi.org/10.1177/0038040716651676>
- Dukes, K. N., & Gaither, S. E. (2017). Black racial stereotypes and victim blaming: Implications for media coverage and criminal proceedings in cases of police violence against racial and ethnic minorities. *Journal of Social Issues*, 73(4), 789–807. <https://doi.org/10.1111/josi.12248>
- Durišić, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137–153. <https://www.cepsj.si/index.php/cepsj/article/view/291>
- Education Trust, & Duchesneau, N. (2020). *Social, emotional, and academic development through an equity lens* (ED607298). ERIC. <https://eric.ed.gov/?id=ED607298>
- Edwards, B., & Wilkerson, P. (2018). The role of spirituality in fostering resilience in African American children: Implications for social work practice. *Journal of Cultural Diversity*, 25(2), 49–53. <https://web.p.ebscohost.com/>

- el Tantawi, M., Folayan, M. O., Mehaina, M., Vukovic, A., Castillo, J. L., Gaffar, B. O., & Arheiam, A. (2018). Prevalence and data availability of early childhood caries in 193 United Nations countries, 2007–2017. *American Journal of Public Health, 108*(8), 1066–1072. <https://doi.org/10.2105/AJPH.2018.304466>
- Engle, J., Baker-Harvey, H., Nguyen, H.-K., Carney, H., Stavropoulos, K., & Carver, L. J. (2021). Anticipation of social and nonsocial dynamic cues in preschool-age children. *Society for Research in Child Development, 92*(3), 811–820. <https://doi.org/10.1111/cdev.13551>
- Esposito, J., & Happel, A. (2015). “You have to hold your own”: Investigating the social networks of a diverse group of disenfranchised urban male youth. *Urban Review, 47*, 541–562. <https://doi.org/10.1007/s11256-014-0318-1>
- Fall, A. M., & Roberts, G. (2012). High school dropouts: Interactions between social context, self-perceptions, school engagement, and student dropout. *Journal of adolescence, 35*(4), 787–798. <https://doi.org/10.1016/j.adolescence.2011.11.004>
- Faulkner, S. L., & Trotter, S. P. (2017). Data saturation. In W Donsbach (Ed.), *The international encyclopedia of communication research methods* (pp. 2–30). <https://doi.org/10.1002/9781118901731.iecrm0060>
- Filho, W. L., Tripathi, S. K., Guerra, A., Gine-Garriga, R., Orlovic-Lovren, V., & Willats, J. (2018). Using the sustainable development goals towards a better understanding of sustainability challenges. *International Journal of Sustainable Development & World Ecology, 26*(2), 179–190. <https://doi.org/10.1080/13504509.2018.1505674>

- Finegood, E. D., Raver, C. C., DeJoseph, M. L., & Blair, C. (2017). Parenting in poverty: Attention bias and anxiety interact to predict parents' perceptions of daily parenting hassles. *Journal of Family Psychology, 31*(1), 51–60.
<https://doi.org/10.1037/fam0000291>
- Finlay, L. (2012). Debating phenomenological research methods. *Phenomenology & Practice, 3*(1), 6–25. https://doi.org/10.1007/978-94-6091-834-6_2
- Foster, H., & Hagan, J. (2015). Punishment regimes and the multilevel effects of parental incarceration: Intergenerational, intersectional, and interinstitutional models of social inequality and systemic exclusion. *Annual Review of Sociology, 41*(1), 135–158.
<https://doi.org/10.1146/annurev-soc-073014-112437>
- Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.
- Frisby, C. M. (2017). Misrepresentations of lone shooters: The disparate treatment of Muslim, African American, Hispanic, Asian, and White perpetrators in the US news media. *Advances in Journalism and Communication, 5*(2), 168–181.
<https://doi.org/10.4236/ajc.2017.52010>
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report, 20*(9), 1408.
<https://cpb-us-east-1-juc1ugur1qwqqo4.stackpathdns.com/sites.nova.edu/dist/a/4/files/2015/09/fusch1.pdf>
- Gates Jr., H. L. (2021, February 16). *The Black church: This is our story; This is our song* (1st ed.). Penguin Press.

- Geddes, A., Parker, C., & Scott, S. (2017). When the snowball fails to roll and the use of 'horizontal' networking in qualitative social research. *International Journal of Social Research Methodology*, 21(3), 347–358. <https://doi.org/10.1080/13645579.2017.1406219>
- George, J. (2021, January 11). *A lesson on critical race theory*. American Bar Association. https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/civil-rights-reimagining-policing/a-lesson-on-critical-race-theory/
- Gershenson, S., Holt, S. B., & Papageorge, N. (2016). Who believes in me? The effect of student-teacher demographic match on teacher expectations. Upjohn Institute Working Papers - *Economics of Education Review*, 52, 209–224. <https://doi.org/10.17848/wp15-231>
- Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education. *Qualitative Inquiry*, 21(3), 277–287. <https://doi.org/10.1177/1077800414557827>
- Gillborn, D., Demack, S., Rollock, N., & Warmington, P. (2017). Moving the goalposts: Education policy and 25 years of the Black/White achievement gap. *British Educational Research Journal*, 43(5), 848–874. <https://doi.org/10.1002/berj.3297>
- Gist, C. D. (2021). Shifting dominant narratives of teacher development: New directions for expanding access to the educator workforce through grow your own programs. *Educational Researcher*, 51(1), 51–57. <https://doi.org/10.3102/0013189X211049762>
- Goetz, T., Bieleke, M., Gogol, K., van Tartwijk, J., Mainhard, T., Lipnevich, A. A., & Pekrun, R. (2021). Getting along and feeling good: Reciprocal associations between student-teacher relationship quality and students' emotions. *Learning and Instruction*, 71(2), 101349. <https://doi.org/10.1016/j.learninstruc.2020.101349>

- Gravett, W. H. (2017). The myth of objectivity: implicit racial bias and the law (part 2). *Potchefstroom Electronic Law Journal*, 20(1), 1–25.
<https://doi.org/10.17159/1727-3781/2017/v20n0a1313>
- Guillermina, S. (2020). A borderless police world. *International Politics Reviews*, 8, 21–31. <https://doi.org/10.1057/s41312-020-00080-z>
- Guy-Evans, O. (2020). Bronfenbrenner’s ecological systems theory. *Simply Psychology*.
- Hahn, A., & Gawronski, B. (2019). Facing one’s implicit biases: From awareness to acknowledgement. *Journal of Personality and Social Psychology*, 116(5), 769–794.
<https://doi.org/10.1037/pspi0000155>
- Hanushek, E. A. (2016). What matters for student achievement. *Education Next*, 16(2), 1–11.
<https://www.educationnext.org/what-matters-for-student-achievement/>
- Harris, A., & Jones, M. (2020). COVID 19 – school leadership in disruptive times. *School Leadership & Management*, 40(4), 243–247.
<https://doi.org/10.1080/13632434.2020.1811479>
- Haskins, A. R. (2016). Beyond boys’ bad behavior: Paternal incarceration and cognitive development in middle childhood. *Social Forces*, 95(2), 861–892.
<https://doi.org/10.1093/sf/sow066>
- Hester, N., Payne, K., Brown-Iannuzzi, J., & Gray, K. (2020). On intersectionality: How complex patterns of discrimination can emerge from simple stereotypes. *Psychological Science*, 31(8), 1013–1024. <https://doi.org/10.1177/0956797620929979>
- Hilliard, A. (2018). Conceptualizing and constructing an African-centered pedagogy. *Journal of Black Studies*, 51(1), 3–15. <https://doi.org/10.1177/0021934719892236>
- Hinton, P. R. (2019). *Stereotypes and the construction of the social world* (1st ed.). Routledge.

- Holzman, L. (2018). *Zones of proximal development* (1st ed.). Routledge.
- Howard, T. C. (2021). Culturally relevant teaching: A pivot for pedagogical transformation and racial reckoning. *The Educational Forum*, 85(4), 406–415.
<https://doi.org/10.1080/00131725.2021.1957637>
- Howard, T. C., & Rodriguez-Minkoff, A. C. (2017). Culturally relevant pedagogy 20 years later: Progress or pontificating? What have we learned, and where do we go? *Teachers College Record*, 119(1), 1–32. <https://doi.org/10.1177/016146811711900104>
- Jackson, J. K. (2019). *Chicago public schools CEO Jackson releases five-year vision for continued academic progress*. Chicago Public Schools.
<https://www.cps.edu/press-releases/chicago-public-schools-ceo-jackson-releases-five-year-vision-for-continued-academic-progress/>
- Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706–742.
<https://doi.org/10.1177/0042085912445643>
- Johnson-Ahorlu, R. N. (2012). The academic opportunity gap: How racism and stereotypes disrupt the education of African American undergraduates. *Race, Ethnicity and Education*, 15(5), 633–652. <https://doi.org/10.1080/13613324.2011.645566>
- Jornet, A., & Damsa, C. (2021). Unit of analysis from an ecological perspective: Beyond the individual/social dichotomy. *Learning, Culture and Social Interaction*, 31.
<https://doi.org/10.1016/j.lcsi.2019.100329>
- Kane-Berman, J. (2021). *Critical race theory is itself a racist ideology*. BizNews.
<https://www.biznews.com/thought-leaders/2021/07/06/critical-race-theory-backlash>

- Kang, S. K., & Bodenhausen, G. V. (2015). Multiple identities in social perception and interaction: Challenges and opportunities. *Annual Review of Psychology, 66*, 547–574. <https://doi.org/10.1146/annurev-psych-010814-015025>
- Khalifa, M., & Delpit, L. (2020). *Culturally responsive school leadership* [E-book]. Harvard Education Press.
- Khattab, N. (2015). Students' aspirations, expectations and school achievement: what really matters? *British Educational Research Journal, 41*(5), 731–748. <https://doi.org/10.1002/berj.3171>
- Kieran, L., & Anderson, C. (2019). Connecting universal design for learning with culturally responsive teaching. *Education and Urban Society, 51*(9), 1202–1216. <https://doi.org/10.1177/0013124518785012>
- Koca, F. (2016). Motivation to learn and teacher-student relationship (EJ1135209). ERIC. *Journal of International Education and Leadership, 6*(2), 1–20. <https://eric.ed.gov/?id=EJ1135209>
- Kolluri, S. (2018). Advanced placement: The dual challenge of equal access and effectiveness. *Review of Educational Research, 88*(5), 671–711. <https://doi.org/10.3102/0034654318787268>
- Kundu, A. (2020). *The power of student agency looking beyond grit to close the opportunity gap*. Teachers College Press.
- Kunesh, C. E., & Noltemeyer, A. (2019). Understanding disciplinary disproportionality: Stereotypes shape pre-service teachers' beliefs about Black boys' behavior. *Urban Education, 54*(4), 471–498. <https://doi.org/10.1177/0042085915623337>

- Ladson-Billings, G. (2021a). *Culturally relevant pedagogy: Asking a different question*. Teachers College Press.
- Ladson-Billings, G. (2021b). Race, research, and urban education. In Milner H. R., & Lomotey, K. (Eds.), *Handbook of urban education* (pp. 9–25). Routledge.
- Larnell, G. V., Boston, D., & Bragelman, J. (2017). The stuff of stereotypes: toward unpacking identity threats amid African American students' learning experiences. *Journal of Education, 194*(1), 49–57. <https://doi.org/10.1177/002205741419400107>
- La Salle, T. P., Wang, C., Wu, C., & Neves, J. R. (2019). Racial mismatch among minoritized students and White teachers: Implications and recommendations for moving forward. *Journal of Educational and Psychological Consultation, 30*(3), 314–343. <https://doi.org/10.1080/10474412.2019.1673759>
- Legette, K. B., Halberstadt, A. G., & Majors, A. T. (2021). Teachers' understanding of racial inequity predicts their perceptions of students' behaviors. *Contemporary Educational Psychology, 67*. <https://doi.org/10.1016/j.cedpsych.2021.102014>
- Lerner, R. M., Lerner, J. V., Urban, J. B., & Zaff, J. (2016). Evaluating programs aimed at promoting positive youth development: A relational development systems-based view. *Applied Developmental Science, 20*(3), 175–187. <https://doi.org/10.1080/10888691.2015.1082430>
- Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care, 4*(3), 324–327. <https://doi.org/10.4103/2249-4863.161306>

- Lincoln Institute. (2020, July 16). *Critical race theory: A divisive ideology*.
The Lincoln Institute. <https://www.lincolninstitute.org/critical-race-theory-a-divisive-ideology/>
- Logan, J. R., Minca, E., & Adar, S. (2012). The geography of inequality: Why separate means unequal in American public schools. *Sociology of Education*, 85(3), 287–301.
<https://doi.org/10.1177/0038040711431588>
- Lopez, G. R., & Burciaga, R. (2014). The troublesome legacy of Brown v. Board of Education. *Educational Administration Quarterly*, 50(5), 796–811.
<https://doi.org/10.1177/0013161X14551410>
- Loveless, T. (2017, March 22). *2017 Brown center report on American education: Race and school suspensions*. Brookings Education. <https://www.brookings.edu/research/2017-brown-center-report-part-iii-race-and-school-suspensions/>
- Mac Iver, M. A., Mac Iver, D. J., & Clark, E. (2017). Improving college readiness for historically underserved students: The role of the district office. *Education and Urban Society*, 51(4), 555–581. <https://doi.org/10.1177/0013124517728102>
- Madani, R. A. (2019). Analysis of educational quality, a goal of education for all policy. *Higher Education Studies*, 9(1), 100–109. <https://doi.org/10.5539/hes.v9n1p100>
- Manning, L. K., & Miles, A. (2018, February). Examining the effects of religious attendance on resilience for older adults. *Journal of Religion and Health*, 57, 191–208.
<https://link.springer.com/article/10.1007/s10943-017-0438-5>
- Martin, L. L., & Vamer, K. J. (2017). Race, residential segregation, and the death of democracy: Education and myth of postracialism. *Democracy and Education*, 25(1), 1–10. <https://democracyeducationjournal.org/home/vol25/iss1/4/>

- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
<https://www.apa.org/pubs/journals/rev>
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage.
- McCausland, P. (2021, July 1). *Teaching critical race theory isn't happening in classrooms, teachers say in survey*. NBC News. <https://www.nbcnews.com/news/us-news/teaching-critical-race-theory-isn-t-happening-classrooms-teachers-say-n1272945>
- McIntosh, R., & Curry, K. (2020). The role of a black church-school partnership in supporting the educational achievement of African American students (EJ1257660). ERIC. *School Community Journal*, 30(1), 161–189. <https://eric.ed.gov/?id=EJ1257660>
- McLeod, S. A. (2020, Dec 29). Maslow's hierarchy of needs. *Simply Psychology*.
www.simplypsychology.org/maslow.html
- McNair, T., & Ramaley, J. (2018). Equity and inclusion: Expanding the urban ecosystem. *Metropolitan Universities*, 29(1), 3–10. <https://doi.org/10.18060/22170>
- Meadows, M., & Mejrii, S. (2021). Student perceptions of the implications of a financial literacy project within a college mathematics course. *International Journal of Progressive Education*, 17(3), 397–409. <https://doi.org/10.29329/ijpe.2021.346.25>
- Merolla, D. M., & Jackson, O. (2019). Structural racism as the fundamental cause of the academic achievement gap. *Sociology Compass*, 13(6), e12696.
<https://doi.org/10.1111/soc4.12696>
- Miles, K. C., (2013), Why We Should Care About Intersectionality,
<https://taggmagazine.com/why-we-should-care-about-intersectionality/>

- Mitchell, M. (2021, June 26). *Fights against critical race theory are about power, and the left should stop engaging*. USA Today - MSN. <https://www.msn.com/en-us/news/opinion/fights-against-critical-race-theory-are-about-power-and-the-left-should-stop-engaging/ar-AAAsW8B>
- Moser, A., & Korstjens, I. (2017). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice, 24*(1), 9–18. <https://doi.org/10.1080/13814788.2017.1375091>
- Moustakas, C. (1994). *Phenomenological research methods*. Sage.
- Murray, A., Skene, K., & Haynes, K. (2017). The circular economy: An interdisciplinary exploration of the concept and application in a global context. *Journal of Business Ethics, 140*(3), 369–380. <http://link.springer.com/10.1007/s10551-015-2693-2>
- Musu-Gillette, L., Robinson, J., McFarland, J., KewalRamani, A., Zhang, A., & Wilkinson-Flicker, S. (2016, August). *Status and trends in the education of racial and ethnic groups 2016*. National Center for Education Statistics. <http://nces.ed.gov/pubsearch>.
- Mwita, K. (2022). Factors influencing data saturation in qualitative studies. *International Journal of Research in Business and Social Science, 11*(4), 414–420. <http://dx.doi.org/10.20525/ijrbs.v11i4.1776>
- Nayal, V. (2018). Social engineering: A psychological need. *Journal of Engineering Research and Application, 8*(7), 10–13. <https://doi.org/10.9790/9622-0807031013>
- Neil, R., & Winship, C. (2019). Methodological challenges and opportunities in testing for racial discrimination in policing. *Annual Review of Criminology, 2*, 73–98. <https://doi.org/10.1146/annurev-criminol-011518-024731>

- Noltemeyer, A., James, A. G., Bush, K., Bergen, D., Barrios, V., & Patton, J. (2020). The relationship between deficiency needs and growth needs: The continuing investigation of Maslow's theory. *Child & Youth Services*, 42(1), 24–42
<https://doi.org/10.1080/0145935X.2020.1818558>
- Obama, B. H. (2015). A more perfect union. *The Black Scholar -Journal of Black Studies and Research*, 38(1), 17–23. <https://doi.org/10.1080/00064246.2008.11413431>
- O'Connor, C., & Joffe, H. (2020). Intercoder reliability in qualitative research: Debates, and practical guidelines. *International Journal of Qualitative Methods*, 19, 1–13.
<https://doi.org/10.1177/1609406919899220>
- Oluwatayo, J. A. (2012). Validity and reliability issues in educational research. *Journal of Educational and Social Research*, 2(2), 391–391.
<https://doi.org/10.5901/jesr.2012.v2n2.391>
- O'Neill, H. S. (2021). *Engaging elementary students of color in culturally relevant teaching*. Culminating Experience Project 42.
<https://scholarworks.gvsu.edu/gradprojects/42>
- Orfield, G., Ayscue, J. B., Ee, J., & Frankenberg, E. (2019, May). *Harming our Common Future: America's Segregated Schools 65 Years after Brown*. University of California Press.
<https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/harming-our-common-future-americas-segregated-schools-65-years-after-brown/Brown-65-050919v4-final.pdf>

- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research, 42*, 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Peck, B., & Mummery, J. (2017). Hermeneutic constructivism: An ontology for qualitative research. *Qualitative Health Research, 28*(3), 389–407. <https://doi.org/10.1177/1049732317706931>
- Penningroth, D. C. (2021, March 1). Everyday Use: A History of Civil Rights in Black Churches. *Journal of American History, 107*(4), 871–898. <https://academic.oup.com/jah/article/107/4/871/6157152>
- Perez, S. (2021). Behind the steel bars of history: The post-civil rights era radical prison movement. *Alpenglow: Binghamton University Undergraduate Journal of Research and Creative Activity, 7*(1), 1–27. <https://orb.binghamton.edu/alpenglowjournal/vol7/iss1/1>
- Petts, A. L. (2020). It's all in the definition: Color-blind interpretations of school diversity. *Sociological Forum, 35*(2), 465–487. <https://doi.org/10.1111/socf.12590>
- Pillay, S. R. (2020). The revolution will not be peer-reviewed: (Creative) tensions between academia, social media, and anti-racist activism. *South African Journal of Psychology, 50*(3), 308–311. <https://doi.org/10.1177/0081246320948369>
- Pitcher, M. (2019). *Study: OUSD program succeeds in boosting Black male student achievement*. Oakland North. <https://oaklandnorth.net/2019/11/19/ousd-program-succeeds-in-boosting-black-male-student-achievement/>

- Pit-ten, C., Ineke, M., & Glock, S. (2018). Teachers' attitudes towards students with high- and low-educated parents. *Social Psychology of Education: An International Journal*, 21(3), 725–742. <https://doi.org/10.1007/s11218-018-9436-z>
- Pogodzinski, B., Cook, W., Wenchell-Lenhoff, S., & Singer, J. (2021). School climate and student mobility. *Leadership and Policy in Schools*, 21(4), 984. <https://doi.org/10.1080/15700763.2021.1901121>
- Rai, N. K., Ashok, A., & Akondi, B. R. (2020). Consequences of chemical impact of disinfectants: Safe preventive measures against COVID-19. *Critical Reviews in Toxicology*, 50(6), 513–520. <https://doi.org/10.1080/10408444.2020.1790499>
- Reardon, S. F. (2016). School segregation and racial academic achievement gaps. *RSF: The Russell Sage Foundation: Journal of the Social Sciences*, 2(5), 34–57. <https://doi.org/10.7758/rsf.2016.2.5.03>
- Redding, C. (2019). A teacher like me: A review of the effect of student-teacher racial/ethnic matching on teacher perceptions of students and student academic and behavioral outcomes. *Review of Educational Research*, 89(4), 499–535. <https://doi.org/10.3102/0034654319853545>
- Reeves, R. V., & Smith, E. (2021, October 8). *The male college crisis is not just in enrollment, but completion*. Brookings.Edu - Series: Boys and Men. <https://www.brookings.edu/blog/up-front/2021/10/08/the-male-college-crisis-is-not-just-in-enrollment-but-completion/>
- Reiter, P. L., Pennell, M. L., & Katz, M. L. (2020). Acceptability of a COVID-19 vaccine among adults in the United States: How many people would get vaccinated? *Vaccine Science Direct*, 38(42), 6500–6507. <https://doi.org/10.1016/j.vaccine.2020.08.043>

- Rhymes, E. (2017, October 3). *The key to ethnic & class solidarity is Whites eradicating White supremacy*. MPN News. <https://www.mintpressnews.com/author/edward-rhymes/>
- Rickabaugh, J. (2016). *Tapping the power of personalized learning: A roadmap for school leaders*. ASCD.
- Riddle, T., & Sinclair, S. (2019). Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias. *Proceedings of the National Academy of Sciences*, *116*(17), 8255–8260. <https://doi.org/10.1073/pnas.1808307116>
- Rodríguez-Planas, N. (2012). Mentoring, educational services, and incentives to learn: What do we know about them. *Evaluation and Program Planning*, *35*(4), 481–490. <https://doi.org/10.1016/j.evalprogplan.2012.02.004>
- Rose, J., & Johnson, C. W. (2020). Contextualizing reliability and validity in qualitative research: Toward more rigorous and trustworthy qualitative social science in leisure research. *Journal of Leisure Research*, *51*(4), 432–451. <https://doi.org/10.1080/00222216.2020.1722042>
- Rosenfeld, R., Rojek, J., & Decker, S. (2012). Age matters: Race differences in police searches of young and older male drivers. *Journal of Research in Crime and Delinquency*, *49*(1), 31–55. <https://doi.org/10.1177/0022427810397951>
- Rossmann, G. B., & Rallis, S. F. (2011, July 7). *Learning in the field: An introduction to qualitative research* (4th ed.). Sage.
- Rufo, C. F. (2020). *The truth about critical race theory*. The Wall Street Journal. <https://www.wsj.com/articles/the-truth-about-critical-race-theory-11601841968>

- Runyan, A. S. (2018, December). *What is intersectionality and why is it important?* American Association of University Professors. <https://www.aaup.org/article/what-intersectionality-and-why-it-important#.YQKidY5KiM8>
- Ryan, R. M., & Deci, E. L. (2019). Chapter four - brick by brick: The origins, development, and future of self-determination theory. *Advances in Motivation Science*, 6, 111–156. <https://doi.org/10.1016/bs.adms.2019.01.001>
- Saldaña, J. (2014). *Coding and analysis strategies*. <https://doi.org/10.1093/oxfordhb/9780199811755.013.001>
- Sandler, T. (2017). International peacekeeping operations: Burden sharing and effectiveness. *Journal of Conflict Resolution*, 61(9), 1875–1897. <https://doi.org/10.1177/0022002717708601>
- Saracho, O. N. (2019). *Contemporary perspectives on research on motivation in early childhood education* [E-book]. Information Age Publishing.
- Schunk, D., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, <https://doi.org/10.1016/j.cedpsych.2020.101832>
- Schwartz, A. E., Stiefel, L., & Wiswall, M. (2013). Do small schools improve performance in large, urban districts? Causal evidence from New York City. *Journal of Urban Economics*, 77, 27–40. <https://doi.org/10.1016/j.jue.2013.03.008>
- Seidman, I. (2006). *Interviewing as qualitative research*. (3rd ed.). Teachers College Press.
- Severi, M. (2021, October 5). Activist who advocated for critical race theory appointed to Education Department. *Washington Examiner*. <https://www.washingtonexaminer.com/news/biden-administration-critical-race-theory-education-department>

- Shaeffer, S. (2019). Inclusive education: a prerequisite for equity and social justice. *Asia Pacific Education Review, 20*(2), 181–192. <https://doi.org/10.1007/s12564-019-09598-w>
- Shea, H., Mosley-Howard, G. S., Baldwin, D., Ironstrack, G., Rousmaniere, K., & Schroer, J. E. (2019). Cultural revitalization as a restorative process to combat racial and cultural trauma and promote living well. *Cultural Diversity and Ethnic Minority Psychology, 25*(4), 553–565. <https://doi.org/10.1037/cdp0000250>
- Shetty, S. (2021). *Determining sample size for qualitative research: What is the magical number?* <https://interq-research.com/determining-sample-size-for-qualitative-research-what-is-the-magical-number/>
- Shullman, S. L. (2020, May 29). *We are living in a racism pandemic, says APA president.* American Psychological Association. <https://www.apa.org/news/press/releases/2020/05/racism-pandemic>
- Singer, J. (2021). Power to the people? Populism and the politics of school choice in the United States. *Journal of School Choice, 15*(1), 88–112. <https://doi.org/10.1080/15582159.2020.1853993>
- Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In Christenson, S., Reschly, A. L., & Wylie, C. (Eds.), *Handbook of research on student engagement* (pp. 21–44). Springer.
- Small, E. (2020, March 14). How successful African American male leaders in predominately White Organizations integrate spirituality with leadership practice. *Journal of Management, Spirituality & Religion, 17*(2), 184–208. <https://doi.org/10.1080/14766086.2019.1697727>

- Smith, J. R. (2021). The legacy of slavery, cognitive shortcuts, and biased news: The mass media 's vilification of Black students and the resulting "reasonableness" of excessive force by law enforcement. *University of Miami Race & Social Justice Law Review*, 12(1), 24–48. https://repository.law.miami.edu/umrsjlr/?utm_source=repository.law.miami
- Soave, R. (2021). *Is Critical race theory taught in K-12 schools? The NEA says yes, and that it should be*. Reason: Free Minds, Free Markets. <https://reason.com/critical-race-theory-nea-taught-in-schools/>
- Spiegelman, M. (2020, September 22). *Race and ethnicity of public-school teachers and their students*. Data Point – NCES – National Center for Education Statistics. <https://nces.ed.gov/pubs2020/2020103/index.asp>
- Spoonley, P. (2019). *Racism and stereotypes. The Palgrave handbook of ethnicity*. [E-book]. Palgrave Macmillan, Singapore. https://doi.org/10.1007/978-981-13-0242-8_36-1
- Staller, K. M. (2021). Big enough? Sampling in qualitative inquiry. *Qualitative Social Work*, 20(4), 897–904. <https://doi.org/10.1177/14733250211024516>
- Starck, J. G., Riddle, T., Sinclair, S., & Warikoo, N. (2020). Teachers are people too: Examining the racial bias of teachers compared to other American adults. *Educational Researcher*, 49(4), 273–284. <https://doi.org/10.3102/0013189X20912758>
- Steketee, A., Williams, M. T., Valencia, B. T., Printz, D., & Hooper, L. M. (2021). Racial and language microaggressions in the school ecology. *Perspectives on Psychological Science*, 16(5), 1075–1098. <https://doi.org/10.1177/1745691621995740>
- Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. John Wiley & Sons.

- Sun, E. (2018, August 29). *The dangerous racialization of crime in U.S. news media*. Center for American Progress. <https://www.americanprogress.org/issues/criminal-justice/news/2018/08/29/455313/dangerous-racialization-crime-u-s-news-media/>
- Swartz, T. H., Palermo, A. S., Masur, S. K., & Aberg, A. J. (2019). The science and value of diversity: Closing the gaps in our understanding of inclusion and diversity. *The Journal of Infectious Diseases*, 220(2), S33–S41. <https://doi.org/10.1093/infdis/jiz174>
- Taylor, E., Guy-Walls, P., & Wilkerson, P. (2019). The historical perspectives of stereotypes on African American males. *Journal of Human Rights and Social Work* 4, 213–225 <https://doi.org/10.1007/s41134-019-00096-y>
- Theodore, T. (2020, May). Bronfenbrenner ecological theory. *Practical Psychology*. <https://practicalpie.com/bronfenbrenner-ecological-theory/>
- Thouin, E., Dupéré, V., Dion, E., McCabe, J., Denault, A., Archambault, I., Brière, F. N., Leventhal, T., & Crosnoe, R. (2020). School-based extracurricular activity involvement and high school dropout among at-risk students: Consistency matters. *Applied Developmental Science*, 26(2), 303–316. <https://doi.org/10.1080/10888691.2020.1796665>
- Tisby, J. (2020). *The color of compromise study guide: The truth about the American church's complicity in racism* [E-book]. Zondervan.
- Toure, J., & Thompson Dorsey, D. N. (2018). Stereotypes, images, and inclination to discriminatory action: The White racial frame in the practice of school leadership. *Scholarship in Education*, 120(2), 1–38. <https://doi.org/10.1177/016146811812000207>

- Tsikis, M. (2021, June 22). *The Senate has voted to reject critical race theory from the national curriculum. What is it, and why does it matter?* The Conversation.
<https://theconversation.com/the-senate-has-voted-to-reject-critical-race-theory-from-the-national-curriculum-what-is-it-and-why-does-it-matter-163102>
- Tudge, J. R. H., Navarro, J. L., Merçon-Vargas, E. A., & Payir, A. (2021). The promise and the practice of early childhood educators in the writings of Urie Bronfenbrenner. *Early Child Development and Care, 191*(7–8), 1079–1088.
<https://doi.org/10.1080/03004430.2020.1844193>
- Ulmer, K. C. (2022). *Rites of passage*. Faithful Central Bible Church - the Family of Champions.
<https://www.faithfulcentral.com/ROP>
- United Nations - Human Rights Council. (2019, September). *Report of the working group of experts on people of African descent on its twenty-third and twenty-fourth sessions (Forty-second session)*. United Nations. <https://undocs.org/en/A/HRC/42/59>
- University Counseling Center. (2021). *Overcoming racial stereotypes*. <https://ucc.nd.edu/self-help/multicultural-awareness/overcoming-stereotypes/>
- University of Notre Dame. (2021). *Multicultural-awareness/overcoming-stereotypes*.
<https://ucc.nd.edu/self-help/multicultural-awareness/overcoming-stereotypes/>
- USA Today. (2021, June 24). *Learning critical race theory is empowering, not self-loathing*. USA Today. <https://www.usatoday.com/story/opinion/voices>
- Usher, E. L. (2018). Acknowledging the whiteness of motivation research: Seeking cultural relevance. *Educational Psychologist, 53*(2), 131–144.
<https://doi.org/10.1080/00461520.2018.1442220>

- Usher, K., & Jackson, D. (2017). *Phenomenology. In qualitative methodology* [E-book]. Sage.
<https://doi.org/10.4135/9781473920163.n11>
- Veenstra, R., Dijkstra, J. K., Steglich, C., & Van Zalk, M. H. (2013). Network–behavior dynamics. *Journal of Research on Adolescence*, 23(3), 399–412.
<https://doi.org/10.1111/jora.12070>
- Voss, V., Smith, W. A., Franklin, J. D., Bounsanga, J., Voss, M. A., Gu, Y., & Hung, M. (2020). Exploring student achievement gaps in school districts across the United States. *Education and Urban Society*, 52(2), 175–193.
<https://doi.org/10.1177/0013124519833442>
- Vygotsky, L. S. (1978). The role of play in development.
- Vygotsky, L. S. (1962). *The collected works of L. S. Vygotsky: Problems of the theory and history of psychology*. Google Books.
- Wallach, J., Lan, M., & Daniels, J. (2006). *Black gene lies: Slave quarter cures*. Wellness Publications.
- Walter, J. S. (2017). Global Perspectives: Making the Shift from Multiculturalism to Culturally Responsive Teaching. *Journal of General Music Education*, 31(2), 24–28.
<https://doi.org/10.1177/1048371317720262>
- Walton, S. (2020). Why the critical race theory concept of ‘White supremacy’ should not be dismissed by neo-Marxists: Lessons from contemporary Black radicalism. *Power and Education*, 12(1), 78–94. <https://doi.org/10.1177/1757743819871316>

- Wang, M. T., & Eccles, J. S. (2012, May). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *The Society for Research in Child Development*, 83(3), 877–895.
<https://doi.org/10.1111/j.1467-8624.2012.01745.x>
- Wang, Y., Huebner, E. S., & Tian, L. (2021). Parent-child cohesion, self-esteem, and academic achievement: The longitudinal relations among elementary school students. *Learning and Instruction*, 73, <https://doi.org/10.1016/j.learninstruc.2021.10146>
- Wang, M. T., & Peck, S. C. (2013). Adolescent educational success and mental health vary across school engagement profiles. *Developmental Psychology*, 49(7), 1266–1276.
<https://psycnet.apa.org/doiLanding?doi=10.1037%2Fa0030028>
- Ward, S. A. (2021). *Subtle slights and the impact of bias on cultural identity and mental wellbeing*. Penn State Affirmative Action Office.
<https://www.prevention.psu.edu/uploads/files/Subtle-Slights-and-the-Impact-of-Bias>.
- Warikoo, N., Sinclair, S., Fei, J., & Jacoby -Senghor, D. (2016). Examining racial bias in education: A new approach. *Educational Researcher*, 45(9), 508–514.
<https://doi.org/10.3102/0013189X16683408>
- Weissman, S. (2021, September 27). A ‘loud and clear’ call to invest in Black men. *Inside Higher Ed*. <https://www.insidehighered.com/news/2021/09/27/college-leaders-seek-boost-enrollment-black-men>
- Welner, K. G., & Carter, P. L. (2013). *Achievement gaps arise from opportunity gaps*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199982981.003.000>

- Welsh, R. O. (2020). Ebbs and flows: Revisiting the relationship between student mobility, segregation, and neighborhoods. *Peabody Journal of Education*, 94(5), 493–520.
<https://doi.org/10.1080/0161956X.2019.1668210>
- Welsh, R. O., Duque, M., & McEachin, A. (2016). School choice, student mobility, and school quality: Evidence from post-Katrina New Orleans. *Education Finance and Policy*, 11(2), 150–176. https://doi.org/10.1162/EDFP_a_00183
- White, A. E., Lincoln, B., Lian, B., Sepulveda, J., Matyjaszczyk, V., Kupersmith, C., Hill, N. E., & Perella, J. (2021). “My Mentor Thinks That I Can Be Someone Amazing”:
Drawing Out Youths’ Passions and Purpose. *Journal of Adolescent Research*, 36(1), 98–123. <https://doi.org/10.1177/0743558420942481>
- Williams, D. R., Lawrence, J. A., & Davis, B. A. (2019). *Racism and health: Evidence and needed research*, 40, 105–125. <https://scholar.harvard.edu/davidrwilliams/publications/racism-and-health-evidence-and-needed-research>
- Wilson, W. J. (2012). *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press.
- Wong, R., & Jones, T. (2018). Students’ experiences of microaggressions in an urban MSW program. *Journal of Social Work Education*, 54(4), 679–695.
<https://doi.org/10.1080/10437797.2018.1486253>
- Wray-Lake, L., & Abrams, L. S. (2020). Pathways to civic engagement among urban youth of color. *Society for Research in Child Development*, 85(2), 7–154.
<https://doi.org/10.1111/mono.12415>
- Yonce, K. P. (2014). *Attractiveness privilege: The unearned advantages of physical attractiveness*. Smith Scholars Work. <https://scholarworks.smith.edu/theses/745/>

Zamudio, M. M., Russell, C., Rios, F. A., & Bridgeman, J. L. (2011). *Critical race theory matters: education and ideology*. Routledge.

Zilanawala, A., Martin, M., Noguera, P. A., & Mincy, R. B. (2018). Math achievement trajectories among Black students in the elementary- and middle-school years. *A Journal of the American Educational Studies Association*, 54(2), 143–164.

<https://doi.org/10.1080/00131946.2017.1369414>

APPENDIX A

Copyright Permission from Shakoor Ward



Mon, Sep 25, 10:04 AM
(6 days ago)

Ward, Shakoor

to me

Hello Carol Carson,

Forgive me for not remembering the name, but I do remember being contacted about the image and providing approval. The "NOISE" is the addition I provided to the image.

Do you need it stated in an email exchange that I give you permission to use the image with my additions? Or can I mention in this email that I do give Carol Carson permission to use the image with my modifications?

Regards,

Shakoor Ward, PhD, CWDP
Director of Learning, Development, and Equity
Tulane University Libraries
Tulane University
7001 Freret Street, 6th Floor
New Orleans, Louisiana 70118
Phone: 504-247-1934
(he, him, his)



APPENDIX B

Copyright Permission from Tyrone Howard

Tyrone Howard
thoward@gseis.ucla.edu via
gmail.com

Tue, Jun 14, 2022, 6:48 AM

So good to hear from you, Dr. Carson. I hope that you have been well. Yes, I approve. Thank you for your contributions to this work!

Tyrone

--

Tyrone C. Howard, Ph.D.
Pritzker Family Endowed Chair in Education to Strengthen Children & Families
American Educational Research Association-President Elect
Member, National Academy of Education
Director, UCLA Pritzker Center for Strengthening Children & Families
Director, UCLA Center for the Transformation of Schools
Director, UCLA Black Male Institute
School of Education & Information Studies
University of California, Los Angeles
1041 Moore Hall; Box 951521
Los Angeles, CA. 90095-1521
(310) 267-4824
(310) 206-6293--fax
Twitter: @TyroneCHoward

APPENDIX C

Copyright Permission from Oxford University Press

----- Forwarded message -----

From: <no-reply@email.copyright.com>

Date: Sun, Oct 1, 2023 at 7:19 PM

Subject: Saved Quote with RightsLink / Oxford University Press

To: <carol.carson@pepperdine.edu>



Your Quote has been saved.

Dear Carol Carson,

Thank you for saving your quote through Copyright Clearance Center's RightsLink® service.

Your quote will expire in 60 days.

Please visit myaccount.copyright.com to complete the purchase of your quote.

Quote Summary

Licensee: Carol Carson
Quote Date: Oct 1, 2023
Expiration Date: Nov 30, 2023
Quote Number: 501849771
Publication: Social forces
Title: Beyond Boys' Bad Behavior: Paternal Incarceration and Cognitive Development in Middle Childhood
Type of Use: Thesis/Dissertation
Quote Total: 0.00 USD

View or print complete [details](#) of your quote.

Sincerely,

Copyright Clearance Center

APPENDIX D

Copyright Permission from CCC Rights Link

----- Forwarded message -----

From: <no-reply@email.copyright.com>

Date: Sun, Oct 1, 2023 at 7:19 PM

Subject: Saved Quote with RightsLink / Oxford University Press

To: <carol.carson@pepperdine.edu>



Your Quote has been saved.

Dear Carol Carson,

Thank you for saving your quote through Copyright Clearance Center's RightsLink® service.

Your quote will expire in 60 days.

Please visit myaccount.copyright.com to complete the purchase of your quote.

Quote Summary

Licensee: Carol Carson
Quote Date: Oct 1, 2023
Expiration Date: Nov 30, 2023
Quote Number: 501849771
Publication: Social forces
Title: Beyond Boys' Bad Behavior: Paternal Incarceration and Cognitive Development in Middle Childhood
Type of Use: Thesis/Dissertation
Quote Total: 0.00 USD

View or print complete [details](#) of your quote.

Sincerely,

Copyright Clearance Center

APPENDIX E

Copyright Permission from Tagg Magazine

From: **Tagg Magazine** <info@taggmagazine.com>
Date: Thu, Jun 16, 2022 at 6:47 AM
Subject: Re: Tagg Magazine "Intersectionality Chart"
To: Carol Carson 'student' <carol.carson@pepperdine.edu>

Yes, feel free to use it.

Thanks for checking in. Good luck with the dissertation!

2022 Tagg Team
info@taggmagazine.com
www.taggmagazine.com

From: Carol Carson 'student' <carol.carson@pepperdine.edu>
Sent: Tuesday, June 14, 2022 10:38 AM
To: Tagg Magazine <info@taggmagazine.com>
Subject: Re: Tagg Magazine "Intersectionality Chart"

Per your request, the link: <https://taggmagazine.com/why-we-should-care-about-intersectionality/Intersectionality>



Courtesy of Tagg Magazine: 1638 R Street N.W., Suite 300, Washington, DC 20009

The Federal copyright law protects the Tagg Communication LLC Contents and photos of Tagg Magazine.

On Tue, Jun 14, 2022 at 6:45 AM Tagg Magazine <info@taggmagazine.com> wrote:
Hi Carol,

Can you please send us the link the chart you're referring to?

Thanks.

2022 Tagg Team
info@taggmagazine.com
www.taggmagazine.com

APPENDIX F

Volunteer Flyer

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

DISSERTATION RESEARCH STUDY

Volunteers Needed

Participate In

A research study designed to analyze the perceptions of young Black adults centered on educational factors that shaped their high school experiences in South Los Angeles.

To Participate

Black adult (male or female) between 20 and 25 years of age.

Participation Involves

45-minute interview (e.g., In-Person, Skype, Zoom, or FaceTime).

Participation Enrollment

Administration begins Tues., November 1, 2022

Administration ends Tues., November 22, 2022.

To learn more or to sign up, please contact

Carol Carson, Principal Investigator

Pepperdine University

West Los Angeles Graduate Campus

6100 Center Drive

Los Angeles, CA 90045

carol.carson@pepperdine.edu or (323) XXX-XXXX

APPENDIX G

Invitation Letter



Dear [name],

My name is Carol Carson, and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study regarding the “Reflections of Young Black adults on the Ecological Systems and Educational Factors that Shaped Their High School Experience in South Los Angeles.” Specifically, how this phenomenon impacted their educational attainment, and I need your help! I am seeking volunteer study participants for interviews. Your participation in the study will be audio recorded and is anticipated that the interview will take no more than 45 minutes.

Participation in this study is voluntary, and your identity as a participant will be protected before, during, and after the time that study data is collected. Strict confidentiality procedures will be in place. During and after the study. All confidential materials related to this study will be stored in the researcher's home safe and destroyed after three years. The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB) of Pepperdine University, and any other person, agency, or sponsor required by law. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

If you have any questions or would like to participate in this study, please feel free to contact me at your earliest convenience.

Thank you for your participation,

Carol Carson
Pepperdine University
Graduate School of Education and Psychology
Doctoral student
Cell Number: 1 (323) XXX-XXXX
e-mail: carol.carson@pepperdine.edu

APPENDIX H

Informed Consent Form

**Formal Study Title:**

Reflections of Young Black Adults on the Ecological Systems and Educational Factors that Shaped Their High School Experience in South Los Angeles

Authorized Study Personnel:

Principal Investigator: Carol Carson, Ph.D. Cell Phone: (323) XXX-XXXX

Key Information:

If you agree to participate in this study, the project will involve:

- Black Males/Black Females between the ages of 20 and 25
- This research is limited to Black students who attended an urban high school in South Los Angeles
- Utilizing a phenomenological lens, the researcher will conduct face-to-face, semi-structured, open-ended interviews to identify factors influencing the academic success of selected participants.
- One (1) interview is required
- The interview will take approximately 45 minutes
- There are minimal to no risks associated with this study
- You will not be paid for your participation
- You will be provided a copy of this consent form

Invitation:

You are invited to take part in this research study. The information in this form is meant to help you decide whether or not to participate. If you have any questions, please ask.

Why are you being asked to be in this research study?

You are being asked to take part in this study because not many subject matter studies consider how the environment of young Black students coupled with educational factors influence their comprehension of educational accomplishments. Therefore, additional studies are required to analyze the Black youth's perceptions regarding this subject matter as it is an understudied area. This research will explore the perceptions of 12 Black young men and women ages 20 to 25 who attended urban high schools in South Los Angeles.

What is the reason for doing this research study?

The purpose of this qualitative study is to better understand ecological systems and educational factors and their impact on the lived experience of young Black students within south Los Angeles, California. Specifically, an exploration of their high school experiences and perceptions will be emphasized.

What will be done during this research study?

Utilizing a phenomenological lens, the researcher will conduct face-to-face, semi-structured, open-ended interviews to identify factors influencing the academic success of selected participants. You will be asked to respond to eleven (11) questions. The interview will take approximately 45 minutes.

How will my (data/samples/images) be used?

Your data will be used to better understand ecological system and educational factors and their impact on the lived experiences of young Black students within South Los Angeles. The study results may be circulated or conferred at seminars or training and development programs, but your identity will never be compromised. Participation is confidential, which means that no one will be able to link your response to your identity.

What are the possible risks of being in this research study?

There are no known risks or discomforts associated with this research, and volunteers have the right to refuse to participate or discontinue the study at will. Precautions will be taken to protect each participant's emotional safety. To ensure anonymity each participant will be assigned a code and number. For example, BMP1 translates to Black Male Participant #One, and BFP1 translates to Black Female Participant #One, and so forth. There is the potential for the interviews to bring about painful memories. Before beginning the survey, the researcher will present each participant with a full IRB informed consent form, including participant rights and the means to air any grievances with the researcher and Pepperdine IRB oversight. All survey responses are kept anonymous. This dissertation reports all findings anonymously, and the researcher will not highlight any single respondent's answers.

What are the possible benefits to you?

There are no direct subject benefits for you as a result of your participation in this study.

What are the possible benefits to other people?

The potential benefits to society from this study are research findings that could make for a better understanding of this phenomenon and its impact on members of the Black population with regards to their educational attainment.

What will being in this research study cost you?

There is no cost to you for being a participant in this research study.

Will you be compensated for being in this research study?

There is no compensation for being in this research study.

What should you do if you have a problem during this research study?

Your welfare is the major concern of every member of the research team. If you have a problem as a direct result of being in this study, you should immediately contact one of the people listed at the beginning of the form.

How will information about you be protected?

Reasonable steps will be taken to protect your privacy and the confidentiality of your study data. All confidential materials related to this study will be stored in the researcher's home safe and destroyed after three years. The data will be stored electronically through a secure server and will only be seen by the principal investigator during the study and for three years after the study is completed.

The only persons who will have access to your research records are the study personnel, the Institutional Review Board (IRB) of Pepperdine University, and any other person, agency, or sponsor required by law. The information from this study may be published in scientific journals or presented at scientific meetings but the data will be reported as group or summarized data and your identity will be kept strictly confidential.

What are your rights as a research subject?

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. For study related questions, please contact the investigator listed at the beginning of this form.

For questions concerning your rights or complaints about the research contact the Institutional Review Board (IRB):

Phone: 1 (310) 568-2305

e-mail: gpsirb@pepperdine.edu

What will happen if you decide not to be in this research study or decide to stop participating once you start?

You can decide not to be in this research study, or you can stop being in this research study (“withdraw”) at any time before, during, or after the research begins for any reason. Deciding not to be in this research or deciding to withdraw will not affect your relationship with the investigator or with Pepperdine University.

You will not lose any benefits to which you are entitled.

Documentation of informed consent

You are voluntarily making a decision whether or not to be in this research study. Signing this form means that (1) you have read and understood this consent form, (2) you have had the consent form explained to you, (3) you have had your questions answered and (4) you have decided to be in the research study you will be given a copy of this consent form to keep.

Participant Feedback Survey

To meet Pepperdine University’s ongoing accreditation efforts and to meet the Accreditation of Human Research Protection Programs (AAHTPP) standards, an online feedback survey is included below:

<https://forms.gle/nnRgRwLgajYzBq5t7>

Participant Name

Name of Participant: Please Print

Participant Signature:_____

Date _____

Investigator Certification:

My signature certifies that all elements of informed consent described on this consent form have been explained fully to the subject. In my judgement, the participant possesses the capacity to give informed consent to participate in this research and is voluntarily and knowingly giving informed consent to participate.

Signature of Person Obtaining Consent

Date

APPENDIX I

Interview Questions

RQ 1: How do parent/child relationships (Bronfenbrenner's microsystem) impact the lived experiences of Black students within secondary schools of South Los Angeles?

1. Did parental incarceration, lack of education, or poverty impact your parent/child relationship? If so, in what ways?
2. Did your parent-child relationship influence your approach to academic behaviors, grades, and educational attainment?
3. Did your parents encourage your self-esteem, self-efficacy, and, or self-confidence?

RQ 2: How do educational factors impact the lived experiences of Black students in South Los Angeles secondary schools?

1. How would you characterize the racial attitudes of your school's teaching community?
2. Was your subject matter curriculum infused with culturally relevant information?
3. Did any of your teachers show a preference for one student population over another student population? If so, did the teacher's perspective influence your academic journey?
4. Did your teacher provide emotional support to encourage intellectual growth?

RQ 3: How do community members contribute to the overall development of Black students in South Los Angeles secondary schools?

1. What role did the church play in your educational journey? For example, Sunday School or Vacation Bible School?
2. What role did after-school programs play in your educational journey?
3. Was there a 'Boys' and Girls' Club or a library in your neighborhood?
4. Does media coverage of contemporary American society and current events influence your school attendance or academic behaviors?

APPENDIX J

Pepperdine University IRB Approval Letter

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: January 06, 2023

Protocol Investigator Name: Carol Carson

Protocol #: 22-10-2006

Project Title: Reflections of young Black adults on the ecological systems and educational factors that shaped their high school experience in south Los Angeles

School: Graduate School of Education and Psychology

Dear Carol Carson:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.



Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX K

CITI Program: Certificate of Completion



Completion Date 05-Mar-2022
Expiration Date 04-Mar-2027
Record ID 47709658

This is to certify that:

Dr. Carol Carson


Has completed the following CITI Program course:

GSEP Education Division
(Curriculum Group)
GSEP Education Division - Social-Behavioral-Educational (SBE)
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Pepperdine University

Not valid for renewal of certification through CME.



Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wb81143eb-786b-4555-a28e-546c0cc44d74-47709658

APPENDIX L

Demographics Questionnaire

Instructions:

This short questionnaire will provide an overall demographic analysis of the entire participant group. Appendix I is the actual questionnaire used during our face-to-face or Zoom interview that should last 45 minutes. All materials related to this interview will be kept in a locked safe in the researcher's home for three years and destroyed at that time. The researcher will be the only one with a key.

What is your age? _____

What is the highest grade that you have completed? _____

Were you a recipient of the "Free Lunch" Program? _____

What is the highest level of education completed by Mom? _____
(Select one)

What is the highest level of education completed by Dad? _____
(Select one)

- | | |
|------------------------------------|--------------------------------|
| Less than High School | 4-Year College Degree (BA, BS) |
| High School/GED | Master's Degree |
| Some College | Doctorate Degree |
| 2-Year College Degree (Associates) | Professional Degree (MD, JD) |

During your high school years what was your mother's occupation? _____

During your high school years what was your father's occupation? _____

During your high school years, what family members lived in your home?

Single or Both parents? _____

Number of siblings? _____

Did any of your siblings graduate from high school? _____

Where did you reside in south Los Angeles?

Baldwin Hills _____

Exposition Park _____

Hyde Park _____

Leimert Park _____

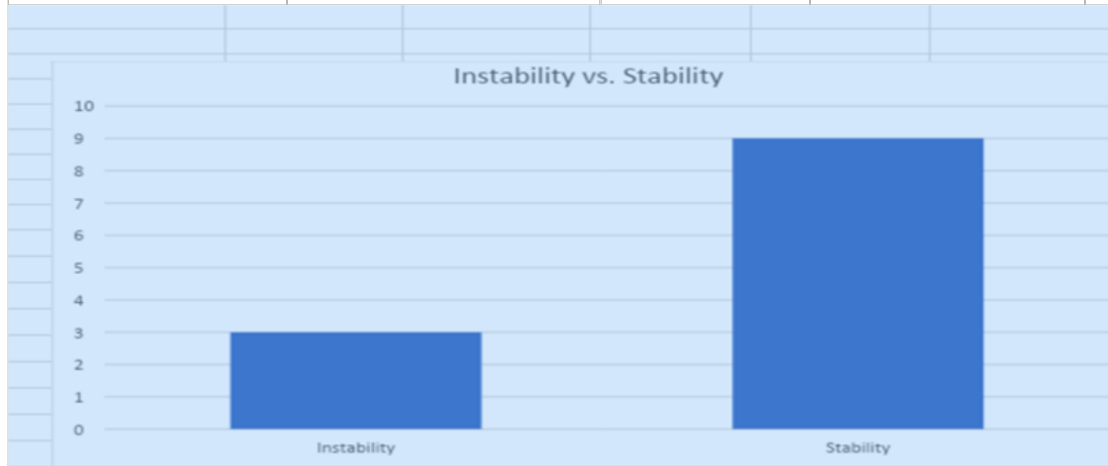
USC _____

Watts _____

APPENDIX M

Coding for Research Question 1

			APPENDIX H1	(RQ1 - IQ1)		
RQ1: How did the parent/child relationship impact your lived experience as a Black student in a south Los Angeles secondary school?						
IQ1: Did parental incarceration, lack of education, or poverty impact your parent/child relationship? If so, in what ways?						
Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)	
Father was incarcerated for 10 years. Did not grow up with father.	Father was not present. Poverty impacted the parent/child relationship but not in a negative way	Not applicable.	Nothing of that Nature affected his parent/child relationship	Her father was not in her life. Language barrier between mother and daughter Mother from Africa does not speak or understand English.	Dad was not around. Great relationship with mom. with mom. No Issues.	
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)	
No. They did not impact her parent/child relationship.	No. I have not had that experience.	No	No, it didn't	He was raised by his "great" grandmother	My father left the family when I was 5 years old. My parents divorced and my grandmother raised me. And then my grandmother passed.	
Themes	Frequency	Incarceration/Lack of Education/Poverty				
Instability	3	Paternal Incarceration/Lack of Education/Poverty				
Stability	9	Parents present and positively influenced participant's lives				



APPENDIX H2

(RQ1 - IQ2)

RQ1: How did the parent/child relationship impact your lived experience as a Black student in a south Los Angeles secondary school?

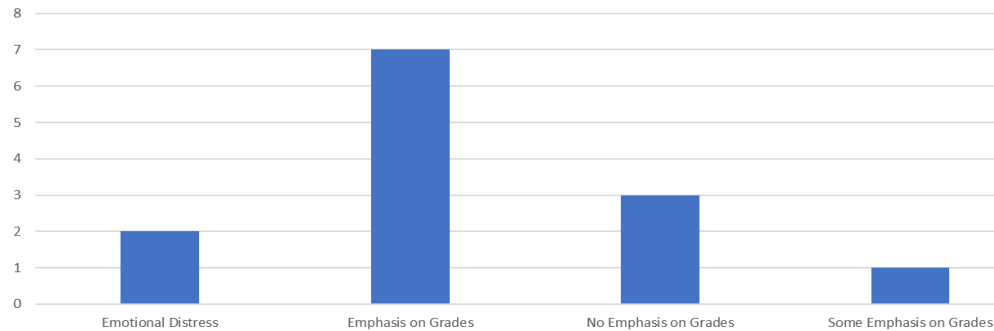
IQ2: Did your parent/child relationship influence your approach to academic behaviors, grades, or educational attainment?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
My focus was so much on my father's incarceration, that I did let my grades slip.	Yes, most definitely. Mom always encouraged me to strive for the best.	100% factual. Both parents have graduate degrees. The standard was to achieve good grades. Indirect academic pressure to succeed.	Not his parents but his grandparent/grandson relationship had a profound impact on his approach to academic behaviors, grades and educational attainment.	Her mother grew up on the African Continent with different cultures and customs Her mom used the tool of shame rather than praise.	No.

Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
Yes.	No, it has not.	No	My parent/child relationship was a positive influence on my behaviors to graduate from high school and attend college. Everyone in my family did the same.	My parent/child relationship was fine. They just lacked the resources to make a difference in my life.	Sometimes.

Themes	Frequency	Academic Behaviors/gGades/Educational Attainment
Emotional Distress	2	Paternal Incarceration/Language Barriers
Emphasis on Grades	7	Parents emphasized grades
No Emphasis on Grades	3	Parents did not emphasize grades
Some Emphasis on Grades	1	Grandmother emphasized grades, sometimes

Emotional Distress/Emphasis on grades/non-Emphasis on grades



APPENDIX H3

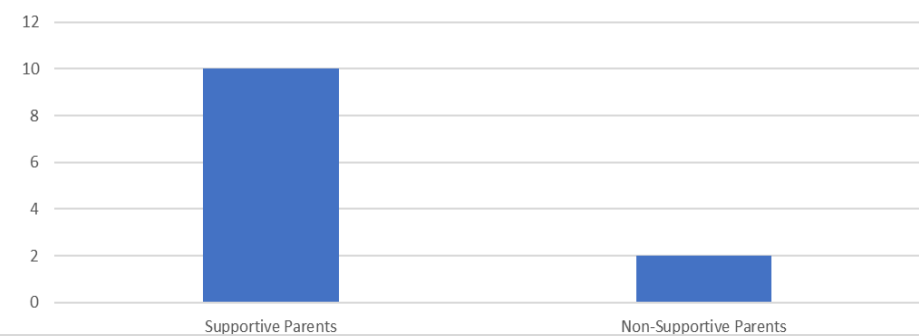
(RQ1 - IQ3)

RQ1: How did the parent/child relationship impact your lived experience as a Black student in a south Los Angeles secondary school?

IQ3: Did your parents encourage your self-esteem, self-efficacy, or self-confidence?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
I would definitely say my mother encouraged us a lot.	Yes, most definitely. Mom always encouraged me to strive for the best.	Yes. Mother did a lot of affirmations with her.	Yes, I believe so.	Her parents did not encourage her self-esteem, self-efficacy, or self-confidence. African parenting styles are different from American parenting styles. She struggled with self-esteem and self-confidence.	Mom encouraged positive attitudes.
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
Yes, definitely.	Yes, my parents always encouraged my self-esteem, self-efficacy, and self-confidence	Yes.	Yes. Basically, my parents affirmed my positive attributes.	Yes, my parents always encouraged me to do better, to be humble, try harder and to understand that things could be worse.	Not really.
Themes	Frequency	Supportive vs Non-Supportive parents			
Supportive Parents	10	Parents encouraged self-esteem, self-efficacy, self-confidence			
Non-Supportive Parents	2	Parents did not encourage self-esteem, self-efficacy, self-confidence			

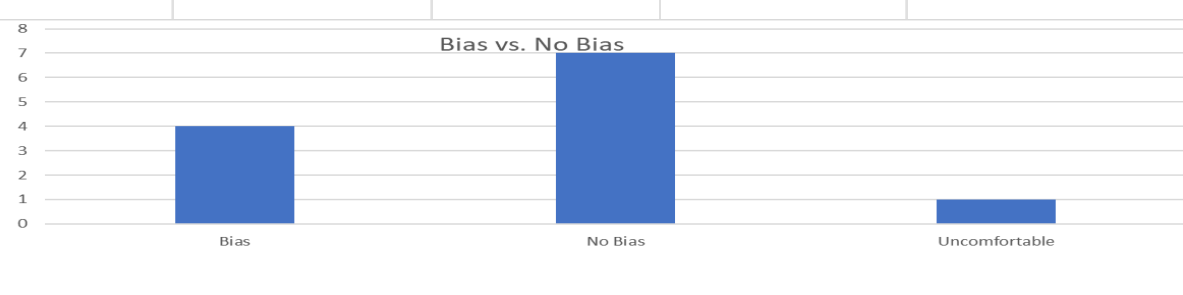
Supportive Parents vs. Non-Supportive Parents



APPENDIX N

Coding for Research Question 2

APPENDIX II (RQ2 - IQ4)					
RQ2: How do educational factors impact the lived experiences of Black students in south Los Angeles secondary schools?					
IQ4: How would you characterize the racial attitudes of your school's teaching community?					
Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
Towards the end of my junior year I noticed there was constant microaggressions and bias from certain teachers at play.	p, I don't think there was a bias within my teaching community.	She witnessed bias with the discipline of minorities, specifically with dress codes.	In high school, I did not feel the racial attitudes so much.	The Latin and Black teacher population always understood the concept of being Black and having credentials. There was a sense of safety.	No problems with teachers.
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
Growing up in Compton most of our teachers were Hispanic or Black. They were all very encouraging for every student.	I did not experience any racial attitudes from my school's teaching community.	I did not experience racial attitudes from the teaching community. It was a predominately African-American school.	Some teachers thought that AA students were not interested in education. They also felt minority students needed more academic assistance than non-minority students.	Most of his teachers were Hispanic. He felt Hispanic teachers worked to support the Hispanic student population. Leaving other populations without a much support system.	One of my teachers was strict. It felt like they were trying to trick me.
Responses to Interview Question 4					
Themes	Frequency	Student/Teacher Relationship			
Bias	4	Teachers showed Bias			
No Bias	7	Teachers did not show Bias			
Uncomfortable	1	Teacher made student uncomfortable			



Theme	Frequency
Bias	4
No Bias	7
Uncomfortable	1

APPENDIX 12 (RQ2 - IQ5)

RQ2: How do educational factors impact the lived experiences of Black students in south Los Angeles secondary schools?

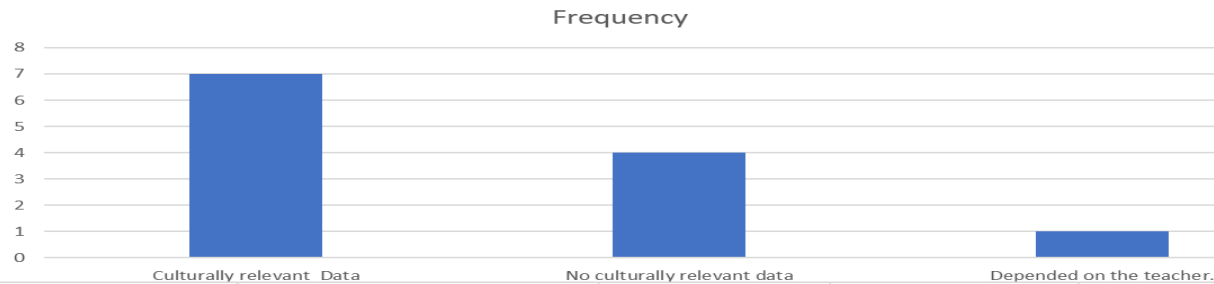
IQ5: Was your subject matter curriculum infused with culturally relevant information?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
In four years she had three classes that were tapped into culturally relevant information AP Art, History Class, and Sounds of Protest.	That depended on the teacher. Not that teachers would exclude it but different teachers would include it more.	Culturally relevant like African American Composition and classes that dealt with the inequities of economics.	No	Yes, AP Human Geography. Black teachers would add to and correct the textbook data.	In her History classes there was a lot of information about Black culture.

Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
Excellent Black teachers who taught me made sure that we understood the Black influence in our educational journey. She saw herself in her teachers.	Yes. I could see myself in various characters in my studies.	Yes. Some provided more information than others.	No, not really.	No, actually it wasn't I never read a book, or an article that discussed Black contributions to America in class.	No.

Response to Interview Question 5

Themes	Frequency	Culturally Relevant Data
Culturally relevant Data	7	CR Data infused in Curricula
No culturally relevant data	4	No CR Data infused in Curricula
Depended on the teacher.	1	CR Data infused at teacher's discretion



APPENDIX I 3 (RQ2 - IQ 6)

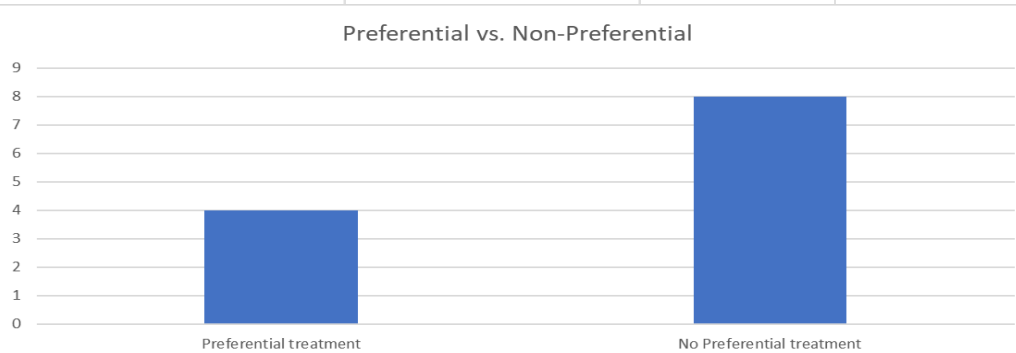
RQ2: How do educational factors impact the lived experiences of Black students in south Los Angeles secondary schools?

IQ6: Did any of your teachers show a preference for one student population over another student population? If so, did the teacher's perspective influence your academic journey?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
Yes, teachers did show a preference for one population over another (the White population over the minority population).	There was a flip side to the situation. Students gravitated towards their preferred teachers It did not influence my academic journey.	No.	In a few cases.yes.	No, I don't think so.	Teachers had their favorite students and that definitely made me feel uncomfortable. I felt left out.
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (M/21)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
No, my teachers were pretty unbiased.	No. From what I remember everyone was treated equally.	No. My school was predominately African American.	No, not really.	Yes, certain teachers showed a preference for certain populations Yes, it affected me because Black people were not getting the attention they needed to succeed. It taught me to fight harder for myself.	No.

Response to Interview Question 6

Themes	Frequency	Student/Teacher Relationship
Preferential treatment	4	Teacher showed preference
No Preferential treatment	8	Teacher did not show preference



APPENDIX I 4 (RQ2 - IQ7)

RQ2: How do educational factors impact the lived experiences of Black students in south Los Angeles secondary schools?

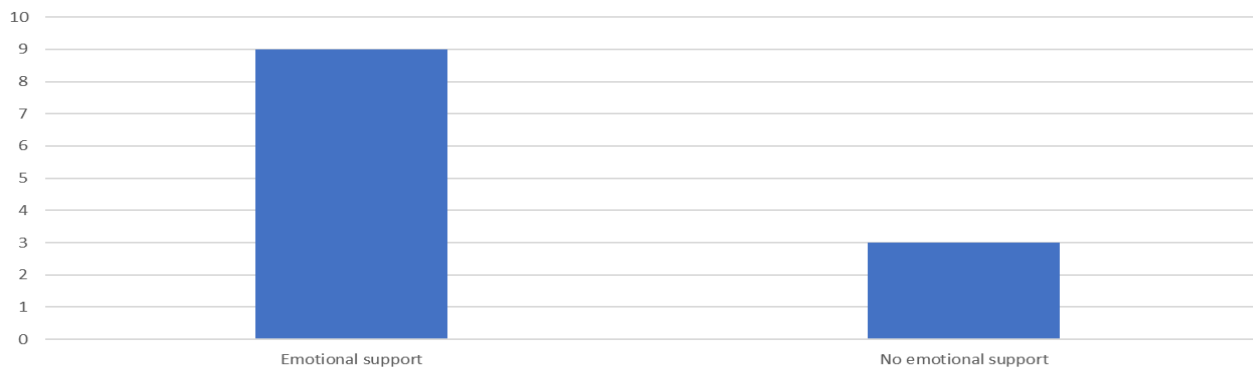
IQ7: Did your teacher(s) provide emotional support to encourage intellectual growth?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
Yes, there were a few teacher who encouraged intellectual growth.	Yes, they did, they did all the time.	Overall, no.	Yes. Most of my teachers provided emotional support to encourage intellectual growth.	Yes, they watched me grow up. Teachers had the emotional capacity to invest in their students.	Yes, they did - most definitely.
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
Yes, there were teachers who talked to us when they were available.	Yes, I had a few teachers who encouraged my intellectual growth.	s, I went to a school with a very small student population. Allowing teachers to bond with each student, and encourage their intellectual growth.	Somewhat. Some teachers showed support towards African American students.	No, they didn't.	No.

Response to Interview Question 7

Themes	Frequency	support for Intellectual growth
Emotional support	9	r provided emotional support
No emotional support	3	d not provide emotional support

Emotional Support vs. Non-Emotional Support



APPENDIX O

Coding for Research Question 3

APPENDIX J 1		(RQ3 - IQ8)									
RQ3: How did community members contribute to your overall development as a Black student in a south Los Angeles secondary school											
IQ9: What role did after-school programs play in your educational journey?											
Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)						
After-school program "Youth and Government" through the YMCA was instrumental in her choice of high school classes.	For sports you had to maintain a certain GPA. He used after-school tutoring to keep his grades up.	After school programs for her was sports.	He did not attend after-school programs.	After-school programs played a huge role in her educational journey. Youth Activity League (YAL) ran by the sheriff's department provided tutoring and field trips.	Sports was my after-school program and it played a significant role in my educational journey. I ran track.						
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)						
After-school programs helped to build up her self-confidence. She participated in different clubs that provided "go to communities of people" to associate and build relationships with. Other students	He did not participate in after-school program.	Extra time and support for classroom assignments.	After school tutoring helped with homework assignments.	Although, we lacked necessary resources when compared to other communities. We received "Free Tutoring" in after-school programs.	Tutoring						
Response to Interview Question 9											
Themes	Frequency	After-School Programs									
AS Programs played a role	10	After-School Programs played a role									
AS Programs did not play a role	2	After-School Programs did not play a role									
<p>After-School Programs played a role vs. After-School Programs did not play a role.</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Data for Bar Chart</caption> <thead> <tr> <th>Theme</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>AS Programs played a role</td> <td>10</td> </tr> <tr> <td>AS Programs did not play a role</td> <td>2</td> </tr> </tbody> </table>						Theme	Frequency	AS Programs played a role	10	AS Programs did not play a role	2
Theme	Frequency										
AS Programs played a role	10										
AS Programs did not play a role	2										

APPENDIX J2 (RQ3 - IQ9)

RQ3: How did community members contribute to your overall development as a Black student in a south Los Angeles secondary school
IQ9: What role did after-school programs play in your educational journey?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
After-school program "Youth and Government" through the YMCA was instrumental in her choice of high school classes.	For sports you had to maintain a certain GPA. He used after-school tutoring to keep his grades up.	After school programs for her was sports.	He did not attend after-school programs.	After-school programs played a huge role in her educational journey. Youth Activity League (YAL) ran by the sheriff's department provided tutoring and field trips.	Sports was my after-school program and it played a significant role in my educational journey. I ran track.
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
After-school programs helped to build up her self-confidence. She participated in different clubs that provided "go to communities of people" to associate and build relationships with. Other students	He did not participate in after-school program.	Extra time and support for classroom assignments.	After school tutoring helped with homework assignments.	Although, we lacked necessary resources when compared to other communities. We received "Free Tutoring" in after-school programs.	Tutoring

Response to Interview Question 9

Themes	Frequency	After-School Programs
AS Programs played a role	10	After-School Programs played a role
AS Programs did not play a role	2	After-School Programs did not play a role

After-School Programs played a role vs. After-School Programs did not play a role.



APPENDIX J 3 (RQ3 - IQ10)

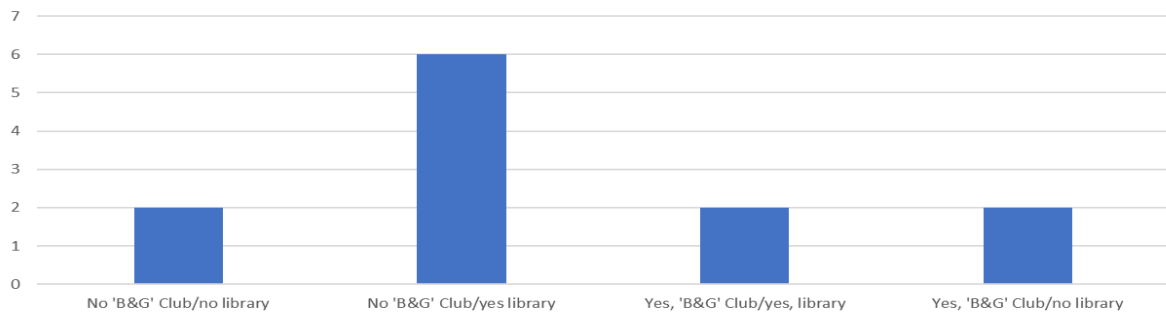
RQ3: How did community members contribute to your overall development as a Black student in a south Los Angeles secondary school
IQ10: Was there a "boys' and Girls' Club or Library in your neighborhood?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
There was no "Boys and Girls" club or library in my neighborhood.	No 'Boys and Girls' club. However, there was a library in my neighborhood.	Yes, to the "Boys' and Girls' Club. Yes, to the Library.	Yes, to the "Boys' and Girls' Club. No library.	No 'Boys and Girls' club. Yes, to Inglewood Library.	No 'Boys and Girls' club. There was a library was right across the street from my school.
Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
No 'Boys and Girls' club. There were librarians - I would go every once in a while to hang out with friends.	There wasn't a 'Boys or Girls' club or library in my neighborhood.	There was no 'Boys and Girls' Club located in my neighborhood. I had to travel to another neighborhood to participate. There was a library in my neighborhood.	Yes, there was a 'Boys and Girls' club , as well as a library in my neighborhood.	Yes, I attended a 'Boys and Girls' Club for several years and that gave me access to many resources It was one of the best programs I experienced while growing up. No Library.	No 'Boys and Girls' club. Yes, to the library.

RQ3: How did the community contribute to your overall development as a Black student in a south Los Angeles secondary school
 Response to interview Question 10

Themes	Frequency	Community/Student Relationship
No 'B&G' Club/no library	2	Neither resources in the community
No 'B&G' Club/yes library	6	Library a community resource
Yes, 'B&G' Club/yes, library	2	Both Resources in the community
Yes, 'B&G' Club/no library	2	Boys' and Girls' Club a community Resource

Community resources vs. No community resources



APPENDIX J 4

(RQ3 - IQ11)

RQ3: How did community members contribute to your overall development as a Black student in a south Los Angeles secondary school

IQ11: Did media coverage of contemporary American society and current events influence your school attendance or academic behaviors?

Volunteer 1 (F/21)	Volunteer 2 (M/22)	Volunteer 3 (F/24)	Volunteer 4 (M/24)	Volunteer 5 (F/22)	Volunteer 6 (F/20)
Yes, I am heavily involved in politics. There was a lot of racial battle fatigue on campus during the 2016 elections, so much so I wanted to stay at home.	Yes, but not in a negative way. With regard to academic behaviors and attendance students wanted to be in school. They wanted to do better.	In her professional role as a teacher and coach social media is a big influence in her mentoring role.	Social media definitely affected us. The news would be big but whatever happened in school was bigger.	Undoubtedly it does. Our access to technology and social media definitely impacts our mental health struggles.	No.

Volunteer 7 (F/25)	Volunteer 8 (M/20)	Volunteer 9 (M/21)	Volunteer 10 (F/25)	Volunteer 11 (M/25)	Volunteer 12 (M/25)
Ultimately not, parents let us know the value of education. Never let anything hold you back from doing what you are supposed to do.	No. It did not.	No	The media was not that influential in our community.	No. It did not.	I don't think so.

Response to Interview Question #11

Themes	Frequency	Community/Student Relationship
Social Media influenced	5	Social Media was so disturbing during the 2016 presidential election. Student wanted to stay home.
Social Media did not influence	7	Students were more focused on their school's academics, sports and social happenings.