

## **Promoting Mental Health thru Education by Reducing and Reversing Academic Problems of At-Risk Minority Males: The 100% Graduation Rate Program**

**By Albert N. Mitchell II, New Jersey Minority Educational Development, Executive Director, Dedicated to the late Dr. Lambert Blunt Jackson (2001)**

The 100% Graduation Rate Program is a 4-year school-based **Cognitive-Behavioral Treatment (CBT)**<sup>1</sup> intervention and prevention program for at-risk minority male student's ages 13 to 19. That teaches skills to build resiliency against academic failure and control early signs of problem behavior. The goal of the program is to develop collaboration between the business, academic, and service communities in inner cities to encourage these males to stay in school and reach their full potential, and to reduce the likelihood, that they will become involved in the criminal justice system by addressing several areas of their academic and social development.

### **Intervention and Prevention**

In keeping with the goals and objectives of the **CBT** model, the program is designed to reduce and reverse Academic problems<sup>2</sup> of an underserved population, as well as, address 6 related areas of interest: (1) Aggression/Violence; (2) Gang Activity; (3) Delinquency; (4) Alcohol, and other Drug Use; (5) Sexual Activity/Exploitation; and (6) Family Functioning.<sup>3-15</sup>

### **The Intervention Targets an Underserved Population: At-Risk Minority Male**

Today, one out of every 3 young African-American male and one out of every 8 young Hispanic male in the U.S. is under the direct supervision of the criminal justice system, either incarcerated, on parole, or on probation.<sup>16</sup> African-American and Hispanic males also account for over 70 percent of our nation's prison population, which cost the U.S. economy roughly \$30 billion a year.<sup>17</sup> (Many States currently spend more on prisons than they do on health care, education or housing programs.) The one common theme that has caused this problem has been the lack of education by this population. According to the U.S. Justice Department, forty-five percent of their minority male inmates are high school drop-outs.<sup>18</sup>

More incredible, is that 52 percent of all African-American male high school dropouts have a prison record by their early thirties.<sup>19</sup> And for the minority male high school dropouts, not in the criminal justice system, 72 percent of African-American males are unemployed, while 44% of Hispanic male high school dropouts work at low-skill, low-wages jobs that offer little to no health benefits for them or their families.

Also consider, with more than 60% of all today's minority male children growing-up in a single-parent mother household, 3 out of 4 live in low-income families.<sup>20</sup> As a result, many of these young men are also more likely to have low earnings jobs as adults, and as teenagers are more likely to drop-out of school, abuse drugs, be incarcerated, become teen parents, have behavioral disorders, and run away from home or join a gang.<sup>21</sup> If this current trend continues, it's estimated that 1 in 3 of **all** African-American males and 1 in 6 of **all** Hispanic males have a chance of going to prison during their lifetime.<sup>22</sup>

Without question, the most important factor causing minority males lack of productive growth in the 21<sup>st</sup> century, will be the high school drop-out problem,<sup>23</sup> and the **problem behavior** that cause it, and if we as a nation continue to choose to disconnect this population from our mainstream society, it will destroy human capital, reduce our labor force, and cost state taxpayers hundreds of millions of dollars to maintain these communities.<sup>24</sup>

### **Objective: Defining the Minority Male Student Problem and Reverse its Negative Effects**

Our intervention's first objective is to pay particular attention to the high school graduation rates of minority males, and we have done so largely by focusing on their high school dropout problem. Perhaps no area has proven more clearly appropriate for the application of systematic research and reporting than the **lack of progress of minority males** in our current public high school educational system, and the negative effect it has caused for this group, for their families, for governmental agencies, and for society as a whole. Therefore, we thought that this group would be the most challenging to reach, and that our first task should be towards helping define the problems affecting their education by addressing five main issues of national concern for this population.<sup>25</sup>

- low high school graduation rates;
- poor college enrollment, retention, and graduation;
- their impact on the juvenile and adult justice system;
- employment readiness for the workforce;
- lack of fathers as head of households

This program study of - the **100% Graduation Rate Program** - consist of two studies, from pre-test adolescents to young adults.

**Study 1** (13-19 year olds) has two parts. Part one will first analyze six areas of youth problems from its 10-year study of a **two social group of 285** high school minority male student's participants, who were at a high risk of achieving below their academic and social potential because of their limited socioeconomic conditions in the City of Camden, New Jersey. The second part of Study 1 will consist of the **individual student results** of the 210 males who were randomly assigned to the 4-year CBT program model design.

**Study 2** of the report will track 270 of the males (18 to 26 year olds) from study 1 as they develop into early adulthood in addressing their abilities in three behavioral areas - Academic Problems, Aggression/Violence and non-Family Function. Study 2 will also try to evaluate the long-term effect of the program's treatment towards reversing the in-group development of this population.

We hope to use the empirical research from this program's study to develop a CBT model intervention and prevention process that can be replicated in other communities to cultivate minority males towards better social behavior and higher education.<sup>26</sup> We believe that the study's findings have provided a reasonably accurate picture of the basic size and contours of the problems of minority male high school students lack of achievement and attainment in our national public educational system, and can be a prerequisite for rational public debate and

policy making. We strongly believe that in the absence of such reliable prevalence data, substantial misconceptions can develop and valuable resources can be misallocated. We also believe that in the absence of “new” reliable data on problem behavior patterns, early detection and localization of emerging problems are more difficult, and assessments of the impact of major historical and policy-induced events are much more conjectural.<sup>27</sup>

We feel this program study also offers many important research behavioral objectives besides assessing accurately prevalence and social patterns of minority males, and tries to determine the causes of some of these factors. Among those other objectives are: 1) helping to determine what types of males are at greater risk for developing various patterns of anti-social behaviors; 2) gaining a better understanding of lifestyles and value orientations associated with various peer groups; and 3) monitoring how those orientations are shifted over time.<sup>28</sup> We believe this study’s findings will identify what is happening to deter minority male’s academic achievement, and what has happened to limit their opportunities to achieve greater future employment success and create healthier families.<sup>29</sup>

## **Experimental Design**

As stated earlier, two studies were conducted; the first study was used as the intervention for adolescent males while they attended high school towards reducing high school dropouts and limited their involvement in the juvenile justice system. The second study measured the effect of the prevention in reference to the participants achieving their pre-set goals of completing high school, attending college, getting a job and becoming independent, as well as, its effect on their in-group development and their capacity towards building whole families.

### **STUDY 1**

**Study 1 Design:** Randomized Controlled Trial

**Study 1** was a randomize control longitudinal/multiple time series design,<sup>30</sup> that **consist of 14 different groups of 285 at-risk minority males** from 1996-2006, from the City of Camden, New Jersey’s main two public high schools (Camden High and Woodrow Wilson). The Study’s target populations were youth who demonstrated poor school achievement and high potential for school dropout. Eligible students must either (1) scored low in their 8<sup>th</sup> grade state proficient test in reading and math (2) have a grade-point average of C or below to enter high school and (3) have shown poor school conduct behavior. Potential participants were identified by the school districts using school's computer records and by the high school’s guidance departments if they show signs of any of the above risk factors.

**Selection Process:** Each year 60 of these students were asked to volunteer to participate in a written questionnaire. After the written questionnaire, we asked 30 students to participate in our **4-year 100% Graduation Rate Program**. The remaining 30 students were placed on a waiting list and assigned by their zip codes.

**Random Group Process:** To meet the requirements to have access to the students, school facilities, and to maintain active updates of student’s records, the study had two groups – Group A (10-months) and Group B (12-months). Group A was used as the **control group**, and Group B was used as the **treatment group**. Each year, participants were randomly assigned to Group A or Group B by alternating zip codes, to assure they were probabilistically equivalent to one another by age, race, income levels, and geographically. We accomplished this by using a classroom that had the student’s seating arranged by their zip codes at each school, then using an odd/even count 1 to 15 in one high school, then 1 to 15 at the second high school (Even Group A, Odd Group B). While the students who were assigned to the study’s Group A could participate in the program’s in-school activities: workshops and field trips, over the next four-years, **they would not have access to Community Partner resources**, and no longer be eligible to participate or have access to any summer services in the program.<sup>31-32</sup> They could, however, seek out some other types of the school district academic service programs or summer job employment. Thus, via this 4-year program design, both groups were exposed to:

Freshmen- 1st Year: 15 Males per Group

**GROUP A**

**GROUP B**

Pre-test high school goal meeting

Pre-test high school goal meeting

12 Weekly After-school workshops

12 Weekly After-school workshops

3 Field Trips

3 Field Trips

Liaison services for students and their family

6 Week Summer job placements

The 12 weekly After-school workshops followed an introduction meeting with students and Program Life Coach to set their **per-test** goals while attending high school – ex. High school graduation, enroll in college, get a job while attending high school, have a GPA over C, not get involved with the juvenile justice system and not become a teen parent.

The workshops were used to disseminate information towards improving **cognitive performance** development towards learning to identify and modify patterns of thinking that accompany mood shifts as they enter a new social environment<sup>33</sup> (high school).

The 3 field trips were used to monitor and observe their **interpersonal behavior**<sup>34</sup> with other at-risk males from the city’s 10 community neighborhoods.

The program liaison services for the treatment group consisted of risk assessments conducted and evaluated by a Master’s Level Therapist and referrals for family needs in housing, health, employment, and intermediary contact between the student and school staff.

The six-week summer program allowed the student to work with local businesses and improve their **social rhythm behavior**. (The social rhythm behavior being measured is based on Social Rhythm Therapy (SRT) component that was developed by Frank's research group and rests on the premise that disruptions in social rhythm—for example, time of waking, sleep onset, and eating—lead vulnerable individuals to be at higher risk for the onset of depression or mania, or for this purpose, high risk behavior) <sup>35</sup>

**Intervention**

The first years **4 interventions being evaluated** were:

- Academic Problems (poor grades by measuring their Grade Point Averages - GPA),
- Aggression/Violence ( disrespectful to teachers, teacher’s aide, security guards, and the principal, and shows a blatant disregard for school rules was measured by out of school suspensions)
- Gang Activity (changes in clothing patterns with a preference towards a particular color were measured by their juvenile involvement)
- Delinquency (lack of enthusiasm and motivation in a new social environment were measured by school attendance and classes skipped, which resulted in non-grade promotion to the 10<sup>th</sup> grade)

Sophomore – 2ndYear: 15 Males per Group

**GROUP A**

**GROUP B**

Student Self-Evaluation meeting

Student Self-Evaluation meeting

18 Bi-weekly After-school workshops

18 Bi-weekly After-school workshops

3 Field Trips

3 Field Trips

Liaison services for students and their family

Bi-monthly, meeting with college counselors

6 Week Summer job placements

Before, the 18 bi-weekly after-school workshops, the Program Life Coach met with each student in the study at the beginning of the new school year. To discuss, their grade-point average, school involvement strengthens, and their potential opportunity for attending college, based on their school performance of their freshman year.<sup>36</sup> The student reviews also involved the discussion of the plans and goals for the group and the individual for the upcoming school year,<sup>37</sup> using a chart called “COLLEGE PLACEMENT UPDATE CHART”. The chart was developed from the program’s student evaluation tool **Social Behavioral Development Index (SBDI)**. The SBDI is a student-assessment excels tool that was used to develop a profile of each participant

within the groups, during the program's first year, and update weekly to monitor their development within the program.<sup>38-39</sup>

Each workshop was used to disseminate information towards **behavioral patterns** that can help reduce stress with their academic challenges, peer pressure, and parental relationships.

The 3 field trips were used to monitor and observe their **interpersonal behavior** with other at-risk males from the city's 10 community neighborhoods.

The program liaison services for the treatment group consisted of risk assessments conducted and evaluated by a Master's Level Therapist and referrals for family needs in housing, health, employment, and intermediary contact between the student and school staff.

The bi-monthly college counseling sessions were provided to students in the treatment group preparing for their PSAT test.

The six-week summer program allowed the student to work with local businesses and improve their **social rhythm behavior**.

### **Intervention**

The second years **6 interventions being evaluated** were:

- Academic Problems (loss of interest in activities – school or the program objective by measuring their GPA and their next grade promotion to the 11th grade)
- Aggression/Violence (lack of interest or concern about doing well in school was measured by their out-of-school suspensions)
- Gang Activity (associating with troublemakers involved in criminal activities, which led to their juvenile detainment)
- Delinquency (defiant behavior and not attending school which, led to their non-grade promotion and involvement with the juvenile justices system)
- Substance Use (changes in friends, negative activities or hobbies, and moodiness were measured by their GPAs, out-of-school suspensions, involvement in the juvenile justice system)
- Sexual Activity/Exploitation (unprotected sexual behavioral was measured by becoming a teen father)

Junior -3rd Year: 15 Males per Group

#### **GROUP A**

Student Self-Evaluation meeting

7 Monthly In-school workshops

3 Field Trips

#### **GROUP B**

Student Self-Evaluation meeting

7 Monthly In-school workshops

3 Field Trips

Liaison services for students and their family

Bi-monthly, meeting with college counselors

6 Week Summer job placements

At the start of the program's third year, the Program Life Coach provided the second SBDI review chart "POWER RATING" for the participants during the first workshop. The chart was used to reevaluate their objectives and goals that they were committed to the start of the program.<sup>40</sup> The categories included: High GPA (Above C Average), Get Promoted Each Year, Pass the SAT (1,000 Points or More), Get a Job, have a Driver License, and most importantly pass the HSPAT.

The in-school workshop was used to disseminate information towards **education** that focused on helping the students, make the transition from high school to higher education. Guest speakers facilitated the workshops from the school district's High School Proficiency Assessment team, and Community and State Health and Human Service staff to help reduce stress in making future plans for their lives.<sup>41</sup>

The 3 college field trips were used to monitor and observe their **interpersonal behavior** with other at-risk males from the city's 10 community neighborhoods.

The program liaison services for the treatment group consisted of risk assessments conducted and evaluated by a Master's Level Therapist and referrals for family needs in housing, health, employment, and intermediary contact between the student and school staff. The service also extended to serve as an advocate in the juvenile court and probation department.

The bi-monthly college counseling sessions were provided to students in the treatment group preparing for their SAT test and college admissions requirements.

The six-week summers program allowed the student to work with local businesses and improve their **social rhythm behavior**.

### **Intervention**

The third years **6 interventions being evaluated** were:

- Academic Problems (difficulty concentrating on measuring their GPAs, Next Grade Promotion to the 12<sup>th</sup> grade, and passing the High School Proficiency Assessment)
- Aggression/Violence (disrespectful to authority figures in general, including their parents, and is oppositional and defiant in both attitude and behavior by measuring their out-of-school suspensions, involvement in the juvenile justice system, and/or juvenile detainment)
- Gang Activity (abrupt changes in personality and behavior that escalated into non-school attendance and juvenile detainment)

- Delinquency (covert acts, such as lying, shoplifting, and property damage that led to out-of-school suspensions, non-grade promotion and increase involvement in the juvenile justice system)
- Substance Use (drop in grades at school was measured by their GPAs, Next Grade Promotion to the 12<sup>th</sup> grade, and passing the High School Proficiency Assessment)
- Sexual Activity/Exploitation (unprotected sexual behavioral was measured by becoming a teen father)

Senior – 4th Year: 15 Males per Group

**GROUP A**

Student Self-Evaluation meeting

7 Monthly In-school workshops

3 Field Trips

**GROUP B**

Student Self-Evaluation meeting

7 Monthly In-school workshops

3 Field Trips

Liaison services for students and their family

Access to college counselors for college admissions

6 Week Summer job placements

During the first in-school workshop, the Program Life Coach used the program’s student evaluation tool chart “POWER RATING” from the **Social Behavioral Development Index (SBDI)**, to discuss their school performance and review their plans and goals for the upcoming school year; their GPA, Pass SAT, Get a Job, have a Driver License, and most important have everything in place for Next Year via acceptance to college, trade school or have a full-time job as they make the transition from high school to young adulthood.<sup>42</sup>

Each workshop was used to disseminate information towards **behavioral patterns** that can help reduce stress with their academic challenges, peer pressure, and parental relationships.

The 3 field trips were used to monitor and observe their **interpersonal behavior** with other at-risk males from the city’s 10 community neighborhoods.

The program liaison services for the treatment group consisted of risk assessments conducted and evaluated by a Master’s Level Therapist and referrals for family needs in housing, health, employment, legal services, and intermediary contact between the student and school staff.

The student’s in the treatment group with their parent met with college counselors at the college campus to complete their financial aid forms and was helped towards preparing their college admission requirements.



The six-week summer program allowed the student to work with local businesses and improve their **social rhythm behavior**.

## **Intervention**

The fourth years **6 interventions being evaluated** were:

- Academic Problems (feelings of worthlessness and guilt by measuring their GPAs, passing the High School Proficiency Assessment, and **High School Graduation**)
- Aggression/Violence (unable to accept responsibility for consequences of their behavior, and inappropriately shifts the blame onto others, and/or onto society in general, by measuring their out-of-school suspensions, involvement in the juvenile justice system, and/or juvenile detainment)
- Gang Activity (unexplained cash, and withdrawal from family and program involvement that led to increasing involvement with juvenile detainment)
- Delinquency ( physical fighting and non-school attendance which led to out-of-school suspension, involvement in the juvenile justice system, and non-grade promotion)
- Substance Use ( general lack of motivation, energy, self-esteem, and change in overall attitude/personality with no other identifiable cause was measured by their GPAs, passing the High School Proficiency Assessment, and **Not Becoming a High School Drop-out**)
- Sexual Activity/Exploitation (unprotected sexual behavioral was measured by becoming a teen father)

As you can see, the student performance for each group's academic and social development patterns was tracked, weekly by the Program Life Coach, to their completion of high school. (Moreover, if any participant in either group drop out of the program or transferred, we also collected, follow-up data to their completion of high school up to the close of the study in November of 2008.) Each group's participant step work was evaluated on 7-evaluative items – **3 academic** (next grade promotions, grade point averages, and passing the high school proficiency test) and **4 social** (out-of-school suspensions, juvenile justice involvement, juvenile detention, and teen fatherhood). These items corresponded directly to the valence adjectives used in the self-evaluative outcome procedure for Study 1 from our comprehensive evaluation report:

### **Instrumental Modification for At-Risk Minority Male Academic Achievement and Attainment in the United States Public Education System: A High School Dropout Prevention Initiative.**

The seven-item scales were highly reliable for both the groups and student self-evaluation outcomes, so analyses could be conducted on indexes made up of an average of each of the intervention items.<sup>43</sup>

## **Study 1 Outcome**

This section will provide the outcomes measured in Study 1, that evaluate the program's effect on both the in-groups and individual participants in a sequence comparison method for finding

and aligning distantly related areas of the mental health risk and protective factors.<sup>44</sup> These comparisons will allow us then to demonstrate how we were able to identify areas of in-group and individual patterns that are aligned towards those sequences. First, we've adopted a chronological format to show how the direct and indirect influences on the participants In-School Performance particular interventions were reached in four areas: Academic Problems, Aggression/Violence, Delinquency, and Substance Use, and how five interventions: Aggression/Violence, Gang Activity, Delinquency, Substance Use, and Sexual Activity/Exploitation were established in their Out of School behavior in this context.<sup>45</sup> It is important to note because the objective of the program was to help the males reach their full potential, and reduce the likelihood that they would become involved in the criminal system. We've applied the most modern study on human behavior development from Abraham Maslow's hierarchy of needs theory to help reference the data from our SBDI charts. Maslow's study of humanistic psychology is considered the most viable approach to understanding the development of a human's true full potential, and his teachings are being used by top Fortune 500 Corporations and many industrialized nations to build their workforce development strategy for the 21<sup>st</sup> century. His theory centers on five basic needs being fulfilled to get the best out of a person's true abilities, these needs include - Physiological, Safety and Security, Love and Belonging, Esteem, and Self-Actualization.

Therefore, we like to begin this section with our in-group participants, In School Performances, then their Out-of-School Performances to see how our 4-year program **CBT** design met the needs of our subjects in the **full treatment group (BC)**,<sup>46</sup> and then we will try to address their results using Maslow's theory on human development from our SBDI charts to explain its cause and effect on developing the intervention associated with the behavior patterns at the end of this study.

Starting with:

## **Outcome 1: The In-School performance**

### **Description of Measures**

In-School performance was assessed using data from:

- Official school records on school achievement and school conduct. School achievement was measured using the grade-point average (GPA), next grade promotions, and standardizes testing scores towards high school graduation. Potential grades ranged from 0.00 to 4.00 (0.00 to 0.99 reflected a failing grade, and 1.00 and above reflected a passing grade). Next grade promotion indicated each passing grade counting from 9th-12th. Standardize test (High School Proficiency Assessment) is issued during the 11<sup>th</sup> and students must pass the test for the graduation requirement. The test has two sections – Mathematics and Language Arts Literacy. The scores on each section of the test range from 100 to 300 and the passing score is 200. School conducts were monitored weekly visits to the school's main office to review the school suspension list.

- **Social Behavioral Development Index (SBDI).** Three academic items and four behavioral items from the SBDI excel chart measured students’ school performance at the beginning and end of each school year: Their overall performance (grades, promotion attainment, college readiness), and their overall social development (in school and out) were **updated weekly for 12 months**. By their participation in the workshops, weekly school visits to the high school, summer employment program, and family contacts. At the beginning of their sophomore year, students received quarterly student self-evaluation charts to help encourage their academic and social development.<sup>47</sup>

## Key Findings

In the in-group participation result study (**Controlled In-Group Outcomes**), Group A and Group B represents the 285 students who participated in the program and were identified as the high risk for potential school dropouts,<sup>48</sup>the student’s that were assigned to an **experimental in-group** (Group B) receiving program support, which included, access to college counselors, summer job placement with local business, and advocates support for their family and any legal issues.<sup>49</sup> While students within the programs **control in-group** (Group A) were only allowed to participate in after-school or in-school workshops and field trip activities to maintain their involvement in the study.<sup>50</sup> GPA, next grade promotions, HSPAT scores, and school suspensions were recorded for twelve months, at the beginning of the school year to the beginning of the next school year. The results of this study included the following:

- GPAs, next grade promotions and passing the HSPAT were greater for the experimental in-group (B) than the control in-group (A). Both interventions in Academic Problems, and Substance Use measures for GPAs ( $p < .010$ ) and passing the HSPAT ( $p < .014$ ) were significant in the CBT program model.
- Next grade promotion ( $p < .010$ ) and non-school suspensions ( $p < .026$ ) were greater for in-group B in all four Interventions (Academic Problems, Aggression/Violence, Delinquency, and Substance Use) but less significant.
- The most important significant was **High School Graduation ( $p < .001$ )**, which represented the major factor in overcoming Academic Problems from the at-risk minority male treatment in-group (B) in attaining the model’s first objective.

### CONTROLLED IN-GROUP RESULTS:

	Control Group (A)	Treatment Group (B)
High School Graduates	66 out 141 (47%)	127 out 144 (88%)
High School Drop-outs	38 out 141 (27%)	5 out 144 (3%)
Grade Point Averages C or Above	80 out 141 (57%)	131 out 144 (91%)
Next Grade Promotions	92 out 141 (65%)	135 out 144 (93%)

Passing HSPAT	84 out 141 (59%)	131 out 144 (91%)
Out of School Suspensions	74 out 141 (52%)	41 out 144 (29%)

In the program model study’s final results, **Individual Students Outcomes**, represents the 210 students who were randomly assigned to the 4-year CBT program study group of 30; those students that were assigned to the **experimental group (BC)** performed at a greater level in all 4 in-School Performance categories than those assigned to the **control group (AC)** with regular school service programming. Results of this study included the following:

- Two Interventions – Academic Problems and Substance Use factors were significant for the experimental group (BC) students than the control group (AC) students in GPAs, next grade promotions, and passing the HSPAT. GPAs ( $p < .046$ ), next grade promotions ( $p < .041$ ) and passing the HSPAT ( $p < .040$ )
- The intervention for Aggression/Violence and Delinquency-School conduct (school suspensions) did not differ significantly between the two groups ( $p < .140$ ).
- Most important were the students from the experimental group (BC) high school graduations ( $p < .009$ ) and **non-high school drop-out rate ( $p < .004$ )** were significant compared with students from the control group (AC) in two of the measured interventions Academic Problems and Substance Use.

#### **INDIVIDUAL STUDENTS 4-YEAR PROGRAM OVERALL RESULTS:**

	Control Group (AC)	Treatment Group (BC)
Study Completion Rate	46 out 105 (44%)	97 out 105 (92%)
High School Graduates	41 out 105 (39%)	92 out 105 (88%)
High School Drop-outs	34 out 105 (32%)	3 out 105 (3%)
Grade Point Averages C or Above	59 out 105 (56%)	96 out 105 (91%)
Next Grade Promotions	41 out 105 (39%)	97 out 105 (92%)
Passing HSPAT	53 out 105 (50%)	94 out 105 (89%)
Out of School Suspensions	55 out 105 (52%)	30 out 105 (29%)

## Outcome 1: Out-School performance

### Description of Measures

Out School performance was assessed using data from:

- Non-Involvement in Juvenile Justice System. At the start of the study, none of the 285 participants were involved **in the Juvenile Justice System, as in-coming freshmen**. The student's in the study behavior was monitored during the next four years and updated from their involvement in the program's weekly, bi-weekly, and monthly workshops to track if they became involved in the juvenile courts.
- Non-Juvenile Detention. None of the participants in the study were **ever detained** as youth, as in-coming freshmen. If a participant from our study became involved in the juvenile courts, we had access to the information from the juvenile probation department, which had a list of our participants in the study. We check the list monthly to see if any of the youths were detained. This arrangement was between our organization, the County Prosecutor's Office and the Department of Juvenile Justice.
- Non-Teen Parent. None of the participants were **teen fathers** before participating in the study. The intervention being monitored was safe sex and non-protected sexual behavior over a four-year period.<sup>51</sup> All the participants in the studies had their SBDI updated weekly, which included their behavior status: living arrangements, involvement with the courts both criminal and social (Division of Youth and Family Services –DYFS), and employment. The data were updated during the program's workshops and the weekly school visit.
- Social Behavioral Development Index (SBDI). The index chart was used to monitor Maslow's hierarchy of needs theory to measure the progress of the students' out of school performance at the beginning and end of each school year. The behaviors monitored include social development in non-involvement in the juvenile justice system, youth employment, and obtaining a driver license. Student's indexes were updated weekly for 12 months, and provided to the students, at the beginning of each school year, starting at the beginning of their second year in high school.

### Key Findings

In the study 1 out-of-school results, students identified as high risk for potential school dropout; special interest was placed on the high risk male behavior factors such as: Aggression/Violence, Gang Activity, Delinquency, Substance Use, and Sexual Activity/Exploitation. The students assigned to the experimental in-group (B) showed more self-control in all two of interventions, then the students assigned to the control in-group (A). For the **Controlled In-Group Outcome** results of this study included the following:

- The experimental in-group (B) performed better than the control in-group (A) towards less involvement in the juvenile system ( $p < .004$ ), but not significant in the intervention of Aggression/Violence, Gang Activity, Delinquency or Substance Use.

- The experimental in-group (B) performed better than the control in-group (A) towards juvenile detention ( $p < .022$ ), but not significant in the intervention of Aggression/Violence, Gang Activity, Delinquency or Substance Use.
- A significant ( $p < .001$ ) between the experimental in-group (B) and the control in-group (A) was found towards becoming a teen father or the intervention of Sexual Activity.

### CONTROLLED IN-GROUP RESULTS:

	Control Group (A)	Treatment Group (B)
Non-Involvement with Juvenile System	96 out 141 (68%)	125 out 144 (87%)
Non-Juvenile Detention	117 out 141 (83%)	138 out 144 (96%)
Non-Teen Father	128 out 141 (91%)	140 out 144 (97%)

The results from the **Individual Student Outcomes** did show three successful interventions: <sup>52</sup>

- A significant ( $p < .001$ ) between the experimental group (BC) students and the control group (AC) students were evident towards not to becoming a teen father and in the intervention of Sexual Activity/Exploitation.
- A significant ( $p < .034$ ) between the experimental group (BC) students and the control group (AC) students were evident towards juvenile detention and the interventions of Aggression/Violence and Gang Activity.
- **Significant ( $p < .006$ )** between the experimental group (BC) students and the control group (AC) students were found towards less involvement with the juvenile system and the interventions of Delinquency and Substance Use measured.

### INDIVIDUAL STUDENTS 4-YEAR PROGRAM RESULTS:

	Control Group (AC)	Treatment Group (BC)
Non-Involvement with Juvenile System	69 out 105 (66%)	96 out 105 (91%)
Non-Juvenile Detention	84 out 105 (80%)	101 out 105 (96%)
Non-Teen Father	95 out 105 (90%)	103 out 105 (98%)

## STUDY 1 CONCLUSION

The males **that participated all 4-years of the CBT program model treatment designed** (Group BC) showed two successful reductions and reversals in at-risk minority male's behavioral development in dealing with **Academic Problems** (lack of enthusiasm and motivation, loss of interest in activities, difficulty concentrating, and feelings of worthlessness and guilt) and **Sexual Activity behaviors** (unprotected sex and abstinence) that could increase the spread of HIV/STDs in one of the nation's most challenging socioeconomic environments.<sup>53</sup> Three other interventions (**Aggression/Violence, Gang Activity, and Substance Use**) showed signs of reduction and reversal in juvenile detentions, high school drop-outs, and high school completion for Group BC, but not conclusive enough for both in-school and out-of-school performances in school suspensions or juvenile detention.

**Studies Measuring Outcome:** The In-Group Participation Study (285) – In-Group A (121 African-Americans, 18 Hispanic, and 2 White) – In-Group B (128 African-Americans, 16 Hispanics).

The CBT Program Model Study (210) – Individuals Group AC (88 African-Americans, 15 Hispanic, 2 Whites) – Individuals Group BC (93 African-Americans, 12 Hispanics)

**Implementation History:** The 100% Graduation Rate Program operated from 1996 to 2006, in the City of Camden, New Jersey. (The full history of the program is enclosed in our report model)

**NIH:** Partially/fully funded by National Institutes of Health: No  
Partially funded by The New Jersey Department of Human Services, Corporate Sponsors, Camden County Prosecutor Office, Rutgers-Camden College EOF, Save Our Waterfront Organization, and Local Businesses.

**Funding/CER Studies:** Evaluated in comparative effectiveness research studies: No

**Adaptations:** No population- or culture-specific adaptations were identified by the applicant.

**Adverse Effects:** School policies affected our abilities to include more data on student's school attendances, absentees, and classes missed. Due to parents wanting their child to participate in the full program services, rather than being limited to only the control group. As a result, starting in 2001, we no longer had full access to student report cards, only their grade records were made available for our reports. Moreover, our data on **actual substance abuse usage** is available; however, that data's accurate reporting method may not be fully reliable, for outcome evaluation.

**IOM Prevention:** Selective  
**Categories:** Indicated

## Study 2

**Study 2 Design:** Quasi-experimental

Study 2 is a follow-up study of 270 of the Study 1 participants as they enter adulthood. As indicated earlier one of the main objectives was to reduce and reverse problem behaviors that have affected the minority male's social development in America. We chose Camden, New Jersey as our reference point because it represents a first-hand look at these populations' social problems, and how the cycle of **Academic Problems, Aggression/Violence, and non-Family Function** development is undeserved.

### **Why Camden, New Jersey?**

As one of the poorest urban communities in the nation, Camden, New Jersey, gives America a first-hand look at the grassroots impact that can be caused by a un-developed mental health population, resulting in non-productive activities, un-fulfilling relationships with other people, and the ability to change and to cope with adversity,<sup>54</sup> and the burden it can cause to disrupt family life's and our nation's economic security. In fact, in 2002, Camden became the only city in the country to surrender control of both its local government and schools to its state.<sup>55</sup> Currently, the State of New Jersey and its taxpayers subsidize over \$380 million annually for schools and municipal funds to operate the city.<sup>56</sup> There is much evidence to indicate that the link between the city's high rates of minority male drop-out is the central problem in the decline of the city. With 31% of the city's total population consisting of adult minority males between the age of 18 and over, an estimated 55% of them have not completed high school, and barely 40% of its current minority male high school students graduate each year. Therefore, it's obvious their mental disorders are not being addressed.<sup>57</sup>

To further illustrate this point, among the city's minority male drop-outs over forty percent are unemployed,<sup>58</sup> 70% of them are either on probation, on parole, or have been incarcerated as an adult or juvenile, and an additional 50% or more of them owe child support, which has helped cause up to 70% of the city's children under the age of 18 years old to live in poverty.<sup>59</sup> In fact, Camden, New Jersey was ranked as one of the poorest cities in America from 2000 to 2006 by the U.S. Census Bureau. More striking is the fact, that the FBI has also ranked the city, as the Most Dangerous Cities in America as well from the years of 2004 and 2005.<sup>60</sup> We believe no other city in the United States has been affected more by the failure of our national educational system to address the needs of minority males. We also strongly feel no other city in America could challenge us to better understand what motivates minority males to lose interest in life and why they see no connection between school and their future life.<sup>61</sup>

As Study 1 demonstrated our program model design could address several problems, behavioral issues for adolescent's minority male, now we want to discuss the impact that this program could achieve towards their early adult development to eliminating three of these problem factors – Academic Problems, Aggression/Violence, and Family Functioning.



## STUDY 2 OUTCOMES

### Mental health risk and protective factors

Study 2 objectives are based on the preventive problem behavior and protective factors that were assessed by the program's at-risk minority males from Study 1. And to demonstrate how their successful performance of self-evaluation can result into productive activities towards, fulfilling relationships with other people, and the ability to change and to cope with adversity, from adolescent to young adulthood. Behavioral adjustment measuring preventive factors included the following:

### Description of Measures

The mental health risk and protective factors were assessed using data from:

- College Enrollment. The number of participants who were accepted, attending or still enrolled in college at the conclusion of the study in 2008 was categorized in this group. These males consist of both groups of participants who were accepted and attending a 2-year college or 4-year university. The information was collected via a contact with the student's high school guidance counselor, viewing the college acceptance letters, speaking with the student during winter, spring and summer breaks, as well as, contact with family members during our follow-up survey study. Student's information was then filed in the individual's profile in the programs SBDI data bank.
- College Retention. The number of students who graduated from a four-year university or were still enrolled at the time the study ended in November 2008. The information was collected via a contact with the individuals during winter, spring and summer breaks, as well as, contact with family members during our follow-up survey study. Student's information was then filed in the individual's profile in the program's data bank.
- Adult Employment. This category consists of the number of males who had a full-time job as an adult at the conclusion of the study. As in gathering the data for the college enrollment, participants were contacted during winter, spring and summer school breaks, as well as, contact with family members during our follow-up survey studies, which was conducted randomly at community events in the City of Camden.
- Adult Incarceration. Data were gathered on the number of males who have or were in prison, since their completion of the program and high school. As in the previous categories, the information was gathered as well as, using the New Jersey State Defenders Register to assess the offenses committed by everyone, individual, because this help gives a better understanding of the individual's behavioral pattern, and cues to beware of in the future.
- Adult Unemployment. Participants that did not attend college nor had a full-time job were classified as unemployed. The data again were gathered using the same process for analysis.
- Children Out of Wedlock. The number of males who had a child or children out of wedlock. This also includes the number that had multiple children with a different woman. Again, the data was gathered using the same process for analysis.

Scales, measuring risk factors included the following:

- Observing the social, behavioral patterns between four groups: Group A represented the overall participants in the Control in-group, Group B represented the overall participants in the Treatment in-group, Group AC represented the individual participants in the four year CBT model study from the Control group, and Group BC represented the individual participants in the four year CBT model study from the Treatment group. College enrollment and retention were compared between the groups as yes- a positive outcome, or no-a negative outcome.
- Comparing the results of the participant from each group with their fathers' status as adults were used as a barometer to measure the change in the social behavior of the in-group.<sup>62</sup> Four items were rated as no- a positive outcome, or yes-a negative outcome. The positive outcomes represented a change in the thought process, perception of reality, emotional, and judgment, which resulted in a long-term modified behavioral pattern. Negative outcomes reflected there were no different behavioral patterns observed.

### **Key Findings**

In the study 2, male students previously identified as high risk for potential school dropout showed modified behavior towards higher academic achievement and attainment:

- A significant ( $p < .001$ ) between the experimental in-group (B) and the control in-group (A) was evident in more college enrollments.
- A significant ( $p < .005$ ) between the experimental in-group (B) and the control in-group (A) was found towards higher college retention.
- A significant ( $p < .001$ ) between the experimental in-group (BC) and the control in-group (AC) was evident in more college enrollments.
- A significant ( $p < .001$ ) between the experimental in-group (BC) and the control in-group (AC) was found towards higher college retention.

### **CONTROLLED IN-GROUP RESULTS:**

	Control Group (A)	Treatment Group (B)
College Enrollment	43 out 141 (30%)	96 out 144 (67%)
College Retention	18 out 43 (42%)	49 out 96 (51%)

### **INDIVIDUAL STUDENTS 4-YEAR PROGRAM RESULTS:**

	Control Group (AC)	Treatment Group (BC)
College Enrollment	24 out 105 (23%)	67 out 105 (64%)
College Retention	10 out 24 (42%)	31 out 67 (46%)

Study 2, was also used as a follow-up study to measure the long-term effect of the treatment. The study tracks how well the participants could adjust as young adults. Again, the groups were compared, to evaluate its full potential towards reversing the in-group behavior; the participants were then compared to their father's behavior traits as young adults. This includes – Employment; Unemployment; Adult Incarceration; and having Children out of wedlock. The results were as follows:

- Adult Employment showed no significant between the participant's groups ( $p < .007$ ). Moreover, the participants, compared to their fathers showed no significant ( $p < .007$ ).
- Adult Unemployment showed no significant between groups, but Group BC participants showed a significant decrease compared to their fathers ( $p < .001$ ), using the ANOVA with regression predictors.
- Involvement with Adult Incarceration showed no significant between groups but revealed a decrease significantly from Group BC participants to their father's involvement with the adult, justice system ( $p < .001$ ), using the ANOVA with regression predictors.
- Having children out –of-lock showed no significant between the groups, but Group BC participants showed a decrease significantly with their father's having children ( $p < .001$ ), using the ANOVA with regression predictors.

### **CONTROLLED IN-GROUP RESULTS:**

	Control Group (A)	Treatment Group (B)
Adult Employed	64 out 132 (48%)	97 out 138 (70%)
Adult Unemployed	33 out 132 (25%)	14 out 138 (10%)
Adult Incarceration	21 out 132 (16%)	8 out 138 (6%)
Children Out-of-Wedlock	65 out 132 (49%)	52 out 138 (38%)

**INDIVIDUAL STUDENTS 4-YEAR PROGRAM RESULTS:**

	Control Group (AC)	Treatment Group (BC)
Adult Employed	51 out 95 (54%)	71 out 101 (70%)
Adult Unemployed	23 out 95 (24%)	8 out 101 (8%)
Adult Incarceration	13 out 95 (14%)	5 out 101 (5%)
Children Out-of-Wedlock	42 out 95 (44%)	35 out 101 (35%)

**STUDY 2 CONCLUSIONS:**

The 100% Graduation Rate Program model showed a sustainable in reversing Academic Problems for the experimental group, as well as, Aggression/Violence, and Family Functions for at-risk minority males by reducing adult unemployment, incarceration, and children born out of wedlock; in both groups in this program design. More importantly, it indicates an outgrowth of the in-group influencing thoughts, feelings, and action towards higher education and better family development for the 21<sup>st</sup> century.<sup>63</sup>

**Studies Measuring Outcome:** The Overall Participation Study (285) – Group A (103 African-Americans, 18 Hispanics, and 2 White) – Group B (146 African-Americans, 16 Hispanics)

The Program Model Study (215) – Group AC (62 African-Americans, 7 Hispanics, 2 Whites) – Group BC (131 African-Americans, 13 Hispanics)

The Overall Participation Young Adult Study (270) - Group A (95 African-American, 13 Hispanics, 2 Whites) – Group B (145 African-American, 15 Hispanics)

The Program Model Young Adult Study (213) – Group AC (61 African-Americans, 7 Hispanic, 2 Whites) – Group BC (130 African-Americans, 13 Hispanics)

**Implementation History:** The 100% Graduation Rate Program follow-up study was from 2000 to 2008.

**IOM Prevention:** Selective  
**Categories:** Indicated

## Study Populations

The studies participations for this intervention included the following populations.

Study	Age	Gender	Race/Ethnicity
Study 1	14-19 (Adolescent)	100% Male	87% African-American, 12% Hispanic, 1% White
Study 2	18-26 (Young Adults)	100% Male	89% African-American, 10% Hispanic, 1% White

### PROGRAM OVERALL CONCLUSION:

Using Maslow’s five basic levels of need’s theory on human behavior to analyze our **CBT** program model results, we’ve first focused on the area of the **physiological** development of the males, starting with their home environment, and how it affects their behavior in school.<sup>64</sup> Maslow’s first theory suggests if a person is deprived of a foundation to survive, they internally battle in search of satisfaction (Substance Use). And if these needs are not met, a person will act-out in a humanist’s way to achieve this (Aggression/Violence). Therefore, when we analyze our participant’s behavior, we took into the account where their basic needs being met, and if not, can this explain why they act the way they do (Family Functioning). A closer look at their home life seems the most logical way to achieve this. First, where their basic human needs to sustain life itself - food, clothing, sleep, and shelter being met to the degree needed for the sufficient operation of the body.<sup>65</sup> Second, if not, what is causing the problem? As we discussed earlier in this study, many of the males come from a single-parent female household, where some of their basic needs are not being met, due to a low level of family income. As a result, our program design encouraged them in their emotional adolescent development, as they learn more cognitive skills and gain a better understanding of the consequences of their behavior as their physical, physiological needs were being partially satisfied, with their exposure to career and college opportunities in our program, other levels of needs became important (Academic Problems), and thus motivate and dominate the behavior of the individual to achieve more.<sup>66</sup>

In generalizing, this information, we have concluded that the program participants’ level of aggression (Violence) was high and from an **intergenerational transmission of psychological maltreatment** (National Research Council, 1993).<sup>67</sup> Therefore, their attitudes towards authority were reactivated and noncompliant to rule or order based on their emotional need for survival not being met in their homes (Family Functioning). This was the environment for which the majority

of the participants develop their male identity and how they learned to resolve their conflicts.<sup>68</sup> According to Maslow, this is the first vital (survival) step towards motivating a person to reach their full potential, but if this need is not satisfied, a person will feel trapped in this developmental stage. This is what you see from the high number of school suspensions during the participants first two years -where their behavior of acting-out was following the code of the majority of their peers from their environment, to rebel, to challenge authority and have no concern for their future, as they struggled with their first basic need to survive at home and adjust in their new-school environment as well.<sup>69</sup> With, the nature of their acts according to Maslow's theory was a safety-seeking mechanism in dealing with a paranoia state of being persecuted by society and feel threaten in an unreliable or unsafe, or unpredictable situation, indicates they lack the capacities to organize their emotions or control their behavior.<sup>70</sup> Leads to Maslow's second basic need theory of **safety and security** was not being met. To counter this behavioral disorder, we redirected the males thought process towards tasks oriented activities that would modify their emotional behavior, so that they could learn how to self-evaluate, and create reference points for their achievements, and compare this to their peers within the groups at their school as well as, interaction with the program's neighboring school male students. Which helped them become more goals oriented rather than reactive to a negative thought or peer pressure to act-out, but become more focus on self-development, and better interpersonal social skills.

This led us to Maslow's third level of basic needs of the importance of **belonging and striving** in society. According to his theory, once a person is cut off from mainstream society. They lose trust and develop antisocial behavior that can lead to a life of detachment, which in turn limits their ability to both give and receive love, affection, and sense of belonging in a normal nurturing environment (Aggression/Violence and Sexual Activity Behavior). Just as the juvenile justice, system increases its influence in urban communities, so has the willingness to remove youths from their families into juvenile detention centers. According to Maslow's theory, the act of incarcerating these adolescents can cause feelings of loneliness and alienation and causes an abnormal developmental stage that can place a greater stress on that child contributing later in life. He theorized when a person is separated from society and denied their need of belonging or experiencing love in a normal healthy environment, they feel isolated and can develop a lifelong pattern of antisocial behavior, which can greatly affect their ability to develop their own lives or families in a healthy way (Family Functioning). Our approach towards addressing these issues focused on self-responsible.<sup>71</sup> As stated earlier, we challenged the males beyond the traditional 10-month school year; they were placed in social environments during the summer months with adults to expand their critical thinking, build on their interpersonal skills, and receive rewards for their efforts. As a result, it increased their desire to avoid the criminal-justice system, as they became more a part of the community while participating in the local workforce. Maslow's theory of this behavior is, once a person loses the need of belonging. They no longer will strive with great intensity to satisfy the need or value to be a part of societally acceptable behavior. It is clearly indicated by our CBT program model results. We were successful in reducing and reversing this trend (Academic Problems) towards positive feelings of self-worth and self-growth.

With over three fourth of our participants (77%) coming from families without a strong positive

father present to demonstrate the needs, or to help support the family, both economically and emotionally, these communities are destined to fail and continue to develop males lacking the desire to be a part of the social order (Family Functioning). Understanding how this affects a male adolescent's sense of self-importance, or how it affects their vision towards their future goals, hand-to-hand, so it is not surprising that their attitudes to academics are less likely to be important, then their immediate need to be respected by their peers, both constructively or non-constructively.<sup>72</sup> The self-concepts of these males usually are that they lack the necessary cognitive skills to improve themselves,<sup>73</sup> which is very important according to Maslow's fourth basic need theory for **self-esteem**. He believes, if a person lacks this stage of development, they become frustrated, feel inferior, weak, helpless and worthless. The program's design to help them concentrate and focus on their future was demonstrated by their willingness not to become a teen father and take responsibility to ensure their future options. More importantly, was our ability to help them redefine their social roles as men (see, attach comprehensive evaluation report).

Using Maslow's final basic need theory of **self-actualization**, we examine why minority male students are succumbing to the pressure of dropping out of high school. He believed that the only reason a person would not move well in a direction to maximize one's potential, whatever it may be, is because of hindrances placed in their way by society. According to Maslow, for a person to reach their full potential, a person needs to have their first four basic needs adequately satisfied, to develop the desire to become what one is capable of becoming. However, the preconditions that exist in Camden and many other poor communities, it's obvious the challenges for minority males to fulfill those needs, have superseded their desire to acquire knowledge or understanding. As were their needs to defend one's self, justice, fairness, honesty, orderliness (in a strong family structure) have been thwarted. So it's predictable in this group of males will have a hard time connecting with their social responsibilities.<sup>74</sup> Nevertheless, through **the 100% Graduation Rate Program's Cognitive –Behavioral Treatment** model, we could encourage:

- 86 percent of at-risk minority male potential drop-outs to complete high school,
- 64% to continue their education (college enrollment),
- 91% to avoid the juvenile justice system,
- 98% practice safe sex,<sup>75</sup>
- Reduce adult incarceration 9%, unemployment 16% and children born out of wedlock 9%.

And overcome Academic Problems by:

- Keeping their mind off of problems and negative thoughts and emotions.
- Cultivating interpersonal, social skills.
- Developing constructive activities that provide accomplishment and give a sense of pride.
- Contributing to their self-esteem and happiness.
- Helping them feel a greater self-worth and purpose.

## Dissemination Materials

Study Questionnaire: Name, address, age, former middle school, highest grade mother achieved, highest grade father achieved, highest grade brother or sister achieved.

Parent Consent Form: Allowing students to participate in the program model.

Mitchell II, A. N. (1996). 100% Graduation Rate After-School Workshop: Measuring Cognitive Developmental Skills. Curriculum: Module 1A—**Legal Issues**: Constitutional Law, Criminal Law, Civic Law, Corporate Law, Contract Negotiations, and Ethics v. Conscience. Discussion on work sheet materials developed from The World Book Encyclopedia, News Journals and Newspapers, and using legal information from the Textbook - Business Law, Principles and Cases, 7<sup>th</sup> Edition: Anderson, R.A. The materials are supported by video tapes of current events, which require the students to express themselves verbally and orally.

Mitchell II, A. N. (1996). 100% Graduation Rate After-School Workshop: Evaluating Reflective Abstraction Levels. Curriculum: Module 1B—**Economics**: Advertising & Media, Sales & Marketing, Business Management, Technology, Career Choices, and Financial Planning. Discussion on work sheets materials developed from textbook's Economics: A Streamlined Course for Students and Business People, Wessels, W. J., America: Who Stole the Dream? Barlett, D. L. and Steele, J.B., and The World Book Encyclopedia. The materials are used to encourage student's response towards moral judgments, problem-solving and evaluate critical-thinking skills.

One Recreational Field Trip after the first four workshops, with the students from both high schools: at no cost to the students. This group task is set-up to observe the interactions between students from the City's 10 different community neighborhoods.

Two In-School Educational Field Trips, (at no cost to the students or school). After the 13-week, after-school evaluations have concluded; two group tasks were designed to follow-up the observation of the students' (**Control and Treatment**) groups' interactional development within the in-groups before the close of the school year.

Summer Job Placement: Students in the **treatment group** were placed in and participated in community-based career exploration programs sponsored by the Camden County NAACP and Campbell Soup, and the Camden City Parks and Recreation Departments, for six weeks, at the end of the school year. This service was used to increase the student's social development and awareness towards becoming self-sufficient.

Social Behavioral Development Index – Chart 1: The Program Life Coach met with each student in the study at the beginning of the next school year. To discuss, their grade-point average, school involvement strengthens, and their potential opportunity for attending college, based on their school performance of their freshman year. The student reviews also involved the discussion of the plans and goals for the group and the individual for the upcoming school year.



Mitchell II, A. N. (1997). 100% Graduation Rate After-School Workshop: Analyzing the Behavioral Reorganizational Patterns. Curriculum: Module 2—**Social and Academic Development**: Focusing on adolescent risk factors (peer pressure, substance abuse, STDS, and suicide-stress management) and inter-personal behaviors with adults at school and in the community. Discussion on handout materials from the New Jersey's Health Department, the Camden Police Department, the Camden City Chamber of Commerce, and the Cooperative Business Assistance Corporation is used to demonstrate the topics core values. Each topic represents a developmental stage of how to process information and create better communication skills. The after-school workshops are held twice a month at each school.

College Counseling: Bi-Monthly students in the **treatment group** were set-up and scheduled to meet with college counselors at their schools from Rutgers University, Campus at Camden's Educational Opportunity Fund Program, to reinforce their academic development.

Three In-School Educational Field Trips take place during the fall, winter, and spring, at no cost to the students or schools. The field trips served as an opportunity to observe group's interactions between students from the City's two high schools and the 10 community neighborhoods.

Summer Job Placement: Students in the **treatment group** participated in community-based career exploration programs sponsored by the Camden County NAACP, Campbell Soup, and the William Penn Foundation hosted by community-service base organizations RESPOND and OEO, in addition to, the Camden City Parks and Recreation Departments, for six weeks. This service was used to increase their interaction with adults and build on their social acceptance.

Mitchell II, A. N. (1998). 100% Graduation Rate 7 In-School Workshops: Instrumental Conditioning Evaluations. Curriculum: Module 3 – **Student Self-Evaluations**. Guest Speakers from the school district's High School Proficiency Assessment team, and Community and State Health and Human Service staff met with the students in the study at their high school. Each speaker brought their own department's hand-outs during their workshops to meet the curriculum's topic. Each topic builds on the curriculum's analyses on self-developmental stages, created by Abraham Maslow's Hierarchy of Human Needs towards Self-Actualization.

Social Behavioral Development Index – Chart 2: The Program Life Coach handed-out student's performance evaluation chart that listed five goals each school's whole group had made during their freshman year (High GPA, Get Promoted Each Year, Pass HSPAT, Pass SAT, Get a Job, and/or have a Driver License) before the first field trip of the year. Scores ranged from 0 to 100, 0= not yet, 25=tried, 50=almost, 75=can do better, and 100=got my goal. The top score of 500 could be achieved if they accomplished all five goals. The Program Life Coach added a six category showing the student's social weakness – B=Brains- lack of focus, C=Courage-willingness to sacrifice, and H=unable to complete the tasks; which were developed from coping cards the students drafted themselves, before their junior year as their own self-evaluation.

Three In-School College Tour Field Trips take place during the fall, winter, and spring, at no cost to the students or schools. The field trips served as an opportunity for the students to visit a college campus, as well as allows us to observe both group's interactions between students from the City's two high schools and 10 community neighborhoods.

College Counseling: Bi-Monthly students in the **treatment group** met with college counselors at their schools from Rutgers University, Campus at Camden's Educational Opportunity Fund Program.

Summer Job Placement: Students in the **treatment group** participated in community-based career exploration programs sponsored by the William Penn Foundation hosted by community-service base organizations RESPOND and OEO, and the Camden City Parks and Recreation Departments, for six weeks. This task was used to stimulate their self-esteem as a sense of accomplishment in their abilities to interact with adults and become socially productive.

Mitchell II, A. N. (1999). 100% Graduation Rate 7 In-School Workshops: The Redefined Social Role. Curriculum: Module 4 – **The Transition from High School to Early Adulthood**. Guest Speakers from Rutgers University, Campus at Camden's Educational Opportunity Fund Program met with groups and talked about financial aid forms and other information for the students, towards college enrollment. Business leaders from the financial community discussed banking, investments, and talked about the loan process for financial aid for college and trade schools. Local Business owners talked about what they were looking for from employees and type of positions and salaries that were available in their industries. Each speaker brought their own department's hand-outs during their workshops, which met the curriculum's final developmental stages.

Social Behavioral Development Index – Chart 3: The Program Life Coach handed-out student's performance evaluation chart that listed five goals each school's whole group had made during their freshman year (High GPA, Get Promoted Each Year, Pass SAT, Get a Job, have a Driver License, and most important have everything in place for Next Year, acceptance to college, trade school or have a full-time job) before the first field trip of the year. Scores ranged from 0 to 100, 0= not yet, 25=tried, 50=almost, 75=can do better, and 100=got my goal. The top score of 500 could be achieved if they accomplished all five goals. The Program Life Coach added a six category showing the student's social weakness – B=Brains- lack of focus, C=Courage-willingness to sacrifice, and H=unable to complete the tasks; that needed to address before they completed high school; which were developed from coping cards the students drafted themselves, before their senior year as their own self-evaluation.

Three In-School College Tour Field Trips take place during the fall, winter, and summer, at no cost to the students or schools. The first two field trips served as an opportunity for the students to meet local business owners; while the last group actively served as a closing program graduation ceremony. This task allowed the program to monitor the changing social developments and behaviorisms of individuals in the study from the city's 10 different community neighborhoods each year.

College Counseling: Students in the **treatment group** with their parent met with college counselors at Rutgers University, Campus at Camden's Educational Opportunity Fund Program office to complete their financial aid forms. This task completed the program's model study, which included using community partners from the local college community to help in the academic development of the student's in the treatment group.

Summer Job Placement: Students in the **treatment group** participated in community-based career exploration programs sponsored by the William Penn Foundation hosted by community-service base organizations RESPOND and OEO, and the Camden City Parks and Recreation Departments, for six weeks. This final task completed the program's model study, which included using community partners from the local business and community service organizations to assist in the social development of the student's in the treatment group.

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