African American males continue to lag behind their counterparts in high school graduation: only 47% of graduating African American high school seniors go on to college (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).

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.

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 toward 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 risk 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.
➢ Obtain 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.