

References

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Literature Review

“Black males face a difficult educational battle. Across America, graduation statistics for Black males are sobering.” –Bell

“too many teachers are inadequately prepared to teach ethnically diverse students.” - Gary

“The gap between black male college students and non-minority college students is significant and an indication of either discriminatory practices or inefficiencies within the system. - Washington

“Since the incarceration rate is highest for African-Americans, it makes it more difficult for blacks to rise out of poverty, receive higher levels of education, and escape a life of crime. Young African-Americans are more often imprisoned than employed.”

Title

A Case Study to Understand Why Black Male Graduates

from Dallas Independent Schools have Low College Graduation

Purpose

The purpose of this research is to understand the reasons why Black men are not completing higher education degrees. The goal is to start conversations with my colleagues and others to encourage and motivate Black men to seek higher education and discover what types of strategies will allow Black men to complete a higher education degree.

Research Questions

Central Questions

- Why do Black male high school graduates from Dallas Independent School District have low college graduation rates?
- Why are Black men opting to enter the work force untrained instead of completing a four-year degree?

Sub Questions

- Are low economically disadvantaged schools preparing the Black youth for college?
- Is there significant funding opportunities for economically disadvantaged, first generation college Black men?
- What motivates Black men to apply for college?
- Why some Black American men choose not to pursue a college degree?

Methodology

By using a stratified random sample, this case study will consist of the Black American men between 17 – 35 years old

Sample

3-Tier Groups of Black Males (n=12)

Group 1: 4 graduating high school seniors
(2 going to college; 2 not)

Group 2: 4 college students
(2 current; 2 recent "dropouts")

Group 3: 4 college graduations
(2 bachelors; 2 terminal degrees)

Data Collection

Preliminary Survey

Individual Interviews

Tier-Group Interviews

Data Analysis

- *thematic content analysis* – code, find themes and patterns
- *narrative* – compare different stories and responses
- *deductive approach* - determine which factors were a key motivator in supporting Black men to complete their college degrees.

Reliability and Validation

- *Triangulation* – ensure there is consistency with the surveys, interviews and group observations (creditable)
- *Transparency* – be clear in the methodology so that other researchers can duplicate the study (dependable)