

In-School Violent Behavior Impacts
Future Goals for Low Socioeconomic Status Black Male Students who were
Exposed to Community Violence

by

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A Dissertation Proposal Presented to the
FACULTY OF THE USC ROSSIER SCHOOL OF EDUCATION
UNIVERSITY OF SOUTHERN CALIFORNIA
In Partial Fulfillment of the
Requirements for the Degree
DOCTOR OF EDUCATION

May 2018

ACKNOWLEDGEMENTS

“It’s easier to repair children than to repair broken men.”

- Frederick Douglas

First, I want to thank my Dissertation Chair – Dr. Jenifer Crawford. I truly enjoyed working with and learning from you. Thank you to Dr. Alan G. Green and Dr. Kimberly Hirabayashi for participating on my dissertation committee. I am so honored and humbled to have you provide feedback on my work. Words cannot describe my gratitude to all of you.

Second, I want to thank my University of Southern California (USC) May 2015 Cohort. At first, we were strangers. Now, we are colleagues and Trojans for life. Thank you to all of my professors and support staff members of USC - Rossier School of Education for your ingenuity in developing and implementing the Organizational Change and Leadership Doctorate Program. A special thanks to my Tuesday Trojans, who provided tremendous help during class.

Third, thanks to the many workers and students within the Newark Public Schools (NPS). I truly appreciate the words of encouragement and patience over the years, while I studied and completed my studies. Again, a special thanks to Dr. LaShawn Gibson, Tony Motley, and Dr. Deneen Washington for motivating me to return to school.

Moreover, last but definitely not least, I want to thank my wonderful, loving family (Daddy, Mommy, and Pammy Handfield). Thanks so much for your ongoing support and encouragement throughout the years. There is no me without you.

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ABSTRACT

This research study evaluated the modified gap analysis of knowledge and skills, motivation, and organization on how low socioeconomic status (SES) Black male students who were exposed to community violence and participated in Our Kids, a pseudonym for a non-profit community based organization that provides extracurricular programs to at-risk males. The purpose of this study is to understand how the in-school violent behavior of low SES Black males affects these students' abilities to realize future goals. Using the Clark and Estes (2008) gap analysis, the collection of data from interviews and documents identified and validated the source of the students' performance gaps. Findings revealed that the urban school district had positive and negative aspects in its current program that addressed students' in-school violent behavior. Overall, the findings exposed that the students in the study had procedural knowledge, knowledge of self-regulation and support their increase in knowledge of self-identity even though the documents exposed that Black male students may lack self-regulation. The students had self-efficacy and students' emotions influence their motivation. The students believe that there is racial equities and opportunities to build trusting relationships but urban school district created a threatening environment. Yet, the documents show racial inequities. This research study recommends research-based solutions to assist organizations in decreasing in-school violent behavior. Finally, Our Kids can utilize the modified gap analysis model to identify and validate causes of performance gaps and recommend solutions.

Chapter One: Introduction of the Problem of Practice

In-School Violence throughout the Country

The Centers for Disease Control and Prevention (Centers for Disease and Control Prevention, 2017) defines school violence as youth violence that occurs on school property, on the way to and/or from school, on the way to and/or from school-sponsored events, or during school-sponsored events. The student can be a victim, a perpetrator, or a witness of school violence (Centers for Disease and Control Prevention, 2017). During the 2012-2013 school year, 31 homicides happened at school to students between the ages of 5 and 18 years old (Centers for Disease and Control Prevention, 2017). In 2014, approximately 486,400 nonfatal violent victimizations occurred at school to students between the ages of 12 and 18 (Centers for Disease and Control Prevention, 2017). School violence may also involve and/or impact adults, where 9% of teachers reported that a student from their school threatened the teacher with injury and 5% of teachers reported that a student from their school physically attacked the teacher (Centers for Disease and Control Prevention, 2017).

Prior history of violence, association with delinquent peers, poor family functioning, poor grades in school, and/or poverty in the community are a few of the factors that can increase the risk of students engaging in violence in school (Centers for Disease and Control Prevention, 2017). The Center for Disease and Control Prevention (2017) recommends the creation of an universal, school-based prevention program that target aggression and violent behavior as a means to prevent school violence. This research study will evaluate how an organization addressed in-school violence by low socioeconomic status middle school aged male students.

Organizational Context and Mission

Our Kids (pseudonym) began January 2012 and is a 501 (c) (3) nonprofit organization. It has a facility located within Newark. The organization’s one goal is to “play it forward” by giving back to the community. Thus, the mission of Our Kids is to improve the quality of life of the Black males within the community by means of educational and mentoring opportunities. Our Kids’ primary target group is middle school-aged Black males who are 9-14 years old and reside within Newark.

Participants in the program live in high crime, low-income neighborhoods that have chronically, low performing elementary public schools. During the 2014-2015 school year during the 2014-2015 school year, more than 80% of the participants who attended these schools failed the English Language Arts (ELA) and Mathematics sections of the Partnership for Assessment of Readiness for College and Careers (PARCC), which was the assessment for the State of New Jersey (New Jersey Department of Education, 2014; New Jersey News, 2016).

Table 1 displays the overall passing scores on the PARCC for students who attend the elementary schools located near Our Kids. Participants attended Carter, Ford and Hoover Elementary Schools.

Table 1

Percentages of Students who Passed the PARCC

School (Pseudonyms)	% of 3rd Graders Who Passed	% of 4th Graders who Passed	% of 5th Graders who Passed	% of 6th Graders who Passed	% of 7th Graders who Passed	% of 8th Graders who Passed
Johnson	14.5	6.9	13.6	10.6	7.7	9.7
Ford	7.7	3.8	*	*	18.2	5.3

Hoover	7.3	6.0	12.1	3.2	6.8	18.0
Eisenhower	8.2	7.8	4.9	2.6	9.4	0.0
Carter	9.6	7.5	10.6	16.1	13.3	12.5
Nixon	4.3	16.7	2.7	7.3	0.0	0.0
District-Wide	43	51	51	49	52	52

*No scores were reported for this grade level.

The participants not only attended failing schools. These schools also had high suspension rates for Black male students during the 2015-2016 school year. Consistently, Black male students received suspensions from school more than Black female, Hispanic male and Hispanic female students combined.

Table 2 displays the suspension rates for students who received only one out-of-school suspension during the school year and attended the elementary schools located near Our Kids. Participants attended Carter, Ford, and Hoover Elementary Schools.

Table 2

Percentages of Students who received Only One Out-of-School Suspension

School (Pseudonyms)	% of Black male students who were suspended	% of Black female students who were suspended	% of Hispanic male students who were suspended	% of Hispanic female students who were suspended
Johnson	72.5	27.5	0	0
Ford	66.66	33.33	0	0
Hoover	**	**	**	**
Eisenhower	66.66	33.33	0	0
Carter	0	0	0	0

Nixon	66.66	22.22	0	11.11
District-Wide	49.38	29.82	13.40	6.01

**No suspensions were reported.

Table 3 displays the suspension rates for students who for students who received more than one out-of-school suspension during the school year and attended the elementary schools located near Our Kids. Participants attended Carter, Ford, and Hoover Elementary Schools.

Table 3

Percentage of Students who received More Than One Out-of-School Suspensions

School (Pseudonyms)	% of Black male students who were suspended	% of Black female students who were suspended	% of Hispanic male students who were suspended	% of Hispanic female students who were suspended
Johnson	100	0	0	0
Ford	66.66	33.33	0	0
Hoover	***	***	***	***
Eisenhower	100	0	0	0
Carter	68.88	17.77	11.85	1.48
Nixon	50	50	0	0
District-Wide	61.59	24.21	10.43	3.18

***No suspensions were reported.

Our Kids provides multifaceted programs. The afterschool and summer programs provide enrichment classes in ELA and Mathematics. Participants attend extracurricular trips to museums, sports centers, and cultural events that are located and held within city limits, attend college fairs and college tours and engage in conferences geared towards males only. Through its

mentoring programs, the participants communicate with guest speakers so they can learn about career opportunities from the viewpoint of successful Black male professionals. Our Kids recognized the dilemma of lack of Black male mentorship and focused on mentorship within the enrichment programs in order to decrease the violent behavior. Our Kids implemented a mentoring support program with the belief that mentoring will help its students to pursue a future goal such as enrolling into college, despite coming from a high crime urban neighborhood. Our Kids entrusts that without these supports in place, Black male students may be plagued with high suspension and drop-out rates, high referrals to the juvenile justice system, and low paying jobs and/or unemployment.

In order to fulfill its mission and continue providing services to its participants, it is imperative that its participants decrease their in-school violent behavior. Failure to do so can result in the perpetuation of the low achievement of Black male students. However, an obstacle that poses as a potential threat for Our Kids is its need to improve its current programs in order to address the negative impact on future goals of Black male students who were exposed to community violence and exhibit in-school violent behavior.

Organizational Performance Goal

Our Kids believe that in order to decrease in-school violent behavior of students is provide educational and mentoring programs for 100% of the middle school-aged Black male students who participate in its programs. The executive director established this goal after analyzing the neighboring schools' PARCC data and the urban school district's dropout rates. The amount of students who completed the male mentoring and afterschool and/or summer enrichment programs will determine if Our Kids achieved its goal.

Organizational Performance Status

The root of this study is organizational performance. This study will evaluate how Our Kids will assist middle school-aged participants in decreasing in-school violent behavior along which impacts the participants' ability to attain future goals. The participants want to decrease their in-school violent behavior by 100%. Forty-seven percent of the participants self-reported that they received an in-school and/or out-of-school suspension during the 2014-2015 school year. Out of this 47%, 86% of the suspensions were the result of fighting. Fifty-seven percent admitted to engaging in a physical fight(s) and 93% admitted to engaging in a verbal fight(s) at least once or twice during the aforementioned school year.

Related Literature

In-school violent behavior leads to a tremendous loss of instructional time for students. Across the country, in 2006, 2.3 million male students received out-of-school suspensions while 1.1 million female students received out-of-school suspensions (Planty, Hussar & Snyder, 2009). When comparing racial groups, Black students had the highest percent of out-of-school suspensions at 15% (Planty et al., 2009). Latino students were 7% and, White students were 5% (Planty et al., 2009). Out-of-school suspensions widen the achievement gap between Black and White students (Townsend, 2000). Students were unable to compete academically with their schoolmates and may resulted in the schools placing these students in lower-ability groups due to out-of-school suspensions (Townsend, 2000). Skiba, Poloni-Staudinger, Gallini, Simmons and Feggins-Azziz (2006) discovered that Black students comprised of 11.3% of the total school population but 23.2% of the enrollment in the self-contained emotional disturbed classrooms, 29.6% of the enrollment in the self-contained mild mentally retarded classrooms, 19.6% of the

enrollment in the self-contained moderate mentally retarded classrooms and 10.7% of the self-contained learning disabilities classrooms.

Loss of instructional time may include students withdrawing from school. For three consecutive school years, the New Jersey Department of Education (2014) reported the dropout rate data for students who attended Newark Public Schools (NPS) within the City of Newark (New Jersey Department of Education, 2014). During the 2013-2014 school year, 624 students dropped-out of NPS, where 144 (23.07%) were Black males and 82 (13.14%) were Hispanic males (New Jersey Department of Education, 2014). In 2012-2013, the total amount of dropouts for NPS was 653 students, where 212 (32.46%) and 130 (19.90%) were Black and Hispanic males respectively. In 2011-2012 school year, New Jersey Department of Education (2014) reported a total of 568 drop outs for NPS and 178 (31.33%) were Black males and 60 (10.56%) were Hispanic males. Thus, all three consecutive school years, the dropout rates for minority male students were more than double the drop-rates for White male students who attended NPS (New Jersey Department of Education, 2014). For all three consecutive school years, the dropout rates for minority male students were over 50% greater when compared to Black and Latino female students (New Jersey Department of Education, 2014).

The History of Violence within the City of Newark

This research study focused on an urban school district within Newark, New Jersey (Newark), which has a history of violence within its neighborhoods. In 1967, the State of New Jersey Governor Hughes described the Newark riots as “an outbreak by vicious criminal element” (Bigart, 1967). For approximately five days, the National Guard, the New Jersey State Police, and Newark Police Department used .38 and .45 calibers, shotguns and machine guns to occupy one of the predominately-Black residential sections of Newark due to rioting (Bigart,

1967; “Police Are Besieged”, 1967). Residents looted local businesses, hurled Molotov cocktails, stones and bottles at the neighborhood police precinct, set police cars on fire, smashed the windows of the police precinct, attacked a firehouse, and participated as snipers (“Police Are Besieged”, 1967). The hospital admitted 836 people, where 76 were seriously injured (Bigart, 1967). There were approximately 1,600 arrests and 27 deaths, which included a 10-year-old child and a Newark Police Department detective (Bigart, 1967; Gunter, 1967).

Since the riots, Newark continues to experience violence. In 2013, Newark ranked third in the nation’s murder rate (Federal Bureau of Investigations, 2013). By September 2015, Newark documented 63 murders for the year, which comprised of 35% of the murder rate for the entire State of New Jersey (Newark Police Department, 2015; New Jersey State Police, 2015). As of July 2017, citywide statistics compared violent crime complaint rates between 2016 and 2017: 37% decrease in murders, 52% increase in rapes, 34% increase in aggravated assaults, 63% increase in nonfatal shooting incidents, and 65% increase in nonfatal shooting victims (Newark Police Department, 2017).

Reasons for violent crime. One reason for violent crime is minoritized space. According to Laguerre (1999), since the birth of the Constitution, our nation had the majority (Euro-Americans) and the minority (African Americans and Native Americans). Space implies the position relations, hierarch, mobility, displacement, difference, and segregation of the minority (Laguerre, 1999). Through minoritized space, minorities are geographically located and concentrated in specified areas, where the state or city patrols, controls, and contains the minorities (Laguerre, 1999). Ghettos represent the minoritized space, where the minorities are inferior to the dominant majorities (Laguerre, 1999). In the ghetto, minorities have limited and inferior services and facilitates in comparison to the majority (Laguerre, 1999). These

constraints by the majority limit the range of choices of the minority to shape its community and continue to be inferior to the rest of the city (Laguerre, 1999). Minoritized space includes segregation practices that exclude minorities from participating on an equal footing in the mainstream affairs of the state (Laguerre, 1999). Minorities have no choice but to live in the specified ghetto assigned to them by the majority (Laguerre, 1999).

Newark created minoritized space through high-rise public housing. In order to address the roughly 4 million low-skilled, poor Blacks who migrated from the South to Newark and resided in uninhabitable housing “slums”, Newark built and provided public housing (Housing Authority of the City of Newark, 1952; Housing Authority of the City of Newark, 1968). Low-income families or war-workers lived in the initial seven segregated full-occupied public houses (Housing Authority of the City of Newark, 1952). During the 1950’s, Newark expanded the amount of public housing dwellings from 3,008 to 7,382 with 8 to 13 floor high-rise buildings (Housing Authority of the City of Newark, 1952). Newark built over 13,000 inferior designed and constructed public housing units, more per capita than any other city in the country by 1962 (Curvin, 2014). Newark built three massive high-rise public housing buildings within an area of three square miles in its Central Ward that housed poor, Black families with limited amenities and resources (Curvin, 2014). Curvin (2014) quoted an official from Newark’s human rights commission as referring to the Central Ward’s public housing as “one of the most volatile ghettos anywhere on the Eastern seaboard.”

Even with the demolition of high-rise public housing, violence plagues minoritized space. In the 1990’s, the Housing and Urban Development (HUD) created the Housing Opportunities for People Everywhere VI (HOPE VI) because of the failure of high-rise public housing for the poor (Popkin, Levy, Harris, Comey & Cunningham, 2004). HOPE VI funding allotted major

urban cities to offer mixed-income housing and housing subsidies to low-income households (Popkin et al., 2004). Elevated crime characterized communities with high-rise public housing (Popkin et al., 2004). In a study, researchers surveyed and interviewed 818 residents who originally participated in HOPE VI (Popkin et al., 2004). Instead of relocating to low crime neighborhoods, the residents relocated from high-rise public housing to neighborhoods with very high rates of violent crime, gang activity, and shootings (Popkin et al., 2004). Melsness and Weichelt (2014) also studied the crime pattern associated with the relocation of high-rise public housing residents from the Robert Taylor Homes in Chicago. From 1998 to 2008, Chicago Housing Authority demolished the Robert Taylor Homes due to the recognized failure of high-rise public housing due to high levels of crime (Melsness & Weichelt, 2014). Nevertheless, residents relocated to predominately African-American, poor neighborhoods known for high crime rates (Melsness & Weichelt, 2014). Based on the murder index defined by the Chicago Police Department, there was a significant increased, concentrated amount of first and second-degree murders in neighborhoods where former Robert Taylor Homes residents relocated and a drastic decline in first and second-degree murders where the Robert Taylor Homes were located (Melsness & Weichelt, 2014).

Another reason for violent crime is poverty. Poverty is more than having a good job (Wheelan, 2010). Wheelan (2010) states that the underlying reason for poverty is the lack of human capital, which is the sum total of skills embodied within an individual: education, intelligence, charisma, creativity, work experience, and entrepreneurial vigor. Within Newark, the median income was \$33,139 and 29.9% of its residents live below the poverty level in 2015 (United States Census Bureau, 2017). Sixty-seven percent of its households earned less than \$50,000 in total income and benefits during 2015 (United States Census Bureau, 2017). Out of

this percent, 39.2% earned less than \$24,999 in total income and benefits (United States Census Bureau, 2017).

Based on the National Crime Victimization Survey from 1974 to 2000, violent crime is more converged amongst the poor than the wealthy population (Thacher, 2004). The risk premium associated with being poor is double for serious violent crimes such as rape, robbery, and aggravated assault than all violent crimes (Thacher, 2004). There are high correlations between extremely disadvantaged neighborhoods and violent crime (Krivo & Peterson, 1996). The levels of violent crime are higher in extremely disadvantage neighborhood than in low or high disadvantage neighborhoods (Krivo & Peterson, 1996). Low disadvantage neighborhoods have less than 20% below the poverty level (Krivo & Peterson, 1996). High disadvantage neighborhoods have 20%-39% below the poverty level (Krivo & Peterson, 1996). Extremely disadvantage neighborhoods have more than 40% below the poverty level (Krivo & Peterson, 1996). Krivo and Peterson (1996) found that Blacks that live in poverty have the propensity towards violent crime than other crimes. Leventhal and Brooks-Gunn (2011) furthered stated that boys' violent behavior increased as the level of poverty increased in their neighborhood.

Impact of Violent Neighborhoods on Youth

Post-traumatic stress syndrome. Youth who reside in neighborhoods that are plagued with violent crime may suffer from post-traumatic stress syndrome. Collins et al. (2010) concluded that adolescents who reside in poor urban areas are more likely to be exposed to community violence, such as violent crimes in their neighborhoods and/or schools, gang and drug activity, victimization, death of a family member, family violence and maltreatment. Repeated exposure to community violence causes adolescents to experience a complex set of psychological problems that occur before, during, and after traumatic event(s) (Collins et al.

2010). Exposure to specific trauma causes adolescents to experience negative effects in one or more of their intelligence quotient (IQ) factors (perceptual reasoning, working memory, verbal comprehension and/or processing speed) (Kira et al. 2012). Adolescent males are at an increased risk to develop insecure or disorganized attachments to teachers, not attend school, and may have a negative student-teacher connection due to their exposure to community violence (Voisin, Neilands & Hunnicutt, 2011).

Experiencing community violence, residing in a low SES neighborhood, and/or receiving below-average grades are traumatic events for students (Finkelhor, D., Shattuck, A., Turner, H. & Hamby, S., 2013). Over time, adults who experienced adverse childhood experiences (ACE) experienced traumatic events as children (Chapman et al., 2004). Adults who were exposed to four or more ACE were at risk for smoking, severe obesity, physical inactivity, strokes, depression, and a lifetime history of depressive disorders or recent depressive disorders (Chapman et al., 2004; Felitti et al., 1998). Adults who experienced four or more ACE in comparison attempted suicide rate increases to 12.2 in comparison to the 1.0 rate for adults who did not experience any ACE (Felitti et al., 1998).

Antisocial behavior. Exposure to community violence may cause antisocial behavior in youth. Miller, Wasserman, Neugebauer, Gorman-Smith and Kamboukos (1999) studied 97 young, at-risk, urban males from New York City. The study spanned over three periods: Time 1 – the baseline, Time 2 -15 months after the baseline and Time 3 – 15 months after Time 2 (Miller et al., 1999). The sample reported high levels of exposure to community violence, where 87% witnessed someone arrested, 84% heard gunshots, and 25% witnessed someone killed (Miller et al., 1999). The study concluded the positive correlation between witnessed violence and

antisocial behavior and a relatively high degree of stability of antisocial behavior over time (Miller et al., 1999).

Aggressive behavior. Youth may display aggressive behavior due to exposure to community violence. In a study, Gorman-Smith and Tolan (1998) interviewed economically disadvantaged fifth and seventh grade African-American and Latino males from the Chicago Public Schools. Majority of the males reported high rates of exposure to some type of violent crimes; 80% reported over their lifetime and 65% reported over the last year (Gorman-Smith & Tolan, 1998). These violent crimes included exposure to violence and victimization, such as: a family member robbed or attacked, other than family member robbed or attacked, seeing someone beaten up, seeing someone shot or killed, witnessed other violent crime, close friend killed, victim of nonviolent crime, victim of violent crime and/or victim of sexual assault (Gorman-Smith & Tolan, 1998). The results concluded that males who resided in low economic neighborhoods and exposed to high violence were prone to increase in aggressive behavior (Gorman-Smith & Tolan, 1998). In addition, Farrell and Bruce (1997), sampled 436 African-American sixth grade students from an urban public school system, where 54% of the households did not have a father and 52% of the students were eligible for federally subsidized school lunch. The students reported exposure to violence nevertheless, the male students reported higher exposure to beatings and threats of violence than the female students (Farrell & Bruce, 1997). The findings stated a significant correlation between the male students' frequent aggressive behavior and the male students' exposure to violent incidents (Farrell & Bruce, 1997).

The youth's aggressive behavior is visible in the classroom. Busby, Lambert & Ialongo (2013) added that adolescent males who are exposed to community violence show aggressive behavior while in school. Busby et al. (2013) conducted a longitudinal study with 491 African-

American middle school students, where 71.3% of the students were low economic status. The students' self-reported exposure to community violence and, the teachers reported the students' aggressive behavior based on the students' adequacy of performance on core tasks in the classroom (Busby et al., 2013). Sixth grade students exposed to community violence in the sixth grade showed aggressive behavior in the seventh grade, which resulted in negative teacher ratings in academic performance in the eighth grade (Busby et al., 2013). Consequently, the aggressive behavior mediates the association between the exposure to community violence and poor academic performance (Busby et al., 2013).

Importance of Addressing the Problem

It is important to evaluate the organization's performance in relationship to the performance goal of assisting the students to decrease their in-school violent behavior by 100%. The problem of Black male students' in-school violent behavior is important to solve because of the long-term effects on these students' future goals. First, out-of-school suspensions are used as a means to discipline students' disruptive behavior (Noltemeyer, Ward, & Mcloughlin, 2015). In spite of the schools' efforts to provide a positive learning environment, there is a negative correlation between out-of-school suspensions and student achievement (Noltemeyer et al., 2015).

Second, there is a positive correlation between out-of-school suspensions and students' dropout rates (Noltemeyer et al., 2015). Students who dropout of school struggle financially in the future. In general, in 2012, the unemployment rate for people who were 25 years old and older with only a high school diploma was 8.3% whereas, the unemployment rate for people who were 25 years old and older with a college degree was 4.0% (Baum, Ma & Payea, 2013). For Blacks, the unemployment rate for people 25 years old and older with only a high school

diploma was 13.4% and, the unemployment rate of Blacks with a college degree was 11.6% (Baum et al., 2013). In 2011, all people who work full-time year-round and only had a high school diploma earned 14% less than people who work full-time year-round and had some college but no degree (Baum et al., 2013). The median lifetime earnings of people with a high school diploma were 27% lower than the median lifetime earnings of people with an associate degree (Baum et al., 2013).

Third, school discipline policies and/or procedures that address in-school violent behavior may contribute to the school-to-prison pipeline. Christle, Jolivette and Nelson (2005) reported that there are school characteristics that are associated with risk factors for delinquency. Schools that have percentages of students who engage in board of education violations are schools that have high suspension and dropout rates and low academic rates (Christle, Jolivette & Nelson, 2005). As a result, schools utilize ineffective strategies, such as zero-tolerance policies, to sustain student compliance (Castillo, 2013/2014; Christle et al., 2005). Zero-tolerance policies are predetermined punishments for specific school disciplinary infractions (Castillo, 2013/2014). The implementation of zero-tolerance policies have led to an increase in students' arrests and referrals to the juvenile justice system and a growing number of students entering the juvenile justice system due to a direct referral from the students' schools (Castillo, 2013/2014). There is a trend of African American and Latino low SES students being subjected to harsher penalties under zero-tolerance policies than their white counterparts (Castillo, 2013/2014).

Description of Stakeholder Groups

There are three main stakeholders at Our Kids. The participants are the stakeholders who benefit from goals of Our Kids. The participants are middle school-aged, African-American

male students who attend low performing public schools. The participants either participate and/or witness in-school violent behavior. The employees and volunteers are the stakeholders who are the role models for the participants. The employees and volunteers create and monitor the afterschool and summer enrichment programs. Particularly, the male employees and volunteers work as mentors for the participants. Along with the Executive Director, the researcher of this study is a stakeholder who will ensure that Our Kids is analyzing the effectiveness of its programs.

Stakeholders' Performance Goals

Organizational Mission

The organizational mission of Our Kids is to improve the quality of life within our community's young male population through educational and mentoring opportunities.

Organizational Performance Goals

By December 2017, Our Kids will provide adult male mentoring and afterschool and/or summer enrichment to 100% of the middle school-aged males who participate in its programs.

Stakeholders' Performance Goal

By December 2017, the participants who suffered from exposure to community violence will decrease in-school violent behavior by 100% in order to achieve future goals.

Stakeholder Group for the Study

All stakeholders will contribute to the achievement of the overall organizational goals of providing adult male mentoring and afterschool and/or summer enrichment programs to 100% of

the participants. Nevertheless, the stakeholders of focus for this study will be the participants, the middle school-aged Black male students who participate in Our Kids' programs. The stakeholders' goal, supported by the Director, is December 2017.

Purpose of the Project and Questions

The purpose of this project is to evaluate the degree to which organization is meeting its goal of addressing how in-school violent behavior influences future goals for low SES Black male students who were exposed to community violence. While a complete gap analysis would focus on all Our Kids' stakeholders, for practical purposes the stakeholders in this analysis are the middle school-aged Black male students. The analysis will focus on the knowledge and skills, motivation, and organizational elements related to achieving the organizational goals. The analysis will begin by generating a list of possible or assumed causes grounded in literature and then by examining these systemically to focus on actual or validated causes.

As such, the questions that guide this study are the following:

1. What are the knowledge and skills, motivation and organizational influences that will assist the organization to meet its goal of decreasing in-school violent behavior of low SES Black male students who were exposed to community violence?
2. What are the recommendations for organizational practice in the areas of knowledge and skills, motivation, and organizational resources that will assist in increasing the achievement of future goals of low SES Black male students who display in-school violent behavior due to community violence exposure?

Conceptual and Methodological Framework

Clark and Estes' (2008) gap analysis, a systemic method that helps to clarify organizational goals and identify the gap between the actual performance level and the preferred

performance level within an organization, will be implemented as the conceptual framework.

The methodological framework is a qualitative case study with descriptive statistics. Assumed influences knowledge and skills, motivation and organizational influences that interfere with organizational goal achievement will be generated based on personal knowledge and related literature. These influences will be assessed by using interviews, document analysis, literature review, and content analysis. Research-based solutions will be recommended and evaluated in a comprehensive manner.

Organization of the Project

Five chapters are used to organize this study. Chapter 1 justifies and defines the research and practice problem. It provides the reader with the key concepts regarding the relationship between community violence, low SES Black male students, in-school violence, and the attainment of future goals. Chapter 1 introduces the mission, goals, and stakeholders of Our Kids. Chapter 2 makes an argument of what the current literature states about the research problem. The chapter will address the mental and emotional origins of in-school violent behavior and how to develop goal-oriented programs geared towards low SES Black male students. Chapter 3 details how the research methods are appropriate and ideal to answer the stated research questions. Chapter 4 assessed and analyzed the data and results. Chapter Five provides solutions, based on data and literature, for closing the perceived gaps as well as recommendations for an implantation and evaluation plan for the solutions.

Chapter Two: Review of Literature

Introduction

Low SES Black male students who are exposed to community violence experience physiological issues that affect their future goals. Chapter Two uses the KMO gap analysis to outline the three critical factors that need to be addressed in order for an organization to meet its stated goal. Organizations must identify key goals (Clark & Estes, 2008). Individuals within the organization must identify individual performance goals that are aligned with organizational goals (Clark & Estes, 2008). If the goals of the individual and organization are not aligned, the organization must analyze the gaps that caused the misalignment (Clark & Estes, 2008). During the KMO gap analysis, the organization examines the knowledge and skills and motivation of the people and organizational barriers (Clark & Estes, 2008).

In Chapter 2, the first section focuses the need to use the KMO model. The second section will elaborate the knowledge and skills, motivation, and organization gap analysis. The KMO gap analysis will explain the impact that knowledge and skills have on adolescent Black male students who need to develop self-control and self-regulation concerning their violent behavior and need to become aware their self-identity. It will explain how low self-efficacy, lack of hope, need for respect, subjection to shame, and undiagnosed and untreated mental disabilities influence the behavior of adolescent Black male students. Finally, the KMO gap analysis will examine how organizational climate and culture can influence Black male students' violent behavior. In conclusion, this study will analyze the impact of community violent behavior on low SES Black male students who engage in violent behavior while in school through literature utilizing the gap analysis dimensions of knowledge and skills, motivation, and organization.

Misalignment of Goals

In general, the organization must align its goals with participants' goals. Far too often, organizations fail to align high-level organizational goals and specific team and/or individual work goals (Clark & Estes, 2008). The organizational goals must be flexible to reflect changing business conditions and specific enough to meet the requirements of day-to-day support (Clark & Estes, 2008). The question is whether Our Kids can help students decrease in-school violent behavior by providing adult mentoring and afterschool and/or summer enrichment programs to 100% of the middle school-aged male students who participate in Our Kids.

Need for the improvement of Black male mentoring programs. Black male students want Black male role models. Students expressed that negative expectations and behaviors of teachers affect students of color academic perceptions of themselves (Howard, 2003). Specifically, Black male students have self-reported that they face challenges within the kindergarten through twelve grade educational system (Scott, Taylor & Palmer, 2013). According to the students, there is a constant need for successful, professional mentors who look like them to work within their schools so Black male students can be motivated to complete high school (Scott et al., 2013). There is a need for skilled and culturally competent teachers, especially Black male teachers because Black male teachers understand the needs and struggles of Black male students and can have a resounding and positive impact on the lives of black male students (Scott et al., 2013).

Mentors can have a positive impact on the behavior of at-risk adolescent males. Watson, Washington and Stepteau-Watson (2015) concluded that at-risk adolescent males improved their relationships with others after participating in mentoring programs. These males improved their abilities to communicate their thoughts, feelings and plans with others and were compliant with

rules and legal authority after receiving mentoring (Watson, Washington, & Stepteau-Watson, 2015). In addition, at-risk urban minority adolescents were able to make healthy decisions due to mentoring (Holt, Bry & Johnson, 2008). At-risk adolescents who participated in mentoring also have a higher sense of school belonging than other adolescents (Holt et al., 2008).

At-risk adolescent males who have mentors experience academic growth. Students who have the same race and/or ethnicity teacher have more positive academic achievements compared to students who are taught by teachers of different race and/or ethnicity (Egalite, Kisida, & Winters, 2015). Low academically performing Black students' performance enhanced with Black teachers (Egalite, Kisida, & Winters, 2015). Converse and Lignugaris/Kraft (2009) concluded that at-risk adolescents who received in-school mentoring from trained mentors had higher school connectedness rate scores with respect to how they viewed themselves, their peers, their teachers, and the other adults who worked in the school than at-risk adolescents who did not receive mentoring. In the Gordon, Iwamoto, Ward, Potts and Boyd (2009) study, at-risk adolescents earned higher GPAs in mathematics, reading and science for all three marking periods and had higher academic scores than at-risk adolescents who did not receive mentoring (Gordon et al., 2009; Biggs, Musewe & Harvey, 2014). At-risk adolescents developed a higher sense of self-pride and scored higher on mathematics and reading assessments due to the frequent contacts with their mentors (Gordon et al., 2009; Biggs et al., 2014).

Despite the advantages of Black male mentoring programs, white, high socio-economic status privileged power groups within schools continue to disenfranchise low SES minority high school male students. Identified privileged groups design systems that maintain power (Johnson, 2001). Some White female pre-service teachers maintained their ideology that they belong to the privileged power group (Picower, 2005). Due to these teachers' previous hierarchical

relationships with people of color, they believed that people of color role is to serve and/or work for White people (Picower, 2005). Specifically, Gershenson, Holt, and Papgeorge (2015) discovered that non-black teachers have significantly lower academic expectations for Black students than Black teachers do. In a meta-analysis, Tenenbaum and Ruck (2007) found that teachers had higher expectations for European American students than ethnic minority students with respect to students' talent, performance, academic ability, and seriousness. Non-Black teachers are less likely to expect Black students to complete a four-year degree (Gershenson, Holt, & Papgeorge, 2015). Furthermore, teachers fear the admittance of Black male students into gifted programs means the watering down of such programs (Hargrove & Seay, 20110).

Due to the privileged power groups, some educators have low academic expectations for Black students. Historically, research found that teachers prefer Black female students to Black male students, which is reflected in these teachers' end of the year averages for Black female students to be higher than Black male students (Ross & Jackson, 1991).

Working class students do not comprehend social capital. Middle class students learn the importance of social capital (Stanton-Salazar, 1997). Middle class students learn how to decode the system by engaging, communicating, and interacting with powerful adults (Stanton-Salazar, 1997). Middle class students learn how to utilize the school system in order to solve problems and to become successful, whereas working class students did not learn how to decode the school system and thereby cannot benefit from the resources that may be available to them (Stanton-Salazar, 1997). The school system has created a lack of trust between the working class students and the school because bureaucratic processes supersede the needs of working class students (Stanton-Salazar, 1997). As a result, working class students do not know how to negotiate with various gatekeepers and agents within the school environment, to demand services within the

school and to overcome barriers (Stanton-Salazar, 1997). In conclusion, working class students who are unable to gain access to social capital are unable to gain access to institutional support from their schools and unable to reach future goals (Stanton-Salazar, 1997).

Need for the improvement of academic courses for Black students. Some literature outline the need to increase the amount of academic courses offered to Black students. Black students are less likely to have access to high-level mathematics courses in high school than White students (U.S. Department of Education Office for Civil Rights, 2016). Only 33% and 71% of high schools that have a high population of Black and Latino students offer calculus and Algebra II respectively, whereas 56% and 84% of high schools that have a high population of White students offer calculus and Algebra II (U.S. Department of Education Office for Civil Rights, 2016). Black and Latino students represent 28% of the students enrolled into gifted and talented education programs, where these students represent 42% of the school's student population (U.S. Department of Education Office for Civil Rights, 2016). Black and Latino students represent 29% of the students enrolled in at least one advanced placement course, where these students represent 29% of the school's student population (U.S. Department of Education Office for Civil Rights, 2016). With respect to the Scholastic Aptitude Test (SAT), African American male students have less academic accomplishments than White and Asian male students (Bridgeman & Wendler, 2004). White and Asian male students who took the SATs had demanding courses, good and/or high grades, demonstrated leadership skills, and took one or two advance placement courses (Bridgeman & Wendler, 2004).

The issue is beyond enrolling students into academic programs. Educators need to redefine how to prepare students for their future. Conley (2008) outlines that students and educators do not comprehend the true range of what students must do to be fully ready to

succeed academically. At the core, students must develop their cognitive and metacognitive capabilities (Conley, 2008). Students must be able to develop and apply multiple strategies to formulate and solve routine and non-routine problems (Conley, 2008). Students must be able to engage in active inquiry and dialogue about subject matter and research questions and search for evidence to defend arguments, explanations or lines of reasoning (Conley, 2008). Students need to construct well-reasoned arguments or proofs that explain phenomena or issues (Conley, 2008). Students must be able to construct competing and conflicting descriptions of an event or issue to determine the strengths and weaknesses in each description or strengths and weaknesses between various descriptions (Conley, 2008). Students must know the type of precision needed for the task and subject area, how to increase precision and accuracy through successive approximations when a task or process is repeated, and how to use precision appropriately to make correct conclusions in the context of the task or subject matter (Conley, 2008).

In conclusion, enrolling students in male mentorship or academic programs is not adequate to address the goal of decreasing in-school violent behavior. Another analytical approach to align and achieve goals is a gap analysis of the knowledge and skills, motivation, and organization.

Knowledge and Skills, Motivation, and Organizational Influences

Clark and Estes (2008) gap analysis demonstrates how an organization can analyze and close the gap between its current achievement and desired performance goals. This gap analysis begins with determining if the performance goals of the people within the organization align with the goals of the organization (Clark & Estes, 2008). The three critical factors cause the gap (Clark & Estes, 2008). One critical factor is the lack of knowledge and skills of the people within the organization (Clark & Estes, 2008). The second critical factor is the lack of motivation of the people within the organization (Clark & Estes, 2008). The third critical factor

is the organizational barriers such as lack of equipment, materials, and/or processes that prohibit the people within the organization to reach the stated goals (Clark & Estes, 2008). Once solutions are determined and implemented, the organization must evaluate the results and revise its goals (Clark & Estes, 2008).

Knowledge and Skills Influences

We have to analyze the knowledge and motivational influences that influence the possibilities of low SES Black males decreasing in-school violent behavior. We must ask what do low SES Black males need to know and what motivates low SES Black males in order for them to meet future goals.

Knowledge and Skills

Individuals develop performance goals, which are objectives that have a specific timeline and criteria (Clark & Estes, 2008). When there is an alignment between organizational goals and individual performance goals, the individual performance goals are effective (Clark & Estes, 2008). In a gap analysis, short-term and long-term individual and organizational goals are clarified, assessed and described as gaps between actual performance, achievement levels and desired levels (Rueda, 2011). Goals are organized in a hierarchically order from lower-order goals to higher-order goals (Ducksworth & Gross, 2014). Lower-order goals are short-term, day-to-day goals that are connected to performance goals (Ducksworth & Gross, 2014; Rueda, 2011). Whereas, higher-order, long-term goals are fewer in number, more abstract and more important to the individual and found within the organization mission statement (Ducksworth & Gross, 2014; Rueda, 2011).

People need knowledge and skills when they lack the ability to reach their performance goals and when they anticipate future challenges that require innovative problem solving (Clark

& Estes, 2008). The students need to know the best strategies and how to apply these strategies for self-control and to self-regulate their in-school violent behavior. Analyzed in this literature review are the various knowledge and skills influences and how these influences can affect the students' goal.

Knowledge influences. Various factors influence knowledge. Under Bloom's Taxonomy, a learner's knowledge can be structured into four main categories: factual, conceptual, procedural, and metacognitive (Krathwohl, 2002). Factual knowledge is the ability to be acquainted with a subject matter or solve problems in it (Krathwohl, 2002). Conceptual knowledge is the ability to build connections between basic elements within a bigger structure that will enable the structure to function collectively (Krathwohl, 2002). Procedural knowledge is the ability to know how to do something (Krathwohl, 2002). Metacognitive knowledge is knowing about one's own thought process or cognition (Krathwohl, 2002). Metacognitive is the understanding of oneself as a learner, aspects of the particular task and about strategies needed to carry out a task effectively (Baker, 2006).

Metacognition. Students need to develop their metacognition skills if the students have future goals. Metacognitive knowledge is one's understanding of thought and perceiving process (Rueda, 2011). Metacognition refers to the learners' awareness of how one learns and how to control the learning processing (Mayer, 2011). Learners who have metacognitive awareness know what learning strategies and know when it is appropriate to use these valuable learning strategies (Mayer, 2011). Learning is enhanced when learners have awareness and control of their own cognitive processes (Baker, 2006). This assertion is prevalent in various subject matters and/or activities that involves thinking (Baker, 2006). The learner also knows aspects of the task and strategies needed to carry out the task effectively (Baker, 2006). A student who

utilizes metacognitive skills in the face of cognitive and performance-based problems increases life satisfaction because the student was able to gain success due to the student's own efforts in the time of difficulties (Cikrikci & Odaci, 2016).

Gender may play a factor in the metacognitive abilities of adolescents. Dash (2011) conducted a study of 100 adolescent students: 50 males and 50 females. Questionnaires revealed that female students had better metacognitive abilities to deal with and adopt to ambiguous, new and complex individual struggles than male students (Dash, 2011). The study implied that female students develop cognitive awareness and strategic thinking to know their own cognition in order to navigate successfully complex environmental situation(s) (Dash, 2011). The female students also have the capabilities and skills to enhance their mental progress (Dash, 2011). Narang and Saini (2013) analyzed the metacognitive skills of 240 (120 male students and 120 female students) low-income, rural, middle school-aged adolescents with the Self-Structured Metacognitive Questionnaire. The results concluded that majority of the female students (46.67%) had high level of metacognition whereas majority of the male students (44.17%) had average level of metacognition (Narang & Saini, 2013). Female students (29.17%) were less likely to fall in the low metacognition level than male students (36.67%) (Narang & Saini, 2013).

Self-control and self-regulation. Students who do not understand their cognitive processes with regards to the application of self-control and self-regulation strategies will not be able to obtain their stated goal. Self-control relates to how to answer a conflict that has two action impulses (Ducksworth & Gross, 2014). One impulse corresponds to an objective that is more valued in the moment and the other impulse corresponds to another objective that is of a greater value (Ducksworth & Gross, 2014). Middle school students who experience negative life-events have low self-control (Davis, Grant & Lucas-Thompson, 2013). Middle school

students, who experienced negative life-events in the past, may experience stress and low self-control in the future (Davis et al, 2013).

Zalot, Jones, Forehand, and Brody (2007) examined the effects that a neighborhood context had as a moderator of the association between self-regulation and conduct-disordered behavior of African American youth. Conduct-disordered behavior is acting-out behaviors by youth, which includes oppositional, verbally and physically aggressive, and other delinquent behaviors that may potentially lead to an arrest (Zalot et al., 2007). Youths self-reported that due to living in neighborhoods that had relatively few resources and greater risks had low self-regulation (Zalot et al., 2007). As a result, these youths had high self-reported scores of aggressive and conduct-disordered behavior (Zalot et al., 2007).

Self-identity. When students have metacognitive awareness, students acquire knowledge of oneself and able to reach their goals. James (1890) provides a historical understanding of the social self. As humans, we are social beings and, the social self is the recognition that a person receives from others (James, 1890). According to James (1890), a person who is not recognized and/or verbally or physically ignored by his/her peers is “cut dead.” “Cut dead,” means to be nonexistent (James, 1890). A person who is “cut dead” may develop rage and a loss of hope (James, 1890). Ellison (2013) expanded James’ “cut dead” theory to include the muteness and invisibility of African American young males. Ellison (2013) defines muteness as to silence a person. The person internalizes the silence, where the person contains or represses his/her actions and/or emotions (Ellison, 2013). Ellison (2013) defines invisibility as more than not being visible to the naked eye. Invisibility is the person accepting a limited identity and the failure to risk the required self-awareness to know and learn one’s own humanity (Ellison, 2013).

Ellison (2013) compared the definition of invisibility to the description of the young

African American male who is the main character in Ralph Ellison's novel *Invisible Man*.

Ellison (1994) began the prologue of *Invisible Man* with the words "I am an invisible man...I am a man of substance, of flesh and bone, fiber and liquids- and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me" (p. 3).

Ellison (2013) stated that external and internal forces play a factor in muteness and invisibility. External forces such as media propaganda and historical prejudices can silence a person or make a person feel unworthy to be seen (Ellison, 2013). Internal forces can cause damage to a person's psyche and make a person feel worthless and meaningless (Ellison, 2013). A person who is muted and feels invisible will constantly question the vulnerability of his/her existence and wonder if his/her life has meaning or worth (Ellison, 2013).

Minority male students need and desire to be an identified group. Eckel and Grossman (2005) proclaimed that it is not enough for an individual to identify as a member of a group. Group identity materializes when the actions of the group are designed to enhance the group identification thus contributing to higher levels of teamwork (Eckel & Grossman, 2005). As a group, Black high school students self-reported that their racial-ethnic backgrounds are important aspects of their identity (Charmaraman & Grossman, 2010). Black students have internal pride, which is positive feelings or identification with one's race or culture; and, external pride, which is a positive representation of one's background to others or acknowledgement as affiliated with one's group (Charmaraman & Grossman, 2010). Students expressed that negative expectations and behaviors of teachers effect students of color academic perceptions of themselves specifically, Black male students within the kindergarten through twelfth grade educational system (Howard, 2003; Scott, Taylor & Palmer, 2013).

Table 4

Knowledge and Skills Influences

Knowledge Influence	Knowledge Type (i.e., declarative (factual or conceptual), procedural, or metacognitive)	Knowledge Influence Assessment
Students need to know that lack of self-identity can negatively influence in-school violent behavior.	Metacognitive	Interviews
Students need to know how their in-school violent behavior influences short-term and long-term goals.	Metacognitive	Interviews
Students need to learn self-control and self-regulation strategies.	Procedural	Interviews

Knowledge will affect the students’ goal. Table 4 outlines what knowledge and skills that students need to meet future goals.

Motivational Influences

Based on the current literature, students may not motivated to obtain future goals. Motivation gets people to move, keeps people moving, and tells people how much effort to spend on tasks (Clark & Estes, 2008). In this section, the research study will probe into how different motivational factors are impeded by negative emotions that influence students’ attainment of future goals.

Students must be motivated in order to learn and implement self-control and self-regulation strategies and develop and acquire self-identity attitudes that will decrease their in-school violent behavior. Motivation originated from the Latin word *movere* - to move (Pintrich, 2003). Students, who believe that they are capable, that they can do well and that they will do

well, are more likely to be motivated than those students who do not have the same ambitions (Pintrich, 2003). Cognitive internal and social external factors influence motivation (Rueda, 2011). Motivation can be divided into three processes: active choice, persistence, and mental effort (Clark & Estes, 2008). When a person decides to pursue a goal, it is active choice (Clark & Estes, 2008). When a person is not distracted by other less important goals and continues toward a specific goal, it is persistence (Clark & Estes, 2008). Mental effort is when a person invests mental energy towards completing a specific goal (Clark & Estes, 2008).

Self-Efficacy. Cognitive internal factors can affect students' motivation. Self-efficacy is at the core of social cognitive theory (Pajares, 2009). Self-efficacy is how students judge their potential to learn and/or to perform courses of action at specified levels (Pajares, 2009). Students form their self-efficacy beliefs by interpreting information through mastery experience, vicarious experience, social persuasions, and physiological reactions (Pajares, 2009). Students gauge the effects of their actions and the interpretation of these effects determines the students' self-efficacy beliefs (Pajares, 2009). Students' self-efficacy raises with success and lowers with failures (Pajares, 2009). Students develop their self-efficacy beliefs through a vicarious experience when the students observe other people's successes and failures (Pajares, 2009). Students' self-efficacy can be influenced by the social persuasions that the students receive from other people (Pajares, 2009). Positive social persuasions encourage students but negative persuasions dishearten students (Pajares, 2009). Physiological and emotional states such as anxiety and stress affect students' self-efficacy beliefs (Pajares, 2009).

Students. Students who have low self-efficacy lack the motivation to achieve their stated goal of decreasing violent behavior. Unless people believe that their actions can produce their desired outcomes, there is little incentive to act or to persevere in the face of difficulties (Pajares,

2009). Self-efficacy is an internal variable that affects motivation (Rueda, 2011). Students, who have self-efficacy work harder, persist longer, persevere in the face of adversity and have greater optimism (Pajares, 2009). Teachers can have a negative impact on students' motivation by reinforcing and rewarding inappropriate behavior, criticizing students more often for failure and giving only unsupportive feedback that focuses on students' areas of need, instead of providing feedback that leads to improvement and/or success (Rueda, 2011).

Students with high self-efficacy are less likely to participate in negative behaviors than students with low self-efficacy (Hiemstra, Otten, de Leeuw, van Schayck, & Engels, 2011). Students from a low SES background, internalize their marginal school performance to their low self-efficacy (Wiederkehr, Darnon, Chazal, Guimond & Martinot, 2015). Students from a high SES background attributed their exceptional school performance to their high self-efficacy (Wiederkehr et al., 2015). Therefore, there is an indirect correlation between the students' SES and the students' level of self-efficacy (Wiederkehr et al., 2015). Metacognitive awareness and perceived self-efficacy can estimate students' life satisfaction (Cikrikci & Odaci, 2016).

Emotions. Emotions can influence students' motivation. Students may experience emotions that influence the students' performance (Pekrun, 2011). The broaden-and-build theory implies that positive emotions broaden people's momentary thought-action repertoires (Fredrickson, 2001). Positive emotions produce patterns of thought that are more flexible and increased ability to integrate diverse material (Fredrickson, 2001). On the other hand, negative emotions narrow people's attention span and thought action repertoires (Fredrickson, 2001). Negative moods prohibit persistence and mental effort (Bower, 1995). Valence and activation play a role in defining emotions (Pekrun, 2011). Valence is the difference between positive states such as pleasure and happiness and negative states such as anger and nervousness (Pekrun,

2011). Activation is the physiologically activating states as opposed to physiologically deactivating states (Pekrun, 2011). Together, valence and activation can create negative deactivating emotions that uniformly weaken performance by reducing cognitive resources, deteriorating intrinsic and extrinsic motivation and stimulating superficial information processing (Pekrun, 2011).

Students. Students who lack hope are not motivated to negate in-school violent behavior. Hope is the desired belief that a person can find pathways and motivation to a desired goal (Lopez & Snyder, 2001). Students with high levels of hope reported substantially less school and psychological stress than students with low levels of hope (Gilman, Dooley & Florell, 2006). Hope can be a predictor of externalizing behavior such as aggression and internalizing behavior such as sadness (Hagan, Myers & Mackintosh, 2005). Thus, students who had hope were better able to adjust during stressful life events and experienced fewer externalizing and internalizing behaviors (Hagan et al., 2005). A person who has hope uses pathways and agency thinking (Lopez & Snyder, 2001). A person uses pathways thinking to find the pathways to a desired goal(s) and uses agency thinking to become motivated to use those pathways to reach the desired goal(s) (Lopez & Snyder, 2001). Students who have low hope may not possess the cognitive skills to successfully implement pathways or agency strategies (Gilman et al., 2006).

Students who do not feel respected will demonstrate violent behavior and fail to achieve the goal. African American adolescent males who feel like others do not respect them will display violent behaviors (Leary, Brennan & Briggs, 2005). African American adolescent males view respect as a form of integrity, power, rank, status, domination, value, and worth (Leary et al, 2005). Lack of respect from peers had the highest propensity of violent behavior followed by lack of respect from society and family respectively (Leary et al, 2005). As a result, African

American adolescent males recognized that the level of respect from others directly influence their emotions and their intensity to use violence (Leary et al, 2005).

Students who experience shame are violent towards others. Nathanson (1987) defined shame as feelings of inferiority and the need for a person to prove that he/she is a good person. Shame is activated when there is a reduction of interest or joy or maybe the consequence of discouragement after having tried and failed (Nathanson, 1987). When a person feels shamed, the person displays a set of learned strategies to cope with the shame such as: withdrawal, attack of self, avoidance and/or attack other (Nathanson, 1994). When a person is shamed and attacks other, the person wants to demoralize another person through fighting, insulting or publicly humiliating the other person, and inducing others with the effects of shame (Nathanson, 1994). Nathanson (1994) stated that there are four components of the attack other strategy. One, the shamed person must feel endangered that his/her self-esteem was reduced (Nathanson, 1994). Two, the shame was derived from hurt regarding the body ego, which includes matters of personal size, strength, ability, and skill (Nathanson, 1994). Three, the shamed person learned the attack other mode as a means to deal with shame (Nathanson, 1994). Four, the actions of the other person significantly reduced the value and importance of the interpersonal relationship that previously existed (Nathanson, 1994).

Low socioeconomic status minority students who suffer from mental disabilities are less likely to receive mental health services and less capable to reach their goals. Minority adolescents with self-reported emotional and/or behavioral problems were less likely to seek formal mental health support services than white adolescents (Guo, Nguyen, Weiss, Ngo & Lau, 2015). Alegria et al. (2002) found that the poverty status and geographical location of minorities affect the usage of specialty mental health care services. In a study comprised of high-risk

adolescents, there was a notable difference between adolescents receiving mental health services based on their racial and/or ethnic backgrounds (Garland et al., 2005). Seventy-nine percent of non-Hispanic white adolescents received mental health services, whereas 64% of African Americans received mental health services (Garland et al., 2005). Non-Hispanic white adolescents were one-half more likely to receive mental health services than African American adolescents (Garland et al., 2005).

Table 5

Motivation Influences

Assumed Motivation Influence	Motivation Influence Assessment
<p>Self- Efficacy- The students need to believe that they have the capabilities to regulate their negative emotions.</p>	<p>Interview Item: “Describe how you react if you receive a low grade on an assignment and/or homework.” “Describe how you react if a teacher and/or administrator punish you.”</p>
<p>Emotions- The students should understand that their positive emotions contribute to their positive behavior.</p>	<p>Interview Item: “How do your teachers/administrators react to your violent behavior or the violent behavior of other Black male students?” “How do you feel if other students called or labeled you a violent student or called or labeled other Black males violent students?” “How does violent behavior give a Black male student power?” “When another student embarrasses me I...”</p>

Organizational Influences

Organization

Organizations can be a factor and influence students’ behavior. Organizations that serve low SES Black male students have to create an environment that addresses the needs and wants

of these students in order for the students to become successful in the future. Organizations must be able to recognize and tackle the obstacles that prohibit goal attainment.

An organization can develop different cultures over the course of its tenure (Clark & Estes, 2008). Culture is described as the core values, goals, beliefs, emotions and processes learned as the people develop over time within the work environment (Clark & Estes, 2008). When the work environment grows and ages, the culture within the organization changes (Clark & Estes, 2008; Schien, 2010). According to Schien (2010), an organization experiences stages and each stage is identified with particular change mechanisms that are most relevant at that stage. Under the founding and early growth stage, an organization will encounter incremental change through general evolution (Schien, 2010). General evolution is the adaption to changes in its external environment and internal structure due to the organization developing growth complexity, higher levels of differentiation and/or the retirement of the founding group, which require the need for new structures, new systems of governance and new cultural alignments (Schien, 2010).

Culture. Organizations experience change, which results in a change in its culture. Nevertheless, an organization will experience performance problems when its goals, policies, or procedures conflict with organizational culture (Clark & Estes, 2008).

A sustained climate allows an organization to change its culture. Schien (2010) explained that culture is the shared assumptions learned by a group on how to solve problems of external adaption and internal integration. The leader has the ability to teach his/her organization culture (Schien, 2010). The leader can teach the stakeholders of the organization how to perceive, think, feel and behave based on the leader's conscious and unconscious beliefs (Schien, 2010). Kafele (2009) summarized that a successful educator should believe that his/her students

can and will achieve excellence. The educator should have high expectations and standards for his/her Black male students (Kafele, 2009). The educator should never treat Black male students as less than or less capable (Kafele, 2009). Educators are role models and must always conduct themselves as a professional on a daily basis (Kafele, 2009). Kafele (2009) urges that educators act as the number-one determinant in the success or failure of their students' future based on the educators' vision of achievement. As an educator, you will develop and monitor incremental and long-term goals for your Black male students (Kafele, 2009). Subsequently, the students will be receptive, engaged and achieve academic success (Kafele, 2009).

Climate. Organizations that are experiencing culture change need to create and implement policies, practices and procedures that support students. Schneider, Brief, and Guzzo (1996) suggest that the climate is the key factor in creating sustainable culture change within an organization. Climate is an organization's policies, practices, and procedures (Schneider, Brief, & Guzzo 1996). When an organization's everyday policies, practices, procedures and routines are changed, the organization's workers beliefs and values can change and sustain this culture change over time (Schneider et al., 1996). The organization needs to use the tangible items that define its climate and daily life of the organization in order to communicate its new values and beliefs (Schneider et al., 1996).

Students will feel safe within an environment that has a high quality of standard procedures. Bolman and Deal (2013) stated that organizations should have a standard as a benchmark to ensure that services will be provided and at a specified level of quality. The standard operating procedures will reduce the discrepancy in routine tasks that have little margin of error (Bolman & Deal, 2013). Noguera (2003) conducted a study in two separate middle schools and asked the students what are the procedures that students follow if another student

brought a weapon to school. In one school, the students reported that they have a higher degree of personal safety because school authorities had procedures that protected them (Noguera, 2003). These students reported the threat of violence to adults within a school site because the students perceived the adults as capable of following and adhering to the procedures that protected and supervised the student who was threatened and the student who made the threat of violence (Noguera, 2003). However, the students in the other school did not believe that the school administration had procedures that provided adequate protection and/or supervision (Noguera, 2003). Subsequently, these students adhered to the school and community norms related to “snitching,” where the students remained silent about violent threats and/or acts (Noguera, 2003).

Students need organizations that have rules and policies. Rules and policies stop workers within the organization from making individual decisions that are not consistent and predictable (Bolman & Deal, 2013). Rules and policies govern work conditions and outline a standard means on how to interact with key stakeholders in the environment (Bolman & Deal, 2013). Ginsburg (2015) discussed the importance of developing resilient children who understand that things do not just happen to them. Resilient children are decision-makers and problem-solvers who can control outcomes (Ginsburg, 2015). Adults can assist children to become resilient by being authoritative, such as set reasonable limits, expect good behavior, offer a great deal of love and encourage children to make choices and be independent (Ginsburg, 2015). Children need and desire boundaries because they are eager to please the adults who interact with them and prove that they are able to behave (Ginsburg, 2015). Boundaries allow children to test their limits while deep down the children know that they have protection (Ginsburg, 2015). Although Ginsburg (2015) makes it clear that when it comes to big issues children must comply with the

rules of the adults. Authoritative adults find a balance between love and support with control when needed (Ginsburg, 2015).

The organization should create a nonthreatening environment. Cleveland (2011) outlined guidelines for organizations on how to build a nonthreatening environment for boys who are struggling. The guidelines involve the boys in developing the policies that govern them, have five or fewer policies, and state the positive behavior that you want to see from the boys (Cleveland, 2011). It ensures that the boys understand the policies before enforcing the policies (Cleveland, 2011). The adults must be consistent when enforcing the policies, remind the boys of the policies when the boys engage in unacceptable behavior forgive and forget the boys' infractions, and provide affirmative feedback and acknowledgement when the boys try (Cleveland, 2011).

In order to implement its rules and policies, the organization must develop a trusting relationship with its students. The trustworthy behavior of the organizational leader is positively correlated with having trust in the organizational leader (Korsgaard, Brodt & Whitener, 2002). In addition, the fairness of an organization's policies affects the perceived trustworthiness of the organizational leader (Korsgaard et al., 2002). Cleveland (2011) stated that building trusting relationship help struggling boys. The quality of the relationship between the teacher and struggling boy is an instrument to have the struggling boy re-engage into the class setting if the struggling boy trusts that the teacher believes he can succeed and the teacher will provide the needed support while he is trying (Cleveland, 2011). Trust is gained by the struggling boy through the teacher's general reactions to the boy's misbehavior, the teacher's support offered while learning, and the ways that the teacher understands the boy's fear of failure and how to assist the boy deal with his failure (Cleveland, 2011).

Organizations should have policies that address racial inequalities that manipulate student achievement. Monzo and Rueda (2009) defined benevolent racism as racism that is hidden within the informal and/or formal policies and/or practices of an organization. Villenas (2001) further explained that benevolent racism is used to assimilate and culturally and/or racially contain a targeted minority group. Benevolent racism is racial prejudice or discrimination that is publically portrayed and disguised as a “helping” response to a genuine concern regarding how to improve the minority group’s social situation (Monzo & Rueda, 2009; Villenas, 2001). Contrary to benevolent racism, equity scorecards are tools and established process used by educational organizations to create an evidence-based awareness of racial disparities (Harris & Bensimon, 2007). The scorecard provides outcomes for educators to address the equity gaps as an institutional responsibility instead of blaming the marginalized group for the racial disparities (Harris & Bensimon, 2007). The organization forms teams that work collaboratively to examine the disaggregated data by race and ethnicity in order to raise and answer questions about the data and challenge assumptions and interpretations about the data (Harris & Bensimon, 2007).

Conceptual Framework: The Interaction of Stakeholders’ Knowledge and Skills and Motivation and the Organizational Context

Maxwell (2013) states that there are four main sources that a researcher can use to construct a conceptual framework for study: the researcher’s experiential knowledge, existing theory and research, the researcher’s pilot and exploratory research, and thought experiments. Experiential knowledge is the researcher’s identity and experience that are incorporated into the research (Maxwell, 2013). Merriam and Tisdell (2016) expanded experimental knowledge to include disciplinary orientation, which is how the researcher views the world. The researcher begins the research with personal questions that form the investigation (Merriam & Tisdell,

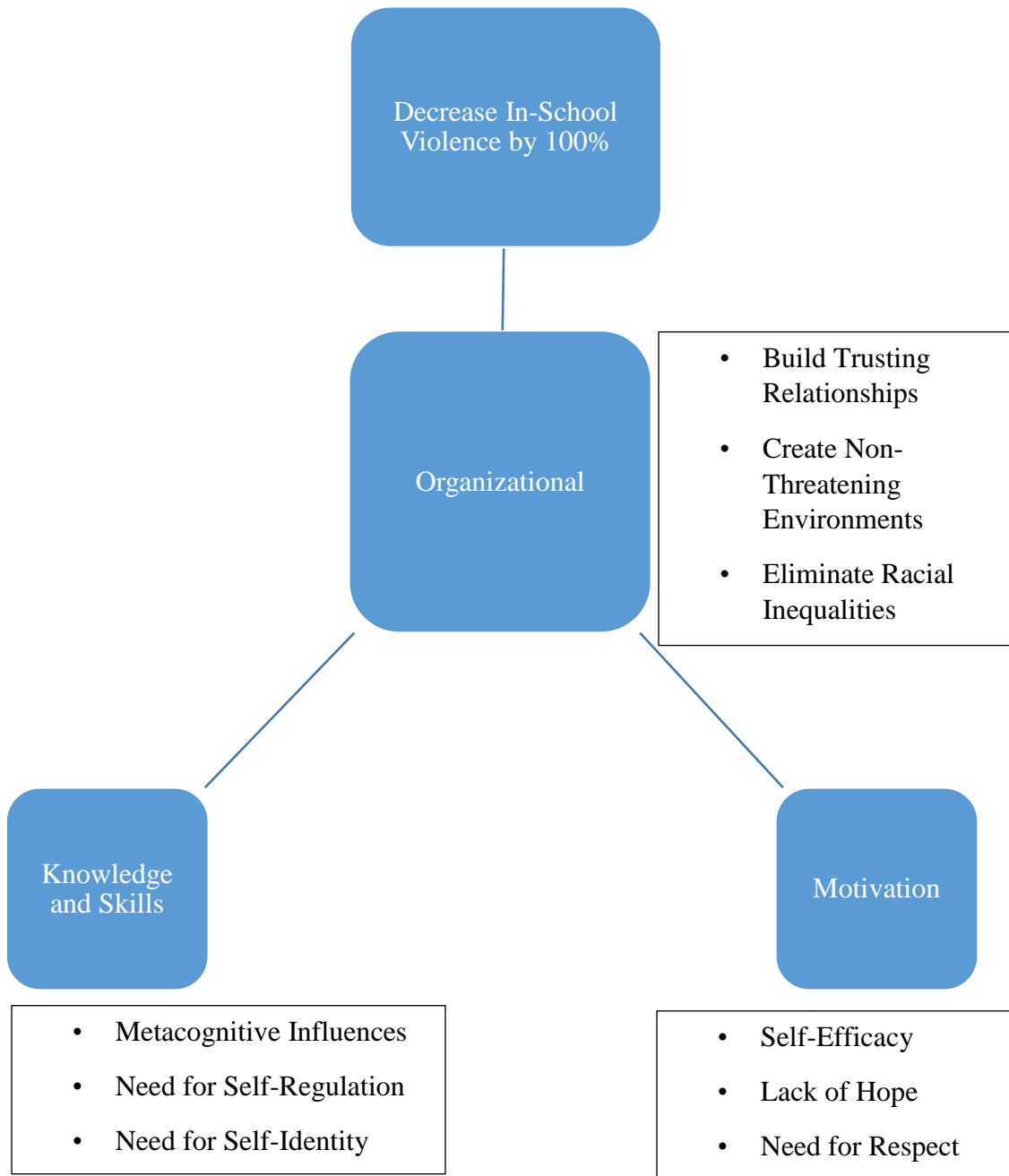
2016). The existing theory and research are the abstract categories and concrete and specific concepts that create relationships among these categories (Maxwell, 2013). Existing theory and research are the concepts, terms, definitions, models, and theories found in the literature that are related to the researcher's topic (Merriam & Tisdell, 2016). The researcher can design a pilot study that specifically tests his/her ideas or methods and explore his/her implications (Maxwell, 2013). Finally, thought experiments challenge the researcher's and others' observations (Maxwell, 2013). It allows the researcher to develop implications for his/her models, assumptions, and expectations of what will be studied (Maxwell, 2013).

The goal of this project is to examine ways to decrease in-school violence of the program participants by 100%. The stakeholders are the low SES Black middle school-aged male students who partake in the Our Kids program. These stakeholders reside in neighborhoods that are saturated with high violence. First, the organization Our Kids plays the vital impact on decreasing in-school violence by 100%. Unless, Our Kids faces the organizational climate challenges of building trusting relationships, establishing a non-threatening environment, and not creating racial inequalities, the low SES Black middle school-aged male students will have minimal chances of meeting the aforementioned goal. Second, the organization influences manipulate the knowledge and skills and motivation of the students. It must be determined if Our Kids created an organization that supports students in developing the knowledge and skills needed to decrease their in-school violent behavior. These students are challenged with the need for self-regulation and self-control. They also need to learn self-identity. As a result, research should be conducted on the metacognitive influences of the middle school-aged male students. Also, Our Kids need to create an organization that supports students in becoming motivated. The middle school-aged male students are challenged with the lack of hope, need for respect, and

subjected to shame due to exposure to high levels of violence. The study will focus on the effects of cognitive internal factors on the male students' motivation to decrease their violent behavior.

Figure 1

Conceptual Framework



Summary

Based on the literature, Black male students have high physiological needs and require an organizational change in climate in order for the organization's culture to change. Chapter 2 detailed the specific influences that affect these students' abilities to develop individual goals that match the organization's long-term goals. The Black male students need to increase their knowledge and skills by strengthening their metacognitive, self-control and self-regulation, and self-identity competences. The Black male students must also increase their motivation by fostering self-efficacy, acquiring hope, feeling respected, refuting shame, and addressing mental disabilities. Within the organization, there has to be a change in climate, where the organization enforces standards of procedures, rules and policies, builds trusting relationships, creates non-threatening environment, and eliminates racial inequalities.

Chapter Three: Methodology

The purpose of this study was to determine how the middle school-aged low SES Black male students who participated in Our Kids and exposed to community violence could decrease their in-school violent behavior by 100%. This study analyzed the knowledge and skills, motivation, and organizational gaps that influence the in-school violent behavior of low SES Black male students.

This chapter was divided into the following sub-sections: (a) Introduction, (b) Participating Stakeholders, (c) Data Collection and Instrumentation, (d) Data Analysis, (e) Credibility and Trustworthiness, (f) Validity and Reliability, (g) Ethics, and (h) Limitations and Delimitations. The conceptual framework of Clark and Estes's (2008) gap analysis studied the following questions:

3. What are the knowledge and skills, motivation and organizational influences that will assist the organization to meet its goal of decreasing in-school violent behavior of low SES Black male students who were exposed to community violence?
4. What are the recommendations for organizational practice in the areas of knowledge and skills, motivation, and organizational resources that will assist in increasing the achievement of future goals of low SES Black male students who display in-school violent behavior due to community violence exposure?

Participating Stakeholders

During the 2016-2017 school year, Our Kids enrolled 52 students in its afterschool and/or summer enrichment program. These students were first through eighth grade students. The ages range from six to fourteen years old. Out of these students, 46% were middle school aged Black

male students. The program consisted of ELA and Mathematics enrichment classes, homework assistance, interactive Science, Technology, Engineering, Mathematics (STEM) lessons in robotics and coding, and recreation activities such as arts and crafts, board games, and fencing. Our Kids employed 4 part-time workers: 3 teachers and 1 mentor/tutor.

The Black male students were in 5th through 8th grades and, their ages ranged from 10 to 14 years old. All of the Black male students received free lunch and resided in high crime and high poverty neighborhoods. Eighty-nine percent of the participants resided in single-parent female led households.

Purposeful sampling was used to select the participating stakeholders. The characteristics of the participating stakeholders were selected based on a specified characteristic or criteria based on interest from the general population (Johnson & Christensen, 2015). In purposeful sampling, particular persons are selected deliberately to provide information that is particularly relevant to the research questions and cannot be retrieved from anywhere else (Maxwell, 2013). Purposeful sampling is based on the assumption that the researcher wants to discover, understand, and gain insight (Merriam & Tisdell, 2016). Thus, the researcher must select a sample from which the most can be learned (Merriam & Tisdell, 2016). The participating stakeholders' selection criteria consisted of:

- participant in Our Kids summer enrichment and mentoring programs
- low SES black male student
- middle school grades 5 – 8
- resided within the City of Newark
- exposed to community violence

- self-reported engage in and/or witnessed in-school violent behavior, which includes physical fights, verbal fights and/or property destruction

The Black male students attended three different schools: Carter, Ford, and Hoover Elementary Schools (pseudonyms). All of these schools are elementary schools within the same urban public school district and have open enrollment to all students who reside within Newark. These schools were deemed chronically low performing schools based on its annual state assessment PARCC scores. In addition, all of the schools were located in neighborhoods that had high violent crime rates within the city.

Carrying out its mission, Our Kids provided services to the middle school-aged male students who attended Carter, Ford, and Hoover for 2 school years. Specifically, Our Kids mentored the male students, which comprised of structured group and one-on-one discussions, guest speakers, field trips, and advocacy for male students in a female dominated school environment. Our Kids offered enrichment classes in ELA and Mathematics at its location for the same students.

Two students were enrolled at Ford, 1 student enrolled at Hoover, and 1 student who was enrolled at Carter and transferred to Ford. The parents and/or school based administrators recommended students to Our Kids. The students visited the physical location of Our Kids five days (Monday through Friday) per week during the summer months for six weeks.

Data Collection and Instrumentation

The researcher recruited the middle school-aged participants who attend the Our Kids' summer program. The researcher worked as a volunteer at Our Kids. Thus, the researcher asked verbally the male students and parents/guardians if willing to participate in the study. The

researcher had access to the students, parents/guardians contact information only after the students, and parents/guardians consented to participating in the study. The consent process was at the Our Kids' physical location. The male students and parents/guardians provided their consent and signatures during the pick-up and/or drop-off times.

Collected data included documents and interviews. The researcher collected documents that outline how the urban school district addresses students' violent behavior. These documents include the urban school district's Disciplinary Policy and disaggregated suspension rates for students who attended the urban schools during the 2015-2016 school year. The Disciplinary Policy was obtained from the urban school district's public website. The disaggregated suspension rates for students were obtained from the urban school district's data, which was public information. This data was separated by sex, race and amount of times, and cumulative days students were suspended. This data did not include any specific names of students. However, this data provided information broken down by individual schools within the district. The researcher collected documents that outlined how the urban school district addressed students' violent behavior. There was a comparison between the participants' responses and the participants' school's suspension data. The interviews allowed the researcher to focus the conversation on Black male students and in-school violence. The conversation will address the Black male students' knowledge and motivation of how in-school violent behavior can deter them from obtaining a future goal. The conversation also addressed how an organization influences the behavior and obtainment of goals of Black male students. Our Kids' was physical location for the interviews. The interviews were one-on-one and in-person. The total time for each interview was 120 minutes, where each participant had two separate interview sessions. Each participant had the opportunity to answer all interview questions. The interviews allowed

the researcher to focus the conversation on Black male students and in-school violence. The conversation addressed the Black male students' knowledge of self-identity, self-regulation, and/or self-control. The participants answered questions about their possible emotions during hypothetical scenarios. The conversation also addressed how the school's climate influences the obtainment of goals of Black male students.

Data Analysis

The researcher analyzed the data by utilizing the collected data during the interviews with the Black male students. The basis of the collected data was the conversational, open-ended questions presented during the interviews. All unanswered questions were discarded from the analysis. The analysis continued after researching the documents from the urban school district. These documents outlined the standards of procedures, rules, and policies for the urban school district. There was an analysis of the district's disciplinary policy with the actual implementation of the disciplinary policy through its suspension rates for Black male students during 2015-2016 school year. This analysis included the suspension rates of Black male students and their student counterparts. The researcher collected all of these documents.

Credibility and Trustworthiness

Inquiry projects must be credible and trustworthy. Qualitative inquiry projects should be transparent and rigorous (Lincoln & Guba, 1985). Qualitative inquiry projects should be accurate, where the researcher must be able to describe the steps taken to verify findings and interpretations (Lincoln & Guba, 1985). Verification includes triangulation, where various sources of information confirmed congruence (Lincoln & Guba, 1985).

The goal of this inquiry project is to have transparency and rigor. The researcher began by collecting documents from the urban school district. These documents explained how the urban school district defined and addressed students' violent behavior. Second, the inquiry project included interviewing the Black male students. The questions asked during the focus groups will concentrate on how the students conceptualize violent behavior in school and how violent behavior effect future goals. The researcher facilitated each one-on-one, in-person interview. The researcher was in direct interaction with the Black male students. Even though the researcher works as an Elementary School Principal within the urban school district where the participants attend school, the researcher was not the principal of any of the schools that the participants attended. The researcher also works as a volunteer at Our Kids. Nevertheless, the researcher did not work with the participants. The researcher worked directly with the Executive Director and/or Founder. In both instances, the participants were not familiar with the researcher and introduced to the researcher as a graduate student who was conducting a study. As a result, the researcher built a relationship the Black male students. The inquiry project was accurate. Triangulation verified the data. The researcher used interviews and documents to confirm similarity amongst the collected data. Triangulation of the collected data will also be achieved through member checking. The researcher will analyze the answers from the different participants.

Ethics

As the qualitative researcher, I dealt with ethical dilemmas while conducting research study. Ethical dilemmas emerged while collecting data, disseminating of findings, and determining the relationship between the researcher and the participant (Merriam & Tisdell, 2016). Glesne (2011) adds that the qualitative researcher needs to be aware of areas of

consideration and forethought, so he or she can avoid learning ethical lessons through trial and error. I currently work as an Elementary School Principal within the same urban school district where the students attend school. However, I did not act in an administrative and/or disciplinary role while conducting this research study.

As a qualitative researcher, I considered and gave forethought to the following areas. First, I requested the participants' parent/guardian to complete an informed consent because the participants are minors. The informed consent is a written consent form that empowers the participants (Glesne, 2011). The participants were aware that participation is voluntary, of any aspects of the research that might affect their well-being, and were free to stop participation in the research study (Glesne, 2011). Second, I submitted my research study to the Institutional Research Board (IRB) at the University of Southern California in order to ensure the ethical behavior of research involving human subjects (Glesne, 2011). Third, I was not deceptive. Under the utilitarian position, it is unethical for the qualitative researcher to misrepresent his/her identity in order to gain entry into settings otherwise denied to him/her and/or deliberately misrepresents the purpose of his/her research (Glesne, 2011). Thus, the questions posed during the interviews and focused on how to improve the conditions of the participants (Merriam & Tisdell, 2016). It is not the responsibility of the qualitative researcher to be a judge or therapist (Merriam & Tisdell, 2016). Fourth, at the conclusion of the study, I sent a thank you card as a token of my appreciation. Thus, the participants did not receive any incentives for participating in the study.

Chapter Four: Results and Findings

This research evaluated the program that the urban school district has implemented in order to address in-school violent behavior by examining the knowledge and skills, motivation, and organizational influences. Chapter 4 exhibited data collected that assessed the assumed causes identified in Chapter 3 that explained the influences on Black male students. Interviews and documents substantiated the qualitative research (Maxwell, 2013).

Site and Participants

Our Kids provided an all-day six-week, summer mentoring and enrichment programs to students at its physical location. Parents enrolled students into the summer program. All of the students resided within Newark and exposed to community violence. Only four of the summer program participants met the selection criteria for participants.

The four participants attended Ford, Hoover, and Nixon Elementary Schools. These elementary schools were chronically low performing based on the Partnership for Assessment of Readiness for College and Careers (PARCC), which is a state assessment and had chronically high-rates of students' suspensions. Carter and Ford Elementary Schools ranked in the top five schools with respect to student suspension rates. Amongst all of the schools in the urban school district, Carter ranked first and Ford ranked fourth in the highest student suspension rates. As a result, Carter outranked all of the comprehensive neighborhood high schools. In comparison to the elementary schools, Carter again ranked first and Ford ranked second in the highest student suspension rates.

Adam participated in Our Kids for one year. He attended Carter Elementary School during the 2015-2016 school year but transferred to Hoover Elementary School during the 2016-

2017 school year. Adam is 13 years old and entered the eighth grade. Adam stated that he was an “introvert who likes computers.” Adam explained, “I spend a lot of time alone. I am okay being by myself.” Nevertheless, Adam explained that he attended schools where physical fights where boys fought boys, girls fought girls, and/or boys were part of the school’s environment.

Benjamin always attended Ford Elementary School. He is 11 years old and entered the sixth grade. Benjamin admitted to having anger issues that lead to violent behavior in previous school years. He was directly involved in verbal and sometimes physical altercations at school on a regular basis. Benjamin’s parents enrolled him into Our Kids two years ago as a means to address his inappropriate behavior.

Carter attended Ford Elementary School. He is 11 years old and entered the sixth grade. Carter observed other students physically fighting while in school, which occurs “every day.” He communicated, “I want to be a good student. I try to pay attention despite a lot of noise.” Carter participated in Our Kids for two years. He attended the afterschool enrichment program and the summer program.

Daniel is a 10 year old who entered the fifth grade. Daniel always attended Nixon Elementary School. He participated in Our Kids for two years. According to Daniel, he engaged in violent behavior. He engaged in physical and verbal confrontations during the school day. Daniel believes that he was one of many students at his school that had behavior problems. “Students are bad because there is no trust or appreciation.”

Overview of the Findings

In dissecting, the urban school district current program, the urban school district did not consistently address in-school violent behavior. Knowledge and skills, motivation, and

organizational influences presented the findings from the data. Both confirming and disconfirming examples of data within each of these influences were presented. Students in the study have procedural knowledge, knowledge of self-regulation, and knowledge of self-identity. However, the suspension data demonstrated that students do not have knowledge or self-regulation. The students in the study have self-efficacy. Positive and negative emotions affect students' in the study motivation. The students within the study did not experience racial inequities and believe that they can build relationships with teachers in the school. However, the same students did not believe that their schools provided a nonthreatening environment. The suspension data displayed racial inequalities between Black male students and other students from other races. The modified validated gaps within the knowledge and skills, motivation, and organization influences demonstrated that these influences needed to be addressed in order to decrease the in-school violent behavior of Black male students who were exposed to community violence.

Knowledge and Skills Influences

In analyzing the data from the interviews and documents, the urban school district educated the students in the study on procedural knowledge. The students in the study have knowledge of self-regulation and knowledge of self-identity.

The students within the study have the procedural knowledge that violent behavior is inappropriate in school. This finding was inconsistent with Krathwohl's (2002) findings that one's ability to know how to do something can influence his/her knowledge. During the interviews, the researcher asked the students if their schools had clear rules and consequences for misbehavior. All of the students stated that they were fully aware of what was acceptable and unacceptable behavior in school. Adam said, "Yes, I know the rules. The teachers and

administrators tell us what to do every day.” All of the students provided actual examples of unacceptable violent behavior that occurred within their schools. Benjamin stated, “There are bullies who threaten other students at my school.” Daniel explained how, “kids run the hallways and cursed out teachers.” Each student knew that violent behavior would result in disciplinary actions by his principal because the students who participated in violent behavior received a parent conference and/or an out-of-school suspension. Benjamin explained, “The administrators and teachers give warnings to go to the office.” Carter concluded, “Students are sent to the principal if (they) don’t do (their) work. Kids get suspended.”

To reiterate what the students specified, the urban school district trained its school-based administrators to follow the National School Climate Standards, which is a document used by the urban school district to support school-based rules and/or policies. Each school community should “set policies that specifically promote a comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged” (National School Climate Council, 2010). Even though the students were aware of the rules and policies of acceptable behavior, it is unclear why the students continue to indulge in violent behavior while in school.

Self-regulation. The students in the study acquired and utilized self-regulation skills within the school. This finding aligned with Mayer’s (2011) findings that learners must be aware of how they learn and how to control the learning process. All of the students admitted that they had to learn how to control themselves because self-control did not happen naturally. Adam answered in the affirmative when asked if he had to learn how to think through alternatives before acting. Adam stated, “I don’t hang out with boys who get into trouble. I have self-discipline because I know how to control myself and not become involved in violent behavior.

You really shouldn't get rewards to do what you supposed to do." Adam admitted that he learned self-discipline through conversations with others. He learned self-control by speaking with adults of authority such as parents, teachers, and/or administrators on how to deal with situations. Benjamin learned by talking to himself. Benjamin reminds himself to "keep his hands and feet to himself" in order to avoid violent behavior. Carter admitted to "sometimes" acting without thinking through possible alternatives. Carter learned by "thinking happy thoughts." He continued, "When you think happy thoughts, you do not get into trouble." Daniel also learned self-discipline through incentives. "I like to get rewards like going on class trips," replied Daniel as means to prevent involvement in violent behavior.

Yet, the urban school district's out-of-school suspension rates were inconsistent with the aforementioned students' metacognitive abilities but consistent with the findings that youth who self-reported to reside in neighborhoods that had relatively few resources and greater risks had low self-regulation (Zalot, Jones, Forehand and Brody, 2007). During the 2015-2016 school year, students missed 6,207 instructional days due to out-of-school suspensions. The urban school district reported 2,604 instances related to out-of-school suspensions, which resulted in 2,148 students receiving suspensions. Black male students had the highest suspension rate of 51.35% in comparison to Black female students at 22.53%, Hispanic male students at 17.59%, Hispanic female students at 7.02%, and white male students at 0.69%.

The data from the out-of-school suspension rates for the students' schools confirmed Ducksworth & Gross (2014), where self-control relates to how to answer a conflict that has two action impulses. One impulse is more valued in the moment and the other impulse relates to another objective that is of greater value (Ducksworth & Gross, 2014). One hundred sixty-six students received multiple suspensions from the students' schools. Two out of the three schools

had suspension data for the 2015-2016 school year. Black male students had the highest suspension rate of 67.46% in comparison to Black female students at 21.68%, Hispanic male students at 9.63%, and Hispanic female students at 1.20%. The total amount of suspensions that includes general education and special education students, students with accommodations, and students who received single and multiple suspensions was 387. Black male students earned 68.47% of the suspensions. Black females were 18.08%. Hispanic males and Hispanic females were 11.08% and 1.03% respectively.

Self-identity. As a positive, the students in this study expressed how learning from Black male educators could influence their learning process. The researcher asked the students to complete the sentence, “If we had more Black male teachers at my school, my school would be?” Adam believed, “They could relate to Black male teachers because they are Black males. The Black male teachers would teach them how to “get more work done.” The Black male teachers would treat the students harder and “push the students to their limits.” Daniel described female teachers as “nags who cannot solve boys’ problems because female teachers are not boys.” Daniel believed that female teachers provided temporary solutions to problems. Female teachers did not address the core issues. He furthered stated, “Black male teachers would help the students solve problems and give more respect.” Specifically, Adam explained the impact of the all-male group at his school. During the school day, all of the middle school sixth, seventh, and eighth grade males participate in mentoring sessions. The male students learn about prominent Black males such as Dr. Martin Luther King, Jr. and Malcolm X. Shabazz, who affected history to Black males who work within their immediate community. The male students spend quality time in assemblies and programs geared towards a male audience. Adam concluded, “I enjoyed going to the male group because we were able to spend time with men.

We learned about famous men.” Unfortunately, Adam’s school (Hoover Elementary School) was the only school within the study that had an all-male group for middle school-aged male.

Black male students identify with Black male teachers as positive role models if provided the opportunity. Nonetheless, in analyzing the aforementioned students’ suspension data, Black male students recognized the ongoing misbehavior of their peers who were suspended throughout the school year, which sustained the findings from Ellison (2013) that external and internal forces play a factor in one’s muteness and belief that one is invisible to others. Ellison (2013) stated that external forces could silence a person or make a person feel unworthy to be seen and internal forces can cause damage to one’s psyche and make one feel worthless and meaningfulness. Overall, the students in the study consistently gave examples of the negative behavior exhibited by their Black male peers. The students try not to imitate the other male students who are violent but admit that the negative behavior is highly noticeable and tempting. “They run around.” “They don’t listen to the teachers and fight all of the time.” “They don’t do their work or come to school.” Benjamin quietly confessed that “sometimes” he joins the “fun” instead of completing his schoolwork.

Motivation Influences

The interviews provided data that the students have self-efficacy. In addition, the interviews and documents validated how emotions affected the students’ motivation.

Self-efficacy. The students in the study have self-efficacy. The findings conflicted with the findings of Hiemstra, Otten, de Leeuw, van Schayck & Engels (2011) that students with high self-efficacy were less likely to participate in negative behaviors than students with low self-efficacy did. Using the National School Climate Standards, the urban school district directed the

school to “create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally, intellectually and physically.” All of the students stated that receiving low grades on an assignment and/or homework did not diminish their beliefs that they can improve their performance. All students stated that earning low grades was not a reflection on their self-efficacy. Adam replied, “I get mad but I can get my grades up if I do my work. My favorite subjects are Science, Technology, and English Language Arts.” Benjamin disclosed, “I don’t get mad because it’s just a test. There are more to come.” Carter admitted that he gets “sad” but he would “try to get a good grade next time.” Daniel explained in details that he earned honor roll in a previous school year however, he earned “C” and “D” this past school year. “I wasn’t paying attention. I was talking. This year, I’m going to pay attention.”

The students had the same ideology with respect to a teacher and/or administrator reprimanding the students for misbehavior. However, the students believe that self-efficacy diminishes for those Black male students who are receive unfair treatment during a reprimand. These students also believe that self-efficacy diminishes whenever they are either falsely accused of misbehavior. Adam stated that he becomes upset whenever he witnessed a teacher and/or administrator unfairly reprimanding other Black male students. Adam provided an example of a white female teacher who prohibited Black male students from participating in an all-male support group at school. Adam stated, “The group was for all of the middle school boys, especially the boys who act up in class. She would tell the boys that they can’t go to the group because they didn’t do their work, didn’t pay attention, and caused problems in class. Even though I was always allowed to go, I didn’t like to see my classmates get treated like that. How can she complain about the boys if she’s stopping them from getting help? And, she wonders why they act up in class.” Thus, Adam believes that his Black male peers are warranted in

demonstrating their violent behavior. Two of the students also expressed that they did not appreciate being punished when the students believed that they were innocent. Adam answered, “I get mad for 5-10 minutes but calm down if I did not do something wrong. I get mad if I’m not the one acting up.” Daniel gave a scenario of being punished when he believed that was innocent. “I didn’t do nothing. Bad teachers don’t listen. I tried to explain what happened. No one listened to me. We both got into the fight. The teachers only listened to the other boy. I was suspended anyway and, he wasn’t.” Consequently, the Black male students become discouraged or believe that they lack potential.

Emotions. Emotions influence students’ motivation. The findings confirmed Bower’s (1995) similar findings that negative moods prohibit persistence and mental effort. The urban school district directed the school-based administrators to create a school community where practices are identified, supported, and prioritized to promote the learning and positive social, emotional, ethical and civic development of students as emphasized by the National School Climate Standards. The students in this study had hope because of the many staff members in their schools believed in them. The students believed that their schools appreciated them as Black male students. Benjamin, Carter, and Daniel stated that all students were equally treated. The teachers viewed the Black male students positively. Benjamin replied, “All students were appreciated because at school color and gender did not matter.” Carter and Daniel agreed that Black male students who were not treated positively if the students were not trustworthy and act bad. “Good students get treats. If you act bad, you do not get treats,” said Daniel. Adam expanded that the program developed specifically for the middle school aged male students “was a way of his school showing concern for male students within the school.” Despite the students’

sense of hope, the question remains how other emotions affects their motivation to decrease in-school violent behavior.

All of the students believe that respect is reciprocated, which reinforces Leary, Brennan & Briggs' (2005) findings that African American adolescent males display violent behavior whenever they feel disrespected by others. The students that a person earns respect if he gives respect. No one should demand and/or use fear or violence in order to gain respect from others. Nevertheless, all of the students explained that they have limits. If another student verbally insulted him and/or his family, a physical fight will immediately occur. The students gave stories of being disrespected by a teacher or administrator. For example, Daniel felt that his school principal disrespected him when the principal suspended Daniel without Daniel providing an account of the incident. A teacher assaulted Benjamin. According to Benjamin, the teacher grabbed Benjamin by his shirt collar. Neither Benjamin nor Daniel retaliated. Both admitted to letting their parents address the issue.

The students have different viewpoints of how Black male students earn respect while in school. Benjamin, Carter, and Daniel believe that Black males students earn respect by being good students and earning good grades. Benjamin elaborated, "If you are not doing what you're supposed to do, you will get respect." Yet, Adam who was the oldest student stated that Black male students earned respect by perpetuating the stereotype of urban Black males. According to Adam, the Black male students who earned respect "traveled in groups." "They look like the superheroes moving in slow motion as the superheroes are slowly walking out of a burning building." Adam described these Black male students as the boys who wear "sagging pants" and "wife beaters," and use curse words and slang language earned the respect in school.

The students stated that it is never acceptable to hurt someone if you were embarrassed. The students stated that the embarrassed student should express his feelings and tell the teacher what happened. Carter explained, "Violence is not the answer." Adam passionately expressed that he felt "sorry for students" that were embarrassed at school. Contrary to what the students state should happen when someone was embarrassed, all of the students were able to provide examples of using violence to justify embarrassment. Thus, the students were able to confirm Nathanson's (1994) findings that violent behavior may follow when a person is shamed. Benjamin gave an instance, where a male student was embarrassed, retaliated against another student and was justified in his actions. "One time in class, a girl was picking on a boy. She wouldn't stop. The boy said hurtful things to the girl." Based on Benjamin's accounts of the incident, the boy had the right to embarrass the girl.

Organizational Influences

The urban school district's current program to address in-school violent behavior had positive and negative aspects. The interviews confirmed that the students believe that there were racial equities and the ability to build relationships within the school. On the other hand, the interviews and documents provided disconfirming data on racial inequities and nonthreatening environment.

Racial inequalities. The organizational climate perpetuates racial inequalities. Students believe that all students are treated the same despite racial differences. All of the students responded "no" to whether teachers who belong to another race, Black female teachers, and/or female teachers who belong to another race treated them differently. Nevertheless, Adam added, "The teachers show favoritism to the girls. There is always one racist teacher on staff." Adam rehashed his interpretation of a scenario when a Latino teacher automatically believed the Latino

student as opposed to the Black boys. According to the suspension data, both Ford and Carter Elementary Schools suspended over 100 students during the 2015-2016 school year. Ford Elementary School suspended 109 students. Out of this amount, 68 were Black male students, 22 were Black female students, 19 were Hispanic male students, and none was Hispanic female students. Carter Elementary School suspended 211 students. One hundred fifty-nine students were Black males whereas 26 students were Black females, 24 students were Hispanic males, and 2 were Hispanic females.

Trusting relationships. The students believe that they can build trusting relationships within the school. The students stated that the expectations for good behavior by the teachers and/or administrators within their school are realistic and reachable. Benjamin reinforced the statement that teachers care about him by setting realistic and reachable. “Good teachers expect you to do well. I can talk with teachers in private when I have a problem.” Carter declared, “I know my teachers care about me because they help me. When I’m doing wrong, my teachers tell me.” Daniel communicated that teachers provided him with “one-on-one assistance” whenever needed. As a result, the students’ beliefs were consistent with Cleveland’s (2011) findings that building trusting relationships help struggling boys.

Non-threatening environment. The organization needs to construct a non-threatening environment for students. The urban school district’s Student Disciplinary Policy permits the suspension of students, when students commit acts directed against persons or property, results in violence to another person or property and/or poses a direct threat to the safety of others in the school. Students may receive an out-of-school suspension for a maximum of 4 days. Still, the students believe that suspensions are wrong. Daniel firmly explained, “When a school issues a suspension to students, the school took away the students’ right to learn. You won’t learn

anything new. You will miss the new math lesson.” The students understand the rationale for suspensions because students cannot break the rules without punishment. Nonetheless, schools should develop alternative means to discipline students in lieu of suspensions. Benjamin mentioned, “Boys are suspended more than the girls are because boys act different from girls. Boys get into trouble for things that are natural for boys.” Daniel suggested the schools utilize lunch detention or no recess as alternatives to suspensions.

Benjamin, Carter, and Daniel stated that the incentive programs within the school assisted the students in following the school’s disciplinary policy and diminish the need for suspensions. Without the incentives, the students would have difficulty not participating in incidents. These students listed school trips to certificates of acknowledgement as forms of acceptable incentives. Adam asserted that students should be able to follow the disciplinary policy without the assistance of incentives. “I attended a school that did not have an incentive program for kids. The teachers and administrators always told us the rules. According to Adam, since students did not earn certificates, awards, parties, and/or special assembly programs for behaving, kids cursed out the teachers and administrators. There were fights on the playground, in the classrooms, and in the hallways every day.” As a result, Adam and his classmates referred to the high level of students’ violent behavior within the school as “Compton hallway” based on the notorious reputation of gang violence in the City of Compton, California and the movie *Straight out of Compton*.

Summary

In conclusion, the interviews with the students and documents from the urban school district validated the knowledge and skills, motivation, and organization influences. The students had the procedural knowledge and knowledge of self-regulation that permit them to

follow the rules and procedures of the school. The students agreed that knowledge of self-identity is vital in their growth to decrease in-school violence. With respect to knowledge of self-regulation, the documents confirmed that Black male students throughout the urban school district were not equipped to control their violent behavior due to the high out-of-school suspension rate for Black male students in comparison to other students. The students have self-efficacy and allow their emotions to regulate their motivation. Finally, the students in the interviews believed that they could build trusting relationships and there is racial equities in the schools. However, the documents displayed racial inequities. In addition, during the interviews, the students questioned if the urban school district created a non-threatening environment because the urban school district's usage of suspension as disciplinary measures. Chapter 5 will provide recommended solutions to these validated gaps.

Chapter Five: Solutions, Implementation, and Evaluation Plan

The purpose of this study was to determine the knowledge and skills, motivation, and organizational influences and solutions for creating and implementing future goals of low SES Black male students who were exposed to community violence. Chapter one provided the background information on the history of community violence within the City of Newark and the effect of community violence exposure on low SES Black males who engage in violent behavior while in school. Chapter two emphasized the need to analyze how the students' knowledge and skills and motivation and organizational influences affects the aforementioned students. Chapter three used purposeful sampling to select students as participants for the study. This chapter outlined how data originated from interviews and documents. Finally, chapter four validated the assumed influences through qualitative data analysis and confirmed the stakeholders' knowledge and skills, motivation, and organizational influences. There were consistency amongst the responses of the research participants and/or the responses of the research participants and the documents. There were also inconsistencies between the responses of the research participants and the documents. Thus, the implementation of solutions may be effective.

The following solutions, implementation, and evaluation plan will address research question 2: What are the recommendations for organizational practice in the areas of knowledge and skills, motivation, and organizational resources that will assist in increasing the achievement of future goals of low SES Black male students who display in-school violent behavior due to community violence exposure?

Using organizational influences as a guide, a solution plan will address the organization's performance along with implementation and evaluation plans. The New World

Kirkpatrick Model is the framework for evaluating the suggested training sessions and other recommended solutions to address the performance gaps (Kirkpatrick & Kirkpatrick, 2016).

Recommendations for Practice to Address Organizational Influences

Organizational Recommendations

The researcher focused on the organization and recommendations for the organization because of the impact that organizational influences have on its students. Interviews, documents, and literature review will determine if the climate within an organization supports the stakeholders in reaching their stated goal. The organization needs to change its climate in order for the stakeholders to meet their goals. As a result, there is a high probability that the anticipated organizational influences are valid and, there is a high priority that the stakeholders will reach their goals. There are recommendations for these highly probable influences based on theoretical principles.

Policies and Processes. Organizations must create and enforce policies and processes that support students. Milner (2007) outlines that teachers should move their teaching practices to the next level in order to educate Black students. Teachers and students must envision a life beyond their present situations (Milner, 2007). Teachers should envision their own teaching and experiences of their students beyond what the teachers and students exhibit at present (Milner, 2007). The Black male students need to understand that their future situations can be hopeful in comparison to their current situations (Milner, 2007). Teachers and students should come to know themselves in relation to others, where the teachers take into consideration their own perspectives, privileges, beliefs, and life worlds in conjunction, comparison, and contrast to their students' and their students' communities (Milner, 2007). Teachers and students speak in terms

of possibilities and not destruction (Milner, 2007). Black male students respect teachers who are respectful towards them (Milner, 2007). When Black male hear teachers speak in the deficit and speak destruction into their lives, we pay a huge price (Milner, 2007). Teachers and students should care and demonstrate care for each other, especially in urban classrooms (Milner, 2007). Teachers and students need to change their thinking in order to change their actions (Milner, 2007). When teachers think of Black male students in deficits, teachers lower their expectations and prolong stereotypes and misconceptions about Black male students (Milner, 2007). In addition, Black male students need to change the negative perception and/or views of themselves and develop positive images of the future possibilities of their lives (Milner, 2007).

Organizations have personal compacts with its employees because of the reciprocal obligations and mutual commitments that define the relationship between the organization and its employees (Strebel, 1996). The personal compact can be formal, where the organization defined the basic tasks and performance requirements for a job (Strebel, 1996). Effective organizations ensure that organizational messages, rewards, policies and procedures that govern the work of the organization are aligned with or are supportive of organizational goals and values (Clark & Estes, 2008). These organizations have the “best” leaders who possess four primary characteristics: trust, compassion, stability, and hope (Rath & Conchie, 2009). An organization will achieve its goals when the organization has a system of interacting processes that require specialized knowledge, skills, and motivation to operate successfully (Clark & Estes, 2008). An organization will have performance issues whenever its goals, policies, and/or procedures conflict with the organizational culture (Clark & Estes, 2008).

Students may be successful when the organization has processes and policies that support the organization’s goals and, there is alignment between the students’ goals and the

organization's goals. The probability of students' learning increases when the classroom environment is conducive to learning whereas, the probability of students' learning decreases when the classroom environment is conducive to failure (Kafele, 2004). It is the organization's responsibility to ensure that students have optimal learning environments (Kafele, 2004). Learning environments consist of classroom management, where rules, consequences, and rewards serve as the foundation (Kafele, 2004). It is imperative that organizations promote policies and procedures that enables the organization to support its students as stated in the goals of the organization.

Integrated Implementation and Evaluation Plan

The organization must implement an evaluation plan in order to ensure that the organization is adequately servicing its students.

Implementation and Evaluation Framework

The model that informed this implementation and evaluation plan is the New World Kirkpatrick Model, based on the original Kirkpatrick Four Level Model of Evaluation (Kirkpatrick & Kirkpatrick, 2006). This model suggests that evaluation plans start with the goals of the organization and work backwards and that, by doing so, the "leading indicators" that bridge recommended solutions to the organization's goals are both easier to identify and more closely aligned with organizational goals. Further, this "reverse order" of the New World Kirkpatrick Model allows for a sequence of three other actions: a) first, the development of solution outcomes that focus on assessing work behaviors, b) next, the identification of indicators that learning occurred during implementation, and c) finally, the emergence of indicators that organizational members are satisfied with implementation strategies. Designing

the implementation and evaluation plan in this manner forces connections between the immediate solutions and the larger goal and solicits proximal “buy in” to ensure success (Kirkpatrick and Kirkpatrick, 2016).

Organizational Purpose, Need and Expectations

The organizational mission of Our Kids is to improve the quality of life within our community’s young male population through educational and mentoring opportunities. This study wants to research if the in-school violent behavior affects future goals of Black male students who were exposed to community violence. By December 2017, the students who experienced community violence will decrease in-school violent behavior by 100% in order to achieve future goals. This project examined the knowledge and skills, motivational, and organizational barriers that prevent Black male students from developing and achieving future goals. The proposed solution requires a collaboration between Our Kids and the students’ schools. The solution consists of training and educational program, open-ended discussions, self-assessment procedures, student led goal setting, organization support with risk taking and audit of organizational processes and/or policies.

Level 4: Results and Leading Indicators

Table 6 shows the proposed Level 4: Results and Leading Indicators in the form of outcomes, metrics and methods for both external and internal outcomes for Our Kids and the students’ schools. If Our Kids are successful with the expected internal outcomes because of the training and educational programs, open-ended discussions, self-assessment procedures and organizational support for Black male students, the external outcomes should also be realized.

Table 6

Outcomes, Metrics, and Methods for External and Internal Outcomes

Outcome	Metric(s)	Method(s)
External Outcomes		
1. Decrease the amount of Black male students who enter the school-to-prison pipeline.	Number of Black male students who were adjudicated due to school due to violence	Compare the amount of Black male students adjudicated in the previous school year to the amount of Black male students adjudicated in the current school year
2. Increase student achievement for Black male students on the state assessment (PARCC).	Percent of Black male students who pass the PARCC	Compare the percent of Black male students who passed the PARCC in the previous school year to the percent of Black male students of students who passed the PARCC in the current school year
3. Decrease the amount of Black male students who dropout of school.	Number of Black male students who dropout of school	Compare the number of Black male students who dropped-out of school in the previous school year to the percent of Black male students of students who dropped-out of school in the current school year
Internal Outcomes		
4. Decrease the amount of Black male students required to have out-of-school suspension due to violent behavior.	Number of Black male students received out-of-school suspensions	Compare the amount of Black male students receiving out-of-school suspensions to the amount of other students receiving out-of-school suspensions
5. Increase the amount of school-wide incentive reward programs for the students	Number of rewards presented to students during the award ceremonies	Compare the amount of award ceremonies held per quarter last school year to the amount of award ceremonies held per quarter current school year

6. Increase amount of students referred to Our Kids.	Number of enrolled Black male students engaging in violent behavior at school	Compare number of enrolled students last year to current year
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Level 3: Behavior

Critical behaviors. The stakeholders of focus are the Black male students. The first critical behavior is that Black male students should be respectful. The second critical behavior is that the Black male students must not use shame in retaliation. The third critical behavior is that the Black male students must continue to cultivate their knowledge of self-identity. The specific metrics, methods, and timing for each of these outcome behaviors appear in Table 7.

Table 7

Critical Behaviors, Metrics, Methods, and Timing for Evaluation

Critical Behavior	Metric(s)	Method(s)	Timing
1. Be respectful when someone is not respectful to you.	Number of disciplinary actions made by an adult staff member	Adult staff member will track the redirected behavior on a tracking system that denotes amount of times any staff member had to correct student’s behavior	Weekly reports of tracking system
2. Do not shame anyone in retaliation.	Number of corrections made by an adult staff member	Adult staff member will track the redirected behavior on a tracking system that denotes amount of times any staff member had to correct student’s behavior	Weekly reports of tracking system
3. Continue to nurture knowledge of self-identity.	Number of corrections made by an adult staff member	Adult staff member will track the redirected behavior on a tracking system that denotes amount of times any	Weekly reports of tracking system

		staff member had to correct student's behavior	
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Required drivers. Black male students require the support of their teachers and/or administrators to reinforce what they learn in the training and educational programs at Our Kids and to encourage them to apply what they have learned throughout the school day. Students should receive certificates and recognition for achievement of goals. Table 8 shows the recommended drivers to support critical behaviors of new reviewers.

Table 8

Required Drivers to Support Critical Behaviors

Method(s)	Timing	Critical Behaviors Supported 1, 2, 3 Etc.
Reinforcing		
Develop a student created checklist on how to avoid and/or deescalate violent behavior during the school day.	Ongoing	1, 2, 3
Role-play how to implement self-control and self-regulation strategies through role-play.	Ongoing	1, 2, 3
Model the importance of knowing self-identity and the correlation between self-identity and in-school behavior.	Ongoing	1, 2, 3
Refresher on how in-school violence affects goals and achievement.	Ongoing	1, 2, 3

Encouraging		
Coach students how to respond to open-ended questions how to respond to these questions with answers that express the students' emotions.	Daily	1, 2, 3
Rewarding		
Certificates for Good Citizenship	Quarterly	1, 2, 3
Recognition bulletin board for good behavior	Monthly	1, 2, 3
Monitoring		
Hold meetings to conduct informal audit of the policies to check with alignment or interferences with the goals of the organization and help create a change in the policies if the policies are not aligned with the goals.	Ongoing	1, 2, 3
Use observations to assess designated milestones	Weekly	1, 2, 3

Organizational support. Our Kids will support the Black male students by assisting the students in developing and achieving their stated goals. The students will be permitted to participate in informal audits of the alignment of Our Kids' procedures and policies to its goals. Our Kids will support the students in taking risks, trial and error, and failure, but not incompetence.

Level 2: Learning

Learning goals. Learning is the degree to which participants gain the projected proposed knowledge, skills, attitude, confidence, and commitment based on the participants' involvement in the training (Kirkpatrick & Kirkpatrick, 2016). Learning is a means to an end and ways (Kirkpatrick & Kirkpatrick, 2016). Participants learn so they can perform tasks and ultimately contribute more to the organization (Kirkpatrick & Kirkpatrick, 2016).

The students will be able to:

1. Learn self-control and self-regulation strategies. (P)
2. Learn how to apply self-control and self-regulation strategies. (M)
3. Understand that lack of self-identity can negatively influence in-school violent behavior.
(M)
4. Understand how in-school violent behavior influences short-term and long-term goals.
(M)
5. Analyze their capabilities to regulate their negative emotions that contribute to their behavior (Emotion)
6. Certify that they can successfully achieve their stated goal (Self-Efficacy)
7. Construct trusting relationships with others within the organization (Processes).
8. Inquire if an organization eliminated any and/or all-racial inequalities (Policies).
9. Inquire if an organization that created non-threatening environments (Policies).

Program. The learning goals listed in the previous section will be achieved with a training and educational program, which will be held during the afterschool enrichment and/or summer programs and based on concepts similar to restorative practices. Restorative practices builds social capital and achieves social discipline via participatory learning and decision-making

(Wachtel, 2016). According to Wachtel (2016), restorative practices helps to reduce crime, violence, and bullying. The fundamental unifying hypothesis of restorative practices is people are happier, more cooperative and productive, and more likely to make positive changes in their behavior, when others in leadership positions do things with them, rather than to them or for them (Wachtel, 2016). Restorative practices involve the victim, offender, and their communities with the intentions that all three parties can participate in a meaningful exchange and decision-making that repairs the harm done by an offense (Wachtel, 2016). Restorative practices can be formal and/or informal processes that lead to restoring and building relationships, minimizing negative emotions, maximizing positive emotions while allowing free expression of affect or emotions (Wachtel, 2016).

In a customized version of restorative practices, students will participate in training and educational program that has three focus sessions. The first session will focus on self-control and self-regulation. The Black male students will attend training that educates the students on how to avoid and/or deescalate involvement in violent incidents while in school. The students will learn a systematic approach to address self-control and self-regulation strategies. As a group, the students will develop a checklist of brief, concrete steps of what they can do during the instructional day in order to avoid violent behavior and/or how to de-escalate violent behavior. The males will have the opportunity to participate in role-playing activities prior to dealing with actual violent incidents that may take place while in school. Finally, students will have the chance to express their feelings and/or emotions during this session. Students will be asked open-ended questions regarding their violent behavior with the expectation that students will express their true feelings behind their behavior. As a result, students will recognize

negative emotions and how these negative emotions affect their motivation to control and regulate violent behavior.

The schools' teachers and/or administrators will play a vital role in the implementation of the sessions. These staff members will complete a tracking system that denotes the amount of times during the school day that a student misbehaved and corrected by a staff member. The teachers and/or administrators will use the same tracking system to collect and analyze data.

The second session will focus on self-identity. The students will be educated on the importance of self-identity. They will learn through workshops about taking pride in yourself, self-respect, and Black males who affected history. The students will have the opportunity to speak in groups with Black males in the community so they can connect and identify with other Black males who lead positive lives despite exposure to community violence. During these sessions, the students will understand that their lack of knowledge of self-identity correlates to their in-school violent behavior. The students will focus on how negative feelings about yourself can influence your behavior.

The third session will focus on SMART goals. During these sessions, students will learn how to set and achieve SMART goals. SMART goals are specific, measurable, achievable, results-focused, and time-bound goals. While working through the SMART goals, the students will self-assess their abilities to reach their stated goals and learn how their violent behavior will prohibit them from reaching their stated goals. The students will set milestones within their SMART goals and will celebrate obtainment of each milestone. These celebrations can be words or encouragement to a certificate.

Our Kids will have an obligation to fulfill the learning goals. Students will play an integral role in the informal audit of Our Kids’ policies. Collaboratively, Our Kids and the students will ensure that there is an alignment between the policies and Our Kids’ goals. Our Kids also will create an environment that allows the students to take risks, trial and error, and fail without disciplinary actions. Nevertheless, violent behavior is not acceptable.

Components of learning. Demonstrating declarative knowledge is often necessary as a precursor to applying the knowledge to solve problems. Thus, it is important to evaluate learning for comprehension of metacognitive knowledge. It is also important that learners value the training and educational programs as a prerequisite to using their newly learned knowledge and skills during the school day. However, they must also have the attitude that they can succeed in applying their knowledge and skills and be committed to using them at school. As such, Table 9 lists the evaluation methods and timing for these components of learning.

Table 9

Components of Learning for the Program

Method(s) or Activity(ies)	Timing
Declarative Knowledge “I know it.”	
Knowledge checks through group discussions and one-on-one conversations.	During and after the sessions.
Knowledge checks after actual incidents of violent behavior	Before and after sessions.
Procedural Skills “I can do it right now.”	
Use role-play to demonstrate ability to successfully perform the skills	During the sessions.
Quality of the verbal feedback that students provide to each other during group sharing	During and after the sessions.

Attitude “I believe this is worthwhile.”	
Teachers and/or administrators observations of students’ behavior and/or actions that demonstrate value of the sessions	During the sessions
Students responses to open-ended questions	During the sessions
Confidence “I think I can do it on the job.”	
Completion of milestones related to the SMART goals	During the sessions
Students responses to open-ended questions	During the sessions
Commitment “I will do it on the job.”	
Creation of SMART goals	During the session
Creation of individual student created behavior checklist	During the session

Level 1: Reaction

Table 10 will outline components that will measure the reactions to the suggestions sessions.

Table 10

Components to Measure Reactions to the Program

Method(s) or Tool(s)	Timing
Engagement	
Attendance	During the session
Observations by teachers/administrators	During the session
Completion of sessions	Ongoing
Relevance	

Check pulse with the students via group discussions and one-on-one conversations	After every session
Recorded disciplinary actions by teachers and/or administrators	After completion of SMART goals
Customer Satisfaction	
Check pulse with the students via group discussions and one-on-one conversations	After every session
Students refer other students to participate in future sessions.	After completion of SMART goals

Evaluation Tools

Immediately following the program implementation. During the sessions, observations will be used to collect data on the students. The students will be observed during and after the sessions. Students will participate in a brief survey to determine if the sessions are applicable to their improving their behavior while in school and the overall satisfaction to the delivery of the sessions.

For Level 1, during the in person workshop, the instructor will conduct periodic brief pulse-checks by asking the participants about the relevance of the content to their work and the organization, delivery, and learning environment. Level 2 the open-ended responses from the students will also be used as a means to collect data on students’ progress.

Delayed for a period after the program implementation. Approximately four weeks after the implementation of the sessions, and then again before the conclusion of the school year, Our Kids will administer a survey containing open and scaled items using the Blended Evaluation approach. The survey will measure, from the students’ perspective, satisfaction, and relevance of the training and educational programs (Level 1). It will measures the confidence and value of applying their training and educational programs (Level 2). Finally, the survey will

gauge the application of the training and educational programs to their behavior during the school day and the support from Our Kids they are receiving (Level 3), and the extent to which their in-school violent behavior has decreased. In addition, in Level 3, new goal of new reviewers is measured by the completion of stated SMART goals. Each week, the reviewer will assess the students' working towards SMART goals by monitoring the students' abilities to attain the milestones. The football field dashboard will report the data on these measures as a monitoring and accountability tool. All students will begin at the fifty-yard line. As they reach a milestone(s), the student will move towards to completing the SMART goal, which is the equivalent to a touchdown. If the student engages in violent behavior, he will move backwards on the football field and away from the SMART goal/touchdown.

Data Analysis and Reporting

In Level 4, there will be an analysis of the reported in-school violent incidents and/or the reported in-school violent incidents that resulted in disciplinary actions, such as out-of-school suspensions and/or the adjudication of Black male students. The Level 4 Similar dashboards will monitor Levels 1, 2 and 3.

Summary

In Level 1, the students are engaged in the sessions because the sessions focus on them and their behavior. Initially, the students were hesitant to attend the sessions because the students viewed the sessions as a punishment that entailed the students being removed from the classroom. With the assistance of various staff members, the students entered the sessions open-minded. As the sessions progressed, the students understood that the sessions help them decrease their violent behavior and become successful students. By the conclusion of the

sessions, the students were satisfied with the sessions. The sessions addressed the students' self-identity, emotions, and interactions within the school.

With respect to Level 2, the students struggled. The students wanted to commit to the new knowledge and skills that were presented during the sessions. The students understood what were expected from them while in the sessions. The students acknowledged that they had issues with controlling their violent behavior. During the one-on-one and group conversations, the students stated that they are confident that they are able to create goals and decrease their violent behavior. However, once the students returned to their respective classrooms, many of the students reverted to past violent behavior patterns. The primary reason why the students struggled within the classroom was the students expressed the lack of support from various teachers. According to the students, only a few teachers expected change in students' behavior and/or supported the students meeting their SMART milestones and/or goals. As a result, the students' attitude about performing the new skills within the classroom did not meet expectations.

For Level 3, the students' performance occasionally met expectations. Teachers and administrators who supported the sessions provided reinforcement for the students, especially if the students were not able to meet expectations. These teachers and administrators also encouraged the students to reach SMART milestones and/or goals. Those teachers and administrators who did not support the sessions continued to observe violent behavior from the students.

Strengths and Limitations of the Approach

The Clark and Estes (2008) Gap Analysis model provided a strong framework for this evaluation study. Breaking down this complex problem of the gender gap in the technology industry into knowledge, motivation and organizational influences enabled a systematic analysis of the problem. The use of the Kirkpatrick and Kirkpatrick New World Model (2016) was a strong compliment to the Gap analysis model. The New World Model provided a comprehensive framework for recommended solutions for closing the knowledge, motivation, and organizational gaps found during the research process.

Strengths

This study has strengths. First, the students were the participants in the study. The researcher believed that it would be vital to interview the Black male students considering the Black male students want to improve their behavior while in school. The Black male students provided insight on their interpretation of the urban school district's rules, policies and/or procedures that address in-school violence. The students gave information on how they address and/or justify in-school violence. The students also challenged the urban school district's disciplinary policies that tackle in-school violent behavior. Second, this study is not judgmental. By utilizing the evaluation model, the current program that is used to deal with in-school violence was dissected into its positive and negative parts. As a result, the researcher can provide concrete solutions that may lead to improvement of the urban school district's program.

Limitations

This study has limitations. First, the amount of participants in the study was low. Due to the summer months and school closed for summer break, it was difficult to obtain students to

participate in the study. Many of the students who participated in Our Kids during the school year did not participate in Our Kids summer program. As a result, the amount of students who were eligible to participate in the study was limited. Second, there was not an equal amount of students represented in each grade level. Participants were required to be middle school aged students. Within the study, majority of the participants were in grade 5 and 6. Only one participant was in the 8th grade. The differences in the grade levels may have caused a disparity in responses because of the age and/or maturity differences. Third, all of the participants have attended the programs at Our Kids for at least one year. Thus, these participants benefited from the male mentoring at Our Kids. Some of the participants stated that Our Kids has assisted them in controlling their inappropriate in-school behavior. The study could have recruited participants who are new to Our Kids. Fourth, the suspension data did not delineate the specific acts that resulted in the students' suspension(s). The urban school district outlined in its Discipline Policy that students may be suspended for acts directed persons or property and/or acts which resulted in violence to another person or property or which pose a direct threat to the safety of others in the school. Fifth, the urban school district's policy also stated that students cannot be suspended more than twice during each school year. The data provided if the students received one suspension and if the students received more than one suspension. This data may include students who were suspended more than the urban school district's guidelines. There was a limited amount of participants because the study concluded during the summer months. Many of the participants were not accessible during the summer months.

Future Research

This study researched the impact of in-school violence on the future goals of Black male students. The study correlated exposure to community violence and Black male middle school-

aged students. This was a microscopic view on a large issue that plagues urban school districts. The study identified influences through the KMO Framework, which addressed the knowledge and skills, motivation, and organizational factors related to the students' performance (Clark & Estes, 2008). Nevertheless, future research can expand organizations' approach to educate Black male students.

In a future study, the researcher can target students who attend schools that have high suspension rates for Black male students in comparison to other students from different demographic groups. These participants can provide deeper insight on how the students believe schools treat students who attend a school that has data that clearly shows a discrepancy in its suspension data amongst students.

Another study can focus on Black male students who were adjudicated because of violent in-school behavior. Schools disciplinary actions led to the arrest and/or sentence of participants. As stated in the this research study, some students become part of the school-to-prison pipeline due to the schools' using the criminal justice system to punish students.

Finally, the teachers and/or administrators who work as educators are the participants of the study. The teachers and/or administrators can answer questions regarding why they believe Black male students are involved in in-school violence and explain the disparity in the suspension rates between the different demographic groups.

Conclusion

Organizations that service low SES Black male students continue to use punitive measures such as suspensions and the criminal justice system to address these students' in-school violent behavior. As result, low SES Black male students experience high rates of suspensions

and experiences in the juvenile justice systems that surpass their peers of other racial and gender backgrounds.

This study furnishes educators within these organizations with data that looked beyond the actual act of in-school violence and scrutinized how knowledge and skills, motivation, and organizational influences create challenges for Black male students. The researcher analyzed the control of community violence on youth and the future goals of youth. The study was based on the experiences of participants who reside within an urban city that is known for its violent communities. Instead of examining the views of the adults, the researcher examined the students' interpretations of in-school violent behavior. The emotions of students affect their behaviors while in school. Students admitted that disrespectful and embarrassment due to violent behavior was justified. Finally, the students believed that organizations should create incentives to encourage students to follow the rules and policies of the organizations and discourage misbehavior. Students blatantly believed that suspensions are not beneficial for students and, organizations should find other means to discipline students.

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[cuts/table 8 offenses known to law enforcement new jersey by city 2013.xls](https://www.fbi.gov/about-us/cjis/ucr/crime-in-the-u.s/2013/crime-in-the-u.s.-2013/tables/table-8/table-8-state-cuts/table%208%20offenses%20known%20to%20law%20enforcement%20new%20jersey%20by%20city%202013.xls)

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Appendix A

Interview Protocol

A semi-structured focus group interview protocol will tackle the gap analysis between knowledge and skills, motivation, and organization. The semi-structured focus group interview protocol will allow the researcher to use a mix of more or less structured questions with flexible wording of questions (Merriam, 2016). In addition, the researcher will be able to collect specific data from the interview participants by exploring a list of questions and/or issues (Merriam, 2016).

Potential Interview Questions

Introduction: “Thank you for meeting with me. I am a doctoral student at the University of Southern California and, I want to help Our Kids improve its programs for middle school aged Black male students. Our Kids wants to ensure that its programs are assisting the students. One of the issues that Our Kids faces is how to provide male adult mentoring and academic programs to Black male students who are exposed to community violent and want to decrease their in-school violent behavior. I hope to learn from your answers. Your answers will remain anonymous and, your responses will not be used against you. You may choose to skip any question. You may leave this interview at any time. The total time should not take longer than 60 minutes. Do you have any questions before we begin? Do you mind if I record our interview? I will destroy the recording once I completed my research.”

1. How is your school year?
2. What do you like about your school?
3. What you do not like about your school?
4. Why did you select this school over other schools in the district?

5. How often does violence take place at your school?
6. How do you define in-school violence?
7. How does your school deal with violence and/or violent activities by students?
8. How does your school deal with violence and/or violent activities by Black male students?
9. What disciplinary rule(s) do you think is fair at school?
10. What disciplinary rule(s) would you change at school?
11. Compare the discipline actions of teachers, Vice Principal(s) and/or Principal with Black male students against other students at your school.
12. When are Black male students justified in using violence at school?
13. How do you know if the teachers, Vice Principal(s) and/or Principal respect you?
14. How do you know if the other students respect you?
15. How do the Black male students in your school earn respect from the teachers, Vice Principal(s) and/or Principal?
16. How do the Black male students in your school earn respect from the other students?
17. Are there times when you show violent behavior at school?
18. How do your classmates react to your violent behavior or the violent behavior of other Black male students?
19. How do your teachers/administrators react to your violent behavior or the violent behavior of other Black male students?
20. How do you feel if other students called or labeled you a violent student or called or labeled other Black males violent students?

21. How do you feel if teachers/administrators called or labeled you a violent student or called or labeled other Black males violent students?
22. How does violent behavior give a Black male student power?
23. When another student embarrasses me I...
24. When a teacher, Vice Principal(s) and/or Principal embarrasses me I...
25. How can Black male students control their violent behavior?
26. As a Black male student, explain if you feel like you are given a fair chance to explain your side of a story to a teacher, Vice Principal and/or Principal if you were involved in an incident.
27. As a Black male student, explain if you feel like all Black male students are given a fair chance to explain their sides of a story to a teacher, Vice Principal and/or Principal if you were involved in an incident.
28. Explain why the violent behavior may stop Black male students from earning good grades in school or making honor roll.