ABSTRACT

"He Ain't Heavy, He's My Brother:" The Influence of a Culturally Specific Mentoring Program for At-Risk Black and Latino College-Bound Male Youth

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The widening achievement gap between Black and Latino male students, when compared to their White peers, is a phenomenon that continues to garner the attention of urban communities on local and national levels. The number of young Black and Latino males involved in crime and the prison system continues to rise. These young men face a variety of societal factors that cause a cycle of missed opportunities that can be overcome with the right guidance and intervention tailored to meet their needs. Consequently, Black and Latino males who do graduate from high school are less ready for college than other groups. Nonprofit mentoring programs, like The Chauncy Glover Project (CGP), address these gaps by supporting male youth of color in reaching their full potential.

This study provides an example of what it looks like when Black and Latino male youth have the opportunity to overcome perceived barriers to success and improve their livelihood. This qualitative case study highlights the experiences of Black and Latino males who participate in The Chauncy Glover Project, a formal mentoring program for at-risk males of color, and its influence in preparing these young men to graduate from

high school and successfully enroll in a two or four-year college or university. This study informs future stakeholders of The Chauncy Glover Project on the effectiveness of mentoring programs, specifically those that target Black and Latino males who have potential but lack the guidance and support to achieve success after high school graduation. This study builds upon the theories of culturally relevant pedagogy and culturally relevant care to offer an understanding of the experiences of young men of color who participate in a formal mentoring program. Additionally, the findings provide insight into the implementation of both a group and one-on-one mentoring model, as well as other culturally specific strategies to empower young men of color to reach success through formal mentoring programs.

"He Ain't Heavy, He's My Brother:" The Influence of a Culturally Specific Mentoring Program for At-Risk Black and Latino Male Youth

by

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A Dissertation

Approved by the Department of Curriculum and Instruction

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Submitted to the Graduate Faculty of
Baylor University in Partial Fulfillment of the
Requirements for the Degree
of

Doctor of Education

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August 2021

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LIST OF ABBREVIATIONS

CGP: The Chauncy Glover Project or Chauncy Glover Project

CRC: Culturally Relevant Care

CRP: Culturally Relevant Pedagogy

CRT: Critical Race Theory

ESL: English as a Second Language

HISD: Houston Independent School District

ACKNOWLEDGMENTS

This process has been by far, one of the most difficult challenges I have had to face. To say that I was able to accomplish such a task alone would certainly not be true. First and foremost, I would like to thank God for His protection and strength over the course of the last three years. Thank you for the reminder that all things happen according to Your will. *Esther 4:14*.

To my mother, thank you for your countless hours of babysitting, wiping my tears, and never letting me give up. A very special thank you to Chauncy Glover for trusting me to work alongside you and to share your journey in the great work that is The Chauncy Glover Project. To Dieu, Quinton, Adrian, Da'vion, and Tommy, I am so very proud of the young men you are and will become. Thank you for allowing me to authentically share your stories. To the CGP Mentors, your dedication to our boys should never go unnoticed. Without you, there is no CGP.

I would also like to acknowledge the faculty and staff in the Baylor University School of Education and Department of Curriculum and Instruction for challenging me to think beyond the surface in order to affect change. I would especially like to thank Dr. Brooke Blevins, my faculty advisor, for her continued guidance, understanding, patience, wisdom, and overwhelming support of this project. Your genuine belief in this work encouraged and pushed me to go farther than I ever thought I would.

Finally, thank you to my friends and family for their love and support, and for putting up with me during this process. Your patience and words of encouragement are much appreciated.

DEDICATION

To my precious baby girl, Kynnedi Jae.

Watching you navigate this thing called life with such determination has pushed me to look beyond my fears and own this fire burning within me to make a real change in this world. May this be my reminder to always fight for what's right.

You are my greatest gift, my inspiration, and my purpose.

Psalm 127:3

CHAPTER ONE

Introduction to the Problem of Practice

Introduction

When tuning in to the local news station or logging on to the internet to check the latest headlines, it seems most reports concerning young Black and Latino males involve damaging accounts coupled with poor decision-making. These images lead to misconceptions and prejudices that often characterize Black and Latino males as "thugs" who are seen as threatening and out of control. According to Jackson (2016), Black and Latino males have the highest rates of incarceration, death, unemployment, and high school dropouts in the nation. Coupled with these statistics are also many Black and Latino male children who live in poverty-stricken and violent neighborhoods where they see little hope of breaking what feels like a continuous generational cycle. Unfortunately, not only do these circumstances cause these young men to doubt their ability to succeed, but these factors cause many educators who work with young men of color to doubt them as well.

When it comes to academic achievement, it is no secret that Black and Latino male students tend to underperform in comparison to their White peers. In Texas, the school-age population is more than 53 percent Black and Latino. They also have the highest dropout rate of any other ethnic group within the state (Ross, 2014). According to researchers, not only do Black and Latino male students have lower graduation rates, but they also experience higher suspension rates from school (Banks & Banks, 2016). Furthermore, these same students of color also make up nearly three-fourths of students

involved in school-related arrests or incidents involving the police. They are also three times more likely than their White peers to be suspended or expelled.

In an examination of the literature on the role of school in educating youth in transition, Smith (2008) determined there was a "significant level of concern regarding the perceived level of educational underachievement of boys as compared to their female peers," thus identifying a need for an intervention specifically for males (p. 64). An example of such an intervention is The Chauncy Glover Project (CGP). The program helps Black and Latino males who have potential but lack the guidance and support to achieve success after high school graduation through mentoring. By including features and strategies unique to the experiences of young men of color, CGP transforms group mentoring into a brotherhood where mentors and mentees feel more like family over time, where everyone involved looks out for each other. This same feeling of brotherhood is similar to that described by members of fraternities like Alpha Phi Alpha Fraternity, Incorporated, "the first intercollegiate Greek-letter fraternity established for African American men" (Alpha Phi Alpha Fraternity, 2019). In an excerpt of a poem submitted to *The Sphinx* magazine, the national publication for members of the fraternity, Freeman Montague Jr. expresses his interpretation of brotherhood:

> Our family trees are not the same, we both have a different mother
> And yet I'd proudly tell the world that this man is my brother.
> It's like we've lived our lives together, though we meet for the first time
> As this powerful sense of brotherhood makes everything seem fine. ...
>
> There is nothing in this whole wide world that we wouldn't do for one another
> I'm sure I'd even give my life to save that of my brother.
> But there are still those in darkness who cannot understand
> Why I would share the burden which belongs to another man.
> When asked, "Why weigh yourself down with the load of another?"
> I simply smile at them and say, "He ain't heavy…he's my brother!" (Montague Jr., 1977)

No stranger to this concept of brotherhood, CGP founder, three-time Emmy Award-winning Anchor and Reporter Chauncy Glover, is also a member of Alpha Phi Alpha Fraternity.

In an online video, Chauncy shares his account of why he decided to start the program after witnessing a teenager die on the streets of Detroit while covering a breaking news story in June 2013:

> I was working for the NBC affiliate in Detroit, and I'll never forget the night when I was sent on a breaking news story at Martin Luther King Jr. High School. Two students tried to rob a basketball coach after a game. He ended up shooting both of those young men, and I found the one student lying in the median. I felt so helpless for him as I watched that young man take his last breath. It almost took the life out of me, honestly. I had never witnessed anyone die. That night I couldn't sleep, and God woke me up and gave me the vision to go back to that young man's school and create The Chauncy Glover Project, and that's what I did. (The Chauncy Glover Project, 2016, 1:04)

With the help of the school's principal, Chauncy identified friends of the young man who died. From there, Chauncy mentored them for a year, helping them to change the trajectory of their lives and enroll in college. As young men with potential who needed that extra guidance, the group of young men became known as "The Fearless 14." In following through with a God-given vision to go back to the young man's school, Chauncy birthed a mentorship program for young men of color. Initially, Chauncy funded the program using personal funds from his salary as a news reporter. The program eventually earned nonprofit status and gained widespread attention. This study highlights the need for such culturally specific interventions while advocating for community enlightenment of the misunderstood lives of at-risk young men of color.

Statement of the Problem

In a recent blog highlighting the need for urban public schools to address issues with Black boys, Chen (2019) suggests these young men face many obstacles in life that are often overlooked when it comes to their interaction with school officials. From absent fathers to the pressure to join gangs or engage in violence and substance abuse, these factors often lead to a school culture that has historically proven to be less than responsive to their needs. She goes on to contend:

> Racial profiling by school officials, biased discipline policies, and a culture that engenders fear of young Black males compound the problems for an educational system that is unprepared to manage the social, emotional, cultural, and academic needs of Black boys. Combined with the fact that most teachers are White women, such institutional failures can lead Black boys to feel as though they have no adults with whom to identify when they are at school. (Chen, 2019, para. 2)

Those who are fortunate enough to escape the system and graduate from high school are less ready for college than other groups. According to Ross (2014), enrollment of African American males in postsecondary institutions is declining while prison populations of this group are rising.

According to the U.S. Government Accountability Office (2018), children who receive disciplinary action that results in time out of the classroom are more likely to struggle academically, causing them "to drop out of school or become involved in crime and the prison system" (p. 1). The practice of addressing challenging student behavior that usually begins with the classroom teacher is one that is not typically mentioned in reported discipline data of students of color. Whether the classroom teacher response is intentional or unintentional, mismanagement of this alleged challenging student behavior potentially leads to harsher consequences for students of color, regardless of the severity of the infraction. The growing number of disciplinary concerns has led school officials to

believe they need to change their approach to school discipline by implementing

alternative forms of punishment like positive behavior interventions and supports (PBIS)

and restorative justice practices (GAO, 2018).

Even with the implementation of alternative forms of discipline to keep students

in school, discipline among students of color continues to remain high when compared to

their White peers. The GAO's (2018) research on student behavior and school discipline

show Black students, in particular, are overrepresented in matters of suspension,

expulsion, or targets of school-related arrests, eventually forcing many of these young

men out of school and into the waiting arms of the juvenile justice system. This notion

leads to what Kim et al. (2010) refer to as the "school-to-prison pipeline."

As a result of this growing phenomenon, community leaders, such as former

President Barack Obama, recognize a need for an intervention to ensure that boys and

young men of color receive opportunities to overcome barriers to success and improve

their lives. He and others believe:

> We need to give every child, no matter what they look like, where they live, the
> chance to reach their full potential. Because if we do—if we help these wonderful
> young men become better husbands and fathers, and well-educated, hardworking,
> good citizens—then not only will they contribute to the growth and prosperity of
> this country, but they will pass those lessons on to their children, on to their
> grandchildren, will start a different cycle. And this country will be richer and
> stronger for it—for generations to come. (Obama, 2014, para.57)

Public schools and community programs across the nation are implementing programs

that boost graduation rates, reduce gang involvement and violence, and help keep young

men of color in school and off the streets by providing positive male role models (Chen,

2019).

In February 2014, President Obama announced a new initiative, My Brother's Keeper (MBK), to place considerable energy toward addressing the needs and opportunity gap of boys of color (Sánchez et al., 2016). In Houston, MBK looks to improve lives and create more opportunities for youth. As referenced on the MBK Houston website, the initiative "works with nonprofit, public, and private sector organizations, as well as volunteers, to collectively support Houston youth" (MBK Houston, 2016) and reach this goal. Through this collective impact strategy, the MBK (2016) partnership "uses common goals, data, and collaborative action to improve the systems (i.e., education, health, social services, and families) responsible for assuring the health and well-being of children and youth." One of the most notable of these partnerships in Houston is with The Chauncy Glover Project (CGP) mentoring program for at-risk males of color.

Mentoring is a unique phenomenon for helping boys and young men of color, especially those from low-income households, overcome systemic barriers that limit their opportunity to get off the streets and prepare for college and a career after leaving high school. Mentoring is understood as "a nurturing relationship between a wise and trusted, nonrelated adult and a young person" (Hall, 2006). Scholars in support of preparing young men of color for success have argued for the increased implementation of positive mentorship programs:

> The lack of positive adult males of color in schools and at home contribute to the lack of academic and social success for these males in school. Positive mentoring programs that are focused on the academic and social success of males of color would alleviate some of the issues they face in school. (Ross, 2014, p.86)

Studies on the implications for academic achievement of Black and Latino boys offer a perspective that focuses on the barriers these young men face, rather than the

contributions to their growth and success. Additionally, while there are studies that address the positive effects of mentoring on academic underachievement and other barriers to the success of Black boys, few address these issues for both Black and Latino boys. The literature on mentoring suggests that exposure to and interactions with accomplished men of color who have achieved personal success are a crucial element in the increased opportunities for the achievement of Black and Latino male students (Jackson et al., 2014).

Rather than addressing America's negative perception of adolescent males of color, community programs aim at utilizing the cultural strengths of youth of color as a means to prepare them for success in adult life (Martin & Jefferson, 2011; Banks & Banks, 2016). According to Martin and Jefferson (2011), developing a positive identity is especially challenging for young males of color, making programs aimed at youth development critical for this group as they may need it more than others. Scholars such as Ladson-Billings (1995) claim that addressing the achievement of students of color not only includes teaching them in ways that allow these students to maintain their cultural competence, but also helps them to "recognize, understand, and critique current societal inequities" (p. 476) that could potentially stand in the way of their academic success. This idea of being culturally responsive in teaching is one that holds even now, given present-day circumstances of rising rates in crimes committed by youth, increased zero-tolerance policies in schools, and at-risk males of color who are viewed by society as gradually becoming more angry or aggressive.

Purpose of the Study

This study provides an example of a positive experience for Black and Latino male youth to overcome perceived barriers to success and improve their livelihood. This qualitative case study examines the experiences of Black and Latino males who participate in The Chauncy Glover Project formal mentoring program and its influence in preparing these young men to graduate from high school and successfully enroll in a two or four-year college or university. This study informs future stakeholders of The Chauncy Glover Project on the effectiveness of mentoring programs, specifically, those that target Black and Latino males with potential but lack guidance and support to achieve success after high school graduation. The concentration for this study offers an understanding of the experiences of young men of color who participate in a formal mentoring program and how those experiences have prepared them to achieve success after high school graduation. Additionally, the findings provide insight into the implementation of both a group and one-on-one mentoring model, as well as other culturally specific strategies, to empower young men of color to reach success through formal mentoring programs. The following primary research questions guide this study:

1. What are the experiences of Black and Latino male youth who participate in The Chauncy Glover Project mentoring program?

2. How are these experiences related to their ability to graduate from high school and their readiness to enroll in a two or 4-year college?

Additionally, the following secondary research questions include:

1. What role does one-on-one mentoring play in their desire to pursue college and a career after high school?

2. Which features and strategies embedded in the framework of The Chauncy Glover Project ensure participants in the program are ready to achieve success after high school graduation by attending college?

Theoretical Framework

This study builds upon the theories of culturally relevant pedagogy and culturally relevant care within its theoretical framework. Ladson-Billings (1995) defines culturally relevant pedagogy (CRP) as "a theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate" (p. 469). The researcher seeks to examine the use of culturally relevant pedagogy in the instructional design of The Chauncy Glover Project as a means of creating an interpersonal context to maximize learning among Black and Latino males who participate in such programs.

Whereas most literature focuses on the systemic barriers faced by Black and Latino male students, the concept of culturally relevant care (CRC) helps to capture the contributions to their success instead. Similar to culturally relevant pedagogy, CRC also seeks to address the unique cultural needs of Black and Latino male youth, but outside of the school setting. Watson et al. (2016) characterize CRC as a means to build high self-esteem and academic achievement by providing a "strong sense of community, rigorous demands, an integration of Black and Latino cultures, and a general affirmation of one's humanity" (p. 981). This study proposes that by embedding CRC in the cultural framework of mentoring programs like The Chauncy Glover Project, they provide a safe space for young men of color to embrace experiences unique to their culture, while also establishing a sense of brotherhood and belonging among its participants.

Both CRP and CRC derive out of the idea of racial identity development, which emphasizes how students of color react and recognize the impact of race and racism on their ability to succeed in life (Gordon et al., 2009). Additionally, critical race theory

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(CRT) also plays a significant role in the concepts of CRP and CRC in how students of color experience forms of oppression and discrimination, specifically as it relates to educational opportunity (Yosso, 2005; Sablan, 2018). Ladson-Billings and Tate (1995) contend that CRT "provides a 'voice' component to communicate the experience and realities of the oppressed, making a first step on the road to justice" (p. 58). This study adds to this current research literature by applying these frameworks to examine the overall impact of the mentoring relationship on the overall self-concept and academic success of males of color as they prepare to graduate high school and enroll in a postsecondary institution.

By utilizing the voice of the participants in this study through CRP and CRC, the researcher provides insight into the experiences of young men of color who participate in a formal mentoring program and how those experiences have prepared them to achieve success after high school graduation. Additionally, the findings provide insight into the implementation of culturally relevant strategies to ensure such success for young men of color who choose to participate in a mentoring program.

Research Design

A qualitative case study design allowed the researcher to gather data to assess the personal experiences of Black and Latino young men who participate in a community-based mentoring program tailored to their cultural needs. By utilizing a qualitative case study design, the researcher used in-depth data collection to explore what Creswell and Poth (2018) refer to as a "real-life, contemporary bounded system or case" (p. 96). Specifically, this study examined the experiences of participants of The Chauncy Glover Project, through the eyes of former participants and their mentors, and how it helped

them to prepare for life after high school graduation (Yin, 2014). This design allowed the participants to narrate their own stories and experiences as it relates to academic achievement and mentoring. A qualitative design also raises awareness on how embedding culturally specific strategies in the design of these types of mentoring programs help empower Black and Latino young men to beat the odds against them.

Data for this study was collected from a purposeful sample of Black and Latino males who participated in The Chauncy Glover Project during its time in Houston between 2017–2019. Through the use of multiple data sources, including interviews, semi-structured focus groups, and a questionnaire, this study provides a voice to a group of young men of color who often feel silenced (Bogdan & Biklen, 2007; Creswell & Poth, 2018). The addition of other documentation such as transcripts and grade reports also provided data to support the level of college readiness of each participant as they prepared to attend college after high school graduation. Multiple validation strategies and safeguards were employed to ensure trustworthiness, as well as protect the participants of the study.

Definition of Key Terms

Achievement gap: Refers to the difference between White students and students of color as it relates to their academic performance or educational opportunity (Carpenter et al., 2006).

At-risk: In this study, the term "at-risk" describes "students living in communities traditionally divided and fractured by social and cultural intolerance. The risk is not developing the social-emotional competencies necessary for good emotional health

and positive relationships that are often necessary for personal and academic achievement" (Sheard et al., 2013, p. 1).

Critical consciousness: The ability of an oppressed group of people to recognize the reality of their social conditions and being prepared to take action to change perceived inequities (Freire, 1970/2018).

Critical mentoring: Type of mentoring of "boys and young men of color focused on the development of a critical consciousness in mentors and mentees" (MENTOR, 2016).

Mentoring: Freeman and Ross (2014) describe mentoring as "an intense, dyadic relationship in which the mentor furthers the professional and personal development of the protégé by providing information, assistance, support, and guidance" (p. 183). The mentoring relationship organizes around activities such as spending time, coaching, providing feedback, and giving affirmation or support.

School to prison pipeline: A "process through which students are pushed out of schools and into prisons. It is a process of criminalizing youth that is carried out by disciplinary policies and practices within schools that put students into contact with law enforcement" (Cole, 2019, para. 1).

Zero tolerance: Refers to "a school district policy that mandates predetermined consequences or punishment for specific offenses, regardless of the circumstances, the reasons for the behavior, or the student's history of disciplinary problems" (Stader, 2004, p. 62).

Conclusion

Community-based mentoring programs like The Chauncy Glover Project recognize the significant level of concern regarding the underachievement of Black and

Latino males when compared to their White peers. By coupling an understanding of the

cultural needs of young men of color, as well as the importance of fostering

transformative and meaningful relationships through mentoring, CGP creates a safe space

aimed at addressing the impact of culture on social structures through empowerment.

Through a review of literature on the challenges facing young men of color, this study

examines the need for the use of the concepts of culturally relevant pedagogy and

culturally relevant care in the constructs of mentoring programs like CGP, to help young

men of color overcome their circumstances and reach their full potential.

CHAPTER TWO

Literature Review

Introduction

With so many disparities affecting Black and Latino young men, it is no wonder they are often unsuccessful at school and ultimately end up making poor choices that propel them into the prison system or merely struggling to survive. The following literature review argues that with the right guidance and support provided through mentoring programs tailored to meet the social and cultural needs of these young men, they can overcome these barriers to succeed and improve their livelihood.

This chapter provides an understanding of the challenges faced by Black and Latino males, many of which stem directly from negative experiences of school and home that shape their development and future opportunities for success as adults. To begin, the researcher explores the current status of education for Black and Latino males, including the widening achievement gap and its effect on the school to prison pipeline. Next, the chapter examines several intersecting factors or reasons for these complex inequities. A review of relevant education literature also unpacks these inequities and provide a voice for these young men that would otherwise go unheard. Finally, this chapter concludes with an examination of how mentoring has received considerable attention as a remedy for helping boys and young men of color overcome the barriers that limit their opportunity to graduate from high school and prepare for college and a career.

Status of Education for Black and Latino Males

The phrase "knowledge is power" is commonly attributed to Sir Francis Bacon (1597) and acknowledges education as the most powerful tool to achieve anything. This idea rests on the foundation that education in America relies on opportunities to gain social status and wealth, and also facilitate the overall function of society (Gordon et al., 2009). This section argues that the current state of education has not provided equal opportunity to all members of society, particularly Black and Latino males within the school system. On the other hand, some believe that everyone has an equal opportunity in education, suggesting that it then must be the fault of Black and Latino males for failing, and not the system. In doing so, "centuries of oppressive policies and practices have been ignored that have intentionally marginalized males of color" (Gill, 2014, p. 37). Either way, educators like Gill (2014) contend that Black and Latino males do not progress well in the public education system, resulting in a widening achievement gap between them and their White peers. The following discussion examines the history of the achievement gap and the school-to-prison pipeline as it relates to the status of education for Black and Latino males.

Achievement Gap

According to National Center for Education Statistics (NCES) (2020), African American students account for about 15 percent of the public school population, making up a substantial proportion of enrollment nationwide. Latino students make up nearly 25 percent of public-school students, making them the most significant demographic after White students. Furthermore, Latinos, the largest racial minority group, is the fastest-growing student population. It is estimated that by the 2022–2023 school year, 30 percent

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of public-school students will be Latino (The Education Trust, 2014). Many of these same students may also need additional support to master the English language.

Ogbu and Wilson (1990) believe the problem of school performance gap or school failure expands beyond the inner-city, and these problems also exist among middle-class people of color who left from the inner-city to the suburbs. Therefore, while African Americans make up 46 percent of the students who attend urban schools nationwide, more than half of African American students, 54 percent, attend schools in suburbs, towns, or rural areas. Whereas about half of the population of African American students attend schools where the majority of students look like them, it is also important to note that 26 percent of these students attend schools where most students are White (The Education Report, 2014).

Historically, the educational disparities that exist among students of color when compared to their peers have held firm since these students of color first appeared in the days of school segregation. Still today, "educators have struggled to eliminate the achievement gap in which Asian and White students achieve at higher levels than Black and Latino students" (Gill, 2014, p. 36). At a recent conference for educational leaders, Mike Morath, Texas Education Agency's Commissioner of Education, boasted about gains in closing the achievement gap in Texas over the last several years (Morath, 2019). While the benefits presented to the audience are evident among students of color, those gains are minor at best. The academic performance of Black and Latino students continues to remain behind that of their White peers. For example, the 2019 Texas Education Agency report on closing the gap shows the academic achievement status of African American and Hispanic students in English Language Arts and Reading as half

that of White students (Texas Education Agency, 2019). Unbeknownst to Commissioner

Morath and other top officials in education who lack actual classroom experience,

achievement gaps occur not just as a result of inconsistent educational opportunity among

ethnic groups but are also a result of negative classroom experiences of Black and Latino

students that are deeply rooted in a history of systemic oppression (see further discussion

in Gill, 2014).

According to Jackson et al. (2014), the same issues affecting the opportunity gap

as it relates to Black males are somewhat different when compared to Latino males. For

example, Black male students are more likely to be suspended or expelled from school

than any other population. In a 2014 article published by the California School Boards

Association, Donald Gill contends,

> These years of 'historical trauma' that have passed through generations have
> impacted Black students' achievement, particularly males. Black males are
> disproportionately referred to special education and for discipline, and not
> identified for gifted and talented programs and Advanced Placement courses. (p.
> 38)

Statistics show the high school graduation rate for Latino males remains the lowest of all

reported ethnic groups and genders. Unbeknownst to educators, those who struggle

academically tend to place more importance on work experience and family involvement

than they do on achievement in school (Jackson et al., 2014). Few studies on this student

population highlight the positive relationship, if any, that Black and Latino males have

with school, leaving scholars wanting to know more about their educational experiences.

School-to-Prison Pipeline

For many students of color, a little trouble at school has the potential to lead to

their first unpleasant experiences with law enforcement, and even the prison system.

According to Flannery (2015), "the practice of pushing kids out of school and toward the juvenile and criminal justice systems has become known as the 'school-to-prison pipeline'" (para. 4). This disturbing trend has been driven by disproportional discipline practices coupled with zero tolerance policies and an increased police presence in schools. When added to the deepening concerns with monetary cuts in school funding, the stress of high-stakes testing on both students and teachers, and the lack of urgency to provide school counselors with the resources needed to support students in need, these extreme practices have led to the removal of millions of high school students from public schools, especially students of color. As school punishments become harsher to the point where they involve the police, they create a pathway that familiarizes students with the criminal justice system early on in their lives. Flannery (2015) further explains:

> For those students, it isn't just an interruption in learning, although it's definitely that, too—if they aren't in school, they aren't learning. A suspension can be life altering. It is the number-one-predictor—more than poverty—of whether children will drop out of school and walk down a road that includes greater likelihood of unemployment, reliance on social-welfare programs, and imprisonment. (p. 2).

Data collected as far back as 1975 suggests Black students were suspended at twice the rate of White students in public schools (Children's Defense Fund, 1975). Butler et al. (2012) believe these initial findings have ultimately set a tone for disproportional trends in discipline practices among Black and Latino students in the public school system that still holds some forty years later. The U.S. Government Accountability Office (2018) found that among students who were suspended from school or were involved in school-related arrests with law enforcement, Black students and boys were overrepresented. Research on student behavior and discipline practices of black students suggests "implicit bias on the part of teachers and staff may cause them to

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judge students' behaviors differently based on the students' race and gender" (GAO, 2018, p. 4). This conclusion has led education researchers to wonder how much of an effect racial and gender bias has on the use of school suspensions and other forms of discipline practices among students of color, particularly Black males (Butler et al., 2012). It also acknowledges the pre-conceived notions maintained by teachers and staff cause them to favor certain behaviors of White students that most would perceive as misconduct, as tolerable. This perception is opposed to students of color who exhibit the same behaviors and result in some form of discipline. GAO (2018) believes this difference is a direct result of how school officials interpret certain behaviors. Flannery (2015) goes on to add, according to research conducted by Kirwan Institute on implicit bias,

> Black students do not "act out" in class more frequently than their White peers. But Black students are more likely to be sent to the principal's office for subjective offenses like "disrupting class," and they're more likely to be sent there by White teachers. White students, on the other hand, are more likely to be suspended for objective offenses, like drug possession. (Flannery, 2015, para. 15)

Research also shows that aside from race, children who experience higher rates of poverty and episodes of childhood trauma are more likely to have challenges in behavior and issues with mental health, also increasing the likelihood of receiving some form of school discipline (GAO, 2018). Consequently, these factors also tend to reflect those associated with the achievement gap that is considered outside of the school's control. With many factors (e.g., funding) causing educators to do more with fewer resources, it is possible that when they remove a student from the classroom for subjective offenses, they may unknowingly fuel the school-to-prison pipeline. This push towards the school-to-prison pipeline is especially the case when involving school resource officers. Situations

such as these have forced schools to take a closer look at their discipline policies so that punishments such as expulsion and suspension are a last resort, particularly for males of color. The National Education Association (2016) believes the answer also relies on the school's ability to provide all education employees with professional development in behavior, discipline, and conflict resolution. They also think it is just as crucial for educators to grow in self-awareness of their actions and its impact on students.

The history of the achievement gap and one-size-fits-all discipline policies that leads students of color into the school-to-prison pipeline has ultimately created an overwhelming need for change. It is clear that "alternative frames of reference for normative behavior, coupled with shallow or faulty interpretations of others' conduct, can unduly penalize both Black and Latino male students, whose experiences deviate from teacher or institution-defined norms" (Monroe, 2006, p. 108). Few researchers have explored the concept of combating the school to prison pipeline and its relation to achievement for young males of color.

Reasons for Inequities Among Black and Latino Male Students

Many reasons explain why Black and Latino males of color are mistreated within the education system. Five main factors include the history of systemic biases of school systems, individual biases of educators, lack of programs for minority male youth, ill-prepared teachers and administrators, lack of culturally relevant teaching, the punitive discipline of minority males in schools, as well as the perceived home life of these young men. This section argues that educational systems rooted in unconscious associations and perceived biases foster a culture that fears young Black and Latino males. Therefore,

such systems are inadequate because they do not provide an educational environment that meets their specific cultural needs or cultivates their success.

History of Systemic Biases of School Systems

The disregard of African American people is an unspoken ideology dating back to slavery that activists believe as intentionally ingrained in the cultural structure of America and its educational systems. From the fear that slaves learning to read and write would threaten the institution of slavery to the desire to keep freed African Americans from attending school, people of color were never included in the blueprint of equal access to education for all students (Span, 2015). According to Span (2015), "the same fear of African Americans achieving their aspirations, through schools, of becoming something more than the expectations of Whites influenced how public schooling would evolve in the South following the Civil War" (p. 61).

With the addition of the Jim Crow South and further segregation of public schooling, school systems were able to preserve racial separation among Whites and Blacks by redlining African Americans into segregated neighborhoods that benefited from inadequate funding, and ultimately less access to quality schooling. This form of segregation began what is known as "White flight" or what Span (2015) refers to as a means to appease White parents who transferred their children to schools that better met their expectations because they did not want their children to go to school with Black children. This post-*Brown v. Board of Education* era resulted in the rise of suburban areas where the demographics of many inner cities became majority Black and Latino and less White (Span, 2015). Presidential candidates, such as Richard Nixon in the 1960s, even adopted strategies to bait Whites into voting for him by using the fear of school

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integration in his favor. Thus, further dismantling any efforts at equal schooling for students of color in America.

Today, racism continues to impact American social structures, although, in the present day, the impact occurs more subtly. With urban (inner-city) and suburban communities readily established, the association of the haves and have nots is easily recognized in schools that knowingly receive less funding compared to those who are more affluent.

The systemic barriers ingrained in the history of the education system are part of a broader experience of people of color, particularly when it comes to male students. Undoubtedly, the traumatic accounts of the deaths of those such as Trayvon Martin, Tamir Rice, Jordan Davis, Ahmaud Arbery, George Floyd, and countless other victims of racial profiling, depict the current state of life for many Black men as chaotic (Congressman John Lewis, 5th Congressional District of Georgia, 2020). This chaos is not a new state of being for Black men, young or old, but rather a reflection of society's inability to acknowledge the apparent disparities that, if addressed appropriately, could ultimately lead to the betterment of this population (Jenkins, 2006).

Critical race theory understands racism as a normal part of life for students of color that contributes to the chaos of their everyday experiences (Bogdan et al., 2016). Scholars such as Ladson-Billings and Tate (1995) have used critical race theory (CRT) in educational literature to emphasize how the educational experiences of students of color are severely impacted by racism. CRT offers an approach that examines race and privilege as factors contributing to social inequities within the educational system, and its

attempts to silence the voices of those that look to challenge the progression of Black and Latino male students academically.

Individual Biases of Educators

According to several studies on racial bias in the education system conducted by the Department of Economics at Johns Hopkins University, a group of researchers found that race plays a vital role in how teachers judged a student's abilities, which also had an impact on how those students judged themselves (Gershenson et al., 2016; Gershenson et al., 2018; Gershenson & Papageorge, 2018). In one study, Gershenson et al. (2016) determined that when a Black teacher and a non-Black teacher looked at the same Black student, the non-Black teacher had lower expectations of that student compared to the Black teacher.

These same biased teacher expectations of students of color can have long-term effects on student outcomes. For example, if a White teacher was less optimistic in her expectation that her Black student would earn a four-year college degree, then the likelihood of that student completing his degree was considerably less than it would be if she had higher expectations (Gershenson & Papageorge, 2018). While these low expectations of Black students from their White teachers are not always verbalized, such bias often is conveyed, whether intentionally or unintentionally, in the way they teach, assess, and even interact with students of color. Researchers suggest that "despite massive attempts at school reform and restructuring, teacher ideologies and beliefs often remain unchanged, particularly toward children of color and their intellectual potential" (Ladson-Billings, 1995, p. 478). Therefore, low expectations make it convenient for children of color, particularly Black and Latino males, to be negatively affected by

teacher bias from the very beginning. The lack of exposure to same-race teachers for students of color establishes a need for such role models outside of school, who employ the ideals of culturally relevant pedagogy (CRP) and culturally relevant care (CRC) through community mentoring.

Discipline Practices of Minority Male Youth

An analysis of data from the U.S. Office for Civil Rights (OCR) reveals that Black male students were not only suspended from school more often than their White peers, but they also received harsher punishments for exhibiting the same or similar misbehaviors (Losen, 2013). Further examination of data also discovered that these disparities based on race and gender were prevalent among Black male students as early as middle school. Generally speaking, these findings would suggest Black male students misbehave more often than White male students. However, to date, no research confirms this assumption, causing researchers to wonder the reasons why Black students are called out more frequently for these misbehaviors. One explanation provided by Losen (2013) states that "a teacher's snap judgment to refer a student for suspension may be influenced by a multitude of additional subjective considerations including the relationship the teacher has with the student, and with the child's parents" (p. 391). He continues to contend that there is an unconscious racial bias stemming from cultural and class differences that may be the primary influence of these relationships and judgments (Losen, 2013). Moreover, this provides reason to believe that over time, a teacher's unconscious bias towards Black students would eventually result in a different unintended treatment when compared to White students.

Perceived Learning Styles of At-Risk Youth

Teaching practices geared toward Black and Latino students who face a different social reality than their parents pose another significant challenge in the classroom (Shaw et al., 2013). Through pedagogy, commonly known as the practice of teaching, learners are dependent on the teacher, who makes all the decisions during instruction. While pedagogy addresses the learning needs of children and youth, and andragogy addresses the learning needs of adults, neither of these schools of thought considers the at-risk youth who are in transition to adulthood. Nevertheless, because they tend to face a variety of societal factors that quickly thrust them into adulthood before their time, some Black and Latino youth are considered to be "at-risk." As at-risk youth take on adult roles, the primary adult learning concepts of andragogy also apply to them (Shaw et al., 2013). Some of these at-risk factors include single-parent homes, poverty, drug and alcohol dependency, teenage pregnancy, and struggles in school. These factors not only cause problems at school but can also lead to these youth getting involved in the judicial system (Shaw et al., 2013).

As organizations seek to educate adults, it is necessary first to understand how adults learn, especially when designing instruction. Malcolm Knowles, a pioneer in adult learning, developed a model of assumptions about adult learners that can guide practice known as andragogy (Merriam & Bierema, 2014, p. 57). Drawing on Lindeman's (1926) ideas of adult learning, Knowles believes that learning builds around a student's needs and interests, as opposed to subjects that have been predetermined by the teacher. Andragogy focuses more on the process of how adult learning happens, rather than what learning is occurring. Youth in the transition to adulthood describe their approach to

learning as self-directed, goal-oriented, with a readiness to learn, and a need to know, mirroring that of Knowles' six assumptions of adult learners. Community-based mentoring programs like The Chauncy Glover Project (CGP) recognize a need to address youth in transition who exhibit adult-like learning characteristics. By applying these principles of learning to at-risk youth in transition to adulthood, CGP empowers at-risk Black and Latino young men in their program with the necessary skills and knowledge to break generational curses, and ultimately fulfill the need for self-actualization.

In addition to learner-centered environments, the recognition of Black and Latino students' cultural backgrounds and their place within societal power structures allows these students to develop their full potential (Martin & Jefferson, 2011). Culturally relevant pedagogy, a theoretical model coined by Ladson-Billings (1995), addresses student achievement. Additionally, it helps students first acknowledge and then embrace their cultural identity. Cultural relevant pedagogy enables students to take a stand against the lack of opportunities brought on by race, culture, and gender inequities.

Home Life of Minority Youth

The foundation of the family structure of Blacks and Latinos stems from a legacy of segregated communities, cycles of economic instability, and changes in family relationships. These factors and more affect not only how Black and Latino students view education and career aspirations but also their parent's views and attitudes towards school. According to Jenkins (2006), "the American power structure and the history of oppression that it has created for African Americans has had a devastating effect on the African American family unit" (p. 132). Some would even say poor attitudes towards education began during the days of slavery and has transcended through generations.

Despite efforts to establish strong family units, political and societal structures inspired by racial attitudes have damaging effects on the Black community. Instead of working to develop a legacy of generational wealth, oppressed families of color, particularly Black families, react out of an immediate need to ensure family survival. Beginning with parents who did not have opportunities to succeed in school, coupled with the lack of available guidance and resources, some families are forced to sacrifice the academic achievement of their children for providing adequate food to eat. "With parents suffering a sense of defeatism, many Black children are then left to navigate the psychological and social oppressions that began for them at a very early age" (Jenkins, 2006, p. 135). This feeling of defeat, then, continues the cycle where merely graduating from high school remains the peak of academic achievement for Black students.

The Latino population includes a variety of family structures, many of which are shaped by immigration and those who came to America in search of a better life for themselves and their children. For many of these students, English is not their first language, which makes their academic experience more challenging. On the other hand, the English language was the first language they encountered. Many of these students are commonly misdiagnosed with learning disabilities, as opposed to limited English proficiency. This misplacement begins the cycle of falling behind academically from the very beginning of their experience of school in America. Also, the parents of these students are in a similar situation. This obstacle causes families to be unable to help their children navigate the education systems due to a lack of knowledge and the inability to communicate effectively. Like that of Black families, Latino families also fall victim to racial attitudes that influence how they are treated in the school system and society.

While one in every four Latino families and two in five Latino children live in poverty, another factor affecting the education of Latino students includes family attitudes that view children helping take care of or provide for the family as a priority over academic achievement (Hall, 2006). Therefore, the milestone of graduating from high school becomes less of an accomplishment for Latino students and more of means for students to be able to work full-time to bring sustainable income into the home.

The persistent racial inequities in education outcomes for Black and Latino males involve so many complex and intersecting factors that there will rarely be a one-size-fits-all approach. It needs a holistic approach that can bridge community, home, and school. If public schools are to do right by their Black and Latino males any justice, they must create and implement programs that acknowledge the cultural experiences of these young men by fostering a sense of self-identity, pride, and unity as leaders of their community.

Mentoring

Historically, researchers have attempted to thoroughly explore the societal factors that contribute to the widening achievement gap between Black and Latino male students compared with their White peers. More recently, however, has the literature on this subject begun to focus on factors that contribute to the success of male students of color (Watson et al., 2014). Mentoring is an example of an intervention that, when implemented appropriately, serves as a remedy to enhance the academic achievement and success of these young men (Gordon et al., 2009). This section argues for the use of mentoring as a means to empower young Black and Latino males with a set of knowledge and skills that will help them become leaders who are prepared for the challenges of a future after high school graduation.

In Greek mythology, the concept of mentoring originates from the character Mentor, who serves as a trusted friend and advisor to Odysseus, King of Ithaca, in Homer's *The Odyssey*. Mullen (2009) describes him as a guide who introduces others to new experiences and the world, while also seeking to encourage and protect those he aims to support. Mentoring, as it is known today, is understood as a nurturing relationship between someone considered to be wise and trusted, and someone who is younger or less experienced (Hall, 2016). Freeman and Ross (2014) describe mentoring as "an intense, dyadic relationship in which the mentor furthers the professional and personal development of the protégé by providing information, assistance, support, and guidance." This relationship is usually organized around activities such as spending time, coaching, providing feedback, and giving affirmation or support.

Types of Mentoring Programs

According to Hall (2006), mentoring programs within Black and Latino communities are typically aimed at helping underserved youth cope with the societal factors that consider them to be at-risk. He goes on to argue:

> Now more than ever, young people are finding themselves detached from deteriorating family structures that no longer provide them with adequate guidance, discipline, or love. Outside of family and home, academically struggling schools are being placed on the chopping block, forcing numbers of young people out of their schools and out of their education. Moreover, scarce community resources are leaving neighborhoods powerless in providing children and adolescents with sufficient outlets for healthy human development and growth. (Hall, 2006, p. 11)

The National Mentoring Partnership (2016) explains how several different types of mentoring programs are tailored to have different takeaways and points of interest based on the intended audience. Examples of these different types of mentoring programs

include community-based programs, school-based programs, career-exploration and internship mentoring programs, programs for youth aging out of foster care, and group mentoring programs (Garringer et al., 2016).

Most community-based mentoring programs utilize the traditional one-on-one approach that pairs a mentor and mentee together. Through this approach, the pair typically interacts on the weekends, within the community, for a specified length of time (Hall, 2006). Mentors and mentees are usually paired based on criteria not limited to interests, cultural background, gender, and life experiences.

As a less expensive alternative to traditional mentoring, school-based programs allow adults to carve out a portion of their time during the workweek to interact with youth in a safe and supervised space provided by a partnering school (Hall, 2006). This type of program allows a smaller number of volunteers to work with a more significant number of students at one time. Through this model, school staff is instrumental in identifying those students who could benefit from extra attention. It also provides students with additional adult support outside of teachers and administrators and helps students who have increased feelings of disconnectedness from school (Garringer et al., 2016).

A career-exploration and internship mentoring program seeks to match high school student mentees with mentors based on a particular career interest or field. This approach may focus on ensuring mentees walk away with identified strategies needed for interviewing, building resumes, and expanding social networks. Garringer et al. (2016) believe this type of program is also helpful in teaching mentees how to identify future mentors upon entering the workforce.

A program serving youth aging out of the foster care system is designed to identify dedicated mentors who will support those mentees who are leaving the comfort and care of being in the system (Garringer et al., 2016). An essential goal of this type of mentoring program is to ensure that mentees remain safe and avoid the infliction of additional abuse or trauma at the hands of a mentor deemed to be unqualified for such a task.

Through a group mentoring program, one or several mentors serve a group of mentees. The use of this model is ideal for those working in schools, recreational programs, after-school programs, and community service organizations. The intended goals of the program are contingent on the needs of the mentees participating in the program.

According to Sanchez (2016), Black boys are commonly stereotyped as hyper-masculine, suggesting that being products of this sort of environment that glamorizes danger and violence as the norm may influence them to be viewed as behaving in negatively stereotypical ways. These stereotypes lead researchers to conclude Black boys do not require any form of emotion or vulnerability as it pertains to mentoring relationships. Nevertheless, research shows this to be the opposite. In an examination of mentoring programs that target Black male youth, these programs tend to emphasize a group mentoring approach (Sanchez, 2016). This approach utilizes the concept of cultural relevance by fostering a sense of community often experienced in the Black and Latino culture that promotes bonding and brotherhood. The group setting also provides a safe and supervised surrounding where the young men can feel a shared sense of belonging and empowerment, based on similar experiences of oppression, through peer support and

interaction (Hall, 2006). In 2014, a qualitative study conducted of Black and Latino males in a school-based male mentoring program concluded the use of group settings seemed to have contributed to students feeling that they can succeed, causing them to have higher personal aspirations (Jackson et al., 2014).

Additionally, when working with boys and young men of color, MENTOR (2016) recommends utilizing the concept of critical mentoring to address the specific cultural needs of Black and Latino males. Critical mentoring focuses on the development of a critical consciousness—the ability of an oppressed group of people to recognize the reality of their social conditions and being prepared to take action to change perceived inequities (Freire, 1970/2018)—in mentors and mentees. As Jackson et al. explain in the findings of their 2014 study:

> The young men of UMOJA engaged their critical consciousness by sharing personal experiences and engaging in dialectic conversations about what their experiences meant for them individually and as members of Black and Latino communities. All of the participants engaged in a reciprocal relationship of talking, listening, and offering advice. This, in turn, allowed participants from various Black and Latino backgrounds to challenge dominant understandings of acceptable expressions of masculinity. (p. 408)

Benefits of Mentoring

As evidenced in Dr. Bernadette Sanchez's (2016) review of research studies on the effects of mentoring on Black male youth, participation can foster many benefits. A few studies showed growth in academic achievement based on an increase in participant test scores and grades for those young men who participated in the program, compared with those who did not participate. Other academic benefits included improvement in school behavior, motivation to do well in school, and an increased likelihood to apply to college after participating in the program. Additionally, one mentoring program was

reported with helping their mentees with college readiness and with "connecting their education to the real world" (p. 4).

The mentoring programs highlighted in Sanchez's review of research studies for the National Mentoring Resource Center also promoted social-emotional outcomes in Black male youth. The young men and their mentors discussed that "boys learned they could trust and depend on others and that it is acceptable to ask for and receive support rather than trying to resolve their problems and avoid talking about personal issues" (Sanchez, 2016, p. 5). Additional benefits indicated by Sanchez (2016) include improved self-concept, leadership skills, and relationships with others. Participants also reported that the program prepared them for newly experienced roles as fathers, husbands, and mentors. Not to mention, studies also showed that informal mentoring relationships also affect mental health, a topic often overlooked within the Black community. Results showed a decrease in self-reported depressive symptoms, as well as a reduction of the need to engage in risky behaviors. She determined that the presence of a mentor in the lives of these young men meant they were less likely to get involved in the use of alcohol or violent behaviors (Sanchez, 2016).

The literature on mentoring, as reviewed by Sanchez (2016), suggests mentoring relationships established through formal mentoring programs often lead to better academic achievement and healthy social-emotional well-being for Black boys. However, the field has yet to explore these issues for both Black and Latino boys. In addition, with the different types of mentoring programs, there seems to be a plethora of mentoring programs and rites of passage organizations created to eliminate gaps in their opportunities and outcomes for boys of color. Programs like these support President

Obama's My Brother's Keeper Alliance's (MBKA) vision to make the American Dream available to all boys and young men of color. Consequently, it is unclear whether there is an established system of guidelines or best practices that should be instilled within each program. Instead, organizations become tasked with reinventing the wheel to create formal mentoring programs that target boys of color from scratch.

Conclusion

Mentoring serves as a vital source for Black and Latino males who struggle academically as a result of unfavorable classroom experiences and discipline practices within the public-school system (Sanchez, 2016). The practice of instilling critical consciousness through mentoring may also lessen the adverse effects of the racial disparities experienced by these groups. In addition, group mentoring approaches support the cultural needs of Black and Latino male youth by empowering and promoting a sense of brotherhood and trust not often found in their everyday academic experiences. Sanchez (2016) believes culturally specific mentoring develops a racial identity in Black and Latino boys that has the potential to translate into the desire of these young men to pursue a college education after graduating from high school.

In conclusion, the development of gender and culturally specific initiatives that speak directly to the needs of Black and Latino male youth through community-based mentoring is a critical and effective intervention method (Brooms et al., 2018). The daily disparities faced by boys of color cannot be fixed by serving just a few thousand boys each year. The real transformation of these societal structures demands the need for institutional change. This study provides a voice for the experiences of Black and Latino male youth who participate in formal mentoring programs tailored to meet their needs,

like The Chauncy Glover Project, that would otherwise go unheard. Only when all youth,

regardless of race or gender, are given tools and guidance to succeed through mentoring,

will they be able to perform to the best of their abilities and achieve their goals.

CHAPTER THREE

Methodology

Introduction

In light of the many challenges faced by Black and Latino males, including the widening achievement gap and its effect on the school-to-prison pipeline, The Chauncy Glover Project (CGP) mentoring program for at-risk males of color recognizes a need for an intervention that allows these young men the opportunity to overcome their circumstances. The current Problem of Practice focused on the need for a culturally and gender-specific intervention through mentoring to improve the educational outcomes for Black and Latino males as they prepare to graduate from high school and pursue post-secondary education. This qualitative case study documents the experiences of Black and Latino males who participate in CGP and its influence in preparing them to graduate from high school and pursue college and a career.

This study enhanced the current research on the need for mentoring as an intervention for boys and young men of color and raise awareness of approaches to mentorship so that the chaotic lives of Black and Latino males progress beyond survival. The primary research questions that guided this study include:

1. What are the experiences of Black and Latino male youth who participate in The Chauncy Glover Project mentoring program?

2. How are these experiences related to their ability to graduate from high school and their readiness to enroll in a two or 4-year college?

Additionally, the following secondary research questions further guided the research:

1. What role does one-on-one mentoring play in their desire to pursue college and a career after high school?

2. Which features and strategies embedded in the framework of The Chauncy Glover Project ensure participants in the program are ready to achieve success after high school graduation by attending college?

Researcher Perspective and Positionality

As a Black woman raised in the South, my perceptions of Black and Latino male youth who desire to overcome barriers to succeed and improve their lives are shaped by my personal experiences. Moving from an urban community where everyone in my class looked like me, to the suburbs where I was one of few students of color as an elementary school student, I encountered systemic racism and implicit bias in education early on in my educational journey. For years, I simply co-existed with my White classmates, occasionally giving them glimpses of Black culture during "show-and-tell" moments. It was not until my summer reading assignments for AP English that I truly began to discover my cultural identity through the writings of Martin Luther King, Jr., Maya Angelou, and others.

I spent the first five years of my 15-year career working in K-12 education as a teacher in two different Title I schools, both of which gave me insight into teaching at-risk youth of color. Towards the end of my time in the classroom, I stumbled across the opportunity to sponsor a group of Black male students who were interested in forming a dance group to entertain their peers during pep rallies and other school functions. Hours of practice after school, coupled with moments of sharing motherly advice, laid the foundation for what would eventually become my true calling of working with young men of color.

Currently, I serve as a secondary school counselor in what is perceived to be a more affluent educational community, a position I have held for the past eleven years. While gaining a vast amount of knowledge of the educational system outside of the classroom, my experiences as an administrator have brought back memories of my time growing up in suburban Houston. The same perceptions of racism and bias that I encountered as a student, I am now able to see first-hand as an adult who is in a position to foster organizational change.

My position as a secondary school counselor allowed me the opportunity to use my knowledge and skills to serve for four years as chairman of the ASCEND℠ signature youth enrichment program of Alpha Kappa Alpha Sorority, Incorporated. ASCEND℠ stands for Achievement, Self-Awareness, Communications, Engagement, Networking, and Development Skills and is a college and career readiness program that focuses on providing high school students with life, academic, career, and character-building skills. It was through this program that I initially became acquainted with The Chauncy Glover Project. A chance meeting and collaborative effort with the organization's founder, Chauncy Glover, led to an opportunity to make an even greater impact within my community outside of the school system.

In addition to my role as an educator, I also serve in a volunteer role as Project Coordinator of The Chauncy Glover Project mentoring program. As the sole manager of the day-to-day operations and procedures of CGP, I have first-hand experience of the inner workings of the program. I am the only female working in this organization, and in this position, I have taken on the matriarch role, working closely with program participants and volunteer staff (mentors), networking with community stakeholders, and

ensuring program expectations are met. As a woman serving as an insider in this all-male organization, it is vital for me, as the researcher, to understand concepts derived from both Feminist and Critical Race Theorist ideologies (Watson et al., 2015). With these ideologies in mind, I recognize the need to be subjective through critical reflexive practice. My position within the organization also allows me to be aware of how feminism may affect the content of my research regarding how gender constructs my world as an educator (Asher, 2005; Ladson-Billings, 2000). As an educator who has experience in teaching at-risk Black and Latino males, as well working directly with the young men and their families who participate in CGP, I have also followed the tradition of female researchers who have taken an interest in the betterment of this population. My teaching experiences, along with my work as a school counselor and leadership position within CGP has influenced the structure of the research questions for this study, my interpretation of the meaning of the data collection, as well as guided my understanding of culturally relevant pedagogy and culturally relevant care as the theoretical framework.

My understanding of the societal factors faced by the young men who participate in the program, available resources, as well as knowledge of higher education, provide awareness and knowledge of what is needed to help these young men succeed. On the other hand, as the researcher, I recognize that because of my proximity to the program and its participants, I will need to engage in the use of reflexive subjectivity to consider any potential influences of the data and participants (Lather, 1987; Watson et al., 2016).

Theoretical Framework

This study draws on the theories of culturally relevant pedagogy and culturally relevant care to provide meaning to the mentoring experiences of Black and Latino males

who participate in The Chauncy Glover Project. Both theories are influenced by the ideological perspectives of racial identity development, as well as critical race theory (Gordon et al., 2009; Ladson-Billings & Tate, 1995). Watson et al. (2016) describe culturally relevant care (CRC) as a way to meet the unique cultural needs of Black and Latino males developing relationships through mentoring that build their self-esteem and academic achievement outside of the traditional classroom setting. Similar to that of CRC, applying the concept of culturally relevant pedagogy (CRP) in educational settings builds a caring relationship that allows teachers to meet students where they are from a cultural "funds of knowledge" approach (Watson et al., 2016). This inclusion of incorporating the knowledge and cultural experiences of Black and Latino males in the overall framework of The Chauncy Glover Project mentoring program provides a safe space for young men of color to establish their self-concept as they prepare to enter a world outside of high school (Hall, 2006).

Both theories of culturally relevant pedagogy and culturally relevant care are connected to each of the primary and secondary research questions, and therefore, guide and influence the research design of this study. The use of words such as "what" or "how" points to the focus upon a deeper understanding of the experiences of young men who participate in The Chauncy Glover Project (Creswell & Poth, 2018). According to Creswell and Creswell (2017), beginning research questions with the words "what" and "how" convey an open and emergent design geared at further explaining the phenomenon. The same approach to the framing of the interview questions included in the data collection process also provides information that is directly from the view of the study participants. This approach provides flexibility for the researcher to adjust the

design as data begins to expand on understanding the dynamics of the mentoring relationships developed through these young men's experiences in the program.

Whereas the prior studies, such as those reviewed by Sanchez (2016), only scratch the surface of the impact of mentoring programs on young men of color, the data collected in this study will inform future thinking about the influence mentoring relationships involving CRP and CRC have on preparing Black and Latino male students to graduate from high school and pursue college and a career. The voices of these young men provide an authentic perspective needed to inform other community and school-based mentoring programs about working with this population. Additionally, this data captures how these young men respond to the transformation of a mentoring program to a brotherhood characterized by their unique experiences as young men of color (Watson et al., 2016). By maintaining the need for CRP and CRC in the embedded framework of The Chauncy Glover Project, the emergent themes of trust, brotherhood, and empowerment are instrumental in the success of Black and Latino male youth.

Elements of CRP and CRC were identified to indicate how these two frameworks contribute to how Black and Latino young men view their experiences both during and after their time in The Chauncy Glover Project mentoring program. Watson et al. (2016) suggest the perspectives of the lives of at-risk young men of color are often misunderstood, providing an opportunity for this study to also contribute to advocating for much-needed community enlightenment regarding this group of youth.

Research Design

Although mentoring may remedy many challenges faced by Black and Latino males of color, the awareness of such practices has yet to reach more extensive fields of

scholarship. This lack of attention in the education research field raises questions about the challenges faced by at-risk young men both inside and outside of the classroom. While many studies explore the concept of mentoring Black males, few address the need for mentoring Latino males as well. A qualitative research design is best appropriate for the purpose of this study. This study addressed the existing research gap and further explains the plight of both of these groups, who have similar yet distinct experiences. The current Problem of Practice focused on the educational outcomes of The Chauncy Glover Project mentoring program as an intervention for Black and Latino males with a desire to graduate from high school and pursue post-secondary education. According to Creswell and Poth (2018), researchers conduct their own qualitative research because a problem or issue needs to be explored in detail, rather than relying on results from other studies. As Bogden and Biklen (2016) contend,

> Qualitative researchers avoid going into a study with hypotheses to test or specific questions to answer. They believe that shaping the questions should be one of the products of data collection rather than assumed a priori. The study itself structures the research, not preconceived ideas or any precise research design. Their work is inductive. (p. 51)

The use of a qualitative research design in this study assessed the personal experiences of participants in The Chauncy Glover Project mentoring program. A qualitative design also sheds light on how the phenomenon of the use of culturally specific strategies in mentoring Black and Latino male youth can prepare these young men for life after they complete high school (Yin, 2018).

A case study is appropriate when the researcher seeks to provide a clear understanding of a case that has identifiable boundaries (Creswell & Poth, 2018). Yin (2018) defines a case study as "an empirical method that investigates a contemporary

phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 15). In other words, a case study is fitting in this study because a review of the literature on mentoring recognizes the need to explore the use of such an intervention that is culturally specific to the needs of at-risk Black and Latino males.

Creswell and Poth (2018) suggest the type of qualitative case study that is chosen is based on whether the case involves studying one individual, several individuals, a group, an entire program, or an activity. According to Creswell and Poth (2018), an intrinsic case study is one where the focus is on the case itself. Given the nature of the research questions, in this instance, the case is The Chauncy Glover Project mentoring program for at-risk Black and Latino males who are college-bound. The use of an intrinsic case study design provides insight into the meaning of the experiences of young men of color who participate in The Chauncy Glover Project and how those experiences have prepared them to achieve success after high school graduation by attending college (Creswell & Poth, 2018). This design allowed the participants to narrate their own stories and mentoring experiences, lending a voice to a population that is often judged based on others' perceptions of them. These documented experiences also provide insight into the implementation of culturally relevant strategies to ensure such success for young men of color who choose to participate in a mentoring program.

Site Selection and Participant Sampling

Given the unfavorable circumstances and challenges faced by Black and Latino male youth, this qualitative research design sought to explore their mentoring experiences as participants in The Chauncy Glover Project through an intrinsic case study. This

approach to qualitative research supports the researcher in understanding how those experiences helped the young men in the program overcome their circumstances and prepare for life after high school graduation. The following sections provide background information on the program as the site of data collection and participant sampling.

Site of Data Collection

The Chauncy Glover Project (CGP) is "an extensive, hands-on mentoring program and federally approved nonprofit 501(c)(3) organization that was created to groom inner-city teenage boys into upstanding and accomplished gentlemen" (The Chauncy Glover Project, 2018). The mentoring program spans one year and runs from June to the following May. The participants of the program are referred to as CGP Gents and are selected at the end of their high school junior year in May, and then are mentored and guided through the summer to their senior year of high school. While the curriculum portion of the program lasts only through the school year, the program staff works to keep track of former CGP Gents and provide assistance as they enroll in college and matriculate through their undergraduate experience. The program participants also include a middle school group of sixth through eighth graders who are referred to as CGP Young Gents. For this study, however, the researcher focused on high school seniors, as this group was the initially intended audience of the program when it was created. Each young man who is selected to participate in the program must agree in writing to a set of established program guidelines and expectations regarding attendance, behavior, and dress code. Appendix B includes the CGP Gents/Young Gents Rules and Guidelines.

As an alternative to traditional mentoring, CGP provides opportunities for both a group and one-on-one mentoring model. Through group mentoring, CGP helps prepare

young men to graduate from high school and enter college by requiring them to attend

monthly empowerment sessions on topics focused on the ideals of manhood and success.

These sessions are part of a rigorous curriculum tailored to provide specific supports and

guidance to prepare young men in the program for later in life. Depending on the overall

culture and personality of each mentoring group, additional sessions outside of the

standard curriculum may be deemed necessary based on the needs of the group.

Empowerment sessions are led by Chauncy, the mentors, or invited community guests,

and are generally held on a Saturday at one of the partnering high schools or the local

community center. The one-on-one mentoring model allows for CGP to provide

additional support by pairing the Gents with a mentor that coincides with each young

man's interests, career aspirations, or similar life experiences. As noted on the CGP

website, in addition to empowerment sessions, "the young men also engage in monthly

tutoring sessions, community service activities, and cultural enrichment trips" (The

Chauncy Glover Project, 2018). As indicated by Shaw et al. (2013):

> As awareness of the acute nature of the problems facing young Black males has
> grown, an array of innovative educational programs aimed at preventing
> hardships and addressing the particular needs of these youth have been initiated.
> These initiatives have included various mentoring and job training programs that
> match youth with adult role models as well as rites of passage programs aimed at
> socializing and preparing young males for manhood, fatherhood, and community
> responsibility. (p. 36)

Since its inception, CGP has sent more than 100 young Black and Latino young men to

college. After relocating as an Anchor and Reporter for KTRK-ABC13, the program

expanded to a chapter in Houston and its surrounding areas during the 2016-2017 school

year. While historically, CGP program participants are Black males, discipline and

academic data obtained from the Houston Independent School District (HISD) suggested

Latino males be included as well. With the help of partnering school principals from Westbury High School and Wheatley High School, potential participants of the program were identified and chosen by CGP executive staff through a selective application and panel interview process. Due to Chauncy's popularity as a local television personality and the program's widespread attention, parents and sometimes the young men themselves, reach out to the program to express interest in participating as well. Therefore, there are times when the selected CGP Gents attend other Houston area high schools besides the two HISD partner schools.

Each CGP Gent is paired with a mentor who is considered to be an impactful and upstanding male leader in the community. The pairing typically coincides with each young man's interests and career aspirations. The mentors communicate with mentees and their families regularly while also providing encouragement, guidance, and manhood insight. Although considered volunteer staff, each CGP mentor goes through an extensive application and interview process, background check, and training before interacting with program participants or their families.

At the end of each mentoring session, CGP Gents culminate their experience by partaking in The Chauncy Glover Project Annual Black Tie Gala. The gala serves as the organization's primary source of fundraising to provide scholarships for CGP Gents as they graduate from high school and head off to college the following fall. Instead of a traditional sit-down dinner fundraiser, CGP Gents take the stage in a live performance, theatrically detailing how CGP has helped them to embrace their trials and celebrate their triumphs on the quest to overcome their barriers to success. The performance includes a theatrical show, written by Chauncy, that is inspired by the experiences of the group for

that mentoring session, as well as individual monologues delivered by each CGP Gent to an audience of their families, friends, community leaders, and supporters.

Participants and Sampling

Data for this study was collected from participants that were chosen through a purposeful sample of Black and Latino males, who participated in The Chauncy Glover Project during its time in Houston between 2016–2019. Additional data was collected from a selected group of mentors who also served with the program during that time. (See Table 3.1 and Table 3.2). There was a total of 43 Black and Latino males who participated in CGP during the 2016–2017, 2017–2018, and 2018–2019 mentoring sessions. Of these young men who were selected to join the program as CGP Gents during their respective senior year of high school, five were selected to be participants in this study. According to Creswell & Creswell (2017), "the idea behind qualitative research is to purposefully select participants that will best help the researcher understand the problem and the research question" (p. 185). These five former CGP Gents were chosen based on their background (e.g., level of academic achievement, family structure, trauma, and socioeconomic status) to show different perspectives on mentoring and the desire to pursue college and a career (Creswell & Poth, 2018). Two of the young men self-identify as Latino (Mexican), and the other three identify as Black. All but two of the participants attended either Westbury or Wheatley High School before graduating and pursuing their undergraduate studies or a career. The participants who did not attend one of the CGP partner schools attended other HISD high schools. The current ages of the participants at the time of this study ranged from 20 to 21 years of age. As an incentive for participating in the study, their participation allowed these former CGP Gents the

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opportunity to provide a voice and tell about their lives not necessarily shared during their two-minute monologue at the Black Tie Gala (Bogdan & Biklen, 2016; Creswell & Creswell, 2017).

Additional data was gathered from a group of mentors who have all been with the program during each of the designated mentoring sessions, and therefore have either mentored or had contact with each of the participants. Table 3.1 provides background information about the former CGP Gents and Table 3.2 provides background information about the selected group of mentors. The inclusion of data from the group of mentors helps to provide a deeper understanding of the role of one-on-one mentoring within the program. This data also helps the researcher identify which cultural components included in the framework of The Chauncy Glover Project contributed to the overall success or failures of the program. Each of the mentors, including the founder, Chauncy Glover, identifies as Black males ranging from the ages of 29 to 37 years of age.

Qualitative Data Collection

The data collection process consisted of three phases: pre-interview questionnaires, one-on-one interviews, and focus groups. Throughout the process, additional steps included collecting data, recording information, exploring field issues, and storing data. According to Creswell and Poth (2018), the use of multiple forms of data in a qualitative case study allows the researcher to present an in-depth understanding of the problem and research questions. Prior to any data collection, however, it is appropriate for the researcher to distinguish the research as either a single- or multiple-case study design. A single-case study best examines the global nature of The Chauncy Glover Project by confirming how the theories of culturally relevant care and culturally

relevant pedagogy provide meaning to the experiences of Black and Latino males who participate in this culturally specific mentoring program.

Table 3.1

Participant Demographics of Former CGP Gents

Participant Name	Role	Age	Race/ Ethnicity	Educational Outcome
Dieu	Former Gent	20	Congolese	Junior at Texas A&M Univ.
Quinton	Former Gent	20	Black	Junior at Lamar University
Adrian	Former Gent	20	Mexican	Freshman Univ. of Houston
Da'vion	Former Gent	20	Black	Sophomore at Texas Tech
Tommy	Former Gent	21	Mexican	Senior at Univ. of Houston

Table 3.2

Participant Demographics of CGP Mentors

Participant Name	Role	Age	Race/ Ethnicity	Highest Degree
Chauncy	Mentor/Founder	35	Black	Bachelor's Degree
Pierre	Mentor	32	Black	Bachelor's Degree
Ramon	Mentor	30	Black	Master's Degree
Donny	Mentor	37	Black	Master's Degree
Curtis	Mentor	29	Black	Bachelor's Degree

Note: Pseudonyms were used to maintain the confidentiality of some participants.

According to Yin (2018), such a study has the potential to refocus investigations of mentoring programs for young men of color to pay less attention to the barriers these young men face but focus more on the contributions to their success by defying the odds of graduating from high school and pursuing college and a career. Based on the many single-case rationales identified by Yin (2018), the revelatory case best provides the researcher with an opportunity to "observe and analyze a phenomenon previously

inaccessible to social science inquiry" (p. 50). In this case, this research adds to the need to include the mentoring experiences of both Black and Latino young men.

To begin the data collection process, the researcher determined which forms of data would be best appropriate for this qualitative case study. Given the complex nature of the lives of the young men who participate in The Chauncy Glover Project, one source of data was not enough to develop this in-depth understanding of their experiences. Instead, extensive data collection for this study drew on multiple data sources, including interviews, semi-structured focus groups, and questionnaires that collected information using both open and closed-ended questions (Bogdan & Biklen, 2016; Creswell & Poth, 2018). Table 3.3 illustrates the data collection methods for each of the primary research questions. Other types of information included documents such as field notes, college transcripts, digital audiovisual materials, and archival records from the participant's time in the program (Creswell & Poth, 2018; Creswell & Creswell, 2017).

Table 3.3

Summary of the Data Collection Methods for Each of the Primary Research Questions

Research Question	Data Collection
1. What are the experiences of Black and Latino male youth who participate in The Chauncy Glover Project mentoring program?	Individual interviews Focus group
2. How are these experiences related to their ability to graduate from high school and their readiness to enroll in a two or 4-year college?	Individual interviews Focus group Questionnaire

Due to the previously established relationship between the researcher and participants, the researcher was able to personally reach out to each former CGP Gent by phone to explain the research project and how their experiences can help shape the lives

of Black and Latino males in search of a way out who will come after them. As former CGP Gents, most of the participants, and their parents were already familiar with the idea that a project of this nature would occur at some point. The initial contact was followed up with an email that included a consent form and an official letter explaining the research project in detail. The participants were all over the age of 18 and did not require parent permission to be a part of this study. Additionally, as the results of this study were specific to The Chauncy Glover Project and do not qualify as human subject's research; therefore, there was no required prior approval from an institutional review board.

According to Yin (2018), the interview is perhaps one of the most important sources of data found in a case study. This guided conversation between the researcher and the participants can help answer the "hows" and "whys" of their mentoring experiences within CGP, as well as provide insight on each individual's perspective of those experiences. Interviews are also useful when participants, like those who have already completed the mentoring program, cannot be directly observed (Creswell & Creswell, 2017). Case study interviews were conducted using both a series of one-on-one interviews with each former CGP Gent and separate focus group interviews with the CGP Gents and the mentors. Figure 3.1 highlights each phase of the data collection process.

Figure 3.1. Phases of the data collection process.

Phase One: Pre-Interview Questionnaire Form

Before the interviews, participants were asked to complete a short questionnaire administered through a Google Form about their background and experiences in the program. The questionnaire collected necessary demographic information, and questions mirrored questions similar to those asked of the former CGP Gents when they first applied to be a part of the mentoring program (see Appendix C for questions). Data from this questionnaire helped the researcher prepare an initial set of open-ended questions to help guide the conversation during the interview.

Phase Two: One-On-One Interviews

Next, the researcher conducted two-part one-on-one interviews that lasted between 30–45 minutes. These semi-structured one-on-one and focus group interviews also assisted in addressing the research questions for the study. Given that the participants attend different college campuses across the state of Texas, as well as adhering to social distancing guidelines in response to the COVID-19 pandemic, interviews were conducted virtually using the Zoom online videoconferencing platform during the semester break. The researcher recorded information using handwritten notes, audiotaping, and videotaping. As a feature of the Zoom online platform, meetings were automatically recorded and transcribed (Creswell & Creswell, 2017). To confirm the accuracy of these transcriptions, the researcher reviewed the original recording alongside the Zoom transcript and adjusted as needed before moving to the data analysis stage of the research process. The use of these recordings and transcriptions ensured validity and reliability. Handwritten notes also helped to ensure the accuracy of the data collected.

The first part of the one-on-one interview focused on the participant's background and demographic information, including family structure, home life, cultural background, and any experiences with racism or bias they may have encountered as a young man of color. This initial stage of the interview allowed the researcher to regain rapport with each participant, so they felt comfortable sharing parts of their story not mentioned previously while a part of the mentoring program, and new experiences as young adults. Additionally, this interview also addressed how each former CGP Gent viewed their academic experiences before and during the program. Questions focused more on any similarities or differences in their secondary and post-secondary schooling experiences, including perceptions of their academic ability and challenges with teacher bias or disproportionate discipline practices.

The second part of the one-on-one interviews with the former CGP Gents focused on capturing their experiences after graduating high school and pursuing their post-secondary education at a two or 4-year college or university. The questions asked of the participants followed up on their initial perception of their academic ability compared to now, as well as addressed any challenges they have faced in the process. This part of the interview also allowed the participants to reflect on how their participation in The Chauncy Glover Project may or may not have contributed to helping them prepare to pursue college and a career. In the original research design of this study, this part of the one-on-one interviews was listed as an additional phase but was re-adjusted to adhere to the availability of the participants as some prepared to return on campus amid the COVID pandemic.

Phase Three: Focus Groups

The final phase consisted of separate focus groups for both former CGP Gents and mentors, addressing the former CGP Gents experiences while participating in the mentoring program. Participants were asked to share their thoughts on the structure of the program, rules, and guidelines, as well as their one-on-one experiences with their assigned mentor and the program's founder. The researcher used photo-elicitation protocol during the focus group interviews for jogging memories and encouraging reflection of each participant and mentor's time in The Chauncy Glover Project (Bagnoli, 2009). Photographs from the annual end of the year Black Tie Gala, participating in empowerment sessions, tutoring, and other program activities, were used to craft interview questions. The use of this qualitative interview technique within the focus group also helped to capture the transformation from group mentoring to a brotherhood that is often experienced among each mentoring group. The focus group interview with the former CGP Gents lasted approximately one hour. The focus group with the mentors, however, extended over two hours and involved similar questioning and techniques, except perceptions were documented from the mentor's perspective. Prior to beginning the mentor focus group, the researcher stressed the importance of also understanding how their honesty and transparency during the interview process was necessary to interpret their experiences with their former mentees to determine how specific features and strategies embedded in the framework of CGP may or may not contribute to its success in preparing these young men for life after high school graduation.

In the following section, a description of how the data collected through interviews, focus groups, and other documents were organized to answer the primary and secondary research questions for this study.

Qualitative Data Analysis

The overall goal of qualitative data analysis is to make sense of the multiple sources of data that have been collected. The data analysis process in qualitative research consists of three main steps. The first is preparing and organizing data for analysis, including questionnaires, interview and focus group transcripts, as well as other documents (e.g., personal notes, college transcripts, digital audiovisual materials, and archival records from the participant's time in the program). Second, the data was then reduced into themes through a process of coding and condensing the codes. Based on the intended purpose of The Chauncy Glover Project, as described by its founder, significant themes expected to be revealed in this study included feelings of trust, brotherhood, and empowerment, as related to how culturally relevant pedagogy and culturally relevant care relate to the experiences of the former CGP Gents. Finally, during the last step in the process, the researcher represents the data in figures, tables, or a discussion (Creswell & Poth, 2018). While qualitative researchers tend to follow a general process when it comes to analyzing data, there are specific approaches that are ideal when referring to case study analysis. For this qualitative case study, analysis consisted of describing the experiences of Black and Latino young men who participated in The Chauncy Glover Project and how those experiences influenced their ability to pursue college and career following high school graduation.

Procedures

Due to the tedious nature of data collection and analysis in qualitative research, data analysis coincided with data analysis and the write-up of the findings. Creswell and Poth (2018) further explain the process of data analysis as a spiral of activities that "involves organizing the data, conducting a preliminary read-through of the database, coding and organizing themes, representing the data, and forming an interpretation of them" (p. 181). For this qualitative case study, the works of Creswell and Poth (2018) and Yin (2018) guided the data analysis and representation process.

The data analysis spiral in qualitative research represents the ongoing process of how the researcher continuously moves in analytic circles to meet the end goal of answering the research questions through the voice of the study participants. Figure 3.2 provides a visual representation of the data analysis spiral (Creswell & Poth, 2018).
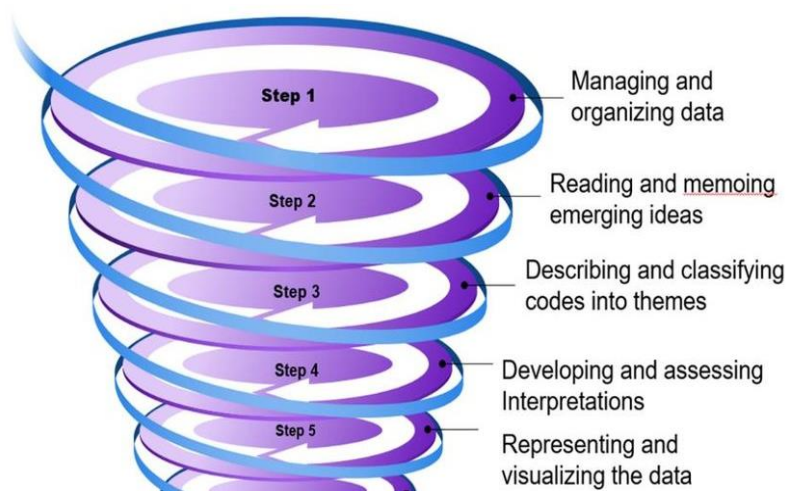

Figure 3.2. The data analysis spiral (reprinted with permission from *Qualitative inquiry and research design: Choosing among five approaches* (4th ed., p. 186), by J. W. Creswell & C. N. Poth, 2018, Sage. Copyright 2018 by Sage. Reprinted with permission.

To begin the process, the researcher organized the data into digital files utilizing a password-protected flash drive intended solely for this qualitative study. Each interview transcript, recording, and other files and documents were organized using a file naming system that included the type of document and date collected. Details of each interview and transcript were also logged on a spreadsheet only accessible by the researcher. This spreadsheet contained the participant's actual name, as well as their chosen pseudonym, if any. According to Creswell and Poth (2018), the use of a file naming system and spreadsheets are critical in ensuring files can be easily located for analysis.

Next, the researcher read the interview transcripts several times while making margin notes or memos in an attempt to get a sense of the data and form initial codes. Yin (2018) refers to this step in the process as "playing with the data and searching for promising patterns, insights, or concepts" (Yin, 2018, p. 164) in order for the researcher to define their priorities for what to analyze and why.

The next step provided a description or detailed view of aspects about the case, or in this study, the individual experiences of the former CGP Gents in the mentoring program and how those experiences relate to entering into life after high school (Creswell & Poth, 2018). The case description centered around each participant's experiences with their mentor during empowerment sessions, the Black Tie Gala, college acceptance, and finally, post-secondary life.

Then, the data was aggregated into two categories, a process Creswell and Poth (2018) refer to as categorical aggregation. According to Creswell and Poth (2018), through categorial aggregation, the researcher "seeks a collection of instances from the data, hoping that issue-relevant meanings will emerge" (p. 206). The first category was

related to the experiences of the former CGP Gents while participating in The Chauncy Glover Project. Another category spoke to how those experiences influenced the former CGP Gents and their ability to transition from high school to college life. The researcher was then able to collapse these two categories into an emergence of themes using preliminary codes related to Black and Latino young men and their inner longing for trust, brotherhood, and empowerment.

The final step of the case study analysis process required the researcher to take the analysis a step further by using direct interpretation to present generalizations comparing and contrasting how culturally specific experiences prepared these former CGP Gents to pursue college and a career after high school successfully. Through this process, the researcher was able to pull the data apart and put it back together again in a more meaningful way that compared and contrasted the experiences of the former CGP Gents (Creswell & Poth, 2018). This interpretation is further explained through the use of diagramming as a way of visually representing the relationships among the three themes. The researcher was then able to develop generalizations related to the concept of including culturally relevant pedagogy and culturally relevant care in the design of future mentoring programs for Black and Latino male youth.

Analysis Process

This qualitative case study analysis explains how Black and Latino male youth benefit from a mentoring program specific to their gender and cultural needs. According to Yin (2018), "one general strategy of analyzing case study data is to follow the theoretical propositions that led to the case study" (p. 168) as a means for answering the research questions. The theoretical propositions of embedding the concepts of culturally

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relevant pedagogy and culturally relevant care into the framework of The Chauncy

Glover Project help shape the data collection plan and guide the case study analysis.

Yin (2018) suggests that even though a case study might be about a specific

organization, the analysis may include data from some elements within the organization,

known as embedded subunits. In this instance, the case is about the mentoring

experiences from within a single, entity The Chauncy Glover Project, on five former

CGP Gents, or subunits, and how the similarities and differences in their experiences

prepared them for life after high school. This study also goes a step further by collecting

data from a group of mentors as an intermediary unit to provide a deeper meaning of

those experiences. The use of this additional data from the mentor's aids in the

triangulation process by shedding light on their perspective of the young men's time in

the program.

Through data collection and analysis of transcripts detailing the experiences of the

young men in The Chauncy Glover Project, Creswell and Poth (2018) contend the

researcher provides an emergence of the themes of trust, brotherhood, and empowerment

that support the intended outcomes of the program.

Validation Strategies

Creswell and Creswell (2018) suggest the use of multiple validation strategies to

enhance the researcher's ability to assess the accuracy of the findings of the qualitative

study. Of the eight primary strategies to ensure validity, five are incorporated into this

qualitative case study (see Figure 3.3). In this study, triangulation of data sources,

member checking, use of rich descriptions, clarifying researcher bias, and presenting

negative information helped establish qualitative validity.

According to Creswell and Creswell (2017), the use of multiple data sources to provide meaning to the experiences of the participants helps to triangulate the data by establishing several themes based on their perspectives. The triangulation of data sources also adds to the validity of the study by establishing credibility. Member checking is a measure used to ensure trustworthiness by using ongoing dialogue to allow participants to review the specific descriptions or interpretation of themes of the study for accuracy (Creswell & Creswell, 2017). This strategy allowed each participant to provide feedback and make sure their views and experiences were truthfully represented during the study to
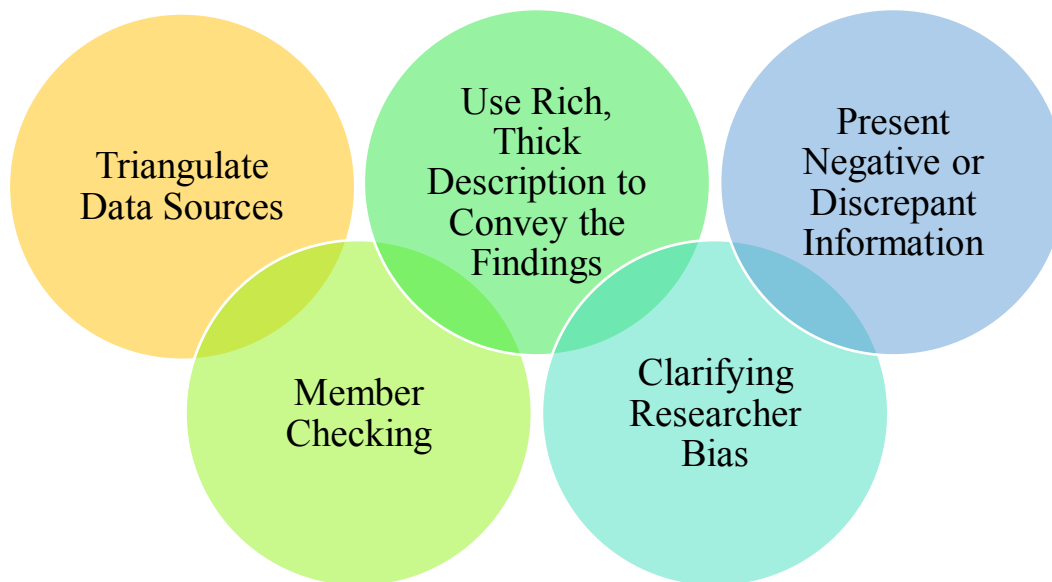
Figure 3.3. Multiple validity procedures (adapted with permission from *Research design: Qualitative, quantitative, and mixed methods approaches* (p. 200–201), by J. W. Creswell & J. D. Creswell, 2017, Sage. Copyright 2017 by Sage. Adapted with permission.

avoid misinterpretation of the data. Also adding to the validity of the findings is the use of rich, thick descriptions of the experiences of those who participated in The Chauncy Glover Project by using a sample of participants that offer the many perspectives and backgrounds of the former CGP Gents. To clarify researcher bias, it was imperative that the researcher stepped out of their role as project coordinator while completing this

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research study. Recognizing that the researcher's close relationship with the program had the potential to influence the data and participants created an open and honest narrative of the research findings (Creswell & Creswell, 2017). Lastly, reporting all evidence, including that deemed negative or discrepant information about The Chauncy Glover Project, provided a more realistic and valid interpretation of the program.

<p style="text-align:center;">*Ethical Considerations*</p>

The researcher employed specific safeguards to ensure the protection of each of the study participants. These safeguards included communicating the study objectives verbally and in writing, written permission received from participants, informing participants of all data collection devices and activities, transcription of all interviews and focus groups made available to participants for accuracy, respect for participant's rights and interests, and respect for participant privacy and anonymity (Creswell & Creswell, 2017).

As all participants of this qualitative study are of legal age, both former CGP Gents and mentors were able to make the sole decision on their participation. Also, appropriate consent forms were used to ensure each participant understood the purpose of the research, as well as their expectations and rights as study participants (see Appendix A). Although each mentoring session, former CGP Gents experience sharing their journey to an audience of family, friends, and strangers during The Chauncy Glover Project Annual Black Tie Gala, a two-minute monologue does little to grasp the true meaning of their experiences both in and out of the program. As a means to protect the privacy of information they may not want to share with the public, each study participant was given the option to choose a pseudonym to maintain their confidentiality.

Limitations and Delimitations

Limitations and delimitations are based in the intentional choices made by the researcher when designing the study. This study had several limitations that were beyond the researcher's control, including the generalization of participant experiences, potential researcher bias, and an unequal representation of Black and Latino male youth. First, the findings in this study are not generalizable of all Black and Latino males who participate in The Chauncy Glover Project mentoring program. Each young man who engages in the program comes from different backgrounds and has different life experiences. Also, not every young man who participates, completes the program or pursues college and career immediately following high school graduation. Second, the possibility of researcher bias could emerge, as the researcher also serves in a dual role as project coordinator of The Chauncy Glover Project mentoring program. Whether intentional or unintentional, avoiding any misleading of the research being conducted requires transparency and honesty on behalf of the researcher. Future studies involving the program might benefit from a research assistant, not affiliated with the organization or its participants, to conduct one-on-one interviews and focus groups. Lastly, the findings of this study have the potential to be limited to an unequal representation of addressing the cultural needs of both Black and Latino male youth. Although participation in The Chauncy Glover Project is open to both Black and Latino males based on demographic needs, the majority of the participants are Black. The organization has never had any mentors on staff who identify as Latino. The lack of Latino mentors on the CGP staff could also affect how Latino males feel represented within the organization.

This study also had several delimitations, or boundaries, that were purposely set by the researcher for the intended purpose of this study. First, the chosen sample of

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research participants did not include former CGP Gents or mentors who did not adhere to the attendance and behavior requirements of the mentoring program. Potential participants in this study were chosen based on their voluntary participation in benefitting from the program. The researcher focused on potential participants who still communicated with program staff and who most likely showed interest in sharing more of their life journey. Next, while parents, teachers, and school administrators could have provided additional data for this study, the researcher focused solely on the mentoring experiences of the former CGP Gents. Future studies involving program evaluation should consider using data from this excluded group. Lastly, the focus of the research problem and questions was how participating in the program influences Black and Latino males to pursue college and a career after high school graduation. While this study focuses particularly on Black and Latino males who joined The Chauncy Glover Project in high school, there is also a middle school-aged group of Black and Latino males who participate in the mentoring program, known as CGP Young Gents. While the CGP Young Gents curriculum mirrors that of the CGP Gents, the delivery and expectations are tailored to that of a younger audience. For future studies involving the program, CGP may benefit from designing a study that examines the influence of mentoring on participants who were a part of the program before attending high school.

Conclusion

This qualitative case study examined the use of gender and culturally specific initiatives to directly speak to the needs of Black and Latino male youth by embedding them into the framework of community-based mentoring programs like The Chauncy Glover Project. Through the use of multiple data sources such as a questionnaire,

interviews, and focus groups, former Black and Latino male youth who participated in The Chauncy Glover Project mentoring program shared intimate details of their own lives and experiences within the program. Their individual and collective experiences during their time in the program, followed by analysis or interpretation of the meaning of those experiences, brought about an emergence of themes. These themes explain the influence of a culturally specific approach to mentoring Black and Latino males and how it relates to their desire to pursue college and a career after high school graduation.

By providing a safe space for young men to embrace experiences unique to their culture, the embedded themes of trust, brotherhood, and empowerment emerge as critical intervention methods intended to help Black and Latino males overcome their circumstances. To that end, the following chapter examines the results and discusses the implications of the research findings.

CHAPTER FOUR

Results and Implications

Introduction

Culturally and gender-specific interventions, like The Chauncy Glover Project (CGP) mentoring program for at-risk males of color, were created to provide an opportunity for Black and Latino male youth. Opportunities such as these allow young men of color to see beyond their unfavorable circumstances and pursue college and a career after high school graduation. In this current Problem of Practice, the researcher's use of a qualitative case study research design captured the voice of five former participants in The Chauncy Glover Project mentoring program and a group of their mentors. The design of this study allowed the participants to narrate their own stories and mentoring experiences to describe how those experiences prepared these young men to achieve success after high school graduation by attending college. Through the use of multiple data sources, such as personal notes and archival records from the participant's time in the program, along with data from individual and focus group interviews the researcher sought to answer the following primary research questions:

1. What are the experiences of Black and Latino male youth who participate in The Chauncy Glover Project mentoring program?

2. How are these experiences related to their ability to graduate from high school and their readiness to enroll in a two or 4-year college?

Additionally, the results of this study were also able to answer the following secondary research questions:

1. What role does one-on-one mentoring play in their desire to pursue college and a career after high school?

2. Which features and strategies embedded in the framework of The Chauncy Glover Project ensure participants in the program are ready to achieve success after high school graduation by attending college?

As mentioned in previous chapters, this study draws on the influence of racial identity development and critical race theory in the theoretical frameworks of culturally relevant pedagogy (CRP) and culturally relevant care (CRC) to provide meaning to the mentoring experiences of these Black and Latino young men who participated in The Chauncy Glover Project (Gordon et al., 2009; Ladson-Billings & Tate, 1995). Both CRP and CRC utilized the voice of the participants in this study to translate how their experiences influenced their desire to pursue college and a career after high school graduation.

This chapter begins with an overview of the participants and how they were selected for this study. Then, as is custom within a single case study design with subunits, the researcher provides a narrative account of the experiences of the former CGP Gents who participated in The Chauncy Glover Project from their point of view. Each narrative account also includes information regarding the participant's personal and family background, as well as their K–12 academic experiences. Next, the researcher highlights the common themes that were generated based on the participant responses related to their experiences in the program. Additional themes based on the mentoring experience from the mentor perspective are also explored. Then, using the concepts of CRP and CRC in the analysis of the data, the researcher then compares the themes provided by the former CGP Gents and their mentors from the perspective of the theoretical framework through the cross-case analysis. Finally, the results of the study answer the research

questions by providing future stakeholders of The Chauncy Glover Project with an understanding of the influence of mentoring programs, specifically those that target Black and Latino males, on their desire and ability to graduate from high school and pursue college and a career.

The Participants

A purposeful sample of former CGP Gents, and a group of mentors, who participated in The Chauncy Glover Project during its time in Houston over a span of four years was used to select the participants for this study. The primary source of data for this study consisted of individual, semi-structured interviews with each of the former CGP Gents. Additional data provided during this study consisted of focus group interviews with the former CGP Gents as a group, as well as a selected group of five mentors. The mentors identified for the focus group were chosen because each of them served as volunteer mentors during the same time as the group of mentees. These same mentors have also seen the progression of the program since its inception. As subunits within the single-case study of The Chauncy Glover Project, the participants' individual stories provide insight into the unique experiences of the former CGP Gents during their time in the program and once in college.

Case Descriptions and Narratives

In order to position the narratives of the participants, Table 4.1 also presented in Chapter Three, provides an overview of the participants and their background information. Each of the former CGP Gents have shared intimate pieces of their story in a two-minute monologue performed for an audience at the completion of their respective mentoring session.

Table 4.1

Participant Demographics Re-Cap of Former CGP Gents

Participant Name	Role	Age	Race/Ethnicity	Educational Outcome
Dieu	Former Gent	20	Congolese	Junior at Texas A&M Univ.
Quinton	Former Gent	20	Black	Junior at Lamar University
Adrian	Former Gent	20	Mexican	Freshman Univ. of Houston
Da'vion	Former Gent	20	Black	Sophomore at Texas Tech
Tommy	Former Gent	21	Mexican	Senior at Univ. of Houston

Having publicly shared these experiences, they each agreed to use their real names in their published stories. However, due to the sensitive nature of a topic concerning Adrian and one of the mentors, that mentor requested the use of a pseudonym to maintain his confidentiality. It is also noted that while Dieu was born in Africa, for the purpose of this study, he identifies as Black or African-American. The following case descriptions provided of each of the five former CGP Gents are organized by the year the young man spent in the program, graduated from high school, and enrolled in college. These descriptions include their individual stories and experiences in CGP, adult and college life after CGP, and connections to what they learned in the program.

Dieu—A Story of Refuge and Hope

Dieu (pronounced *DEE-aay*) is a junior majoring in microbiology at Texas A&M University. Born in the Democratic Republic of the Congo, his birth name means "Thank You God" in French. When he was six months old, Dieu's father was killed as a result of conflict during the Second Congo War, also known as the Great War of Africa. Years later, a nine-year-old Dieu sought refuge in the United States along with his mother, two older brothers, and a younger brother. As refugees new to the American way of life and

the public school system, Dieu's initial academic experiences consisted of he and his siblings struggling to learn the English language in the English as a Second Language program. By the time Dieu joined The Chauncy Glover Project at the end of his junior year at Wheatley High School in Houston ISD, he was taking advanced placement courses and, on the way to being at the top of his graduating class.

Dieu was encouraged to apply for CGP at the recommendation of his school's assistant principal, Mr. Montgomery. As a part of the application process, the young men recommended by Mr. Montgomery were interviewed by the program's executive staff that included Chauncy Glover, CGP founder and program director. The researcher, who also serves as the project coordinator, the mentor coordinator, and the academic coordinator were also in attendance. Dieu described his first impression of CGP,

> I saw an adult male who was dressed properly, well groomed. And for me, I was like okay I kind of want to be like that, you know, so it's like okay, maybe I might be able to get something from these people. I might be able to learn something from them because they are well groomed. They all respect one another, and they talk to each other very equally. Not only that, but they were having fun with each other, just like they knew each other. Everyone in a room knew each other and I didn't know anybody. But what actually got me interested was the fact that where I come from in my neighborhood it is very rare to see a black male in a tie. A black man who talks properly, it seemed that kind of motivated me to say maybe these are the right people. I might be able to learn something from them.

With the absence of his father and his older brothers no longer living at home, Dieu hoped that by joining CGP, he would learn how to become more of a man to help take care of his family. Dieu reflected that before joining CGP, he sometimes struggled with self-esteem and being shy in school. Being in the program challenged him to get out of his comfort zone by meeting new people and trying new things. One of those new things was public speaking. During the annual Black Tie Gala at the end of his senior year of high school, Dieu found himself center stage in a Black Panther themed theatrical

production performed in front of an audience that included some of the city's top political and community leaders. Excited about the strong connection to Black culture "especially having the same uniform" the show made him feel, "connected with one another as if it were, some sort of brotherhood." Dieu was called upon by Mr. Glover, CGP founder, to use his African background to open the show with a series of chants inspired by his native Congo. Dieu recalls the moment he was forced to find courage and believe in himself,

> Just when I when I was walking on stage, the fact that Mr. Chauncy put me to be first, I was freaking out. I told him, 'I don't feel confident going first. I don't know. You know, I didn't want to mess up.' So, I was freaking out. I even talked to him and said, 'Can you put me at least in the middle, at least second or third?' And he was like, 'No, you're going to be first.' So, at the time, I'm a little bit mad because I felt like I didn't have confidence. He kept pushing me like, 'Hey, you got this. You know, we've been through practice. You got it. You did great when we were doing it. And just imagine the people aren't even there, you know.' So I walked in the front and I told my story and somehow I didn't feel shy. I didn't stumble upon myself in a way that would have led to a bad show. So I feel like I did a good job at the time because even though I did not believe in myself, somehow being put in the spotlight proved that I actually had it within me to speak up and to not embarrass myself.

It was this experience that Dieu referred to as "one of the best moments" of his life.

Aside from enjoying the food donated by a popular local restaurant, The Breakfast Klub, during monthly empowerment sessions, Dieu found spending time with the other CGP Gents through field trips and community service activities attributed to an atmosphere that "was more like a brotherhood" because they "all knew each other." Dieu believes "spending time with some of the brothers and just learning about them, their goals, where they came from, and what they intend to do in life" provided a connection and the safe space he needed in order to boost his confidence. This newly gained confidence is a skill Dieu feels has helped him cope with the loneliness that comes with

being in college and away from his family and friends. He described his ability to be confident enough to make new friends as important as a college student, because "sometimes these friends that you make will help you and at the same time, they can break you if you make the wrong friends."

The connection he made with his CGP "brothers" and how each young man gets the opportunity to tell his story at the annual gala is one of Dieu's most memorable experiences within the program. Dieu explained this connection further,

> There are some pieces of it where you feel like, man, I can connect with this person, because I've been doing the same thing that he went through. His first thing he would be talking about how his father left him, how he was raised by a single mother. I would feel like, oh yeah, I can now understand where he's coming from based on his story. That kind of brought a connection with everyone and the fact that we spent a lot of time with each other, grew that connection which made it made it feel like we've become a family. Rather than just some teenagers who are part of the program. The Chauncy Glover Project began to feel more than just the program, but a connection, a family connection that you have with other people and a mentoring system in which you can ask any questions about life and you have these great mentors who were willing to help you with anything, whether it's educational wise or personal life. They're all there. They are definitely there.

Dieu also found a connection with mentors who were a part of the program. While he felt he established a connection with almost all the mentors he interacted with during the program, Dieu feels his biggest connection was with his assigned mentor, Ramon. During Dieu's time in the program, mentors were often called upon to help transport the former CGP Gents to various activities. As a school district employee who worked near Dieu's neighborhood, Ramon regularly volunteered to transport Dieu and other young men in the area. Their frequent interaction resulted in Ramon selecting Dieu as his assigned mentee. When asked to share about his connection with Ramon as his mentor, Dieu responded, "He has been a close mentor of mine. Even now he still talks to me and

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mentors me about things in life. If I have any questions, any day, any time, I'll text him, and he'll reply and even get on Facetime. He's still a great mentor of mine." Dieu has credited his motivation to overcome the challenges he has faced while adjusting to college life to his relationship with Ramon. During a time when he felt discouraged in the differences between high school and college life, Dieu turned to Ramon for advice. Dieu recalled a difficult time during his first year of college,

> I remember my freshman year when I was struggling with school. I wanted to change my major. In fact, I even thought maybe school wasn't for me, you know, so I didn't have anyone else to call but him. So, I called him. I was very sad and lonely. I didn't have that many friends. So, I called Mr. Ramon. I explained my situation and he was like 'Aye, you know, it's still too early for you to decide that. Maybe if you just hang in there. It gets better.' And he gave me these words of encouragement when I was down. You know, I'm not used to staying in my room eight hours a day, reading a book or trying to learn something that the teacher couldn't teach me because he didn't have time to teach me. So, having Mr. Ramon encourage me during one of the saddest moments of my life was very helpful.

This relationship with Ramon is indicative of the father-son relationship Dieu missed with the loss of his father. Not only did Ramon provide Dieu with fatherly advice and transportation to and from Texas A&M when needed, he was, and still is, a shoulder to lean on and voice of reason during rough times.

Understanding Dieu's past experiences as a refugee with the hope of a better life provides insight into his potential and motivation to succeed. His participation in The Chauncy Glover Project offers evidence of how his experiences in the program, as well as in the influence of one-on-one mentoring, prepared him for leaving his family in pursuit of college and a career.

Quinton—A Story of Adversity and Victory

Quinton is a junior majoring in broadcast communications at Lamar University. From an early age, Quinton spent much of his life feeling abandoned and forced to find a way to survive without having to depend on others. When he was four years old, Quinton's father was sentenced to prison for armed robbery and aggravated assault. Quinton attributed his father's resort to violence in order to take care of his family, as a result of the lack of opportunities to make better choices. With his father in prison indefinitely, Quinton's mother constantly struggled to take care of herself and her four children. Quinton experienced homelessness for the first time when he and his brother were sent to live with a family member until their mother was able to take care of them. Little did he know that this would be the beginning of a pattern of bouncing back and forth between homeless shelters, and the homes of several family members, through his junior year in high school. Growing up Quinton watched his mother suffer from domestic abuse at the hands of her boyfriend. He himself also suffered from teasing and bullying at the hands of his peers in school. The instability in his home life often affected his ability to keep up in school. At one point, Quinton missed more than half the school year and had to work twice as hard to catch up with his peers. By the time Quinton joined The Chauncy Glover Project halfway through his senior year at Westside High School in HISD, he and two of his two younger brothers were living in a stable home with his uncle. With the stability and additional support, Quinton was taking advanced classes and preparing to graduate from high school.

Unlike the other participants of this study, Quinton was encouraged to join CGP at the recommendation of CGP founder, Chauncy Glover, after a speaking engagement at

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Westside High School. A rare opportunity to miss class to hear Chauncy as the guest speaker for the school's Black History Month celebration turned into a chance meeting between Quinton and the founder of CGP. Quinton recalled his first encounter with Chauncy,

> A few minutes into the speech he was giving and he started asking questions and I was like, you know what, let me ask a question instead of being one of the kids who just, you know, sit there and isn't very active with the speaker. So, I asked him a question. He was talking about kids in high school and basically how African American males get to college and I asked him, I said, 'How do you know that the African American male in question doesn't already want to go to college? You know 'cause it's like everybody wants to go to college, you have to get from his point of view. How do you know he's not coming from a situation where he can't afford that? Or you know he's coming from a situation where it's not really the first main goal in the household to get somebody to college?' And he answered my question and after he was done talking, me and him chopped it up a little bit. I gave him my number. He said he was going to see if you had a position open in his program for me because he felt that's where I should be.

While the current mentoring session had been in operation since the previous summer, Quinton was welcomed into CGP with open arms. Looking to break the cycle of struggle and poor decision-making of his parents, Quinton embraced this opportunity he felt his mother and father never had. Quinton reflected that before joining CGP he was apprehensive of getting to know new people out of fear that they may try to take advantage of him. Through CGP, Quinton was able to let his guard down in a way that allowed him to meet and relate to a group of young men who not only had similar experiences, but also had similar dreams and aspirations. He explained further,

> I found out by letting them into my life and letting them into my basically my little domain, I learned that these people are actually like nice. We have a lot of things in common, from football games, to music, to basketball, to TV shows. just like things that I would consider to be something that was for me. I'm able to share that with other people because they also hold it to the same standard of importance in their life, as I do. So being able to basically be introduced to people that are I wouldn't say exactly the same but somewhat the same as me, it kind of felt like, you know, I'm not so much alone anymore. It took that pressure off of

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> Okay, I gotta be on defense and you know on the attack because I don't know when anybody can, you know, try to do anything to me or anybody could try to take advantage of me. So, I didn't have to be on guard, but being around them, it made me feel comfortable with them. It was like a second family. I didn't have to be on guard I could just be myself and have fun.

Quinton looked at the time he spent in CGP and with his CGP brothers as an escape. Before meeting Chauncy and the program, Quinton spent his time after school hanging out with friends at the basketball court or in the neighborhood. He described what kept him wanting to come back every week,

> It was fun. Because it's like, I don't have to be alone. I don't have to be bored with anything. And everything in the program, I took it seriously. I took everything I learned in there seriously. And, you know, the lessons I was taught, I took them to heart, I took every advice that I got to heart. Like, even though it was a very serious thing, I also seen it as a way of me being with family. I took it as an escape. Like you're going down the hole, like, that's how I feel like I'm doing my own Wonderland for a few hours.

Instead of hanging in the streets, with CGP Quinton found somewhere he could prepare for his future by learning life lessons and building lasting relationships.

Before joining CGP, Quinton aspired to become a nurse. With a younger sister who suffered from both physical and mental impairments, Quinton felt led to pursue a career that would help his sister and bring financial stability. Not even a few months into the program, Quinton's sister became ill and passed away at nine years old.

With one more traumatic event to add to his list of unfortunate life experiences, Quinton felt conflicted in trying to find his way. Quinton's nontraditional entry into CGP resulted in him being mentored by none other than Mr. Glover himself. Through CGP, Quinton felt he found a sense of identity that went beyond his past experiences and pushed him into a future where he could do more than survive. He described the role CGP played in this discovery,

Because I joined CGP and they showed me that you can embrace who you are and play to your strengths. Do what you know that you're going to want to do for the rest of your life from here on out. Because of that, I found my love in broadcast and I found my love in speaking. I know that I like to speak. I'm good at it. That's one of my things that I know that I like to pass on, knowledge. I know that I like to uplift people around me. I want everybody to be just as happy and secure as I am. So basically, I guess you could say that CGP taught me how to be human to a certain extent.

Through CGP, Quinton learned that choosing a college was about more than just the name or how well the school performed in football. He learned the cost of tuition, books, room and board, but also having enough money for food to eat when the dining hall closed was also important. As someone who spent much of his life trying to survive on the run, Quinton saw college as an opportunity to be comfortable in a setting where he could prosper and thrive. Not only did CGP help Quinton find his passion in public speaking and communications, his relationship with Chauncy as his mentor helped to introduce him to the television broadcast industry. Chauncy took Quinton under his wing and introduced him to other Black journalists in both the television and radio broadcast industry. He made regular visits with Chauncy to the television station, and even joined Chauncy and the researcher in a radio interview during a press tour for that year's annual Black Tie Gala. Quinton felt making these networking connections provided the fuel he needed prepare to enter the broadcast industry. Quinton recalled the industry advice Chauncy gave him early on,

He always said keep up with the latest news, keep up with everything that you need to know. Because one thing you need to know that even if you don't know everything know something and speak confidently. So being in CCP and having to actually go through situations where I'm being asked questions back-to-back, left and right, I have to be prepared. It taught me how to be on my toes and how to know that, okay, look, if I'm going to this thing let me get my phone and search what I need to know. Let's look up SARS. Let's look up George Floyd. Let's look up Breonna Taylor and let's see all this information that I need to know, so when you ask me a question, I can actually answer it. If I don't know too much, I'll say

what I do know, but I'ma still speak with all confidence in my voice to let you know and that, hey, the man may not have known what he needed to know but you should believe in what he was talking about.

Quinton described his initial relationship with Chauncy as that of an older brother. He felt that watching Chauncy work and handle stressful situations inspired him to utilize the same focus and determination in his own endeavors. As someone with limited experience in success, Quinton felt motivated to work even harder so he too could reach his goals of being on television the same way his mentor did. Experiencing what he referred to as "abandonment" from his mother as a child, in mentoring Quinton found the support and motivation he needed to help make his dreams a reality. He further explained how Chauncy pushed him to be better,

> Having him in my corner, you know, it's always something like 'Quinton you got it. Quinton you can do it. It's gonna be good. Keep pushing.' You know, giving me advice. Whenever I felt like I wasn't on the ball or, you know, also coming to me when I was in need as far as like if I didn't have food or if I couldn't afford my books or if I needed to get somewhere, like having him to support me and you know basically pushing me to be better. It made me better because Chauncy showed me that he actually believed in me and he cared about me. Not because oh I was somebody that he could use to look good, or I was just somebody that you know could be helpful to the program. He actually looked and saw what I could actually be, seeing my potential. He actually chose to take his time. To craft that instead of, you know, pawning me off to somebody else. He took his own personal time and said, 'You know what Quinton I'ma help you. I'm gonna get you to where you need to go. Anything you need, I got you. Just call me.'

The push to be better is a piece of Quinton's relationship with Chauncy that has continued well into his time as a college student. Now that he is almost finished with his undergraduate studies, Quinton jokingly upgraded the description of his relationship with Chauncy from an older brother to that of a "nagging mom." While not always desired, Quinton admits it is something that is always needed. Quinton described how Chauncy's

connections in the television broadcast industry helped him gain his footing in the

communications department at Lamar,

> Because I already had experience and because I had the cosign of Chauncy, I was able to get into in TV earlier and faster than most people. So I was thankful for that. Um, as far as You know, other than TV as far as like, you know, organizations and meeting certain leaders of the school, I was able to tell my story. And also, inspire people to try to chase that dream of being a college student, and because of that, I was very grateful and very humbled by those experiences. It also showed me that yeah I may be getting this attention now but like people say this doesn't last forever, so make it work while you it. So that's what I've been doing. I've been making it work while I got it.

While his relationship with Chauncy turned out to be a benefit once he got to college, to

his CGP brothers, Quinton was often looked at as "Chauncy's favorite." Knowing what

responsibility came with being so close to the program founder, Quinton often found

himself thrust into the reins of leadership, especially as they prepared for the Black Tie

Gala. As the one Gent with a direct line to Chauncy, the other young men in the program

dubbed Quinton the designated leader of their group. Quinton felt that as a leader, he also

needed to set the example for his brothers, saying "I have to be the leader, which means I

have to be on point 24/8. Basically, if I want them to act right, I got to act right myself. I

can't be joking around how they're joking around." Quinton also followed the example of

his mentor and became their cheerleader during rehearsals, a skill he has used time and

time again with anyone he comes in contact. Quinton explained how he would motivate

his CGP brothers as they prepared for their debut,

> It's a lot of, you know, pulling people to the side and being like 'Aye man, look, I know you're upset. I know it seems like it's a lot. But you know like stick, like tough it out. We gone make it through. Get it done and we should all have fun with it. At the end of the day, we're here to enjoy ourselves and have fun and, just be us. Show these people who they're you know, believing in. Who they are, investing in. Show them the next generation is actually worth looking at.'

Reflecting on what it meant to be on stage during gala, along with Dieu, Quinton felt proud to be a part of something that was bigger than himself. For that moment, he felt untouchable, knowing that he was on the way to "actually doing something" with his life instead of "wasting it away."

To sum up his experience in CGP and how it prepared him to be better than what his parents were, Quinton recalled the many lessons he learned from Chauncy and the other mentors,

> You can't let nobody shake what you're trying to do. You can't let nobody shake that foundation. The mentors took the message of CGP of brotherhood and unity and, being an actual pillar in my community and they forged that into me basically do what I already do best. Be myself, but also treat people the way I want to be treated. So as far as like when I was helping Alex fix his tie. To me, that's my brother, that's brotherhood. Be there for your brother, support him, stand behind him. As far as being in sink and in rhythm from when we were rehearsing for the Black Tie Gala, I have to be in sync with everybody. I had to basically temper myself to be one part of a major machine. And one thing that you know you guys taught me in CGP is that you have to realize that you are only a part of a bigger plan and scheme. So the world is not just this one little focus point it is actually more than what I was looking at. And that's, like, one of the things, if I could say I took away from CGP is to always have an open mind about everything.

Quinton was able to take the many lessons he learned in CGP with him to college. He found himself using what he was taught and became president of his own student organization that focuses on helping dance and theater students on campus, who are often at the end of the list when it comes to funding and support. Prior to the conclusion of the research study, Quinton once again followed in the footsteps of his mentor, Chauncy, and became a member of Alpha Phi Alpha Fraternity, Inc.

Quinton's experiences with homelessness and other unfortunate circumstances throughout his life provide insight into his motivation to following his dreams of success. Through a story with remnants of a fairytale, Quinton's participation in The Chauncy

Glover Project, along with a solid relationship with his mentor, provides evidence of his ability to apply the skills and knowledge he learned in order to pursue a chance at a stable life and success in college and a career.

Adrian—A Story of Patience and Growth

Adrian is formerly an exercise science major at University of Houston who was forced to withdraw after his first semester due to what he referred to as "personal reasons." A Mexican born immigrant, Adrian came to America with his mother and father in pursuit of a better life when he was two years old. While Adrian learned the English language and became assimilated into American culture and the public school system, his father struggled to provide for his family. After years of frustration and stress, Adrian's father decided he needed a break and moved the family back to Mexico, only to return two years later in hopes that Adrian and his younger sister could have a chance at a better education and opportunities. Adrian continued to thrive in school, becoming involved in extracurricular activities and often earning honor roll. Growing up, Adrian always knew he was different, finding himself less and less interested in the opposite sex. While he did not know what that would mean for him at the time, Adrian never fought or questioned the feelings he was having. Instead, he embraced himself and his sexual identity. Before joining The Chauncy Glover Project at the end of his junior year at Westbury High School in HISD, Adrian was popular in school and a standout on the varsity track team.

Adrian joined CGP at the recommendation of his school principal, Ms. Monaghan, and Ms. Brown, a parent liaison who also worked at Westbury. Adrian described his first introduction to the program by Ms. Brown,

> Miss Brown came up to me. She works at Westbury. She came to the gym and spoke and said if anybody was interested in joining a program for mentorship and gentlemen and stuff. I was like yeah, so I gave my paper and that's how I joined. I went to the gala and ever since then I just started going.

In an effort to familiarize newly selected Gents with CGP, they are invited to attend the Black Tie Gala of the mentoring session before them. Not only do these young men get a chance to see what they have to look forward to at the end of their journey with the program, the community and CGP stakeholders also get the opportunity to see how their support continues to benefit young men of color. While attending the gala, Adrian found himself intrigued at the scene of people dressed in formal attire, and mingling amongst city officials, businessmen, and even Hollywood celebrities.

By joining CGP, Adrian hoped to have more experiences like the one he had at the gala for the first time, as well as learn new skills that would teach him to be more mature as he looked to navigate life after high school in search of the better opportunities his father envisioned. Adrian reflected on his impression of CGP when it was time for him to experience the program for himself,

> You meet a lot of different people. There are people from everywhere. From the north side, west side, east side. And I like what was being taught. You know what I mean, like a lot of things that normal schools would not teach they taught us about like financial stuff, mental health, and like just overall being a good person.

With he and his parents unfamiliar with how to access the educational opportunities available to him, these new experiences through CGP gave Adrian the insight he needed to "have a vision and having a plan and how to execute it." Adrian recalled that while his father felt strongly that he and his sister getting the best education possible, he was not as supportive about Adrian's acknowledgement of being gay. In fear of how his parents might respond, Adrian felt his biggest obstacle during high school was keeping such a

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huge secret from his family. Through CGP, Adrian found a space where he could be himself. After completing his first semester at UH, the acknowledgement of his newly pierced ears led to Adrian's father asking him, "Are you gay?" While uncomfortable at first, Adrian felt it was the right time to be honest with his father about his sexual identity. Unfortunately for Adrian, his father's response was far from accepting. When asked why he felt his father felt so strongly about being gay, Adrian recalled,

> He's very against it. For no apparent reason. You know what I mean. He's told me that I wouldn't be anything. It's just something he doesn't like. So there's nothing I can really do about it. He told me gay people are dirty and that I'll catch a disease, you know, ignorant, stuff like that. I think being Mexican plays a role, but I think it's more like a him thing. But they play hand in hand.

As a result of the news of Adrian's sexual identity, his father refused to pay for his college education. Without money to pay for school and due to his immigrant status, Adrian was also ineligible to apply for assistance through Deferred Action for Childhood Arrivals (DACA), resulting in him having to withdraw indefinitely. Adrian found no other choice but to swallow his pride and work for his father's construction company to save money, something he learned to do during a monthly CGP empowerment session on budgeting and financial literacy. Adrian felt his experiences in CGP allowed him to feel empowered to stand in his truth, even if it meant he had to find another route to pursuing his studies in exercise science. He explained, "They showed the value that college had and the power you had, to make us better people. To get an education and just become overall empowered people." Adrian also believed being a part of CGP brought a sense of responsibility that he took as a personal challenge. He further explained, "The impact you can have on people. People who look up to you that you can be a role model to them. You don't know who's watching you. You can be a role model to anybody." While unable

to find acceptance from his father, Adrian found a group of young men from similar backgrounds who he knew did not care about his sexuality one way or the other.

Adrian referred to his experiences with the other young men in the program as a "brotherhood." His most memorable experience was rehearsing for the Black Tie Gala where he and his CGP brothers tackled the topic of mental health and young men of color. This topic was chosen after the group learned that one of the younger Gents had been hospitalized after a suicide attempt at home. Adrian reflected on his own experiences with mental health and why he felt it was important to address,

> I feel like it's a good example to set that it's okay to experience, you know, different things, you know, having mental issues is kind of like a normal thing and it shouldn't be shamed. So, it shows that there should be no reason to be ashamed to have depression or anxiety because you can always have supportive people around you. I used to go through some things but I didn't know how to handle it. You know what I mean, a lot of people are expecting me to do different things and that put a lot of pressure on me. So and then the show happened and you know I felt good about myself.

Adrian explained that while preparing for the show, there were some of the Gents who did not take it seriously, but as time went on the group became focused on working together to get their message across. After weeks of practice, Adrian and his CGP brothers were able to give a performance they were proud of.

In addition to homework help after school, and opportunities to help others through community service, Adrian also found a mentor in Ramon, who was able to understand his experience as a gay man of color. Adrian reflected on his mentoring relationship with Ramon,

> I like seeing professional people or just people doing well. That really motivates me by just seeing people be where I want to be. That's like the motivation I need…He was very helpful. He always was on top of me making sure I did everything right. He was always just making sure I was good at all times. I still text him to this day, to be honest.

With CGP and his mentor Ramon helping to guide him along the way, Adrian felt he was prepared for life after high school graduation but was also prepared to stand in his truth.

Adrian's experiences as an immigrant, as well as a member of the LGBTQ community provide a deeper understanding of his motivation to want to be a better person. His participation in The Chauncy Glover Project and his ability to find a mentor that could relate to his personal experiences provides evidence that he felt prepared to pursue college and a career after high school, but also confident to face his biggest obstacle of being honest with his parents about his sexuality.

Da'vion—A Story of Resilience and Faith

Da'vion (pronounced DAY-vee-yawn) is a sophomore majoring in journalism at Texas Tech University. In contrast to most of the young men who participate in The Chauncy Glover Project, Da'vion and his two younger brothers were raised in a two-parent household. The day he was born, Da'vion's mother suffered from several seizures that put both of their lives in danger, forcing his father to have to decide which one to save. Miraculously, both Da'vion and his mother survived without injury. Da'vion felt that his birth story served as validation that he was meant to be here and to do great things with the life he had been given. Recognizing that their sons would be faced with many obstacles growing up, Da'vion's parents never hesitated to enroll them in community programs aimed at keeping young men like them off the streets and becoming productive members of society. Even though Da'vion had the overwhelming support of his parents and community programs, that did not keep him from straying on the wrong path. When he was in first grade he began stealing from other people. While Da'vion revealed he understood right from wrong, he admitted he would see things he liked and

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would take them. Although he never got into any serious trouble, this behavior lasted until he was in the ninth grade. By the time he joined The Chauncy Glover Project at the end of his junior year at Lamar High School in HISD, Da'vion was taking advanced classes in school, involved with positive influences in after-school programs, and was committed to being viewed by society as more than a stereotype.

Da'vion joined CGP at the recommendation of one of his mentors at the time, Brenda Holmes, also known as Miss BJ, who worked with one of the community programs he and his brothers were involved in at a local community center in the heart of Third Ward. The recommendation from Miss BJ came as a result of a partnership with CGP and Houston Parks and Recreation. In exchange for use of their facilities for monthly empowerment sessions and other activities, CGP reserved spots on its program roster for young men who frequented the community center. Da'vion recalled what Miss BJ explained about the program and why he and his brothers should consider joining, "She felt it would be good for us for a lot of things, such as etiquette, more mentorship, at least, and I would say to learn some new things from other people, but also see your career paths." Even though his parents owned a successful barbecue catering company and his mother had experience taking a few college courses after high school, Da'vion's parents felt they needed to expose their sons to every possible opportunity that could have a positive impact on their lives. Da'vion not only benefitted from the workshops offered during monthly empowerment sessions that prepared him for life as an adult, but he also took advantage of the mandatory after-school tutoring sessions that helped to increase his ACT score.

Growing up in a family with only male siblings and spending most of his free time at the local community center, Da'vion was no stranger to participating in programs where he had to interact with different types of people. In fact, the idea of working with the other young men in CGP is something Da'vion saw as a key component to his success in the program. He recalled his overall impression being involved with CGP,

> One thing I would say is the brotherhood of having everybody together at once and growing all together because we were all mostly new to the program. We all grew together from skills as public speaking and team building activities, and just working with each other.

Often referring to each other as their "CGP brothers," the young men in CGP would spend most of their monthly empowerment sessions learning to work together as a group. Da'vion even saw his interaction with the younger Gents as an opportunity to help them with their public speaking, writing, or giving advice like that of a big brother. Da'vion explained further why he felt it was important that the CGP Gents spent their time together during this process,

> I felt it was important because one day when you get older, or in the work field or as such, you're going to, regardless if you're the owner or CEO or whatever, you're going to have to work with others. So, it helped us all with people skills and being more versatile because some of us, we went in there thinking we're going to do one thing and then coming out learning something totally different. Such as I never thought I would be able to talk in front of people. Because I always knew I wanted to go into journalism and it was so crazy because I didn't know Mr. Glover at the time was a journalist, so it all fell in place. So, I would say I came out stronger because just knowing someone personally in the field that I'll be going into.

The concept of brotherhood is something that constantly resonated with Da'vion while sharing his story. He reflected on how he and the other Gents bonded as a group while learning leadership and people skills during their monthly empowerment sessions. He described this as a real bond that still holds true today, citing how they "helped each

other, and everybody was their brother's keeper." Da'vion's servant leader attitude earned him "Gent of the Year," the highest accolade given to a CGP Gent at the end of their respective mentoring session.

Not only did Da'vion earn the respect of his fellow CGP brothers, but he also earned the respect of the CGP staff, who did not hesitate to speak on his behalf when it came time for him to choose where he wanted to attend college. While Da'vion had his heart set on going to school at Texas Tech in Lubbock, Texas, his mother had reservations about her oldest venturing so far away from home. After all, the two of them had experienced the ultimate ordeal in the start of their journey together as mother and son. Da'vion recalled how his parents changed their mind after the researcher and Mr. Glover intervened on his behalf,

> Well, the support of Miss Chrissy and Mr. Glover, hearing their side on how I need to get away. Get away and meet a whole new scenery. It was one thing Mr. Glover said it was not new scenery, but a new area where you're on your own and you can learn more things on your own as well.

Even though he was far away from home, Da'vion took the lessons from his parents, as well as the skills learned from CGP and applied them to his experiences as a college student. Whether it was difficulties with time management, the pressures of going to college parties, or the temptation of drugs and alcohol, the once absent voice of right from wrong was more prevalent now that he was on his own.

Having an interest in journalism meant Da'vion had to learn to speak in front of a crowd, something he did not have much experience in doing when he first joined the program. As with many of the other former CGP Gents, preparing for the Black Tie Gala helped to prepare Da'vion for speaking on stage, as well as his first public speaking course in college. Each year, CGP founder, Chauncy Glover, writes a theatrical

production based on the experiences of the young men in the program throughout their mentoring session. The theatrical production then serves as a segue for the young men to share their own stories through personal monologues the CGP staff helps them to write and perform. A news story Chauncy covered that year highlighted the suicide death of Kevin Reese, a 10-year-old Black boy in Houston who was a victim of bullying. Coincidentally, one of the CGP Young Gents attempted suicide a few weeks later for similar reasons. Following an impromptu empowerment session on mental health awareness, the decision was made for the Black Tie Gala for that year to tackle the issue of suicide among young men of color. As a tribute, Kevin's family attended the gala as special guests of CGP. Da'vion reflected on preparing for the important message showcased that night,

> Knowing it was crazy, because we all work together, the whole year and we knew some of each other struggles, but to know that we were next to somebody that possibly could have died and took their life that was actually powerful. And that was real powerful because you would never know unless somebody speaks out about how much pain they're actually going through or what they can be dealing with. And in the group, it was more outspoken, and we didn't judge each other.

The bond Da'vion and the other Gents formed throughout their mentoring session and preparing for a powerful gala performance provided a space where they could find strength in each other and their weaknesses.

Understanding Da'vion's experiences as a baby who might not have had the chance to experience life, coupled with the battles he faced growing up as a young Black man who resulted to stealing to get what he wanted, provide understanding of the young man who desired better for himself than the negative stereotypes show on television. His participation in The Chauncy Glover Project serves as confirmation of how his

experiences within the program prepared him to go away to college and embark on a career where he can continue to make an impact in the lives of others.

Tommy—A Story of Trials and Perseverance

Tommy is a senior majoring in sports administration at University of Houston. As the oldest and only son of immigrants who left Mexico for El Paso, Texas, a strong work ethic has been instilled in Tommy since birth. When he was 10 years old, Tommy and his family moved to Houston's Fifth Ward in search of better opportunities and better care for his younger sister's medical condition. While Tommy worked to earn good grades in school, his father worked to provide for the family, hoping that one day Tommy would be old enough to help as well. By the time Tommy joined The Chauncy Glover Project halfway into the first semester of his senior year at Wheatley High School in HISD, he was class president and valedictorian of his graduating class.

As one of the first participants of CGP when it started in Houston, Tommy was encouraged to join the program at the recommendation of his school principal, Dr. Shirley Rose-Gilliam, also known as Dr. Rose. Choosing the young men for the first CGP mentoring session came as a result of a partnership with three HISD schools within the same feeder pattern: Wheatley High School, Fleming Middle School, and Dogan Elementary School. Tommy described what he expected to gain from being in the program,

> At the time it seemed like a good idea. I didn't have nothing else going. So I was like, why not?... I was hoping to learn more about college readiness, honestly. I always knew I would go to college…I felt like scholarship wise I wouldn't be where I'm at today without CGP. Y'all helped me get a lot of scholarships to help pay for my school.

When first joining CGP, the researcher and program founder, Mr. Glover, were shocked

to find that as valedictorian of his graduating class, Tommy had yet to be awarded any

scholarships to college. Tommy reflected on why he had not spent more time searching

for scholarships before he joined the program,

> I didn't have that drive. The drive to want it. To want to get more and seek more
> for myself. I thought that financial aid was just good enough, you know. That was
> it. But I'm surprised I'm still this far. And then I was also able to learn that there's
> more past just regular undergrad, you know. I want to go to law school now.

Even after going to college and having plans to go to graduate school, Tommy still faced

pressure from his parents to help take care of the family. Similar to when he was in high

school, much of the income he earned while working as a restaurant server in college has

gone to helping his family. His time in the program included an empowerment session

on budgeting and saving money, a skill that has helped his family pay bills, and pay for

the things he wants for himself, like a new car. Tommy described his biggest takeaway

from the empowerment sessions he experienced in CGP,

> There's always more to something then what it appears to be. I feel like every day,
> every time I was going to the program, there was always a new pathway to gain.
> Knowledge that I didn't know before. I learned that most people don't even need a
> college degree to make six figures or whatever the case may be. I learned how to
> properly eat right. You know at fancy etiquette dinners and stuff. And then just
> how to network, you know, just be personable with other people, not having to
> force conversations. But I feel like I was, I'm naturally good at that. I feel like I'm
> very personal, but I think CGP really helped me elevate that.

One of the biggest memories Tommy shared of his experience was during the first

empowerment session where he and the other CGP Gents created vision boards with their

plans for the future. Coincidently, Tommy explained how his vision board is still on

display in his room and how it has helped him make better decisions,

> I look at it all the time. So, I think that's probably my biggest memory. Setting a
> goal for yourself and trying to complete it. I usually went with the flow. I just go

with the flow. But I'm trying this year to set goals and actually meet them. I think that's part of my helping plan because my freshman year, during my first semester, I got caught up with ex-best friend, my homeboy and lost a lot of money. So now I'm just trying to get back on the right track. I'm doing alright. I think I'm doing a pretty good job. I'm able to provide for my mom, like groceries and stuff. I've changed a lot since senior year in high school.

Joining the program with many of the friends he grew up with, Tommy felt being a part of CGP was just another experience they could enjoy together. As the first group of CGP Gents who also already knew each other, Tommy believed their experience was genuine where they were free to be themselves. They started out as friends and left the program as brothers. One of Tommy's most memorable experiences was in preparing for their Black Tie Gala where the CGP Gents pledged to "break the chains" and "break the cycle" of the stereotyped young man of color who ends up in prison or dead before he even had a chance to go to college and do something better with his life. Tommy recalled how he felt preparing for the gala was a bonding experience for the Gents,

> You get to literally see people practice how they want to conduct themselves. Then you also get to hear their story at the same time. I remember just having to write my monologue, and then y'all going over it and making sure there was no grammatical errors or making sure we weren't saying something inappropriately. It was just like the little things, you know.

After weeks of practicing, Tommy and the other Gents shared their heartbreaking stories to a sold-out audience. Tommy described how it felt to play a part in leaving their audience speechless and in tears,

> It seemed like people cared and kept wanting to see you succeed. It gave me hope. And then to see my parents proud to see me, it actually feels like a good feeling. Makes you feel like you're doing something.

Not even a year after their theatrical stage debut, the sudden death of one of Tommy's best friends and former CGP Gent, Josh, shocked the CGP family. One night, Josh's brother was cleaning his gun when it accidentally went off. A bullet struck Josh in the

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head and killed him instantly. Tommy recalled the memories he had when remembering what it was like to lose his friend and CGP brother, Josh,

> Is crazy just like I automatically think of funny, you know. He lived down the street from me, so we would hang out from time to time. But we all know what happened, so it's just sad reminiscing on that. Yeah that's crazy, it was a long time ago.

Tommy found comfort in knowing that Josh's death was merely the result of an unfortunate accident, and not another loss of a young man of color to the streets.

Not only did Tommy establish close relationships with his CGP brothers, he also made lasting connections with some of the mentors in the program. Tommy described his relationship with his assigned mentor, Chris,

> He let me know how to stay on track. For the most part, to not try not to get distracted and he was Greek too, so he was just telling me about Greek stuff and just make sure you don't get distracted by all the potential stuff that can go wrong. He was just giving me college advice, etc.

Over time, Tommy and Chris have remained in touch, checking in on each other from periodically. While Tommy and Chris had what he referred to as a solid mentoring relationship, Tommy also ended up finding a mentor in Ashton, the youngest CGP mentor in the program at the time, who also happened to be a student at UH. With Tommy enrolling in UH after graduating from Wheatley, Ashton took Tommy under his wing and showed him around campus. Ashton, who was also a member of Phi Beta Sigma Fraternity, Inc., even took it upon himself to introduce Tommy to his fraternity brothers. Along with Alpha Phi Alpha Fraternity, Inc., Phi Beta Sigma is one of four fraternities established for African American men. In the second semester of his freshman year of college, with Ashton's help, Tommy pledged and became a member of Phi Beta Sigma. Tommy reflected on his first interactions with Ashton through CGP,

> He was only a couple years older than me at the time, and still is, actually, but just say that he took interest in me. You could tell he genuinely cared about being a mentor and trying to help people. I remember one time I was walking to the CGP meeting at Wheatley and he gave me a ride. Even though I was down the block already, because I was already there almost. He gave me a ride just cause. And being able just to talk to him like he's a peer, like just a friend, instead of a mentor. Just being there to help me get to Sigma, to get through Sigma, and to get through college. I'm almost done already, so it's a real blessing to have him there.

Tommy credits his membership in Phi Beta Sigma as helping him "down a better track" and on the way to being a better person. When he became president of his fraternity's chapter, Tommy even used ideas from the things he learned in CGP to benefit other students on the UH campus. He explained further,

> We even like had programs, we had events in my chapter, because I was President, that emulated some stuff we learned from CGP. Like we have an event called Dress for Success and Adulting for Dummies, where we talk about like resume building. Then, I helped put together our biannual pageant. We couldn't do it this year, but it's like a $15,000 budget and we ask Gas companies to help sponsor the girls and stuff, and they practice like we did for the gala.

Tommy was able to transfer many of the skills he learned from being in the program to that of operating as a young adult and leader on his college campus.

Not only did Tommy learn specific skills from the program curriculum, he also learned them directly from Mr. Glover. Tommy acknowledged Mr. Glover as the main person to influence him to see a life after graduating from high school. Tommy described the many lessons he learned from his relationship with Mr. Glover,

> I never saw what life was like past what I know in terms of how a person with money lives, or how a person moves, how he dresses, and seeing what is out there. He showed me like there is a whole different world. A whole different light. What people see. What people do. And then how people see people from minority communities. This was very influential on how you conduct yourself and where you conduct yourself, you know, because like Chauncy can't go on TV and act any type of way he wants to. He has to have a certain image and brand he upholds. Just carrying how to manage your brand. How to create a brand and stick to it really helped me. He showed me all that.

Often joking with Chauncy about watching his television station's competitor or the fact that Chauncy wore professionally tailored suits, was something Tommy looked forward to when they saw each other. Still, Tommy took the knowledge he learned from Chauncy and applied it to how to survive as a young Latino male outside of Fifth Ward. He also felt the constant encouragement he received through mentoring served as motivation and helped him be more open minded. Tommy stated, "The constant encouragement more motivated me just to not settle for less. The mentors being there, and preaching the same thing over and over again really resonated with me." Tommy felt that although he believed it was "natural to gravitate towards people that you know may have had the same experiences" his participation in CGP taught him to be prepared for a world where he had to be able to carry himself and interact with all types of people.

Understanding Tommy's experiences as a young Latino male growing up in Fifth Ward offers insight into his motivation to be successful after high school. His participating in The Chauncy Glover Project allowed Tommy to see a life beyond his neighborhood and gave him the tools he needed to make the right decisions in order to meet his goals.

Each individual participant narrative revealed similarities and differences in the experiences of these young men during their time in The Chauncy Glover Project and how those experiences impacted their ability to transition to adulthood and college life after high school graduation. Several themes emerged from the data analysis related to the mentoring experiences of the former CGP Gents. These themes are discussed in the next section.

Each of the five former CGP Gents responded to a participant questionnaire and individual interview questions. Additionally, all but one of the former CGP Gents participated in a focus group interview with additional questions. The participants interview transcripts were analyzed using NVivo software to determine how the similarities and differences in their experiences prepared them for life after high school. These similarities and differences were used to identify any emerging themes or patterns. As is traditional in the coding process, these emerging themes and patterns were then reduced into three broader themes of trust, brotherhood, and empowerment. Figure 4.1 illustrates the major themes and subthemes that were identified during the coding process of the former CGP Gents responses. Some of the subthemes overlapped and therefore are listed under more than one of the major themes.

Trust	Brotherhood	Empowerment
• Connection • Be yourself • Looking to mentors for advice • Letting guard down • Genuine • Caring • Mentors who you could relate to	• Family • Connection to each other • Uniform • Taking on leadership role • My brother's keeper • Holding each other accountable	• Proud • College readiness • Public speaking • Confidence • Addressing mental health • Erasing stereotypes of males of color • Life skills training

Figure 4.1. Major themes and subthemes of former CGP Gents.

A summary of each of these themes is presented by the former CGP Gents is explained in detail in the sections that follow.

Trust: "Thank You for Seeing Me"

Each of the former CGP Gents expressed feelings of trust among each other and with the mentors. As peers, they were able to relate to the other Gents in the program because they came from similar backgrounds. For example, Dieu felt connected with the other CGP Gents knowing that many of them were raised in single-parent homes. He stated, "I can now understand where he's coming from based on based on his story that kind of brought a connection with everyone." He also established a connection with his mentor, Ramon, trusting his advice when he began to question whether college was really for him. Dieu also added,

> Knowing that my mentor and the staff of the program are successful black males who have I believe went through similar situations that I have. If they can do it then I can do it. if they can achieve the goals that they want in life, so can I.

Although Quinton was apprehensive about meeting the Gents when he first joined the program, it didn't take long for him to realize he shared many of the same interests with his new CGP brothers. His experiences allowed him to take his guard down and trust that he could be himself. Adrian had a similar experience in that his sexual identity in no way hindered the relationships he was able to form with the young men in the program. He found comfort in knowing that at CGP he did not have to hide his identity or his experience with mental health issues for fear of not being accepted by the group. Adrian also gravitated more to Ramon, who is also gay, as his mentor. Adrian shared that he felt Ramon understood him and what he was going through having to navigate life as an openly gay man.

Tommy felt it was natural to gravitate towards people with similar experiences. He also spoke of the unexpected relationship with Ashton, a mentor closer to his own

age. By offering to drive him to CGP meetings and taking him under his wing at UH, Tommy felt Ashton's interactions with him were genuine and that he truly wanted to help him. He stated, "He genuinely cared about being a mentor and trying to help people." Tommy was able to develop such a level of trust in Ashton that as a Latino, he pledged his fraternity that was founded for African-American men. For Da'vion, finding out that Chauncy worked in the same industry he hoped to one day be a part of allowed him to see a future for himself.

Although they had different experiences, each former CGP Gent felt a genuine connection to the program. The ability to be seen by their CGP brothers and their mentors as more than the stereotypical Black and Latino male youth allowed for each former Gent to gain a certain level of comfort and trust while participating in the program.

Brotherhood: "I am My Brother's Keeper"

The concept of brotherhood was a common theme among the former Gents when describing the culture of CGP. From their initial meeting where each young man in the program had to learn the CGP motto, to the final theatrical performance on stage at the annual Black Tie Gala, the Gents were groomed to act and think as one. They also bonded with each other through group empowerment sessions, community service activities, and other field trips. Dieu spoke about the costumes and tuxedos they wore at the gala. He stated, "Having the same uniform it felt like we were from the same area in a way. That we connected with one another as if it were, some sort of brotherhood."

Aside from the gala, the CGP traditional gold jacket ceremony was symbolic of the CGP culture of brotherhood. Lack of program funding when CGP first came to Houston kept Tommy and his mentoring session from benefitting from the additional

resources that came after they finished the program. Both Adrian and Da'vion recalled the proud feeling they had when they received their gold jackets. Da'vion cited, "It meant we were officially in the program. We had to work…going to sessions and simple tasks and such to earn that jacket." To them, the jackets made them feel as though they were a part of something bigger than themselves.

Quinton and Dieu both referred to their CGP brothers as a second family. Dieu explained how CGP felt like more than just a program. He stated,

> The fact that we spent a lot of time with each other, grew that connection which made it made it feel like we've come a family, rather than just some teenagers who are part of the program. The Chauncy Glover Project began to feel more than just the program, but a connection, a family connection that you have with the other people.

Their bond also allowed them to hold each other accountable, while also supporting each other. For example, Da'vion often took it upon himself to help the younger Gents, especially those whose behavior got in the way of their ability to fully participate in the program. He described the monthly empowerment sessions as an opportunity "where everybody was their brother's keeper so they could help each other." While preparing for the gala, Quinton also felt compelled to take the lead and make sure the group took rehearsals seriously.

Each of the former CGP Gents bonded with the other young men in their mentoring session in some way. Chauncy often credits this to how each group of mentees manages to take on its own identity throughout their respective mentoring session. Each group's identity is usually driven by their specific needs, whether academic, behavioral, or social. That identity is also what Chauncy uses as inspiration for the theme of each Black Tie Gala performance. For example, the struggles with mental health among some

of the Gents in Da'vion's group during their mentoring session is what prompted

Chauncy to write a performance that addressed the stigma of mental health and young

men of color.

Empowerment: "I Promise to Make You All Proud"

The former CGP Gents often expressed how the value of going to college after

high school was instilled in them by Chauncy and the mentors from the beginning of the

program. The data analysis indicated that each of the former CGP Gents had plans of

pursuing postsecondary education before joining the program but was unsure of the

appropriate steps to take to get there. The skills learned during empowerment sessions not

only helped these young men graduate from high school and enroll in college, once they

were into their undergraduate studies, the former CGP Gents were also able to apply

these skills to their decision-making process in specific situations. For example, Tommy

shared how as president of his fraternity, he used topics from the empowerment sessions

to create programs for students on his college campus. Quinton's experience as a leader

and motivator for his CGP brothers allowed him to create programs to support students

on his college campus as well. He explained the purpose of the student organization he

created where he also serves as president,

> It's called DKD, Dreams meets Knowledge, meets Determination. So basically,
> what we're doing is we're taking every entertainment based major, such as
> theater, dancing, graphic design, media marketing, stuff like that. And what we're
> doing is bringing them under DKD, so that we can help them meet their dreams,
> but also hone their craft and become better than what they are now."

Quinton believes his ability to empower and motivate others is a skill he learned from

watching his mentor, Chauncy. Adrian shared the things he learned during the

empowerment session on mental health awareness gave him the courage to tell his father

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the truth about his sexual identity. Before he experienced the police interaction training hosted by CGP and a local constable's office, Adrian also expressed how he "didn't even know police officers had stuff like that." Even Da'vion shared how conquering his fear of public speaking preparing for the gala made taking a public speaking course his first year in college "just that easy." He explained, "I think building us up through public speaking and being able to talk in front of bigger crowds helped me a lot in school." Da'vion went on to describe how the motivation he felt from Chauncy during the process made him feel as though he could face any obstacle in life because he had seen firsthand how it all paid off in the end.

The Gents participation in the annual CGP Black Tie Gala provided the largest example of empowerment for the young men in the program. During the gala, each Gent concludes their individual monologue by telling the audience their name, high school, where they will be attending college, and what plan to study. They complete their CGP journey with the statement, "And I promise to make you all proud." This statement serves as a declaration of their intentions to use the skills and lessons they have learned from CGP and apply them to their lives as they pursue the achievement of success after high school graduation. The Gents make this declaration not only as a promise to their parents and the community, but they also make a promise to themselves. In a moment of complete transparency, Tommy expressed some disappointment when he said he felt like his group "didn't live up to" what they were supposed to because not everyone had followed through with their plans of going to college. As the first group of CGP Gents from Houston, he felt that collectively, they could have done better.

The experiences provided to the former CGP Gents through group mentoring sessions and preparing for the gala provided the young men in the program with the tools needed for them to be successful. An examination of the similarities and differences of the mentoring experiences expressed by the former CGP Gents indicated that each of them felt a sense of trust, brotherhood, and empowerment as a result of participating in the program. The emergence of these major themes helps explain how The Chauncy Glover Project helped these young men prepare for life after high school.

Mentoring from the Mentor Perspective

To further explain the meaning of the mentoring experiences of the former CGP Gents during their time in The Chauncy Glover Project, a group of mentors shared their thoughts on the program from the mentor perspective. There were five mentors in the focus group who each responded to questions about the culture of CGP. Each of the mentors were chosen because they have served as dedicated mentors with the program since its inception in Houston. The interview transcript from the mentors focus group was also analyzed using NVivo software to identify any additional themes or patterns relating to CGP. Figure 4.2 illustrates the addition of accountability as a major theme and the different subthemes that were identified during the coding process of the mentor's responses. As with the emerging themes with the former CGP Gents, some of the subthemes identified by the mentors also overlap and are listed under more than one of the major themes.

Mentoring Begins with a Mutual Trust and Respect

The mentors expressed the importance of establishing mutual trust and respect within the mentoring relationship. Ramon identified the first step in the process as finding

opportunities to establish a relationship with the young men in the program. He explained

how he often served as a mentor to other CGP Gents he was not assigned to,

> We were paired with individual students or mentees within the program, but at the same time, you know, when we had meetings and we had empowerment sessions, the kid didn't just gravitate to that person they were assigned to. As a mentor it was more so like a relationship was built them that allowed that to happen.

Trust	Brotherhood	Empowerment	Accountability
• Building a relationship • Changing their perspective • Keeping your word • Caring • Mutual trust and respect	• Like a fraternity • Connection to each other • Family • Interacting with people like them • Feeling of acceptance	• Exposure • Educate the whole family • Setting goals that are attainable • Cultivating new talents and interests • Encouragement • Acceptance	• Lack of visibility at home • Discipline and work ethic • Meeting expectations • Setting examples of leadership

Figure 4.2. Major themes and subthemes of CGP mentors.

This was evidenced in Ramon's relationship with both Adrian and Dieu, whom he was

not initially assigned to as a mentor. The mentors believed another step in establishing

trust began with providing new experiences. Curtis described his personal sense of

responsibility,

> And when they get those experiences, like going in the tunnel during the Texans games, it makes them want to experience them more and then they're like, 'Wait a second, what do I have to do to get to where they are.?' So that adds to I feel a level of accountability of them looking at us like okay, these guys care about us after. Of course, we break through that first barrier, and they're like, 'Oh, these guys care about us. What can I do to get like them?' And I don't want to let them down.

Finding dedicated mentors who are committed to the young men in the program has been

a growing challenge. Too often, mentors would start with the program, but fade in the

background, never to be seen or heard from again. Some mentors like Pierre were intentional in their approach to mentoring and establishing a level of mutual respect from the beginning. Pierre explained further,

> I think just being reliable and always keeping your word with these kids was key. Like that was one thing that I wanted to make sure I always stood up on. If I said I'm gonna do something, I'm gonna be here at this time, then I'm there at that time. They saw the consistency. You know, a lot of these kids don't see that in their day in day out lives so to providing that from the beginning, it's showing them that I am different. This is gonna be a different situation.

Chauncy also felt peer pressure played a role in young men of color trusting the process and actually wanting to be involved in a mentoring program. Chauncy described some of the challenges of getting young Black and Latino men with potential to buy-in to the idea of CGP, stating,

> A lot of them don't reach their full potential, because sometimes they don't want to because they are afraid of the backlash that they may make it. They don't want to be at the top of their class and making all A's because their boys think it's weak that they all they got to go to the honors program.

He went on to cite the pressure some of the CGP Gents experienced trying to maintain their street credibility early on in the program. With mutual trust and respect also comes a belief that by participating in the program CGP Gents will gain a better understanding of what is needed in order to attain their goals of pursuing college and a career after graduating from high school.

Group Mentoring Helps to Establish a Sense of Brotherhood

As mentors, they often saw the Gents experiences from the outside looking in, such as how they bonded with each other. Pierre described the culture of CGP from the mentor perspective,

I think it's like a sense of brotherhood. A lot of these kids, some of them like the majority, I came across didn't play sports. It's an opportunity to be a part of something that they're proud to be a part of. They come from the same struggles, they come from the same backgrounds, and are just going through it together like a brotherhood.

Curtis even added to the concept of brotherhood by comparing the experiences of the CGP Gents to that of pledging a fraternity. Coincidentally, four out of five of the mentors who participated in the focus group are members of Alpha Phi Alpha Fraternity, Inc. Chauncy expressed that the concept of brotherhood among the young men in the program also transferred into skills that prepared them for becoming an adult. He stated,

They're coming together with these strange other boys who may not go to their schools. They may not have ever seen them. And they come together, and they form this brotherhood, they come together and solve tasks and do things and they do it together. In college, you're going to have to do that, whether group work, whether you know you live in a dorm room and now all of a sudden, you got a roommate, you got to learn how to get along with your roommate and live with a whole other person. So, I think it's teaching them relational skills as well and teaching them an array of things. How to get through certain environments. How to act in certain environments.

Chauncy took pride in knowing that while even though this particular concept of brotherhood was not being taught specifically as a topic of an empowerment session, the Gents still learned it intentionally.

Empowerment is Transferable Across Experiences

The mentors believed exposing the CGP Gents to different people and experiences served as a catalyst to inspire them to set goals and attain them. Chauncy explained,

A lot of times these fellas, they may have never met an engineer, or they may not have ever thought they would meet someone who is on TV or meet a real chef or you know the different great mentors we've had over the years. But now they see that it's attainable. They see that it's somebody who looks like them and somebody they can touch, somebody who's hanging out with them, somebody

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who's taking time for them. But it goes deeper than that, too. Because they get to know us on a level to say, hey, so you can be on TV and then play basketball and you know on the weekends wear your hat backwards. They don't think it's attainable, they think we're robots or what not. But it's good that they can see that. And it's about relationship, meaning it's something that they can relate to.

Another example of empowerment within CGP is that of the many lessons that come from preparing for the Black Tie Gala. Chauncy felt using the experience of preparing for the gala could also serve as a steppingstone that would prepare the young men in the program to face any challenge. He mentioned,

> With the program and also ending with the gala is to throw that heat on them. Throw all these things at them. Because when they get to college, that's what they're going to have. And even if they don't know it. And even if they haven't learned it in in high school. And even if they are a little more behind than their peers in college, that they can still have that work ethic. They can still have the accountability to put in the work to do what they need to do to pass the class to get through college, to learn to think differently to also think more critically.

The confidence the CGP Gents gain from preparing for and performing at the gala not only transfers on stage, but also in any life experience.

Accountability Leads to Success

Da'vion mentioned the different tasks and responsibilities he and the former CGP Gents had to meet in order to make it to the point of receiving the gold jacket or even perform on stage at the gala. From attending monthly empowerment sessions, to mandatory tutoring sessions after school, the concept the mentors referred to as accountability was taught continuously. Pierre felt accountability starts with the little things in the relationship with his mentees,

> They gain that sense of accountability. Like when you build these relationships with these kids like with my first mentee, to this day, we still have that relationship where I could tell he doesn't want to let me down. You know, we built that relationship and that bond where if he knows he's doing bad he wants to make me proud that somebody outside his house that he sees that cares for him

and wants to see him win and doing all these things like picking him up from his house to take him to the empowerment sessions and bringing him home. And just doing little things for them that show that we care for these kids so they won't want to let us down.

Donny felt accountability was one thing young men of color lacked, even in their academic experiences, "I feel like accountability and really making the connection from going from high school to being ready for college, is very much a disconnect. Even though it's promoted in schools and looks good on paper, the execution is poor." Chauncy later explained that by teaching and encouraging the Gents, their needs are being met as a whole person. He stated, "Not only is he learning how to study better and being encouraged and held accountable. But, his behavior in the classroom is also improving because we have some accountability and he now has another set of eyes on him." Still, Chauncy suggested the importance of encouragement and motivation to balance the pressure that can come with accountability.

As a group, the mentors shared their perspective of the influence The Chauncy Glover Project had on the ability of the former CGP Gents to graduate from high school and successfully transition into adulthood and college life. In addition to the themes identified by the former CGP Gents, an additional theme emerged from the data analysis based on the mentor perspective. In the next section, the themes revealed from both groups of participants are examined using the theoretical framework.

Framework Analysis

The former CGP Gents and mentors' experiences with The Chauncy Glover Project were analyzed and compared using a theoretical framework that combined aspects of the theories of culturally relevant pedagogy (CRP) and culturally relevant care (CRC). Culturally relevant pedagogy uses a funds of knowledge approach that focuses on

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establishing caring relationships and an understanding of the unique experiences of students of color to meet them where they are. In utilizing the cultural assets students of color bring into the classroom, CRP addresses student achievement while also helping to affirm their cultural identity (Watson et al., 2016; Ladson-Billings, 1995). Culturally relevant care builds on the concept of recognizing the inequities faced by students of color and pairing it with a genuine form of care. This form of care is characterized by a familiar connection that is like the community rituals and practices found in the everyday lives of these students (Watson et al., 2016). By embedding CRP and CRC into the cultural framework of The Chauncy Glover Project the program is able to address the unique cultural needs of Black and Latino male youth, both in and out of the school setting.

Evidence from interviews and focus groups show that the use of CRP and CRC in the culture and design of CGP provides a safe space for young men of color to embrace experiences unique to their culture, while also establishing a sense of brotherhood, belonging, and accountability among its participants as they prepare to graduate high school and pursue college and a career. Table 4.2 outlines how the themes represented from both the former CGP Gents and the mentors align with the CRP and CRC theoretical frameworks. An examination of the results from the perspective of CRC and CRP showed that all five former CGP Gents and the group of mentors experienced brotherhood and empowerment as a result of having supportive and caring mentors. The kinship formed among the former CGP Gents and their mentors created a community where these young men felt understood and prepared to face the world awaiting them. According to Watson et al. (2016) the use of CRC provided an opportunity for the Gents

to expose their vulnerability to the point where they were able to depend on each other

and their mentors for guidance and support.

Table 4.2

Emergent Themes Aligned with the Culturally Relevant Pedagogy and Culturally Relevant Care Theoretical Frameworks

Participants	CRP and CRC			CRC
	Trust	Brotherhood	Empowerment	Accountability
Dieu	X	X	X	
Quinton	X	X	X	X
Adrian	X	X	X	
Da'vion	X	X	X	X
Tommy	X	X	X	
CGP Mentors	X	X	X	X

While each of the former Gents also experienced a broader concept of trust in their

mentors and themselves, only two of them acknowledged the accountability component

of the program that was implied by the mentors. This concept of trust created a space

where the CGP Gents exhibited a level a care that Watson et al. (2016) believes holds

young Black and Latino males accountable in a way that helps them challenge the status

quo of what is expected of them. Finally, while not all of the participants directly

acknowledged the idea of accountability while participating in The Chauncy Glover

Project mentoring program, their behaviors and response to life situations displayed a

sense of discipline that they did not realize they had learned. This level of discipline was

one that forced the former CGP Gents to be accountable and take responsibility for

themselves, but they also, as Watson et al. (2016) contend, "looked out for each other,

and held each other to high standards" (p. 994). On the other hand, there is no evidence

that the former CGP Gents who initially recognized this idea of accountability during

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their time in the program experienced a higher level of success than those that did not

recognize it, once they moved on to college.

Answering the Research Questions

The purpose of this qualitative case study was to examine the experiences of

Black and Latino males who participate in The Chauncy Glover Project formal mentoring

program and its influence in preparing these young men to graduate from high school and

successfully enroll in a two or four-year college or university. While previous studies,

like those discussed by Jeffries and Silvernail (2017), have focused on barriers to the

success of Black and Latino male youth, this study was designed to explore the need for

mentoring as a culturally and gender-specific intervention aimed at improving the

educational outcomes of young men of color as they seek to overcome those barriers.

Therefore, the research questions that guided this study were intended to help future

stakeholders of The Chauncy Glover Project on how best to support Black and Latino

male youth as they pursue college and a career after high school graduation. The results

of this study led to several research findings that ultimately answered the central and sub-

questions.

Central Research Question 1: What Are the Experiences of Black and Latino Male Youth
Who Participate in The Chauncy Glover Project Mentoring Program?

Through monthly empowerment sessions, after-school tutoring, cultural

enrichment activities, community service, and a theatrical performance culminating

activity, the former CGP Gents were provided with an array of experiences that were

chosen with the intent on giving a unique set of tools and skills to prepare them for life

after high school. The sense of brotherhood experienced by the former CGP Gents

allowed them to develop a deeper understanding of each other and their personal situations. This provided an atmosphere of mutual trust among the participants and their mentors that mirrored that of a family with established expectations, coupled with traces of nurturing and support. This experience of culturally relevant care through group mentoring also created a space for open dialogue among the former CGP Gents and the mentors. It also gave them the opportunity to not only learn and grow together as young men in a culturally relevant and caring environment, but to also hold each other accountable for that growth.

Central Research Question 2: How Are these Experiences Related to Their Ability to Graduate from High School and Their Readiness to Enroll in a Two or 4-Year College?

The experiences of the former CGP Gents indicated the skills they learned through empowerment sessions or preparing for the annual Black Tie Gala were transferable from in the classroom, on their individual college campuses, and in society. The specific topics included in empowerment sessions, as well as the chosen field trip and community service activities were culturally relevant to the needs of the young men in the program. The level of exposure experienced by the former CGP Gents during empowerment sessions and while preparing for the gala went beyond what they had learned in the classroom or seen in their neighborhoods growing up.

Preparing for the gala served multiple purposes in preparing the former CGP Gents for life after high school. The gala not only established discipline among the former CGP Gents, but also instilled a form of self-confidence many lacked before entering the program. It also served as a catalyst in providing a concept of trust found in CRC as the Gents learned more about each other and their individual experiences. The

responsibility of attending weekly rehearsals and memorizing lines to deliver in front of an audience also forced many of the young men out of their comfort zone as the amount of discipline required to meet the goals of their on-stage performance often became challenging and frustrating. This experience of empowerment taught the CGP Gents to work through the social and academic challenges they faced while in college and away from home. Through CRP and CRC, the former CGP Gents were empowered with the confidence to make good decisions and ask for help when needed, the acknowledgement of their unique set of skills and experiences, and the ability to persevere through challenging situations.

Sub-Question 1: What Role Does One-on-One Mentoring Play in their Desire to Pursue College and a Career After High School?

One-on-one mentoring played a significant role in the former CGP Gents desire to pursue college and a career. The pairing of mentors and mentees based on interests, career aspirations, or life experiences allowed the emergence of trust. The mentors made a point to understand the needs and home situation of each of the former CGP Gents throughout the mentoring process. This level of understanding was necessary before making demands or expectations of the Gents they were not yet ready to meet. Through CRC, the mentors provided a balance between a role of that of a father figure to that of a big brother who had a genuine interest in the well-being of their mentee. Not only were the Gents afraid of letting down their family members, but they were also afraid of letting down their mentors. It is suggested that the established relationship between a CGP Gent and his mentor is often the deciding factor in the decision to pursue college and a career.

Sub-Question 2: Which Features and Strategies Embedded in the Framework of The Chauncy Glover Project Ensure Participants in the Program are Ready to Achieve Success After High School Graduation?

CGP creates a culture that embraces the ideas of trust, brotherhood, empowerment, and accountability among its participants. Figure 4.3 illustrates these specific features that make up the cultural framework of The Chauncy Glover Project.
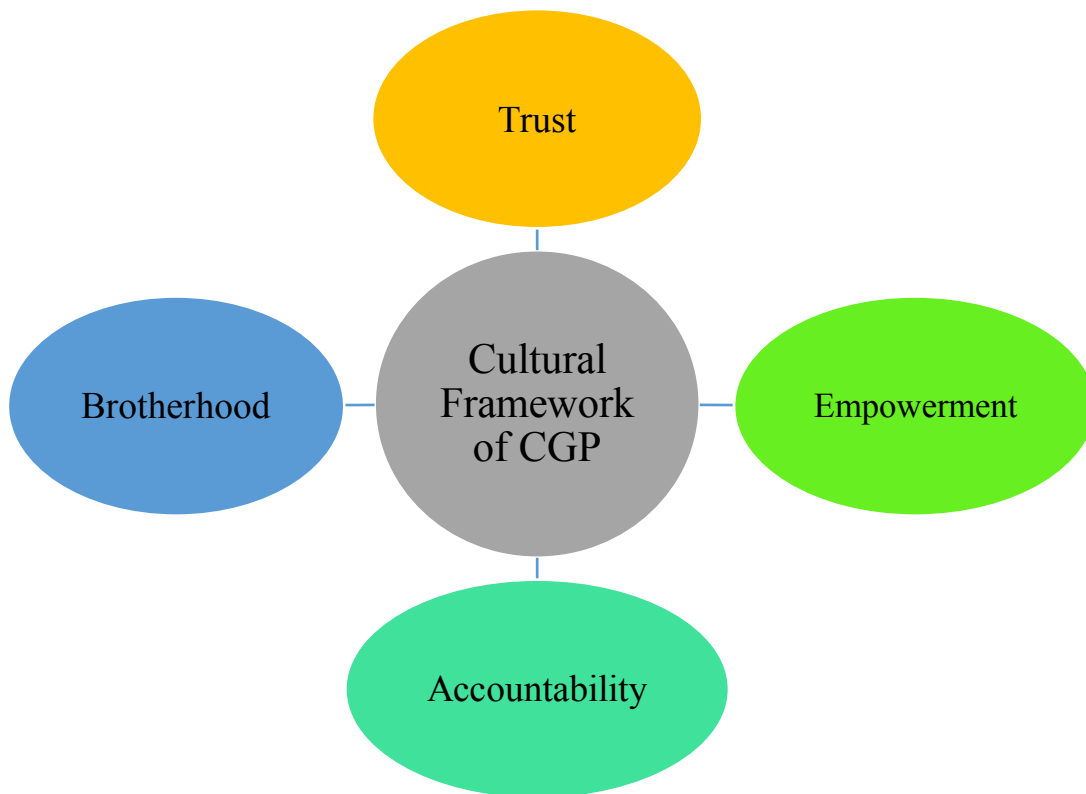
Figure 4.3. Cultural framework of The Chauncy Glover Project.

In addition, the use of both group and one-on-one mentoring provides a safe space where Black and Latino males can embrace experiences unique to their culture, while also benefiting from a mentor relationship. This level of care promoted a deeper sense of confidence among the former CGP Gents that affirmed their ability to overcome their circumstances and find success in college after graduating from high school.

Discussion

The purpose of this qualitative case study was to examine the experiences of Black and Latino males who participate in The Chauncy Glover Project formal mentoring program and its influence in preparing these young men to graduate from high school and successfully enroll in a two or four-year college or university. The researcher intended to enhance the lack of current research related to mentoring as a culturally and gender-specific intervention for college-bound Black and Latino male youth, particularly related to understanding and embracing the unique experiences of these young men. The results of the study led to several findings about the mentoring experiences of young men who participated in The Chauncy Glover Project and its influence on their educational outcomes as they pursued college and a career after high school graduation. Through the use of individual and focus group interviews, four significant findings related to the research questions emerged from the analysis:

- Finding 1—mentoring is a reciprocal relationship that begins with a mutual trust and respect between mentor and mentee;

- Finding 2—group mentoring helps to establish a sense of family and brotherhood, serving as a model for future relationships;

- Finding 3—empowerment through social and emotional development is transferable across both academic and everyday life experiences; and

- Finding 4—promoting accountability leads to the success of Black and Latino male youth.

In the following sections, the researcher presents a discussion of each finding, followed by the implications of these findings.

Finding 1: Mentoring is a Reciprocal Relationship that Begins with a Mutual Trust and Respect Between Mentor and Mentee

Each of the former CGP Gents referenced in their interviews how their mentors influenced their decision-making and behavior when preparing to graduate from high school and once they enrolled in college. Both Da'vion and Tommy shared examples of the skills they learned from the mentors in the program. Dieu and Quinton explained how the types of interactions and experiences they had with their mentors helped to encourage them through difficult times while being away at college. Adrian discussed how personal challenges with his sexual identity affected his ability to be honest with his family, therefore, he found acceptance and relatability from his mentor. The level of trust exhibited among each of these young men and the mentors in the program suggests the Gents led to an increased level of vulnerability among themselves and their CGP brothers (Hurd & Sellers, 2013). By allowing themselves to be more vulnerable with their mentors than with their parents or peers, the former CGP Gents were able to have intimate conversations that ultimately fostered their personal growth and development.

The literature on mentoring specifies a distinction between the concept of formal mentors and informal (or natural) mentors. Hurd and Sanchez (2012) define formal mentors as those who are assigned to youth, whereas natural mentors are formed through mutual selection by the mentor and mentee. Each of the former CGP Gents indicated that their most meaningful relationships with the CGP mentors were a result of a mutual connection based on interests and relatable experiences. This suggests a connection between both gender and cultural identity among the mentors and mentees. The connection formed through this natural mentoring relationship allowed the former CGP Gents to not only identify with their mentors and see them as role models, but to help

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them understand their racial identity as young men of color, and the impact of its ability to help them succeed at life (Gordon et. al., 2009). As Dr. Beverly Tatum (2017) suggests, through the development of a critical consciousness, people of color are better able to resist the negative impact of oppressive messages they can see rather than those that are invisible. The former Gents understanding about their reality resulted in positive outcomes in the lives of these young men as they embarked on life after high school graduation.

Finding 2: Group Mentoring Helps to Establish a Sense of Family and Brotherhood, Serving as a Model for Future Relationships

The former Gents and the mentors collectively described the culture of CGP as a brotherhood, where they came together as strangers but became more like a family. Quinton and Dieu often referred to their CGP brothers and shared examples of how even though they had their individual challenges, they felt a need to encourage and support each other. Traditional mentoring focuses on pairing a mentor with a mentee to reach an established set of goals. The Chauncy Glover Project takes the concept of traditional mentoring a step further and also incorporates group mentoring into its program structure. Da'vion expressed the importance of being his brother's keeper, and how learning together meant they could also help each other. By gathering the Gents and mentors together for regularly scheduled empowerment sessions and other activities, CGP constructs a safe space for mentoring where Black and Latino males are free from judgment and ridicule, where they can strive to understand themselves and the world around them (Hall, 2006). This occurrence coupled with elements found in the concepts

of CRP and CRC allows the mentors and mentees the opportunity to form an extended kinship bond like the strong family system found among people of color.

Within CGP, the Gents found a piece of their personal and cultural identity in the form of brotherhood. The former Gents applied their development of a critical consciousness as motivation to overcome the burden of the negative expectations typically associated with young men of color. Through the bond of brotherhood, the young men of CGP discovered a form of acceptance, vulnerability, and consistency that eventually served as a model for their future relationships (Pate, 2020). Once in enrolled in college, Quinton and Tommy both sought out this same sense of family and brotherhood they experienced in CGP by joining fraternities founded by African-American men. While Quinton and Tommy found their place in brotherhood and leadership, Dieu spoke of the importance of choosing his friends wisely. This suggests each of them used their experiences in CGP as a model to improve their academic and social outcomes as college students and young adults.

Finding 3: Empowerment Through Social and Emotional Development is Transferable Across Both Academic and Everyday Life Experiences

The mentoring curriculum of The Chauncy Glover Project is culturally and socially relevant to the young men of color who participate in the program. Through what Chauncy coined as "empowerment sessions," the Gents are provided with life skills training related to topics such as college readiness, financial responsibility, etiquette training, dressing for success, and public speaking. The design of the empowerment sessions provides the Gents with an opportunity to what Hall (2006) believes "must inform them of what is happening in the world around them, draw connections from

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those events to their life, and enlighten them as to the various choices that they can make

and he consequences of those actions" (p. 33). Jackson et al. (2014) further explained that

having mentors who exhibit CRC in a supportive and encouraging environment helps

their mentees to develop a critical consciousness that gives them the confidence, pride,

and sense of responsibility to "not only excel academically but also contribute to a more

caring, humane society" (p. 400). Dieu and Da'vion described their fears of public

speaking and how participating in the Black Tie Gala left them with the confidence to

speak in front of large groups of people. Quinton mentioned how the sessions on college

readiness taught him how to complete a college application and a apply for financial aid,

something he had no prior knowledge of before joining the program. In his fraternity,

Tommy shared how he used the skills and tips he learned from Chauncy during the

dressing for success session to create similar programs on his college campus.

The transformation of the former CGP Gents throughout their time in the program

confirms the argument of Gordon et al. (2009) that mentoring interventions should foster

a sense of pride in young men of color, their culture, and their collective unity they

experience. The collective sense of unity and empowerment provides an opportunity to

experience academic and personal success. This sense of empowerment arms the young

men with the tools necessary for them to navigate the world around them by being able to

think critically, solve problems, and become valuable members of their community.

Finding 4: Promoting Accountability Leads to the Success of Black and Latino Male Youth

Despite the individual challenges faced by the former CGP Gents, each young

man experienced success after high school graduation by enrolling in college to pursue a

postsecondary education and career. The overall design and structure of The Chauncy

Glover Project provided various opportunities for holding the former CGP Gents

accountable for their success in the program. Da'vion discussed the monthly

empowerment sessions the Gents were required to attend on Saturdays during the school

year. They also were expected to attend regularly scheduled tutoring sessions during the

week to complete homework and prepare for the ACT college entrance exam. Those

Gents who did not regularly attend scheduled activities were ultimately asked to leave the

program. While Da'vion referred to their meetings and activities as requirements, the

other Gents eventually saw them as opportunities to spend time with their CGP brothers.

The preparation for the Black Tie Gala also served as a crucial component for

promoting accountability among the participants. The level of self-discipline and

ownership that comes with the responsibility of writing and memorizing a personal

monologue, learning lines and blocking techniques, and attending weekly rehearsals

served as a catalyst to the transformation of these young men as they prepared to

complete the program. This confirms Hall's (2006) argument that once young men of

color are empowered to think and act on their own, they can take control over their own

learning and life, promoting their own version of accountability (p. 34). While not

necessarily acknowledged during the interviews, the former Gents ability to experience

forms of self-discipline and accountability was displayed by each of the study

participants.

Summary of Findings

Overall, the findings of this study illustrated the need for the implementation of a

gender and culturally specific intervention through mentoring to foster positive academic,

social, and developmental outcomes for young men of color. The findings further suggest the cultural framework of The Chauncy Glover Project provides a unique opportunity for Black and Latino male youth to experience academic success by establishing a sense of trust, brotherhood, empowerment, and accountability, not found in their everyday experiences. Evidence from interviews and focus groups show that the use of CRP and CRC in the culture and design of CGP provide a safe space for young men of color to embrace experiences unique to their culture, while also establishing a sense of brotherhood, belonging, and accountability among its participants as they prepare to graduate high school and pursue college and a career.

Implications

The current qualitative case study intended to gain insight into the meaning of the experiences of Black and Latino male youth who participate in The Chauncy Glover Project. The study enhanced the current research on the need for mentoring as an intervention for boys and young men of color. It also raised awareness of how specific approaches to mentorship based on the theories of CRP and CRC can be used to address the unique needs of both Black and Latino males as they seek to progress beyond their perceived chaotic lives of survival. This study also informed future stakeholders of The Chauncy Glover Project on the effectiveness of mentoring programs that target Black and Latino males by embracing experiences unique to their culture and establishing a sense of brotherhood and belonging among its participants.

For these reasons, this qualitative case study provides insights into the implementation of both a group and one-on-one mentoring model when working with

young males of color. The findings suggest the following implications for future development of mentoring programs for male youth of color.

First, like the studies examined by Sanchez (2016), the research literature supports the findings that opportunities for young men of color to feel heard provide a sense of responsibility and pride, motivating them to succeed. The use of one-on-one and group mentoring approaches promotes a sense of brotherhood and positive supportive relationships that are reciprocal in nature. This experience of CRP and CRC among Black and Latino male youth who participate in culturally specific interventions through mentoring affirms the ability of these young men to, as Watson et al. (2016) suggest, enhance the lives of themselves and those around them.

Second, the findings of this study argue for the need for Latino mentors in mentoring programs that serve both Black and Latino male youth. While the two former CGP Gents who identified as Latino did not express a need for a mentor of the same ethnic background, their home life experiences were unique to that of their Mexican culture. Within the framework of CRC, a mentor of the same race would have a better understanding of the inequities faced by these young men (Watson et al., 2016; Jackson et al., 2014)).

Next, experiencing CRC through the Black Tie Gala gave each of the former CGP Gents the opportunity to expose aspects of their lives to a group of familiar faces and strangers, who may not have had an interest to know beyond what they see on the news. Watson et al. (2016) refer to this form of culturally relevant care as a humanizing pedagogy. By sharing their individual stories, these young men were able to have their voices heard regarding their experiences as Black and Latino male youth, therefore

allowing them to be recognized as human beings with potential, rather than victims of their circumstances.

Lastly, the findings of this study demonstrate the importance of mentoring in the lives of Black and Latino male youth and its influence in preparing these young men to graduate from high school and enroll in a two- or four-year college or university. The findings also suggest the level of care and support described by Jackson et al. (2014) is a benefit of The Chauncy Glover Project that goes beyond high school graduation. The reciprocal relationships formed between the former CGP Gents and with their mentors proved to be a key factor in the success of these young men, who benefitted from ongoing support both during their time in the program and during their time in college.

Conclusion and Summary

Gender and culturally specific initiatives that embedded in the framework of community-based mentoring programs like The Chauncy Glover Project, speak directly to the needs of Black and Latino male youth. By providing a safe space for young men to embrace experiences unique to their culture, this serves as a critical intervention method.

This qualitative case study design used multiple data sources to capture the voice of five former participants in The Chauncy Glover Project mentoring program, along with a group of their mentors, to describe how their experiences prepared these young men to achieve success after high school graduation by attending college. The findings suggest the cultural framework of The Chauncy Glover Project provides a unique opportunity for Black and Latino male youth to experience academic success by establishing a sense of trust, brotherhood, empowerment, and accountability, not found in their everyday experiences.

As educators and community leaders seek to enhance the academic achievement and success of Black and Latino male youth, the use of innovative and culturally responsible interventions will continue to consider mentoring as a novel remedy. The results of this study advocate for the use of mentoring programs for young men of color that are informed by the specific cultural needs of the population they serve. The concluding chapter will present a distribution of the findings, including informed recommendations and a proposal of findings distribution.

CHAPTER FIVE

Distribution of Findings

Executive Summary

Local news headlines are rarely filled with stories of Black and Latino male youth who defied the odds and refused to fall victim to their circumstances. Instead, many of these young men who are forced to navigate a system that makes it more difficult for them to succeed, end up making bad decisions that changes the trajectory of their lives. In Texas, not only do Black and Latino male students have lower graduation rates, but they also experience higher suspension rates from school (Ross, 2014; Banks & Banks, 2016). Subsequently, those who do beat the odds and end up graduating from high school end up less ready for college than other groups.

Literature suggests that for Black and Latino male students, providing exposure to and interactions with accomplished men of color who have achieved personal success through mentoring serves as a crucial element in the increased opportunities for the achievement of these young men (Jackson et al., 2014). Scholars in support of preparing young men of color for success have argued for the need for mentoring as an intervention that will boost graduation rates, reduce gang involvement and violence, and help keep young men of color in school and off the streets by providing positive male role models (Chen, 2019). An example of such an intervention is The Chauncy Glover Project (CGP) mentoring program which is designed to support Black and Latino males who have the potential to succeed but lack the guidance and support to achieve success after high school graduation. By understanding the unique experiences of young men of color, CGP

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transforms group mentoring into a brotherhood engrained into the program's culture. Through CGP, the idea of group mentoring becomes a brotherhood where mentors and mentees feel more like family over time. This sense of brotherhood allows both mentors and mentees to be not only accountable for themselves, but also each other.

While there are studies that address the positive effects of mentoring on academic achievement and other barriers to the success of Black boys, few address these issues for both Black and Latino boys, who often face similar circumstances. Community-based programs like The Chauncy Glover Project recognize the significant level of concern regarding the underachievement of Black and Latino males when compared to their White peers. By coupling an understanding of the cultural needs of young men of color, as well as the importance of fostering meaningful relationships through mentoring, CGP creates a safe space aimed at addressing the impact of culture on the academic experiences of Black and Latino male youth through empowerment. This problem of practice examined the need for the use of culturally specific features and strategies in the design of mentoring programs like the Chauncy Glover Project, to help Black and Latino male youth overcome their circumstances and reach their full potential.

Overview of Data Collection and Analysis Procedures

A qualitative case study design allowed the researcher to gather data to assess the personal experiences of Black and Latino young men who participate in a community-based mentoring program tailored to their cultural needs. Specifically, this study examined the experiences of participants of The Chauncy Glover Project, through the eyes of former participants and their mentors, and how it helped them to prepare for life after high school graduation (Yin, 2014). The use of a qualitative case study design

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allowed the researcher to use in-depth data collection to give the participants the opportunity to narrate their own stories and experiences as it relates to academic achievement and mentoring. This design also raised awareness on how embedding culturally specific strategies in the design of these types of mentoring programs help empower Black and Latino young men to beat the odds against them.

This study draws on the theories of culturally relevant pedagogy and culturally relevant care to provide meaning to the mentoring experiences of Black and Latino males who participate in The Chauncy Glover Project. Both theories are influenced by the ideological perspectives of racial identity development, as well as critical race theory (Gordon et al., 2009; Ladson-Billings & Tate, 1995). Watson et al. (2016) describe culturally relevant care (CRC) as a way to meet the unique cultural needs of Black and Latino males developing relationships through mentoring that build their self-esteem and academic achievement outside of the traditional classroom setting. Similar to CRC, Watson et al. (2016) justifies the use of culturally relevant pedagogy (CRP) in educational settings to build a caring relationship that allows teachers to meet students where they are from a cultural "funds of knowledge" approach, or in this case, mentors to mentees. This inclusion of incorporating the knowledge and cultural experiences of Black and Latino males in the overall framework of The Chauncy Glover Project mentoring program provides a safe space for young men of color to establish their self-concept as they prepare to enter a world outside of high school (Hall, 2006).

Both theories of culturally relevant pedagogy and culturally relevant care are connected to each of the primary and secondary research questions, and

therefore, guided and influenced the research design of this study. The primary research questions that guided this study include:

1. What are the experiences of Black and Latino male youth who participate in The Chauncy Glover Project mentoring program?

2. How are these experiences related to their ability to graduate from high school and their readiness to enroll in a two or 4-year college?

Additionally, the following secondary research questions further guided the research:

1. What role does one-on-one mentoring play in their desire to pursue college and a career after high school?

2. Which features and strategies embedded in the framework of The Chauncy Glover Project ensure participants in the program are ready to achieve success after high school graduation by attending college?

Data for this study was collected from a purposeful sample of five Black and Latino males who participated in The Chauncy Glover Project during its time in Houston between 2017–2019. Additional data was also gathered from a group of five mentors who volunteered with the program and either directly mentored or interacted with each of the participants. The researcher collected data in three phases that included a pre-interview demographic questionnaire, one-on-one interviews, and semi-structured focus groups. The use of multiple data sources in this study provided a voice to this group of young men of color by allowing them to share intimate details of their own lives and experiences within the program (Creswell & Poth, 2018). The addition of other documentation such as grade reports and archival records from the participants' time in the program also provided data to support the level of college readiness of each participant as they prepared to attend college after high school graduation.

During the analysis process, the use of Creswell and Poth's (2018) data analysis spiral allowed the researcher to continuously move in analytic circles to meet the end

goal of answering the research questions through the voice of the study participants. Their individual and collective experiences during their time in the program, followed by the interpretation of the meaning of those experiences, brought about an emergence of themes. The themes presented by the former CGP Gents were then compared to those of the mentors to explain the influence of a culturally specific approach to mentoring Black and Latino males and how it relates to their desire to pursue college and a career after high school graduation.

Summary of Key Findings

The findings suggest the cultural framework of The Chauncy Glover Project provides a unique opportunity for Black and Latino male youth to experience academic success by establishing a sense of trust, brotherhood, empowerment, and accountability, not found in their everyday experiences. Evidence from interviews and focus groups show that the use of CRP and CRC in the culture and design of CGP provide a safe space for young men of color to embrace experiences unique to their culture, while also establishing a sense of brotherhood, belonging, and accountability among its participants as they prepare to graduate high school and pursue college and a career. An examination of the results from the perspective of CRC and CRP showed that all five former CGP Gents experienced a mutual trust and respect of the mentoring process, established a sense of brotherhood and empowerment that was transferable in and out of the school setting, and obtained success after high school graduation as a result of having supportive and caring mentors. While each of the former CGP Gents also experienced a broader concept of trust in both their mentors and their fellow Gents, only two of them acknowledged the same perception of accountability within the program that was also

implied by the mentors. Finally, while not all of the participants directly acknowledged the idea of accountability during their time in the program, their behaviors and response to life situations while in college, displayed a sense of discipline that they did not realize they had learned. This level of discipline was one that forced the former CGP Gents to be accountable and take responsibility for themselves, while also looking out for their fellow Gents and holding them accountable to the high expectations to which they had grown accustomed.

Informed Recommendations

This study demonstrates how interventions aimed at mentoring Black and Latino males can structure the culture and design of these programs to meet the cultural, social, and academic needs of young men of color. The individual stories shared by the study participants also serves as a reminder that educating Black and Latino males goes beyond the "one size fits all" approach and requires experiences that provide a sense of trust, brotherhood, empowerment, and accountability both in and out of the classroom. In light of the key findings of this study, the researcher offers the following recommendations for educators and community leaders in order to improve the implementation of community-based mentoring programs that target Black and Latino college-bound male youth:

For Educators

- Training in cultural competence for educators is crucial in alleviating rising numbers in disciplinary consequences given to young men of color as a result of implicit bias and a failure to establish genuine student-teacher relationships. It is important that teachers are able to explore their own biases against students of color and how these biases affect positive student outcomes.

- Establishing a school culture that includes components of culturally relevant pedagogy and culturally relevant care provides a voice and sense of belonging

to students of color by empowering them to tackle the barriers to their success and challenge the low expectations society has set for them.

- Partnering with local schools adds to an increased level of accountability expressed by the participants in mentoring programs when it comes to maintaining grades and behavior. The program is then able to work with both the school and parents to address the specific needs of each young man.

For Community Leaders

- Mentoring programs that focus on the success of Black and Latino young men should go beyond one school year. Each of the study participants indicated they still kept in contact with their mentor and continued to need guidance as they matriculated through their postsecondary careers. In order to maximize the academic success and college readiness of young men of color, it is important that mentoring and life skills training begin at the end of the sophomore grade year, rather than the end of the junior year. This will allow the program to get a better assessment of where the young man is academically and can have enough time to intervene and provide appropriate resources related to college entrance exams, financial aid, etc.

- The contributions of a strong executive team play a significant role in the behind the scenes operations of a mentoring program. In the case of The Chauncy Glover Project, the researcher also serves in a leadership role as the program coordinator that is responsible for program logistics, the procurement of resources and funding, forming relationships with community stakeholders and partners, as well as communicating with the program participants and their families. The researcher's background in both education and mental health also serves as an asset for understanding the experiences of the young men in the program. The contribution of the function of the program coordinator in CGP should not go unnoticed.

- To meet the academic and cultural enrichment needs of the mentoring program, it is important that adequate funding and resources be secured. A gap in available tutoring and funding for cultural enrichment field trips can have a negative impact on programming and overall student success.

- The use of both one-on-one and group mentoring was an essential element of framework of The Chauncy Glover Project. Group mentoring provided opportunities for the young men in the program to learn new skills together and to learn from each other.

- The incorporation of a uniform for the CGP Gents helped to establish a sense of community among the participants. Receiving a gold blazer as a symbol of meeting the half-way point of the program served as a rite of passage for the Gents and made them feel more like a brotherhood.

- The concept behind the Black Tie Gala was a critical component of CGP that promoted brotherhood, accountability, and trust among the young men in the program. The process of writing a personal monologue and performing for an audience gave the young men a sense of responsibility and empowerment that made them feel proud of themselves and each other. Also, learning the individual stories of their CGP brothers helped the Gents feel closer to each other and provided a better understanding of their experiences outside of the program. The culmination of their performance in saying "I promise to make you all proud" served as a declaration that made each young man want to live up to the expectations they set for themselves. The gala successfully created a valuable learning experiences for the Gents that they were able to transfer as they transitioned to the next stage in life.

- For mentors and mentees to have a meaningful experience, the number of young men served through the program should match the number of available mentors. While potential funders may look to see the quantity of young men participating in the program, true impact is determined by the quality of the experience. Also, some mentees may require more guidance than others, therefore, mentor retention can be related to what they determine as a reasonable level of responsibility.

- To maximize the one-on-one mentoring relationship, it is important that the young men are matched with mentors who are of their same race or ethnicity when possible. Although there was no mention of the lack of Latino mentors from the participants, they may have had different experiences based on a cultural connection that applied only to the Latino community. For example, both Latino participants mentioned their struggle with having to help take care of their family financially.

- To increase the pool of available applicants for potential mentors, it is important for the organization to develop and maintain relationships with community partners, other mentoring organizations, fraternities, churches, historically black colleges and universities, as well as other institutions frequented by the Black and Latino communities.

Findings Distribution Proposal

In addition to providing a voice to the young men who participate in The Chauncy Glover Project, another goal of this research study was to generate a wealth of knowledge in regard to mentoring young men of color that is practical and readily available to the community. The data collected through interviews and focus groups informs the community on the effectiveness of mentoring programs, specifically, those that target Black and Latino males with potential but lack guidance and support to achieve success after high school graduation. The remaining sections of this chapter present a findings distribution proposal, including the intended target audience and method of distribution.

Target Audience

The findings of this study have the potential to reach educators, community organizations, and parents alike. For educators, this study provides an insight into the academic experiences of Black and Latino male youth who desire to pursue college and a career after high school graduation, but do not feel they have been adequately prepared to do so. Many of the participants of the study indicated that they felt school did not prepare them for life outside of their high school classroom. Once enrolled in college, the former CGP Gents experienced a gap in having to properly learn how to study, manage their time, and think critically, as compared with their White peers. Finally, these findings also inform parents of what components to look for when looking to enroll their sons in a community-based mentoring program. While there are many community-based mentoring programs, each of them provides different experiences and have different goals. It is important that parents choose a program that will meet the needs of their child holistically and not just based on notoriety.

Proposed Distribution Method and Venue

The researcher will present the key findings and recommendations of this study to key stakeholders, educator leaders, and community partners of The Chauncy Glover Project in the form of a professionally produced documentary. While historically, the Black Tie Gala has served as an instrument to solicit program funding and recruitment of mentors, mentees, and community partners, the documentary has the potential to serve as a valuable tool for these functions. The 20-minute documentary will include a series of vignettes to be streamed on the organization's website and social media platforms, including but not limited to Facebook, Instagram, and YouTube. Portions of the documentary may also be shared at the Black Tie Gala as a demonstration of the influence of The Chauncy Glover Project on the ability of Black and Latino male youth to achieve success after high school graduation by pursuing a postsecondary education and career. The audience at the Black Tie Gala includes local city officials, community leaders, stakeholders and partners, as well as the parents, teachers, and family and friends of the CGP Gents.

Additionally, the researcher will use the key findings and recommendations of the study to provide professional academic presentations through the launch of *The KulturEdD Identity Lab*, an educational consulting firm that focuses on enhancing the cultural competence of educators and community leaders who work with students of color. These presentations will be made available for professional development for local school districts, community organizations and programs, and various mentoring conferences.

Distribution of Materials

Presentation slides and manuscripts will be created by *The KulturEdD Identity Lab* to solicit funding from potential stakeholders, as well as provide training and professional development for teachers and community organizations seeking to engage students of color, particularly Black and Latino males, in order to address the achievement gap and increase their academic success.

Conclusion

Community-based mentoring programs like The Chauncy Glover Project recognize the significant level of concern regarding the underachievement of Black and Latino males when compared to their White peers. By incorporating the concepts of culturally relevant pedagogy and culturally relevant care into the program's framework, CGP provides supportive and caring mentoring experiences that exhibit mutual trust and respect, a sense of brotherhood and empowerment, and a level of accountability that leads success after high school graduation among its participants.

APPENDICES

APPENDIX A

Consent Form for Research

Consent Form for Research

Protocol Title: "He Ain't Heavy, He's My Brother:" The Influence of a Culturally Specific Mentoring Program for At-Risk Black and Latino College-Bound Male Youth

Principal Investigator: Christina N. Porter

Supported By: Baylor University

Introduction:
Please read this form carefully.
The purpose of this form is to provide you with important information about taking part in a research study. If any of the statements or words in this form are unclear, please let us know. You have the right to discuss this study with another person who is not part of the research team for clarification before making your decision whether to be in the study.

Taking part in this research study is up to you. If you decide to take part in this research study, we will ask you to sign this form. We will give you a copy of the signed form for your records.

The person in charge of this study is Christina Porter, under the supervision of Dr. Brooke Blevins. We will refer to Christina Porter as the "researcher" throughout this form.

The Purpose:
The purpose of this study is to examine the experiences of Black and Latino males who participate in The Chauncy Glover Project formal mentoring program and its influence in preparing these young men to graduate from high school and successfully enroll in a two or four-year college or university We are asking you to take part in this study because you have direct experience with The Chauncy Glover Project (CGP) as a former participant or mentor.

Five former CGP Gents and a group of five mentors will take part in this research study at Baylor University.

How long will I take part in this research study?
We expect that you will be in this research study throughout the winter break, 2020. During this time, the researcher will ask you to participate in at least one individual or focus group interview via the Zoom teleconference platform.

What will happen if I take part in this research study?
- The researcher will include field notes, college transcripts, digital audiovisual materials, and archival records from the participant's time in the program.
- Information from participants' published stories about their experiences with CGP will be included in the final report.
- Each participant will also be asked to participate in at least one individual interview or focus group that will be recorded using the recording feature available through the Zoom platform.

What are the risks of taking part in this research study?
To the best of our knowledge, taking part in this study will not harm you. However, you may feel emotional or upset when answering some of the questions. If you do, tell the researcher at any time if you want to take a break or stop the interview.

If, during your participation in this study, we have reason to believe that you are at risk for harming yourself or others we are required to take the necessary actions. This may include notifying your doctor, your therapist, or other individuals.

Future Studies:
Future use of this study's information is optional for this study. If you do not want your information to be used for future research, you can still be in the study. You will indicate your decision at the end of this form.

Loss of Confidentiality:
A risk of taking part in this study is the possibility of a loss of confidentiality. If you do not want your name used in the study, let the researcher know and the researcher will use a pseudonym.

Records will be Confidential:
We will keep the records of this study confidential to the degree that they will be used only for the information in the study, but participants will be asked if they will allow their names to be used, along with their published stories.

The following people or groups may review your study records for purposes such as quality control or safety:

- The Researcher and any member of her research team including peer reviewers

- Authorized members of Baylor University who may need to see your information, such as administrative staff members from the Office of the Vice Provost for Research and members of the Institutional Review Board

The results of this study may also be used for teaching, publications, or presentations at professional meetings. If your individual results are discussed, your identity will be protected by using a pseudonym rather than your name or other identifying information, unless you give permission for your name to be used.

Are there any benefits from being in this research study?
There are no benefits to you from taking part in this research.
You will not be paid. You are volunteering your time and information for this study.

Indicate your decision below for the optional research discussed earlier in this form:

Optional Consent
Future research with study information. Do you agree to let us store your study information for future research related to CGP's influence in preparing Black and Latino young men to graduate from high school and successfully enroll in a two or four-year college or university?

_____YES   _____NO   _____INITIALS

Future Contact
We may like to contact you in the future as a to follow-up to this study. Do you agree to let us contact you in the future?

_____YES   _____NO   _____INITIALS

Statement of Consent
I have read the information in this consent form including risks and possible benefits. I have been given the chance to ask questions. My questions have been answered to my satisfaction, and I agree to participate in the study.

_____   _____
Signature of Subject   Date

Signature of Person Obtaining Consent

 I have explained the research to the subject and answered all his/her questions. I will give a copy of the signed consent form to the subject.

_____ _____
Signature of Person Obtaining Consent   Date

APPENDIX B

CGP Gents/Young Gents Rules and Guidelines

1. Attendance at ALL CGP empowerment sessions, meetings, and outings is required of all CGP Gents and CGP Young Gents.
2. If you are not able to attend an empowerment session, you must inform your mentor and the project coordinator at least 24-48 hours before the session.
3. All CGP Gents and CGP Young Gents should be on time for all empowerment sessions, meetings, and outings; and be prepared to participate fully.
4. If you do not attend the empowerment session immediately preceding a group outing, you may not be allowed to participate in the outing.
5. You are expected to be proactive in managing your extracurricular activities and work schedule so you can fully participate in all CGP empowerment sessions, meetings, and group outings.
6. After three absences from empowerment sessions, meetings, or group outings, you may be asked to leave the program.
7. Always wear CGP uniform to all empowerment sessions and meetings unless otherwise communicated.
8. Pants must be worn above the waist at all times, and no offensive t-shirts/slogans should be worn on days when a uniform is not required.
9. Maintain regular communication with your assigned mentor (at least weekly).
10. Provide copies of all recent transcripts throughout the school year to Chauncy or project coordinator.
11. No alcohol or drug use of any kind will be tolerated; there will be a zero-tolerance policy.
12. No swearing or offensive language while attending CGP events or otherwise.
13. During empowerment sessions, full respect must be shown to the presenter and CGP program coordinators and mentors.
14. CGP Gents and Young Gents are expected to abide by the extensive training provided during empowerment sessions at all times.

APPENDIX C

Participant Pre-Interview Questionnaire Form

1. What is your race/ethnicity?
   a. Black or African-American
   b. Hispanic/Latino
   c. Other: _____

   If you answered Hispanic/Latino above, what is your nationality?

2. Did you live with both of your parents while participating in The Chauncy Glover Project?

3. Did you have a male role model before participating in the program?

4. Where do you currently live?
   a. At home with my parents
   b. Dormitory/apartment (on-campus)
   c. Apartment/house alone or with a roommate (off-campus)

5. How many siblings do you have?

6. Are you currently enrolled in a two or 4-year college/university?

7. Why did you want to be a part of The Chauncy Glover Project?

8. What did The Chauncy Glover Project teach you?

9. What is your most memorable experience with The Chauncy Glover Project?

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