



# In-School Wrap Around Services: A Proposal for an Exploratory Study Promoting Educational Success of African American Males.

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## STUDY PROPOSAL

- To examine whether an in-school wrap around services program may improve attitude toward school and learning of adolescent African American males, and thus increase their chances of educational success.
- To examine the internal and external barriers that African American adolescent males experience in their educational experiences.

## LITERATURE REVIEW

- African American males continue to lag behind their counterparts in high school graduation: only 47% percent graduate from high school nationwide. (Schott Foundation for Public Education, 2015)
- African American males do not have trust in the educational system and they do not believe that school provides them with the necessary resources for success (Rolland, 2011).
- Young African American males face many barriers to educational success: poverty, lack of sufficient resources, lack of educational support, and lack of parental involvement (Evans, 2004; Murnane, 2007; Rolland, 2011; Turner, 2013; Wodtke, 2013).

## THEORETICAL SUPPORT

- This study is grounded in ecological systems theory. Combining various systems (schools, family, community, and health) to promote educational success among the youth.
- Educational success and attitudes towards learning is defined through several measures to include grade point averages, behaviors in and out of the classroom, and perception towards academic success.

## RESEARCH QUESTIONS

- Does an in-school wrap around services program improve the attitude towards school and learning in African American adolescent males before and after their participation in the school-based intervention?
- Does an in-school wrap around services program increase the educational success of African American male adolescents before and after their participation in the school-based intervention?



## STUDY METHODOLOGY

- **Study Design:** Pilot study - Pre - Post intervention group
- **Unit of Analysis:** Individual Student
- **Sample:** Non-Probability Purposive Sample
- Students will be selected from a specific high school in Washington DC based on teachers' referrals of risks for poor achievement or poor school participation
- **Sample Size:** N = 100
- **Sample Description:**
  - High school grade level 9-12)
  - Grade point average
  - Presence of behavior risks or concerns
  - Age (15 – 18 years)
  - Socio-economic status

## STUDY VARIABLES

- **Control Variables:** Youth Age, and Family SES
- **Independent Variables:** Participation in a wrap-around services program : Before and After
- **Dependent Variable :** Attitude towards education and educational achievement
- **Variable Measurement:**
  - **Community Schools:** Model intervention program (Community Schools Coalition, 2016)
  - **Attitude towards school and learning:** The school attitude assessment scale (Betsey, 2002) and
  - **School Satisfaction Subscale of the Multidimensional Students' Life Satisfaction Scale** (Huebner, Zulling, & Patton, 2001).
  - **Grade Level** – Freshman, Sophomore, Junior, or Senior
  - **Behaviors in school :**School Social Behavior Scale (Brigman & Campbell, 2003)
  - **Educational Achievement:** Measured based on quarterly report cards and grade point average 0.0-1.0 GPA 1.0-2.0 GPA, 2.0-3.0 GPA and 3.0-4.0 GPA.

## ANALYSES

- **Descriptive Statistics:** Measures of central tendency and variability to characterize the profile of the African American male students participating in the study.
- **Repeated Measures ANOVA (RANOVA)** examines the mean scores of attitudes towards education and educational success at 3 different time periods. Participants progress will be measured at Quarter 2, Quarter 3, and Quarter 4.

## STUDY LIMITATIONS

- Unique – non-generalizable sample generalizable.
- No control group - weak internal validity because the study cannot control the influence of extraneous factors and these biases reduce causal inference
- However, the study has time-order and able to measure change in the dependent variable.
- Although study is not generalizable, it has realism and is a practical first step to test an intervention in the field.

## ETHICAL CONDUCT

- **Obtain IRB Approval:** Provide *Informed Consent* to all participants by seeking parental written consent and youth oral assent for all youth under the age of 18.
- Ensure participant privacy by keeping demographic data separated.
- **Benefits:** Provide a monetary incentive of \$25 for students who agree to participate.
- Train research staff on their responsibilities.
- Obtained school approval for study implementation and brief all related school staff of the study and expectations.

## RECOMMENDATIONS FOR FUTURE RESEARCH

- Expand study to several high schools in order to create a probability based sample.
- Expand longitudinal time-frame that tracks students over two school years.