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ULEAD: The Effects of a Civics-Based Educational Program on Urban Youth

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ULEAD: The Effects of a Civics-Based Educational Program on Urban Youth

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ULEAD: THE EFFECTS OF A CIVICS-BASED EDUCATIONAL PROGRAM ON URBAN YOUTH

ULEAD Collaboration

This dissertation is a collaborative effort between Mario Charles, Rodney W. Smith and Aaron Willis through the leadership of our dissertation advisor Dr. Charles E. Granger. This dissertation is based on the effects of a civic-based educational pilot study on urban youth known as Urban Legal Education and Academic Development (ULEAD). The program was implemented at the Mathew-Dickey Boys and Girls Club with CEO Wendell Covington and Curriculum Director Lajuan Williams. The areas examined are civic engagement and sense of agency, attitudes, and effective teaching strategies. Mario Charles covered the civic engagement and agency of the youth. Rodney Smith covered the attitudes of the youth toward law enforcement. Aaron Willis covered the effective teaching methods.

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ABSTRACT

There is a critical need for urban youth to have working knowledge of the legal and civic nuances of their communities and political state that affects their daily lives. The pressing problems of the daily existence that these students face inhibit them from utilizing this understanding to exhibit appropriate behavior and engage in civil discourse. Urban Legal Education and Academic Development (ULEAD) provided these students with the knowledge of the functions of the legal and civic processes that facilitate behavior modification to allow them to take advantage of the social order in which they are enmeshed.

Through hands-on, interactive and problem-based curricula, ULEAD presented to urban youth positive and productive ways to engage their communities and respond in socially acceptable ways to modulate the forces that they identified as oppressive. ULEAD offered young minds pathways to character development through first-hand involvement with law enforcement, judicial systems, constitutional history and socio-economic structures. The program provided students the opportunity to understand that they are part of the process that makes their communities work for the betterment of all. Students were presented with options they may never have considered to strengthen their academic, social and economic states. The ULEAD intervention demonstrated that attitudes, sense of agency, and civic understanding of urban youth could be influenced.

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ACKNOWLEDGEMENTS

CHAPTER 1

INTRODUCTION

Background and Context

On the 21st of March in 2012, an unarmed African American female by the name of Rekia Boyd was fatally shot in the back of the head by an off-duty police officer named Dante Servin. Servin stated that he was in fear of his life when Antonio Cross, who was one of the people there with Boyd, pulled something from his waistband. The police discovered only a cell phone. In November of 2013, Cook County State's attorney Anita Alvarez charged Servin with involuntary manslaughter. On April 21st in 2015, Judge Dennis Porter ruled that the prosecution failed to prove that Servin acted recklessly and he acquitted Servin. Judge Porter stated, "Illinois courts have consistently held that anytime individuals point a gun at an intended victim and shoots, it is an intentional act, not a reckless one" (Schmadeke & Gorner, 2015, p.1).

On July 17, 2014 in Staten Island, New York City, several NYPD officers responded to a call of the suspicion in regard to someone selling loose and untaxed cigarettes. Officers stopped a 43-year-old man by the name of Eric Garner. One of the police officers named Daniel Pentaleo wrapped his arm around Garner's neck and continued to do so even as Garner stated that he could not breathe. Eric Garner went unconscious. According to the medical examiner, Garner's death was ruled as a homicide. Other officers who were at the scene of the incident were granted immunity for their testimony to the grand jury. Several protests followed the news of Garner's death in various regions of the country and the world. On December 3, 2014 Staten Island District attorney Daniel Donovan announced that the grand jury would not be indicting officer Pentaleo in the death of Eric Garner (Siff, Dienst & Millman, 2014).

On August 9, 2014 while heading towards his grandmother's place of residence, an

unarmed 18-year-old African American teenage male by the name of Michael Brown Jr. was shot and killed in the Canfield Apartment Complex in Ferguson, Missouri by police officer Darren Wilson. Brown's lifeless body was left out on the cold concrete where he was slain for a number of hours. Many saw this treatment of Brown remains as added insult to the injuries that the community had sustained. In addition to no arrests or charges being made against the police officer, these culminating indignities prompted a series of protests that took place in the area for weeks. Many of the protesters were shot by police officers with rubber bullets and hit with tear gas. On November 24, 2014 the county prosecutor announced that the grand jury decided that there would not be an indictment against Darren Wilson, and this decision led to more protests within the area. The frustration from the decision to not indict Wilson led to property damage such as buildings being set on fire as well as looting of several businesses in the area. Again, protesters were shot with rubber bullets and tear-gas. There were individuals among the protesters engaged in throwing rocks, and the windows of police cruisers were shattered (Buchanan, Fessenden, Lai, Park, Parlapiano, Tse, & Yourish, 2015). If the response by the Ferguson police was seen as a reaction to what they saw as lawlessness among the protesters, the response to Brown's killing and the added history of indignities African-Americans have endured sparked what can be seen as a movement to end such injustices in communities all over the United States. America is known for its tradition of protest for change, but it is also known for its democracy. From the protests of an upstart colony from Great Britain to the Civil Rights March on Washington to the era-defining modern-day protests of the Black Lives Matter Movement, protests are parts of the fabric of America. All of these great movements have one thing in common: the democratic process.

What must be understood is that each of these situations that have been described has a

historical context that contributed to a culture of injustice that we witness today. When analyzing

the problem of bias and injustice in America, one must also analyze how laws were enacted to

segregate people and perpetuate racial prejudice. Legislation and social engineering have both

been key areas that have allowed two cultural groups to exist separately and unequally. Unequal

education is but a symptom of a radicalized system that has had inequality at its core. Enslaved

Black Africans working next to indentured European Whites in the early seventeenth century

found themselves working in the same conditions and being seen as almost similar socially.

While the Whites would be freed after a set number of years, Blacks had to purchase their

freedom. As the slave population increased in the North, due to a growing economy, it became

more difficult for slaves to gain their freedom. The colonies began differentiating between poor

Whites and Africans by creating laws that gradually took away their rights. Northern Colonies

enacted laws that forbid Blacks from voting, joining the militia and participating in other civic

duties such as sitting on juries. The separation was out of fear that slaves would learn the

language and revolt. Early in the 19th century, slave-owning southerners were so afraid that

enslaved Africans would be exposed to abolitionist literature that they created laws, which made

educating slaves a crime. Limiting educational opportunities was one of the ways that slave

owners subjugated the slave population (Spring, 2013).

By 1849, the separation of Whites and Blacks in America had become law when Boston

ruled against Benjamin Roberts for attempting to send his daughter Sarah to an all-White school

closer to his home. Roberts, like any concerned parent, wanted a good education for his

daughter. He felt it was unfair for her to walk the long distance to the all-Black school, so he

enrolled her into an all-White school closer to his home. She was denied entrance solely based

on her race (Rothstein, 2017). The Roberts case was brought to trial where the judge in the case

saw no reason to allow Sarah Roberts the chance to go to a better school *(*Roberts v. Brown, 1849). The suit was denied because of her race. Similarly, in 1892 in the state of Louisiana, Homer Adolphus Plessy was forced to sit in a segregated railway car marked for "Coloreds." One judge in trying to justify the decision to separate the races comments that the ruling does not "declare inferiority", which seems interesting because in the same statement he uses the phrase "divine providence" to describe the legal segregation by race in America. Ultimately the US Supreme Court in 1896 ruled that segregation by race was law of the land in with the Plessy decision (*Plessy v. Ferguson*, 1896). When answering the charge that segregation creates racial prejudice, the Massachusetts Court responded with this justification: "This prejudice, if it exists, is not created by law and cannot be changed by law" (Roberts v City of Boston, 1849). What a strange statement from a court that spent the last century creating laws that did everything to perpetuate prejudice and create second-class citizens out of freed slaves.

These cases that show that government legislation and the personal subjective feelings of individual judges have played a role in the separation of freed Blacks from Whites in the late nineteenth century. The decisions were undeniably based on race. In the early 19th century, the fear of slaves learning to read was one reason that slave masters did not want slaves and indentured Whites to work together. This fear would not dissipate in the late 19th-century legislation designed to keep Whites and freed Blacks away from each other. The few legal decisions above are not the end of the story. These kinds of cases were appearing all around the country after the period known as Reconstruction. There are many cases that solidified the separation of the races, but it would take the building of separate Black and White neighborhoods that would solidify the negative racial notions and attitudes we see around the country.

When it comes to the separating people and communities, the government and The Federal Housing Administration (FHA) created a system so successful at pushing Black citizens into second-class status that it is a key component in creating the racial attitudes that we see today. In the early twentieth century, there were no laws that could keep an affluent African-American out of an all-White middle-class enclave. It would take the powers of the federal government to go against the Constitution of the United States by denying citizens of the "privileges" that is afforded by citizenship as stated in the 14th Amendment. It was Herbert Hoover's policy of Racial Zoning after WWI that would be the backbone for the FHA to create separate housing, and ultimately they would fund the suburban landscape as we know it. The Great Depression would see great housing shortages for those who came back from the war. President Roosevelt's New Deal would help create the Public Housing for those people working in the defense industry. It was a program designed with race as the key determining feature of where people could live. The Desoto Carr neighborhood in the City of Saint Louis was equally composed of Blacks and Whites in the year 1934. When the City decided to build a Whites only housing project, the federal government, understanding the desperate need for housing for Blacks, demanded housing for Blacks as well. The city gave in and constructed a separate housing project for Blacks. The FHA would subsidize other housing tracts. The most well-known development being Levitt Town in Long Island, New York had one major stipulation before it could be financed by the Federal Government. The government required that no Blacks be allowed to buy a home in Levitt's new project. These types of federal requirements were required on all federally subsidized planned communities (Rothstein, 2017).

In addition to the federal government using its might to force builders to separate races by not allowing Blacks to live in communities built for Whites, there were also restrictive

covenants written into housing contracts. Such covenants, based on race, would restrict Blacks, Indigenous Peoples, and Jews from occupying or buying a house that was subsidized with federal funds. A major case that stands out is *Shelley vs. Kraemer,* 1948. The Shelley family wanted to buy a house in St. Louis, but the house was covered by a racially restrictive covenant that explicitly prohibited Blacks and Asians from purchasing the house. The covenant had covered the house since 1911. The case was taken to court when a neighbor, Kraemer, decided to sue to enforce the covenant (Rothstein, 2017). The Supreme Court ruled restrictive covenants unconstitutional. It is within this racial context that attitudes have been allowed to fester in the United States.

The Federal Government used racial zoning tactics to create the de jure segregation that helped to foster the racial attitudes that we continue to see today.   Many Americans continue to falsely think that the racial attitudes are something natural - that we are somehow intrinsically endowed with racial bias. It was years of legislation that separated races in this country legally. It is with the support of the government (Federal Housing Authority) that real estate interests enacted programs that forced African Americans into substandard housing that created many of the depressed cities that exist today.   Two of the main tactics used were racial zoning and Blockbusting.   The Great Depression was responsible for many Americans losing their homes. In 1933, owning a home in the first place was a very expensive undertaking. Buyers had to have half of the down payment and the loan had to be paid in full within three to five years (Rothstein, 2017). The Roosevelt Administration created a program to help Americans from defaulting on their home loans. Through the Home Owners' Loan Corporation (HOLC), the government purchased the mortgages of those homes that were near foreclosure and issued new contacts to the homeowners that could be repaid in fifteen to twenty-five year periods (Rothstein, 2017). The

HOLC was a godsend to many homeowners who were going to lose their homes. When giving out these loans, the HOLC had to assess the risk of someone defaulting. This meant appraising the values of the homes it would approve for loans. It was decided that racially harmonious areas were less likely to default on loans. It was also decided that integrated neighborhoods and neighborhoods with a majority of African Americans were of less value than all White ones (Rothstein, 2017). The HOLC engaged real estate appraiser who drew color-coded maps to signify the racial makeup of each neighborhood. The areas that were thought to be safe were majority White populated and was outlined in green. The areas that considered the riskiest were outlined in red. Mostly African-Americans populated these areas. Even if the neighborhood was a solidly Black middle class, it was still marked with a redline (Rothstein, 2017). The term redlining originates from this practice. Once marked in red a neighborhood would not be able to get a loan from the government. The practice was so insidious that the HOLC barred building in areas close to African American neighborhoods ensuring that Whites would not live or have a chance of living with Blacks. The rationale for this policy was to ensure that there would be no racial strife, but it is obvious that this policy of racial zones was meant to enhance the segregation policies of the Roosevelt Administration. The Federal Housing Authority adopted the policy of racial zoning in 1934 (Rothstein, 2017). Another policy that helped to perpetuate racial attitudes among Blacks and Whites is known as blockbusting. Blockbusting is when real estate developers buy a house for less than it's worth from a White homeowner only to sell it at a sizeable profit to an African American. Real estate interests would go as far as send an African American couple strolling through White neighborhoods with baby carriages, so a White homeowner would think the neighborhood was integrating. Since HOLC and FHA had already deemed Black areas as risk, it was assumed the value of property in Black or mixed

neighborhoods would fall. White homeowners, afraid that their property values would fall, would sell for less than what the property was worth and would ultimately move to the suburbs where they could get housing assistance from the Federal Government (Rothstein, 2017). The house would then be sold to a Black homeowner for much more than the house was worth. Black homebuyers were happy to pay more to be in a nice White neighborhood. Since the house that was bought was most likely, more than a Black family could afford, Black families spent most of their time working to pay huge mortgages and would ultimately neglect the new property that would slip into disarray. This process would create and perpetuate inner city ghettos that would turn into the urban decay we see today. Ultimately, it would be both Black and White homebuyers that would be pawns of federal policy to socially engineer White suburban enclaves and Black ghettos.

Redlining and blockbusting were strategies used by federal agencies under the guise of racial harmony to create racially restrictive zones (Rothstein, 2017). These zones were protected by racially restrictive covenants that were attached to homes and even entire housing developments. Racial harmony was the government's rationale for such policies. The government enforced such policies by denying funds to developers who sold homes or rented to African Americans. The plan worked. We are still seeing the ill effects of these policies.

Statement of the Problem

Recent events in Ferguson, Missouri and other regions in the United States have underscored what has been known in many underserved communities; there is a lack of communication and knowledge on both sides of an ever-divided paradigm of policing and community. Rather than deciding to keep the community safe for the citizens of Ferguson, the police have disproportionately targeted African American citizens with unfair policing tactics as

a means of fulfilling the budget obligations of the town. The Department of Justice uncovered the specific practices of this illegal treatment (Department of Justice, 2015). This inequity has become increasingly unacceptable to many stakeholders in many communities and on many levels of government. The need to provide young people with tools that address the tactics that have targeted specific communities for unequal treatment is crucial for the development and safety of those who have been affected by these practices. The need to teach young people how the law functions and to give them tools to combat this historic problem of unjust treatment is the aim of the ULEAD pilot program. The goal is to show young people how they can connect and work with other constituencies that have been in the community. They will become aware of community entities that are there to support them such as the local churches, businesses, and nonprofit organizations. When the youth are empowered to understand the law and its permutations, they are able to mobilize their communities with an agenda to stop unfair treatment and injustice where it exists in their communities. Those youth who are aware of the law will be able to advocate for themselves instead of depending on outside entities that may not always have their community's best interest at heart. One example of a need for a coalition of community factions to deal with city corruption is seen in the Department of Justice's Ferguson Report: "Ferguson police officers from all ranks told us that revenue generation is stressed heavily within the police department and that the message comes from city leadership" (Department of Justice, 2015, p2). While the media has concentrated on low-level street policing and its culture, it is the city leadership that ordered such edicts to collect revenue from the citizens who are the least likely to be able to afford it. The citizens most affected by such practices are disproportionately those who are identified as African American. There is a need to educate young people about our judicial system in order to prepare them to deal with it in a more

effective manner. There is also a need to confront the city leaders in Ferguson at not only the municipal courts but also each existing level of government pertaining to their unjust practices. The Department of Justice Ferguson Report shines a light on the practices that leave many African Americans in debt with no recourse to challenge the racist policies that confront them every day when police officers unjustly ticket those in the community. Many of those who were not able to pay the tickets have experienced consequences such as being arrested and loss of employment. These unfortunate incidents have built to an explosive crescendo, yet protests have made little gains. It is when the protesting ends that the courts and the ballot boxes decide the future of communities like Ferguson.

Based on an article from the Civic Media Project (Chavez, Siddiqui, Somoza), of the stop and frisk policing in New York City, young people made up 53% of all police stops, and 89% of youth stopped were innocent. Of 609 youth surveyed, 70% were stopped more than once, 73% were never arrested. Also, from the 2013 Vehicle Stops Executive Summary, it was reported that 92% of Black people in Ferguson made up of all searches and 86% of all car stops. One in three White people were carrying contraband versus one in five Black people carrying contraband (Vehicle Stops, 2013). Clearly, there is inequality in policing that not only affects our community locally but communities throughout the country.

The symptoms of poverty are all too familiar and ubiquitous. Sub-par housing, underfunded education, extensive work hours for unsustainable wages, and higher crimes rates in concentrated areas only begin to illustrate the modern environmental conditions that those living in poverty consistently experience. From a more localized scale, one can look at the fact that in St. Louis between 2005 and 2009, for example, the average Black household lived in a neighborhood where 22.5 percent of the residents were below the poverty line, according to a

Brown University analysis of census data (Logan, 2011). The average White household lived in a neighborhood where 9.2 percent were below the poverty line. The average affluent Black family in St. Louis lived in a neighborhood nearly twice as poor (16.9 percent poverty share) as the neighborhood of the average White family in the city. Even affluent Blacks have greater exposure to poverty than the average White in all but two metropolitan areas (the exceptions are Las Vegas and Riverside) (Goyette, Wing, & Cadet, 2014).

Income disparities and lack of passing on generational wealth remain at the helm of why African-American and Latino households face the greatest challenges of creating and sustaining wealth and prosperous communities throughout the United States. Entrepreneurship is a considerable step toward closing the wealth gap, which can simultaneously develop historically impoverished areas.

> Entrepreneurship seemingly provides a strong wealth advantage to communities of color. For the eight and six percent of Blacks and Latinos that respectively engage in business ownership, the median net worth of Black ($91,500) and Hispanic ($81,391) business owners is each more than 10 times higher than the median net worth (inclusive of home equity) of Blacks and Hispanics generally ($91,500 vs. $7,113 and $81,391 vs. $8,113 respectively)" (Tippett, Jones-DeWeever, Rockeymoore, Hamilton, Darity, 2014, p. 17).

The U-LEAD program took into account the wide racial wealth gap and focused on empowering African-American young men and women to develop a depth of knowledge of entrepreneurship and financial literacy in order to analyze the economic conditions of their local communities and develop solutions toward implementation with the guidance of community

leaders. ULEAD sought to accomplish this by answering the following research questions:

1. What is the impact of a civics-based academic program on urban youth?

2. Which teaching methods are the most preferred in impacting the understanding of the ULEAD Objectives?

3. What are the factors that influence the attitudes that police and urban youth have toward one another?

4. Can the teaching of governmental systems create a level of political agency within adolescent urban youth?

Program Assumption

Culturally responsive teaching, relevant reading materials reflecting students interest and social interactions with the teacher will have a positive effect on the students' attitudes regarding police and civic institutions by increasing their understanding of the legal and civic functions of the community in which they reside.

Statement of Purpose

ULEAD will educate the target group of youth leaders on how business, political, and legal systems actually work in practice and in theory. With mock trials, visits to civic institutions, creation of business plans, and participation in the lawmaking process, ULEAD will bring to light the importance of community involvement and responsibility; define and point out the elements of civic duties; learn through practice the process from beginning to end of what is involved when a crime is committed. We hope to outline the responsibility of each person in a courtroom and their limits; identify what rights a person has and how to exercise them in a given situation. We will also explore the career options that deal with the political, legal, and law enforcement, and students will be given first-hand opportunities to analyze and engage in experiences that will help them make decisions that will have a profound impact on them and

their communities.

This study will investigate student attitudes toward law enforcement as well as their understanding of the legal and civic functions of the community in which they reside. It assumed that culturally responsive instruction through field trips, use of technology, and project-based learning would change the student's attitudes toward law enforcement and improve their understanding of the legal and civic functions of the communities in which they reside. The most effective pedagogical implementation based on the feedback from the students involved in the program was determined. The students identified which instructional practices they felt were the most beneficial to them during the program with surveys, interviews and student reflections.

In the study, the student's personality traits and attitudes were identified by using the Meyer-Briggs Personality Inventory (1980). The various learning styles of the students were examined using the Multiple Intelligence Test (Gardner, 2011) along with the VARK (Visual, Aural, Read/Write Kinesthetic) Questionnaire (Leite, W. L., Svinicki, M. & Shi, Y. (2010). Culturally responsive reading materials were used during the literacy sessions to establish close levels of immediacy with the majority African-American population assessed in the ULEAD program. Students engaged in educational experiences with local government officials and criminal justice appointees. This study sought to investigate the effects of a legal and civic academic program on African American high school students. ULEAD curriculum was designed with the intent to build a developmentally appropriate cognitive structure that scaffolds best learning practices that would be most effective in improving student attitudes and civic understanding of political systems. The implementation of this design required a chronological structure.

Theoretical Framework

Bandura's (1977) social learning theory asserts that people acquire patterns of behavior through direct experience or observing the behaviors of others. This theory also asserts that people are often confronted with situations where they have to make a decision at the risk of unfavorable results while other results may be favorable. Within the framework of the social learning theory, reinforcement serves as a teaching mechanism in the form of information and influence. The theory correlates with the ULEAD program to help serve as a means of informing the youth about decisions that they must make in order to gain beneficial outcomes. Through an examination of experiences, the anticipation of future consequences can become present motivators that can influence behaviors as if it were an actual consequence. The program analyzed communities that are more involved in their legal and civic processes and identified their results in comparison to the communities that are not. The theory also emphasizes that cognitive skills provide the capability to see consequences before they actually arrive (Bandura 1977). ULEAD aimed to inform the students about decisions that would benefit them and compared them to decisions that would not in the areas of law and civics. ULEAD served the purpose of creating a sense of ownership among the youth who participated in the program so that they could ultimately make changes in the legal and civic arenas to create a system of justice. ULEAD also endeavored to change the way underserved African-American youth regarded their communities.

Vygotsky's theory of Social Development also lends itself to the ULEAD goals. Vygotsky's theory states that children learn socially before cognitively (Vygotsky, 1980). The ULEAD curriculum (Appendix C) is designed to cultivate skills gearing toward civic

engagement, critical thinking, and personal reflection.   The roles of the teacher/researchers were

that of facilitators who interacted with students to help them achieve an understanding of the

issues presented in the ULEAD curriculum. Through interaction with fellow students and

facilitators, students constructed their own understanding of the issues regarding civic

engagement. Teacher/Researchers represent Vygotsky's more knowledgeable other, a peer or

teacher with more knowledge about the subject matter (Vygotsky, 1980). Teachers/Researchers

represent Vygotsky's more knowledgeable other in this pilot study because T/Rs have in-depth

understanding of the topics discussed. The TRs have years of combined experience teaching

civics in middle and secondary school settings.   As TRs facilitate and participate, our goal is to

help students construct their own sense meaning regarding civic institutions in the community

they live.

Significance of the Study

It is a reality of our time that poverty and race have a significant impact on the day-to-day

experiences of African-American youth. Throwing money at the issues that are meant to have an

impact on the lives of at-risk-youth has been fruitless without community organization and legal

advocacy to create systemic economic changes (Cummings, 2001). By implementing a strategy

that gives African-American youth the means to navigate the political and criminal justice

systems, they are given the potential to demonstrate political and economic agency to

fundamentally address the sociological issues that influence their communities. These

communities have historically had low African-American representation. There is a need to

educate young people about the legislative processes of the cities they live in. African-

Americans are woefully underrepresented in local governments (Shanton, 2014). Even though

people of color constitute 37.2% of the population, only 10% are represented in local, state, and

federal governments (McElwee, 2014). As a result, when funds are allocated for local issues,

African-American neighborhoods very rarely take advantage of funds allocated for their areas

simply because there is no one advocating for their interests.

Definition of Terms

Attitudes - It is an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing, or event which in turn influences the individual's thought and action (Brecker & Wiggins, 1989).

Civic Engagement-describes how an active citizen participates in the life of a community in order to improve conditions for others or to help shape the community's future" (Adler & Goggin, 2005).

Civics - is the study of the theoretical and practical aspects of citizenship, its rights and duties; the duties of citizens to each other as members of a political body and to the government (Beach & Rines, 1912).

Community - a social group that has a sense of trust, belonging, safety, and caring for each other. They have an individual and collective sense that they can, as part of that community, influence their environments and each other (Chavis & Lee, 2015).

Consciousness- the function of the human mind that receives and processes information, crystallizes it and then stores it or rejects it with the help of the following (Vithoulkas, 2009):

1. The five senses
2. The reasoning ability of the mind
3. Imagination and emotion
4. Memory

Cultural Relevance - Culturally responsive teaching is using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches through the strengths of these students (Gay, 2000).

Direct Instruction-Teaching that concentrates on learning basic knowledge in a step-by-step fashion (Arends, 2014).

Educational Technology- is "the study and ethical practice of facilitating <u>learning</u> and improving performance by creating, using, and managing appropriate technological processes and resources" (Robinson, Molenda & Rezabek, 2016).

Field Trip- a group excursion for the purpose of firsthand observation, as to a museum, the woods, or a historic place (American Heritage Dictionary, Field Trip, 2011).

Gardner Multiple Intelligence Test - A test designed help determine which intelligences are strongest for a person and the types of intelligences are used most often (Gardner, 2011).

Inquiry-based learning - an educational strategy in which students follow methods and practices similar to those of professional scientists in order to construct knowledge (Keselman, 2003).

Myers-Briggs - is an introspective questionnaire designed to help identify psychological preferences in how people perceive the world and make decisions (Myers-Briggs, 1980).

Pedagogy - the art, science, or profession of teaching (Ozuah, 2016).

Project Based Learning-Project based learning has been defined as "a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic (real-life) questions and carefully designed products and tasks" (Markham, 2003).

Representation-the activity of making citizens' voices, opinions, and perspectives "present" in public policy making processes (Dovi, 2017).

Sense of Agency - refers to the feeling of control over actions and their consequences (Moore, 2016).

Social Development Theory - Social interaction plays a prominent role in cognitive development (Vygotsky, 1980).

Social Learning Theory - in social learning theory Albert Bandura (1977) states behavior is

learned from the environment through the process of observational learning.

VARK (Visual, Aural, Read/Write Kinesthetic)-a questionnaire that helps to identify various

learning styles (Leite, 2010).

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Summary

Chapter 1 provides an introduction and overview of the current state of the United States and the negative relationships between law enforcement and African-American citizens, the economic injustices, and the importance of understanding the legal and civic operations in which African American youth reside. The significance of the study, purpose of the study, research questions, theoretical framework and key terms were presented. The next chapter will document the attitudes of police and citizens, the racial wealth gap in the United States, as well as the pedagogical implementation of the program. Chapter 2 also justifies the study by reviewing previous literature pertaining to culturally responsive teaching as well as project-based learning. It also delves into how community development is not only tied to the economic uplift of a community but also how political organizing and legal advocacy combine to work as an intersectional matrix of empowerment.

CHAPTER 2
LITERATURE REVIEW
Attitudes

Disparities in Policing

Due to the current incarceration rates of young African-American men, and the instances of police shootings that have taken the lives of so many Black males, trends in the attitudes of police and citizens toward police brutality have been of interest due to the disparity in the criminal justice system (Glaze & Bonczar, 2009). As said earlier, African Americans make up 13% of the American population, but 40% of the prison population. Approximately one million people in prison are African American. More than half of the prison population in America is composed of Black Americans and Hispanics. Hispanics make up nearly 20 percent of the prison population. Conversely, Whites make up 67% of the population, yet 40% of the prison population (Glaze and Bonczar, 2009). Research into the attitudes of juveniles that encounter police is of interest because they have more of a chance of having a negative experience with police that may be taken into adulthood.   In surveys taken by the Bureau of Justice Statistics (Glaze & Bonczar, 2009) for the time frame of 2002 and 2005, Blacks were more likely to have police threaten or have force used against them by police. The same survey also indicates that Blacks and Hispanics were more than twice as likely as Whites to be stopped by police and searched. Juveniles under 18 make up 26% of prison population. African American youths make up 58% of the youths that hands-on to state prisons (Glaze and Bonczar, 2009). It is in the face of such disparity and the fact that conflicts between minorities and police can end up with deadly consequences that attitudes of police and young Black males toward each other be understood. The literature (Fridell, 2008, 2013; Eberhardt, Goff, Purdie, & Davies, 2004; Taylor, Turner, Esbensen & Winfree, 2001) makes the connection between the police

brutality that is so prevalent in poor and minority communities, and the attitudes that make such behavior come hands-on. Questions in regard to attitude include the following:

1. What causes the negative attitudes of police and young African American citizens?

2. What can be done about the negative attitudes that already exist in minority communities and police departments?

Poverty and joblessness in the inner cities have changed neighborhoods and the perception of these communities by police. Sociologist William Julius Wilson, in his book (1996) shows the reasons that inner city poverty has grown. One answer for urban poverty would be isolation and segregation; however, Wilson (1996) shows that race is just a small part of the problem today. Wilson examines the computer revolution, increasing college enrollment, globalization and the suburbanization of jobs to name a few reasons for the disappearance of work in the inner cities. Wilson's analysis of welfare reform bills reveals that there are no substantial job creation programs to help many low-skilled workers gain employment. As a result, we see a job market, already filled with unskilled laborers, overrun with citizens who find it difficult to compete in a computerized world. To be sure, the problem of joblessness does not just affect Blacks, but it does affect them disproportionately (Wilson, 1996). The isolation that keeps many from being able to find jobs is the result of government programs that encouraged Whites to move out of cities and buy single-family homes in the suburbs. Real estate interests such as Better Homes in America and Home Owners Loan Corporation were encouraged by the Federal Government to enforce Whites only housing in the early part of the twentieth century. As a result, African-Americans were forbidden to live in predominately white enclaves where homes had racial restrictive covenants attached to properties and in many cases whole housing

subdivisions. They were forced to live far away from newer developments, which were built next to factories and other sorts of labor-intensive jobs that they were allowed to have (Rothstein, 2017).

Attitudes of Police

On one side of this wealth-building dynamic are police officers that find themselves in situations where they may hold implicit biases against citizens who live in segregated and depressed communities. These communities are results of New Deal policies that pushed the Federal Housing Administration to insure communities that did not allow African American to buy or live in or near federally funded housing projects that were meant for Whites only (Rothstein, 2017). Today many Blacks find themselves in these isolated communities where a lack of work is common. Many of the conflicts can start with what might seem to be benign police interaction but can end with deadly results. Implicit bias could lead officers policing these segregated communities to perceive criminal activity involving Blacks or Hispanics where none actually exists (Fridell, 2008). Names like Rodney King, Anthony Baez, Michael Brown and Eleanor Bumpurs ring out with tones of police brutality. It is joblessness and in many cases hopelessness within these segregated environments that police bring their implicit biases. Partly due to FHA housing policies that separated Blacks from Whites many of these officers have never had contact with minority communities before being assigned to patrol them.

When examining the cognitive process of decision-making to determine a person's attitude, regarding another person (Bugental, Johnson, New, & Silvester, 1998) show that we bring attributions to the interpretation of someone else's behavior. Attributions are defined as the motivations and explanations we use to translate another's behavior. The mental process of translating another's behavior can be based on past experiences. This translation exists in the

unconscious and individuals are governed by them when responding to specific situations (Bugenthal et al., 1998). Explicit prejudice is the awareness of bias that starts with the categorization of individuals (Allport, 1979). Prejudice can also be hidden and implicit meaning a person may not be totally aware of the bias they carry into these communities (Greenwald & Krieger, 2006). An officer who is policing a community, where minority groups are a majority may have implicit biases towards African Americans and other ethnic groups and not realize it. Many officers come into urban areas where the community does not look like them. Urban communities can consist of different races and in many cases different classes. Greenwald and Krieger's research links implicit bias to race. In addition, Eberhardt, Goff, Purdie, and Davies (2004) reveal that police officers linked Black faces to criminality especially when they were primed in advance to think about crime. The studies show that police officers misidentify suspects as criminal the more stereotypically Black their faces looked. Just as Eberhardt's research showed that police linked Black faces to crime, Correll, Park, Judd and Wittenbrink (2002) showed that police officers and civilians were quick to fire a gun at unarmed Blacks, but were not as hurried to shoot at White suspects. In another test of implicit bias (Glaser & Knowles, 2008) revealed in a video simulation that participants who associated Blacks with weapons were more likely to shoot armed Blacks faster than armed Whites. Indeed these studies indicate a connection between police decision-making, race, and implicit bias. Since police make decisions in minority communities toward people who they may unconsciously see as criminals, the justification for their attitudes is an important factor in dealing with police brutality.

Police attitudes are a factor in abuse, but many officers do not believe there is a problem in the use of excessive force and race, but research shows the opposite to be true. A telephone survey by the Police Foundation and published by the National Institute of Justice Research in

Brief (Greenspan, Hamilton, Williams & Bryant, 2000) enforces the idea that a majority of officers do not believe they use excessive force. The study shows most officers believe other officers do not partake in episodes of obsessive force, yet many have reported that they have seen the use of excessive force. These types of conflicting views also appear when dealing with police response to verbal assaults. Although a majority of officers reported they found the use of violence in response to verbal abuse by suspects as improper, many have indicated that they have witnessed the use of violence if suspects use offensive language. In the survey, a majority of police indicated that mouthing off, though not against the law, most likely would end in an arrest.

When asked if police officers respond to verbal abuse with physical force, over half of the respondents in the study responded in the affirmative. An aspect of the inner-city that gives insight into the difficulty finding what attitudes people hold are the results from what officer's report and what the research actually shows (Fridell, 2008). For example, a survey shows that seventeen percent of the officers sampled in the study believe that Whites are treated better than Blacks, and most officers believe that a majority of officers do not use excessive force against Blacks more than Whites. In some departments, up to 25% of the officers interviewed say they have seen people harassed by other officers based on their race. (Greenspan et al., 2000) Are there discrepancies in what officer's report, or are these the true perceptions of many officers?

If officers are willing to harass citizens based on race, officers may also make decisions such as using excessive force and even the use of deadly force based on race. In a study of shooter bias (Correll, Park, Judd & Wittenbrink, 2002) an attempt was made to create the experience of officers as they confront a suspect who may be potentially dangerous. Many of the participants did not believe stereotypes could produce bias within themselves; however, in the

results of the study, a video game simulation that measured reaction times of White shooters and a mixture of Black, Hispanic and White suspects, the reaction times were much quicker when faced with Black suspects. The researchers of this study suggest that participants may rely on stereotypes when it comes to life and death decision-making.

Examining police methods in minority neighborhoods from an organizational standpoint may help determine the attitudes of police and members of minority communities.   Correll et al. (2002) have shown that race can play a role in the attitudes of police because of implicit bias. Viewing police actions through a group lens can help lend credence to motivations that determine why police use excessive force. Smith and Holmes (2014) used three hypotheses to describe and predict the use of excessive force in minority communities. Using these suppositions to help understand attitudes of police in minority communities, may lead to solutions to the problem of police abuse. The first hypothesis is known as minority threat.   One precept that forms the idea of minority threat is based on research by (Quillian & Pager, 2001) that equates race and ethnicity to urban criminality. Large populations of minorities are perceived as violent and threatening to Whites even if no threat is posed (Liska, Lawrence, & Sanchirico, 1982). Another precept that Project-based threat is based on is the idea that many minority communities encompass dissimilar groups that threaten social order (Turk, 1969). As a result, excessive force is employed to maintain the status quo. The second supposition used to explain why police engage in the use of excessive force is the Place Hypothesis. Place Hypothesis suggests that police may use excessive force openly in minority neighborhoods to gain respect knowing that they are less likely to face punishment. They may also have the fear of knowing in such communities that there is a high mortality rate for police (Kent, 2010). Consequently, in the minds of police officers, everyone in these communities is a possible threat.

Stereotypes formed from an implicit bias that police harbor toward Blacks enforce the idea that people in these communities pose a threat. The last hypothesis I explored in helping to determine attitudes of police toward Black citizens is known as the community accountability hypothesis (CAH). Whereas the place and excessive force hypotheses are based on what can be seen as the socially historical racial structure of American society, the CAH is based on the organizational aspects of policing entities. The main idea put forth by (Skolnick and Fyfe, 1993) is that there are characteristics of police agencies that account for the use of excessive force when faced with minority conflicts. Two points made are the formal and informal aspects of police organizations. Project-based aspect would be the "quasi-military structure" that is exhibited when faced with a threat in depressed minority neighborhoods. Police are perceived as an occupying military like a force in a strange land. One only has to turn on the television news to view police dressed in militaristic garb riding in armored cars and brandishing large, automatic weapons. If the explicit military tactics of policing in minority communities are one way that police use to intimidate, an informal aspect of police agencies is their insular nature. The subculture created in police departments manifests itself as a blue wall of silence that promotes the illegal use of force that strengthens the tensions in police – minority relations (Skolnick & Fyfe, 1993; Westley, 1970). The use of excessive force is supported and demands loyalty from its members when laws are broken. When police use brutal tactics, especially when not needed or provoked, they lose the support of the community they are sworn to protect. The minority threat and place hypotheses show that long existing racial divisions are reasons why the use of excessive force continues to be used by police officers in minority communities. It is seen as calming the chaos in a threatening environment. The community accountability hypothesis posits that it is the structure and characteristics of police departments that help shape the attitudes of police in minority

communities.

Attitudes of Urban Youth

Examining attitudes of urban youth to help change the current outcomes that occur from

contact with police is the next goal of this research. Factors that determine young people's

attitude toward police include past experience with police and the neighborhoods they come in

contact with police. Young people under eighteen who have been arrested, or have been in

trouble with the law in, will have less favorable attitudes than those young people who have had

little or positive contact with police (Leiber, Nalla & Farnworth, 1998). Being that Black and

Hispanic youth are more likely to be stopped by police, it is no surprise that Black youth have

higher negative ratings than White youth. Arrests are not the only type of interactions that can

occur when it comes to youth and police. There are benign interactions that can influence the

attitudes of young people but do not lead to arrests. Hurst (2007) shows that young people

reported negative attitudes towards police when the interaction has nothing to do with police

jurisdiction. Contacts such as asking for information or just asking for help on a non-criminal

issue can lead to negative assertions. They feel the police are dismissive of these types of

engagements. When being stopped by police while engaged in non-malignant activities like

driving or walking, they also reported negative attitudes. Friedman et al., (2004) found that

young people, who were stopped, felt disrespected and were more likely to report that they did

not trust or respect the police.

Living in poverty-stricken neighborhoods can have a negative influence on the attitudes

of African American youth. The social contexts of place and poverty have an effect on young

people who live in an environment where negative stories about police hands-on. They are likely

to hear an older family member tell stories of being harassed by police. Citizens in these

communities are more likely to blame the police for the very conditions of their environment. They view police as not doing their jobs. Bradford, Jackson & Stanko (2009) found that there might be a connection between what young people view as chaos and lack of "community cohesion" and their negative attitudes toward police. Sampson, Jeglum & Bartusch (1998) supports the theory that social context can affect the attitudes of young people in poor minority neighborhoods. Young people feel abandoned and with a sense of hopelessness because of racism. They suggest young people hands-on by racial segregation and concentrated poverty, which can breed a sense of powerlessness and cynicism toward police.

Solutions to the Growing Divide

Recent events make it imperative to find solutions to the problem of police and minority youth interaction. There is a need for an intervention on both sides of this equation. Police bring implicit racial bias and agency culture that leave them with negative attitudes toward minority communities. They also have the added obstacle of being blamed by young people for the conditions poverty creates in many inner cities. Such variables like negative, first-time interaction and segregated, distressed communities, on the other hand, hamstring young people where blinding poverty exists. Whether these two groups agree on the causes or not, a solution to the negative attitudes must be a priority for cities governments, schools, police agencies, parents, and researchers.

Influencing negative attitudes of police and young people require both groups participating in programs that allow for positive interaction. Scaglion and Condon (1980) warn that police-community relations programs that promote positive police images are not likely to work. Research on programs that promote youth-police interaction indicates that programs that

include in-person interaction between police and young people are more likely to be effective at changing negative attitudes for young people. Such programs help foster positive experiences for young people and police. They contribute to gradual change especially with the incorporation of one-on-one interaction. Research by (Bradford, Jackson & Stanko, 2009) showed that the public's attitudes toward police could be changed regarding fairness and community engagement through personal interaction. Informal contact including competitive sports programs has shown changes in police attitudes (Rabois & Haagan, 2002).   Another factor that can influence the attitudes of police is their knowledge of adolescent development. LaMotte, Ouellette, Sanderson, Anderson, Kosutic, Griggs & Garcia (2010) reported that police who had taken part in an adolescent development-training program reported positive attitudes toward young people. In addition, Finn, P., Shively, M., McDevitt, J., Lassiter, W., & Rich, T. (2005) reported that contact with School Resource Officers (SRO) has shown moderate changes in the attitudes of young people. In many minority communities, interaction with an SRO is the first contact that many young people have with police. It is also important to look at programs outside of academic school settings. Finally, in the search for solutions, the community accountability hypothesis contributed a solution to the problem of excessive force and brutality. These models predict that police officers tend to be aggressive due to organizational culture and structure. If police agencies hired more minority officers and became more representative of the communities they police, the problems may be reduced. African-American representation on police forces around the country continues to lag behind the national average of Blacks in the communities they serve (Glaze and Bonczar, 2017). When the police establish relationships in the communities they serve, race does not seem to be an issue. A young kid who feels safe in his community does not care about the race of the person who keeps him safe.

Civic Engagement

The Racial Wealth Gap

In the face of several divisions engendered within American society, many of these schisms can be currently linked to economic disparities. Economic choices and opportunities determine at great length if one has access to social mobility and influence (Hassler & Mora, 2000). In a capitalist society, it also determines who has access to resources and to what degree? In examining American historical policy, most advantages went to Whites while people of color endured mostly disadvantages. African-Americans were a slave labor source for a little over 250 years. They were then met with the restrictions and oppressions of Jim Crow segregation laws that lasted another 90 years. Debt peonage reshaped its progenitor form of slavery in the South for those escaping the oppressive conditions of sharecropping. Despite these conditions, financial bastions of Black wealth surfaced in places like Wilmington, North Carolina, and Tulsa, OK (Hossfeld, 2005). These exact same examples of possibilities of African-Americans gaining a significant economic stronghold in America were quickly dashed with the rise of race riots that demolished what these African-American communities built. From these examples, it can be seen that dominant White patriarchal society sent a clear message that African-Americans were not to gain economic advantage at the hands or the threat of their White counterparts. These economic restrictions were not limited to Southern American states but also manifested as economic policy concerning housing of African-Americans in Northern urban centers. Redlining practices in housing and hiring ensured that African-Americans attained the lower rung of home placement and employment all the while gouging these families out of thousands in overpriced mortgages in undervalued areas in cities across the United States (United States Congress Joint Economic Committee, 2010). Despite the illegalities of housing covenants and other forms of

housing discrimination, these same real estate practices continue to maintain the racial wealth gap. As explained in national reports addressing this issue:

> "other research conducted by the Institute on Assets and Social Policy at Brandeis University (Shapiro, Meschede & Osoro 2013) has examined the reasons behind the racial wealth gap. After tracing the same households over 25 years, they determined that there were five factors driving the racial wealth gap: (1) years of homeownership; (2) household income; (3) exposure to unemployment; (4) higher education acquisition; and (5) inheritances or other sources of financial support from family or friends" (Tippett, Jones-DeWeever, Rockeymoore, Hamilton, & Darity, 2014 p. 2)

In the face of several reports on these disparities, the central theme of homeownership traverses them all. So the question becomes, what policy measures must take place to stimulate homeownership within the African-American community? How does one or a family get to a point where low-income economic issues transform into long-term planning to render a household mortgage? Without addressing these questions, one cannot address the heart of the central issue of community disenfranchisement. This disenfranchisement then leads to ubiquitous underachievement, misrepresentation, under education, and other aspects of daily life that create systemic levels of oppression.

Factors that Influence Political Dynamics of the African-American Community

The system of economic privilege has great outlying implications. The capitalist

sentiment behind wealth building is one's ability to sustain wealth once it open-ended. According

to an article in the New York Times, "Seven of the 10 most affluent counties in the nation are

near Washington, D.C. That means a growing number of educated people are making a very

good living advising, lobbying and otherwise influencing the federal government" (Cowen, 2012

p BU6). Conclusively, those who harbor a great deal of wealth on a national scale of a deep-

seated interested in influencing national public policy to benefit those of greater wealth privilege

and make it harder for those wanting to increase their overall economic base. This similar

dynamic also plays out on a microeconomic scale when looking at the economic influences on

local government. In examining urban zoning, housing policy, and distribution of commercial

and industrial areas, initial findings of Yolanda Ward (1979) in discovering the implementation

of federal, state, and local public policy to intentionally segregate and divide the low-income

African-American populations in major urban centers. Richard Rothstein (2014) explains the

economic influence in detail:

>"In St. Louis these governmental policies included zoning rules that classified
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>White neighborhoods as residential and Black neighborhoods as commercial or
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>industrial; segregated public housing projects that replaced integrated low-income
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>areas; federal subsidies for suburban development conditioned on African
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>American exclusion; federal and local requirements for, and enforcement of,
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>property deeds and neighborhood agreements that prohibited resale of White-
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>owned property to, or occupancy by, African Americans; tax favoritism for
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>private institutions that practiced segregation; municipal boundary lines designed
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>to separate Black neighborhoods from White ones and to deny necessary services
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>to the former; real estate, insurance, and banking regulators who tolerated and

sometimes required racial segregation; and urban renewal plans whose purpose was to shift Black populations from central cities like St. Louis to inner-ring suburbs like Ferguson" (Rothstein, 2014 p 2).

With these issues evidenced in depth, the question becomes, how can African-American communities begin the process of activating policy to challenge these entrenched policies of inequalities? By creating a general awareness of the common condition that particularly affects the African-American population, families, churches, and communities can begin to reform themselves to work toward their self-interest. Claud Anderson describes this process as the forming of "functional communities". In his book, Powernomics (2001), Anderson outlines the specific elements of functional communities requiring an independent economy, a code of conduct/group accountability, and for the sake of this study; social and political governance. In his opinion in order for Black communities to be functional, there should be structures in place that represents social and political realities that also have the ability to regulate community institutions and interests (Anderson, 2001). The sooner that African-American youth become more involved in the civic events the greater likelihood of these youth carrying on these behaviors into adulthood. By adulthood, these individuals will have a greater sense of the impact of voting with a sense of collective drive. This can be buttressed by research findings that minority at-risk youth who are civically engaged can promote beneficial development directions for adolescents who are most likely prone for negative outcomes (Chan, Ou, & Reynolds, 2014). The possibility of changing social pathologies is higher when students are engaged in the processes of contributing to society. Membership in politically salient youth organizations (e.g., service organizations, student council, drama clubs, musical groups, and religious organizations) have modest significant, additive, positive effects on adult political participation and net indirect

and direct effects of social background activities (McFarland &Thomas, 2006). Moreover, many

of these memberships are constant and have cumulative effects over time (Brady, Verba, &

Schlozman, 1995). Alongside membership; mentorship and collaboration are major tenets

necessary to have an impact on youth action and empowerment. In the article *Youth-Partnership:*

Exploring Contributions to Empowerment, Agency, and Community Connections in Malaysian

Youth Programs, the authors further the study that justifies the impact of mentors by stating

> "Youth–adult partnership (Y–AP) has emerged as a key practice for enacting two
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> features of effective developmental settings: supportive adult relationships and
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> support for efficacy and mattering. Previous studies have shown that when the
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> youth, supported by adults, actively participate in organizational and community
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> decision- making they are likely to show greater confidence and agency,
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> empowerment and critical consciousness, and community connections" (Krauss,
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> Collura, Zeldin, Ortega, Abdullah, &Sulaiman, 2014, p.1550).

By engaging students with interactions, and relations with adult members of the active

community, students can make significant steps toward efficacy and empowerment.

Furthermore, educators utilizing differentiated teaching strategies that pay homage to the

challenging economic and political conditions have a greater possibility in engaging African-

American youth achieving success. Jessica Gordon Nehmbard details four specific tenets that

lead greater economic empowerment and as well democratic participation. In her article,

Nehmbard (2009) states:

> Economic theories and practices are important to African American students for
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> several reasons:(1) additional and often different kinds of skills are needed to

prepare students to function in the current (and future) deindustrialized economy;(2) the number and type of economic inequalities are increasing, which limits the effectiveness of academic achievement; (3) local economic and community building challenges also reduce the effectiveness of academic achievement but provide pedagogic opportunities; and (4) participatory democracy in the 21st century requires economic literacy (p.482-483).

Given these ideas, the ULEAD pilot study has the potential to simultaneously empower African-American youth with better economic and political understanding.

Factors that Influence the Criminal Justice System

A lack of wealth building strategies among the African-American community has much to do with the levels of poverty that plague them (Shapiro, 2004). According to the U.S. Census Bureau (2015), poverty is defined and explained with several different standards that mitigate how a person meets poverty guidelines. However, irrespective of the differing factors, how it is tabulated is by understanding "If total family income is less than the threshold appropriate for that family,

- The family is in poverty.

- All family members have the same poverty status.

- For individuals who do not live with family members, their own income is compared with the appropriate threshold (U.S. Census Bureau, 2015).

By these definitions, statistically, among racial and ethnic groups, African Americans had the highest poverty rate, which was around 27.4 percent while Hispanics at were at 26.6 percent. In addition to that, the inquiry-based for Whites was at 9.9 percent. Forty-five percent of young

Black children primarily under the age of six live in poverty while 14.5 percent of White children live in poverty (The State of Working America, 2012). These economic disparities contribute to a myriad of social pathologies that plagued the African-American community. Out of the many, disproportionate numbers of African-American males that are incarcerated tops the list of pathologies. The United States Criminal Justice system is known for abusing these economic disparities as a means of instituting the mass-incarceration of African-American males. According to a report on Racial Disparities in the United States Criminal Justice released by Human Right Committee of the United Nations (2013)

> "Racial minorities are more likely than White Americans to be arrested; once arrested, they are more likely to be convicted; and once convicted, they are more likely to face stiff sentences. African-American males are six times more likely to be incarcerated than White males and 2.5 times more likely than Hispanic Inquiry-based. If current trends continue, one of every three Black American males born today can expect to go to prison in his lifetime, as can one of every six Latino males—compared to one of every seventeen White inquiry-based" (Sentencing Project, August 2013, p.1).

The report also stipulates one of the more foundational reasons for these disparities is because of "The United States in effect operates two distinct criminal justice systems: one for wealthy people and another for poor people and minorities" (Sentencing Project, August 2013, p.2). With this setting the stage for how African-Americans are arrested and targeted by the criminal justice system, monumental sweeping and sustainable changes must occur to establish more equitable treatment and representation with the criminal justice system. For the purposes of

this study in the implementation of an educational program to curb the statistical nature of the interaction between the African-American adolescents and law enforcement within the context of racial economic disparities can begin the process of changing the dialogue. It can put young people in the seat of control by instructing them on the importance of their general interaction and what implications their decisions have on their own lives but also on the lives of others like them.

Pedagogy

Whenever you are instructing a class or a particular group, it is very important to have a plan of the types of teaching methods that you will be using (Orlich, Harder, Callahan, Trevisan & Brown, 2012). In the case of a program that addresses the legal and civil aspects of the community in which students reside in, it is important to ask probing questions to stimulate thought and give them an opportunity to respond and give their understanding the content material in the form of scenarios or questions. Creating scenarios and asking questions in a learning environment represents the essence of inquiry-based learning. It is also important to provide formal assessments to see how the students are progressing throughout the program. Formative assessments not only let you and the student identify their level of progression, but it gives both teacher and student the opportunity to see what adjustments need to made along the way to improve the quality of instruction. Other ways to enhance learning would be through the form of field trips as means of building upon the understanding of a concept through a real life educational journey.

To make these journeys such as field trips or time spent in the classroom effective, it would be beneficial for the students to engage in project based learning in order to put what they have learned into practice as a means of internalizing the concepts that have been presented to them through these hands on type of activities. One of the most effective forms of project-based learning would be participating in mock trials. This is effective because not only does it give an insight on how the court system works, but it also gives insight on how the citizens play key roles in the outcomes of decisions that pertain to legal matters that can have an impact on them in the future. Hands-on

When implementing a student program such as one that deals with legal matters and law enforcement, it is important to be aware of programs that have already been implemented to see exactly what has been effective and what has not been effective so we are able to know what to avoid and be able to know about those effective elements so we can build upon them to add to our program.

Culturally Responsive Teaching is an important component of instructional practices because it reaches the students as a means of making a connection to the culture of the learner (Gay, 2000). What this does is enable the learner to see themselves in the instruction that is being presented to them. When a student is able to receive teaching from their own cultural context, they become more engaged in the lesson that is being presented to them. However, this can only be done if the educators exhibit cultural competency within their pedagogical implementation.

Instructional Methods

Formative assessments are important because it helps you to not only identify where the student is at when it comes to the comprehension of a particular subject matter, but it creates the opportunity for the instructor as well as the student to understand what needs to be done to move the student to a new point of understanding.   A study conducted among approximately 120 students in a STEM cohort investigated how students experienced the use formative assessments within student lecture classes. The results indicated that students felt that not only did the formative assessment help them to develop as learners, but it also helped them to develop more effective learning strategies (Winstone & Milward, 2012). In a qualitative study, which involved high school sophomore students using their journals as a tool of formative assessment, they initially were apprehensive and were not very confident in their writing. As time progressed, the

teachers were able to get an idea of what instructional practices they needed to provide to help the students improve their writing skills and they were also able to get an understanding of how the student's felt about their own individual writing skills (Masse, 1999).

When introducing a concept, it is important to have the essential questions, which lead into the concept that is being presented to the learners. Inquiry based learning is the essence of raising questions to the students in the classroom. This can be very effective with hands on activities as well as scenarios in an effort to stimulate thought. In a quasi-experimental design study among 95 students aimed to identify resistance behaviors in science and technology courses, one group of students was given traditional methods a coursework while the other group of students were given instruction using inquiry based learning. The mean of the pre and posttest scores of the inquiry based learning groups showed a greater increase than the mean of the group that received the traditional method of instruction (Sever & Guven, 2014). In a mixed methods study that examined the impact of students who took courses with inquiry-based instructional strategies, the results showed that not only were the majority of the students who took courses with inquiry based strategies score statistically better, but they tended to take more inquiry based courses in the future if they were available (Kogen & Laursen, 2014).

Students having an opportunity to travel for educational purposes can be effective instructional strategies because they get to explore sites and get a more interactive feel of the content. Oftentimes on these field trips, the students are given tours from those who work in the area of expertise. In a study with 111 sixth grade students from four different elementary schools, the purpose was to assess their attitude towards the field trip they participated in. The results that were based on a survey revealed that the participants had overall positive attitudes

towards the event based on the content. Oftentimes, we do not realize how much the students themselves actually find field trips valuable. Galizzi (2014) conducted a class activity for three different academic school years among 77 students where they were given surveys and questionnaires. The purpose was to identify the student's preference of learning between class readings of the chapters, classroom discussion, hands on activities and field trips. The results indicated that 90 percent of the students enjoyed the field trips while 89 percent enjoyed the class discussions, 79 percent of the students enjoyed reading of the chapters, and 86 percent of the students enjoyed the hands on activities. While the majority of students enjoyed all four of the methods of instruction, the highest percentage of students enjoyed the field trips.

Hands on activities and presentations are an important part of instruction because it helps the learner to internalize the concepts. Project based learning is an effective instructional strategy because it serves the purpose of actively engaging students in a learning activity and increasing the understanding of the concepts through application. In an experimental design study conducted among 54 students, the results showed that the project based learning group was more successful in conceptual achievement in comparison to the group that received whole group instruction (Ilter, 2014). Boaler (2002) compared student achievement in the area of mathematics in two similar British secondary schools, one school used the traditional instruction while the other using project-based instruction. After three years, the students in the project-based-learning school significantly outperformed the traditional-school students in mathematics skills as well as conceptual and applied knowledge. In fact, in the project-based-learning school, three times as many students passed the national exam. In a different study that was a quasi-experimental type of research, the participants included 70 middle school students hands-on the same school district with the purpose of identifying the acquisition of content knowledge among

students engaged in project-based learning and students who learned thematically from the same content. The students who were engaged in the project based learning gained a greater amount of content knowledge in comparison to the students who were engaged in traditional whole group instruction (Ramos and De La Paz, 2009).

Mock trials are effective in serving the students with the tools necessary to understand the mechanics of the legal system through which our society operates and understanding courtroom procedures. In a postgraduate law class, the students who were involved in the mock trial stated that they gained transferable skills that they did not previously have and engaged with course material more than they would have otherwise. They also stated that the hands-on learning experience made learning about the law more exciting and interesting (Daly & Higgins, 2010). In an additional study, a mock trial was conducted among 34 participants, which included counseling family therapist students and law students. The results showed that the counsel family therapist students found the mock trial to be very useful for improving their understanding of the court pertaining to their role as fact witnesses and in alleviating their anxiety. For the law students in the study conducted by Miller, Linville, Todahl, and Metcalfe (2009), they overwhelmingly found the experience to be useful, especially with regard to increasing the authenticity of their training and better understanding the mental health profession. While there has not been an extensive amount of studies that deals with the effectiveness of students who engage in mock trials when compared to those who have not engaged in mock trials, a common factor is that they have all enhanced their understanding of their profession as well as the subject matter within the mock trial.

Informal lecturing while using multimedia is an effective instructional strategy because

not only does the presenter speak to the audience, but they also are stimulating and encouraging increased comprehension of the subject matter through visual representations as examples. In addition to that, many of today's generation are used to technology and have become accustomed to television, computers and video games. With this understanding, the expectation would be that many students would currently be impacted in a positive way using multimedia-based instruction. Many uses of multimedia would include video clips, computer interactive lessons or PowerPoint Presentations. In a study conducted by Gambari, Gana, Yaki & Ughovwa (2014), 120 students were selected from four secondary schools to compare the groups that were given the conventional teaching method and groups who received multimedia-based instruction. The results indicated that the students who were exposed to the multimedia instruction outperformed those who were taught using the conventional teaching methods. In an additional study conducted by Ljubojevic, Vaskovic, Stankovic, &Vaskovic (2014), investigating the efficiency of using supplementary video content in multimedia teaching in comparison to students under lecturing instruction, 46 first time students with limited prior knowledge about a particular subject matter test questions about the subject matter. The results of the study indicated the students who received the presentation in lecture format gave the least number of correct answers. Students who were given instruction through the use of multimedia gave a higher number of correct answers. More specifically for the effectiveness of PowerPoint presentations, a study was conducted among 160 undergraduate students to assess student perceptions of the value of PowerPoint presentations in lectures with a 12-item Likert scale and two open ended questions. The results showed that 69% of the students agreed that PowerPoint presentations held their attention and 85% of the students reported that PowerPoint presentations emphasized key points (Frey & Birnbaum, 2002).

Culturally Responsive Teaching

Due to the increase of diverse classroom populations throughout the nation, it is important for educators to promote culturally responsive climates not only in the classrooms but also in the school as a whole. Culturally responsive practices help to engage all learners. When students feel that the instruction is of no importance to them, they are more likely to become aggravated, lose interest in the instruction, and not learn (Illeris, 2009). Rogoff emphasizes the importance of a child's learning being understood within their sociocultural context. Our students are an instrumental part of the community that they observe and engage in. Therefore, when we present our students with a particular concept, it is extremely important to make sure that the student can see how they will relate to the content in order for them to see the significance within it (Rogoff, 2003).

Deborah Harmon who is a professor of curriculum and instruction Eastern Michigan University stated that one of the greatest outcomes of experiencing culturally responsive teaching was a sense of empowerment. Because of this, she wanted her students to experience this by providing them with a culturally responsive pedagogy. In order to create a sense of worthiness and culturally responsive, some of her suggestions included teacher preparation programs that are geared to effectively teach African American students. She also states that teachers should be culturally competent and knowledgeable about culturally responsive pedagogy and that there should be stronger efforts made to increase the number of African Americans in the teaching force (Harmon, 2012).

Geneva Gay (2000) describes culturally responsive pedagogy as the use of cultural knowledge, prior experiences, frame of reference and performance styles of ethnically diverse

students to make learning more relevant and effective. Gay emphasizes that this method of

teaching is validating and affirming to the students who receive this method of instruction.

Through culturally responsive teaching within the ULEAD program, relevant reading materials

reflecting student interests and social interactions with the teacher will have a positive effect on

the students by increasing their understanding of the legal and civic functions of the community

in which they reside.

Other Youth Related Programs

In order to run an educational program, it would be beneficial to examine the similar

existing programs as well as programs of the past. The reason for this is to identify the

components of those programs, which contributed to their success. One of the important

components of a successful program is relationship building among the instructors and the

students. In a study from the Journal of Juvenile Justice that funded several police and youth

programs in the 2011-12 school year, the participants included 119 youth and 35 police officers.

This program involved the youth and the police communicating with one another about life

issues in general outside the role of law enforcement. They also did community service projects

together which gave them more opportunities to bond (Goodrich, Anderson & LaMotte, 2014).

You also had some successful school resource officer programs in the past. In a Department of

Justice report written by Finn, Shively, McDevitt, Lassiter & Rich (2005), they did a review of

19 School Resource Officer programs to identify how they were implemented as well as what

lessons could be used for other programs. This report stated that one of the most frequent

mistakes in any of these programs is failing to identify what exactly the roles and responsibilities

are before the officers took up their posts in the schools. The more successful programs identify

the roles as well as the responsibilities in written format because this makes it easier to evaluate the SRO's performance. They also emphasize the importance of building relationships with and working with the parents in order to build that level of trust between law enforcement and the community. It is also important to involve the schools in develop and review roles and responsibilities in order to know if they were carried out effectively. This is also important so we can ask what can be done to improve the program so can become more effective in the future. Kraft (2001) conducted a qualitative study that reported the results of an evaluation of five after school programs in Northeast Kansas with surveys and interviews with students and staff. Some of the recommendations were to have hands on activities to enhance learning, reinforcement of academic skills, and an evaluation to provide summative data in order to know how to make improvements for the future of the program and community involvement (Kraft, 2001). There is not a significant amount of research on the overall effects of programs that address legal and civic aspects of their communities in which student populations reside, but there are some critical elements in the research of similar student programs that can be implemented for pedagogical purposes.

For the implementation of a program that addresses legal and civic policies that affect the communities of which a population resides in, the ability to identify and implement instructional strategies is important because it gives a clear path on how we will instruct our population that we are trying to reach. We want to understand where the students are through the formative assessments along the way but we want to make them think as well through inquiry-based learning by raising questions and creating scenarios to stimulate thought. However, when we reach them at that point, it is important to enhance the learning experience of the students

through field trips and hands on activities so they can actually have an opportunity to apply what they have learned. In addition to that, when they are to listen to someone give direct instruction, we have to consider that we have a generation of learners who are accustomed to media outside of school in their daily lives so we want to make sure that we incorporate multimedia in our instructional practices. Culturally responsive teaching is very important because even if you have the proper mechanics when it comes to instructional practices, the content must reach the students within their cultural context in order to increase engagement. While there are not many studies that currently address the effectiveness of mock trials from an experimental format, there is existing literature that talks about many of the benefits of mock trials when it comes to making students more aware of how to use their own skills in the practice and citizens learn how the courtroom progress works. In addition, there is not much research on programs that address legal and civic aspects and how they affect those who reside within the community but other programs have some elements of success that can be implemented into a program that deals with legal and civic issues such as law enforcement and municipal court practices. Examples of those elements of success would be to make sure that we have collected feedback from the students to understand not only what they have learned but also what we can do to improve our program over time and to have a set of clear goals and objectives in order to identify if we have actually met them. All of these things are blueprints for a successful pedagogical program.

CHAPTER 3

METHODOLOGY

Introduction

A problem that has been prevalent in many of American schools is the issue of school motivation and engagement in academic achievement (Martin & Dowson, 2009). Similarly, with more immediate and often tragic consequences is the problem of how to get young African-American boys interested in the civic activity within their community. This may include aspects such as how to deal with police in your community, and to understand how local codes and laws are enacted. Another issue is the lack of community involvement by young African American males in a system that they do not trust and has consistently failed many of them. The aim of this study was to analyze the outcomes of a civic education curriculum for African-American youth. The ULEAD curriculum informed students of the three areas to help the participating students develop civic and legal operations of the communities in which they reside. It examined any changes in attitudes toward their roles in their communities and toward law enforcement. It also examined any sense of agency the students may gain as a result of the curriculum. Finally, student preferred pedagogical strategies were identified by researchers. This study chose a mixed methods approach that includes a qualitative research case study with data that included classroom observations, participant interviews, and a teaching methods survey which is both qualitative and quantitative. The quantitative portion of the teaching methods survey gave support to the qualitative portion of the survey.

Research Design

A qualitative case study includes the detailed examination of a single example of a class of phenomena, which may not provide reliable information about the broader class, but it may be useful in the preliminary stages of an investigation since it provides assumptions, which may be tested systematically with a larger number of cases (Abercrombie, Hill, & Turner, 1984, p. 34). Researcher Robert K. Yin defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (Yin, 1984, p. 23).Researcher Robert E. Stake describes a case study methodology as a strategy of inquiry in which the researcher explores in depth a program, event, activity process of one or more individuals. According to Yin (2003) a case study design should be considered when the focus of the study is to answer "how" and "why" questions. He also stated that you cannot manipulate the behavior of those involved in the study. You want to cover conditions that are contextual because you identify those conditions as relevant to the phenomenon in the study. For this particular case study, the effects of a civic educational program on African American youth were explored over a five week period. The researchers observed the level of awareness and attitudes during this time in while engaging in a civic educational program. The attitudes of the participants toward law enforcement and their communities are also observed. Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques (Given, 2008). Quantitative designs include descriptive, experimental, quasi-experimental, and correlational. The control of variables along with valid and reliable measures is required. Generalization from

the sample of the population was the aim to prove or disprove a contention. Quantitative research falls under the category of empirical studies (Newmean & Benz, 1998). Quantitative research can be used to quantify attitudes, opinions, behaviors, and other defined variables. There are typically a large number of participants when it comes to using a quantitative method of research. Larger numbers of participants help to increase the credibility of the results. Quantitative research is used to uncover patterns or correlations. Methods of quantitative studies can include online surveys, face-to-face interviews, telephone interviews, longitudinal studies and systematic behavioral observations (Research Optimus, 2013).

Qualitative research is designed to reveal a range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive ("What is Qualitative Research", n.d.). Qualitative research developed from traditions in anthropology and sociology. It is aimed to understand the meaning of phenomena for the people or the culture that is under examination. Qualitative research is also identified as case studies, field studies, grounded theory, document studies, observational studies and other names that identify specific groups (Newman & Benz, 1998).

ULEAD assessment was a case study design, which involved collecting quantitative as well as qualitative data. The quantitative data is used to support the qualitative questions and data. Using the case study research design allowed the collection of quantitative data using surveys while simultaneously gathering qualitative data through researcher-based observational journals and student interviews. The purpose of using quantitative data was to identify how many chose a particularly preferred method of instruction in the survey. The views of the participants on the most preferred teaching methods were measured through the use of surveys.

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The central component of the qualitative research was based on interviewing of the participants. Responses to interview questions allowed for ULEAD participants the ability to describe and identify the meanings of central themes in the life of the subjects and their world (Kvale, 1996). The interviews also sought to identify the story behind a participant's experiences. The interviewer can pursue in-depth information around a topic. In addition to participant interviews, the teacher/researchers also kept daily observational notes to catalog student experiences as means to of pinpointing signs or evidence of Vygotsky's Social Learning theory in application as students interacted with each other in learning new information centered on civic engagement. Following the civic educational program, participants were interviewed to ask what they will do differently now that they have been through the program. This process of capturing complex phenomena through unspecific and unorthodox methods of data collection is what clearly typifies the research method through qualitative case study. In regard to measuring a change in attitude and capturing a sense of agency "holistic, dynamic and rich account of a program, case study research is the best approach.... Case study plays a valuable role in advancing the research knowledge base. Due to many of its strengths, case study is a successful and popular design for study in the field of education"(Golightly, 2006, p. 214).

Certain components of a phenomenological study examined events and interviewing our participants provided understanding of their perspective of what they experienced. A multiple-choice survey was used to quantify the student's responses to the various methods of instruction in order to identify what methods they felt were the most effective. Participants of this study were predominately African American youth ages 13 to 18 that are members of a boys and girls club that focus on athletics and education. Overall, the ULEAD project pilot study was designed

to determine to what degree an academic civics-based program can have on the attitudes and understanding of civics. The program that was designed to address these goals appears in Appendix C.

Specifically:

1. Which teaching methods are the most preferred in impacting the understanding of the ULEAD Objectives?
2. What are the factors that influence the attitudes that police and urban youth have toward one another?
3. Can the teaching of governmental systems create a level of political agency within adolescent urban youth?

Population and Sample

Participants in this study were predominately African-American youth ranging from the age of 13 to 18 years old. These participants were identified based on the ULEAD program working in tandem with the Matthews-Dickey Boys & Girls Club. The population sample was already defined due to the students already being regular attendants who were already enrolled in Matthews-Dickey Boys and Girls Club. Teacher/Researchers were able to obtain permission to use the data from our pilot study by getting signatures of consent from parents and students. Students answered questions, which examined their pre-existing attitudes toward police, their neighborhoods, and outlying area concerning their connection and level of impact that they perceive themselves in having at the beginning of the program. Each participant took part in an interview in order to ascertain the cognitive development process that participants experience throughout the ULEAD process. The overall goal was not only to catalog the growth/change of student's perception of the government and legal systems but also to identify how they were able to draw those conclusions based on their experience through the ULEAD program.

Researcher Context

Three research participants in this study functioned in the capacity as teachers and researchers. Mario P. Charles, Aaron Willis, and Rodney Smith served as curriculum developers and instructors of the ULEAD curriculum as well as researchers conducting interviews with students to catalog their development as the program progressed. Aaron Willis has been an educator for ten years. During this time span, he served as a Special Education teacher working with students with mild to moderate disabilities primarily in the middle school setting. As a special education teacher, he utilizes various methods of instruction in order to address the various learning styles of the students that he serves. In his experience as a special education teacher, he has learned through experience that each student has individual academic needs, and it is very important that various methods of pedagogy be implemented that addresses these needs. In addition to the classroom experience, he has implemented programs that were based on community issues and took interest in understanding the youth's thoughts and perspectives on issues that they deal with on a regular basis.

Mario Charles has been a school leader and history educator for the past fifteen years focusing on bringing innovative practices and critical thinking to the forefront of social studies education. Specifically, Charles has been focused on the impact of service learning in advancing the ability of students to gain a deeper and more practical sense of how civic systems function. Several studies have shown (Stewart, 2003; Ramsey, 2011) service-learning oriented government education enhances students' ability to connect at a deeper level with civic action and civic duty in a way that they would not have had they engage in a more traditional format. In light of the Ferguson Unrest in 2014, Charles had a first-hand account of how students were able to exercise

their constitutional rights through student protest and walkouts. The question arises had these students had a solid training and education in civic action, how would their collective action been different? In examining Ferguson youths socio-economic status in a time of social and political outrage, would they have been more empowered toward sustainable improvement of their communities had they been exposed to a service-learning oriented government and social studies education? The outlying purpose of this study can serve as a model for empowerment of African-American youth as a means of politically empowering and engaging their communities in the near future as the term "Ferguson" serves more as a metaphor than a tragic location.

Born, and having attended public schools in the South Bronx, Rodney W. Smith has worked in the education field for nearly 20 years. Having started in literacy and adult education, Mr. Smith's experience includes teaching English to speakers of other languages at the City University of New York. He has also taught in the English for Academic Purposes Program at Saint Louis University. It was not until working with young African-American youth that he realized the need to create a curriculum that will give African-American youth the agency and motivation they need to be successful. Having taught in Saint Louis Public Schools, Mr. Smith understands the difficulties of being an inner-city educator and as a student. The problems that he experienced in the New York City public schools exist in the Saint Louis Public Schools. He understands the continued need to motivate urban youth and to endow them with a sense of civic agency.

Evaluation Measurement

To measure a sense of political agency, interviews were conducted with a select a number of students. During each interview, students were asked to state how they felt about taking action, and what methods they would use to affect the political climate of their communities. In addition, students were asked to reflect on the ULEAD modules, Character, Civic Engagement, Economic Impact, Law Enforcement, and The Court System (*See Appendix C*) and which lessons influence their thinking and sense of empowerment. After collecting these interviews or written reflective artifacts, themes were extracted to determine which modules and pedagogical approaches had the least and greatest influence on how students evolve in their thinking about political systems and their willingness to engage them.   The efficacy of the intervention pedagogies used as teaching tools using the multiple choice surveys was measured. Interviews and teacher observations that gauged the knowledge and attitudes of students toward policing and other civic systems was explored to get a sense of how participants felt towards these systems in their communities.

Students participated in the ULEAD civic education curriculum over a four to five week period (Appendix C). The teacher researchers developed a program with the goal of creating a sense of urgency and adjustment in attitudes of youth in order for them to take ownership of their communities from legal as well as civic aspects. The program, ULEAD, provided students the opportunity to understand that they are part of the process that makes their communities work for the betterment of all. The students were made aware of options they may have never considered to strengthen their academic, social, and economic state. The ULEAD lessons are framed around state curriculum standards and expectations. The various methods of instruction included

inquiry-based learning, project-based learning, direct instruction; field trips and the use of technology were built from a culturally responsive framework. These various methods of instruction were identified by our participants as to which would be the most preferred methods of instruction for them to learn. The ULEAD intervention was implemented from the position of teacher researchers collecting data on the attitudes, sense of civic responsibility and political agency and perspectives and methods of instruction that the participants identify as the most effective.

Survey Validity and Reliability

The multiple-choice questions ask which methods the students identified as most helpful to them. The choices that were presented were inquiry-based learning, project-based learning, technology, direct instruction and field trips. Inquiry-based learning is when a lesson or topic is built on an initial question (Keselman, 2003). Project-based learning is when a student does an interactive hands-on approach when it comes to learning a concept (Markham, 2003). Technology includes the use of a computer, video, PowerPoint or cell phone to teach (Robinson, Molenda & Rezabek, 2008). A field trip involves going to a physical place to learn a particular concept (American Heritage Dictionary, 2011). Direct instruction involves the more traditional method where the students sit down and listen while the teacher talks to the class (Arends, 2014). Researcher Michaela Mora states that external validity pertains to the degree in which the results can be generalized to the target population that the survey sample chooses to represent. She also states that the way we ask questions can influence the answer that is received. Therefore, the questions asked should reflect how the target population talks and think about the issue under research, which often calls for the need to conduct exploratory qualitative research. For

reliability, statements should be used to describe the consumers to provide a consistent description to the group. Using correlations can be a helpful method in doing so. (Mora, 2011)

Interview Reliability, Validity, and Protocol

When it comes to reliability and validity, researcher Irving Siedman (2013) states that for when you interview a number of participants, it would be helpful to connect their experiences and examine the comment of one participant against those of others. The interview structure should work to allow the participants to make sense to themselves as well as the interviewer to be valid. Consistency over a period of time also contributes to the validity of the interview. Also, it is important to not interrupt the participant or attempt to redirect the thinking of the participant so that their response can actually represent their own thoughts and feelings and not those of the interviewer (Siedman, 2013).

The protocol for our interviews was to let the students know not to say anything that would cause them or anyone that they know to get them in trouble with the law before we even begin to ask any questions. The protocol and interview questions were approved by the IRB in August of 2016. Our interview and survey data was collected from the participants in July of 2017.

Qualitative

The researcher based observational journals recorded student responses. Activities such as researcher point of view on civic engagement and responses to pedagogical implementation were recorded in observational journals. Student attitudes were observed to gauge how they felt about law enforcement using descriptive terms. Teacher-researcher reflections were done in the

overall daily process. Interviews covered student's ability to connect their own sense of understanding of the political process to their ability to improve their community. The surveys in Table 1 identified the student's reasoning for why they chose a particular teaching method as effective.

Quantitative

Identifying which teaching methods were identified as the most preferred were used in the multiple-choice item by the number of participants. The number of students who chose inquiry-based learning, project-based learning, technology, direct instruction and field trips were calculated to see how many participants chose one of the methods.

Data Collection Procedures

The case study design used in this study explored the lack of civic engagement by urban youth in their communities. Following the program, interviews were conducted with participants. The interviews measured their sense of agency in engaging in their community and government. At the end of the five-week ULEAD sessions, data from the interviews, field notes, instructional preference surveys and VARK questionnaire results were analyzed in order to determine the effects of the experiences of students and the preference of the methods used for instruction. The interventions measured how they regard their communities, their understanding of civic systems, and their instructional preferences.

Data Analysis

Since the case study design was used, the data were analyzed through observational notes, student interviews and categorical aggregation of preferred instructional methods (Creswell, 1998). The interview questions were designed to reflect the participant's abilities to establish opinions around the weekly themes taught throughout the pilot study. The number of choices for each category of instructional method that was stated as the preferred pedagogy was tabulated. Empirical data that measures variables like attitudes and efficacy regarding the civic systems was gathered. The use of qualitative data was used because two of the research questions were of a descriptive nature:

1. What are the factors that influence the attitudes that police and urban youth have toward one another?

2. Can the teaching of governmental systems create a level of political agency within adolescent urban youth?

3. Which teaching methods are the most preferred in impacting the understanding of the ULEAD Objectives?

These types of questions are not based on a numerical value but more on experiences. Quantifiable data will not be able to translate the human experience alone, so a qualitative understanding will be needed for these particular questions. For example, in the first question, the idea of political agency cannot be given by pure empirical data. Its complete understanding must come from the experience from which the observations come. In the second question, attitudes are a phenomenon that could possibly be represented as raw data, but will the empirical data be representative of the actual experience that people have? Trends are sought that may lead to clarifying how adolescents feel about their ability to affect change in their own

communities. Using interviews allowed for an insight into the culture of high school age youth

that may capture ideas and themes that may give insight to understanding their actions and

attitudes beyond pure numbers. Surveys may only scratch the surface of a cultural phenomenon.

Qualitative methods allow access to ideas and attitudes that a simple survey may not be able to

identify.

The quantitative aspect is addressed in the following question to numerically identify the

teaching method that was found to be the most favorable:

- Which teaching methods are the most preferred in impacting the understanding of the

    ULEAD Objectives?

Once each of the participants identified which pedagogical strategy that was the most

effective for them, the collective tally of pedagogical strategies that were chosen the most as well

as which ones were chosen the least effective can be identified. In addition, students were asked

why they chose each particular option. A percentage of each category that the students found to

be the most effective was calculated lead to understanding which instructional strategy had the

most impact.

Summary of Research Procedures

There were instruments used to collect data for the research study was the Urban Legal

Academic Development Program (ULEAD) civic education component with a focus on the legal

and civic operations of the communities in which the participants reside. The use of interviews

was used as a qualitative method to get a deeper understanding of the participant's changes in

perspective as well as any creation of levels of political agency. The interviews were recorded

via audio and notes transcribed to obtain themes of responses. The quantitative perspective was the identification of the most preferred teaching methods from the perspective of the participants through the use of a multiple choice selection.

Limitations

Limitations in our pilot study include short the time frame and small sample size. The ULEAD program ran for five weeks. There was fear that the time constraints would hamper the ability to collect all the significant data needed to answer all of the research questions. Another limitation was the sample size. There were 20 students in the program which is adequate for a pilot study but not enough to generalize findings. In addition, to measuring impact with any form of sustainability, this course would have to be measured over a period of several years to see if these levels of systemic understanding influenced the participants to engage in long-term acts and understanding of citizenry to the point of significantly impacting their communities. Another limitation was based on the fact that the researchers engaged in this study were also the instructors and curriculum developers. This entails inherent bias in how the program was implemented as well as how observations were interpreted when recorded daily based upon the researcher's closeness to the qualitative case study.

CHAPTER 4

FINDINGS

Introduction

During the summer session of the Mathews Dickey Boys and Girls Club, student participants in the Urban Legal Academic Development (ULEAD) Program were surveyed to identify their response to the various methods of instruction used in an attempt to fulfill the ULEAD program objectives. The students expressed their preferences in the form of verbal as well as written responses. The research findings reported are based on the analysis of the following data sources: Teacher observational notes from each of the lessons, student reflections, surveys, interviews, and media sources that covered and observed the ULEAD program. As a regular part of the ULEAD Program two days before the end of the session, instructors conducted seven to eight minute discussions, allowing students to relate in detail their understanding of the ULEAD program and if it had any importance, impact or value to them. The questions framed for these discussions were structured to provide insight from students in terms of how they verbalize the idea of political agency *(See Appendix A).* The questions were framed with the intent to measure to what extent students would pursue political agency in their own lives as a result of learning how political and criminal justice systems work. Additionally, the instructors and students were interviewed by National Public Radio KWMU (Singer, 2016) based in St. Louis as well as in the University of Missouri- St. Louis school-wide publication the UMSL Daily (Austin, 2016) in order to determine how they reflect on how African-American communities address political and criminal justice systems in the wake of multiple killings of unarmed Black men. As Dr. Charles Granger stated in the *UMSL Daily* article, "What better way to awaken and empower the masses than by giving the keys of collective action to our youth?"

ULEAD: THE EFFECTS OF A CIVICS-BASED EDUCATIONAL PROGRAM ON URBAN YOUTH

Could the attitudes of young people towards police and civic matters in their communities be changed by the use of educational interventions? The creation of ULEAD as a five-week pilot intervention program was meant to introduce civic ideas that would spark a sense of agency in students who may never have thought they could be agents of change in their own communities. To get some idea of how students felt activities were used that would engage students to search for answers within themselves as they explored themes of character, culture, community, and police bias was incorporated into the ULEAD program.

Student Population and Background

The participants of the ULEAD program were comprised of eighteen youth from various areas of St. Louis City and St. Louis County. Some of them attended schools in the city while others attended county schools through the desegregation program. Some of the students were residents of Texas as well as Virginia who were visiting relatives for the summer. Student participants ranged in age from 12 to 16 years of age. Also included in the study were two 17-year-old African-American male high school students who were helping as counselors to ensure that the students stayed on task. The high school participants also served as ideal role models for the younger students but did not participate in the interviews and surveys. There were ten female participants and ten male participants all but two were in middle school. The two students who were in high school were both females. Some of the students were siblings and group of siblings there was a set of twins. Some of the students were athletes while others were a part of the leadership teams within the Boys and Girls Club. The students were African-American with the exception of one student who was a Caucasian male. The program focused on the civic operations of the communities in which the students resided. Topics that were covered included

social issues such as teen pregnancy, out of school suspensions, police shootings, the role of the government in the economy and personal culture. The topics were presented during the second half of the summer program that started on July 5, 2016 and concluded on August 4, 2016 running each weekday Monday through Friday from 9am to 12pm.

Study Findings

The data collected was based on several academic components that were implemented in the program as they were illustrated in Appendix A and B.

1. Character, Culture, and Consciousness
2. Rights and importance of taking initiative
3. Government's Role in the Economy and Rights of a Citizen
4. Legal Representation and Community Responsibility
5. Political Process

The effects of a five-week civic educational program on the attitudes, civic agency and most effective teaching methods on urban youth were examined. To explain how the effective teaching strategies led the students to demonstrate their understanding of the civics based education program. The following three research questions guide this study:

1. Which teaching methods are the most preferred in impacting the understanding of the ULEAD Objectives? (The program that was designed to address these goals appears as Appendix E and the implemented form in Appendix C)

2. What are the factors that influence the attitudes that police and urban youth have toward one another?

3. Can the teaching of governmental systems create a level of political agency within adolescent urban youth?

Findings were based on three major themes:

1. Teaching Methods

2. Urban Youth Attitudes Toward Police

3. Civic Engagement

Pedagogy

Week 1 Character, Culture, and Consciousness

During the first day, an introduction and a description of the ULEAD program was presented to the students with an emphasis on why such a program would be important (See Appendix C). The instructors began asking the students what their interests were and what they would desire to change in their communities if they had the opportunity to do so. Some stated that they would prefer to eliminate the police violence; others said that they wanted to end poverty while others were not absolutely sure on how they would change things and were relatively quiet (Sever & Guven, 2014). The method that we used that day was more of an informal lecturing and open discussion with the use of multimedia through a PowerPoint presentation to cover the main points. Each instructor covered their particular area via PowerPoint which was 1) civic engagement, 2) attitudes and 3) methods of instruction (Gambari et al., 2014). While one of us was presenting to the entire group, the other two instructors were assisting the students in the room with their writing when it came to answering questions or any other academic needs that they may have had.

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      The following day started off with a surprise. Before the session began, we witnessed one student say to another, "We have to do ULEAD today". That particular statement let us know that we were doing something meaningful and has a name that they recognize and associate with an educational program. On this particular day, some of the students who were present the day before were not present on the second day. In addition to this, we had some new students come into the program. The difference between this day and the previous is that we had a significantly larger number of females. The first thing we did was start off with the VARK assessment (Fleming & Mills, 1992) which is a learning style assessment that identifies the various ways students may learn best. Students in each category could identify as visual, auditory, reading or kinesthetic. There were even some students who fell in more than one category. Some students who may have benefitted from auditory instruction also benefitted from hands-on strategies. The second day was a more interactive lesson where we did use technology via a PowerPoint presentation, but we also included more student-centered activities. The lesson included a project based learning assignment which asked them to describe their personal culture through artistic representation (Boaler, 2002). Some students used the art to describe the careers they wanted to have, others used their street name, landmarks in the city, their favorite sports team and other various personal cultural experiences. We realized that even though we had a set time for activities, many of the students were so into the project that they were not able to finish adding details to their work in the time allotted.

      On the third day, we had the students use computers as a research tool to take the Jung Typology test which is based on Carl Jung and Isabel Briggs Meyers' personality type theory (Jung, n.d.). Some of the wording of the personality assessment was at the college reading level so we did spend a considerable amount of time interpreting the language to make it more

commensurate with middle school students reading level. Many of the students were excited about what the results displayed to them once they completed taking the assessment. In particular, they were excited that the results aligned them with certain celebrities that shared their personality traits whether they were well-known athletes, business owners, actors or singers.

Later during the second session of the third day, a local artist by the name of C-Sharp (2016) came to the class to give an informal lecture pertaining to what his personal lifestyle was as he became an inspiring artist and the challenges that he endured during that time. Many of the students were paying close attention because he mentioned the names of some of the popular artists with which he was familiar. During the third hour, the students continued their work on their art project which describes their personal culture until the end of the program sessions for the day. When the sessions were complete, there were two students who asked if they could continue their personal culture paper. That indicated that they were taking a strong interest in that project and that it was meaningful to them (Boaler, 2002).

On the fourth day, we started off discussing recent news events pertaining to the issues with community and law enforcement. The discussion was stimulated by the use of news clips from YouTube (ABC News, 2016) as well as other popular press articles. Some videos we did not show due to the graphic nature of the situations. This was more of an interactive session which involved open discussion because the students were able to identify with and respond to what was being shown to them (Gambari et al., 2014). During the second session, students were talked to about how to set goals for the short term as well as the long term. The researchers also did some brief direct instruction which modeled for the students how to write a SMART goal (Specific, Measurability, Attainable, and Realistic, Timely) where they practiced setting up the time, measuring ability, how realistic it is and the time frame in which they wanted to achieve it.

During the final session of this day, the students presented their personal culture designs and give a description to the entire group. We learned that our students had a wide range of interests from the world of sports and entertainment, others touched on their variety of friends.

Week 2 Rights and Importance of Taking Initiative

At the beginning of the second week (Appendix C), we started on the subject of the constitution with a video (International IDEA, 2014). Many of the students were engaged in the video that gave an explanation of how the Constitution works.   We did use some informal lecturing during the beginning of the session. This day was primarily the use of video and discussions among the Teacher/Researchers (TRs) and the students. On the second day, we discussed human rights and the 14th amendment were discussed in detail which included topics such as race, gender, height, ability and other areas of discrimination. The students were able to discuss their personal experiences along with the personal experiences of TRs. We also used video from Inside Edition (2015) later on to display some situations that were based on discrimination such of the incident of women being kicked off a train going to a vineyard in Napa as well as a family being kicked out of a restaurant (Top Viral News, 2013). The students were very engaged because they were extremely vocal about what they felt should have happened in both situations (Gambari et al., 2014).

On this third day of the second week, the participants did research on constitutional court cases through the use of computers and the internet. They needed some assistance with looking for particular court cases. During the second session of the day, we had a guest speaker, Kofi Khalfani (ULEAD program see syllabus) talk to the students about the importance of community activism. The guest speaker spoke but the session was very interactive where he had the

participants stand in a certain area of the room based on their particular thoughts about each topic that he brought up (Boaler, 2002).

We had a group discussion about self-esteem and the discussion was very intense which was identified by high levels of responses as well as excitement. Multiple students had something to say about what we were discussing. A student mentioned that the program was enjoyable because they were given a voice to express what needs to be done where they live.

Day four of the second week was another project-based learning session (Ilter, 2014). TRs worked with the students on how a citizen would set up an initiative or a referendum for the purpose of initiating a particular law. However, we wanted them to be prepared to defend their stance on whatever they wanted that particular issue to be. TRs gave them the task of how to select a topic to debate. A short clip a clip from the movie titled "The Great Debaters" was used to stimulate thought about the debate process. TRs modeled how to support a stance for or against a particular issue. Once the students chose their particular topics, they went to the computer lab to research specific information. After spending approximately one hour in the computer lab researching their topic, they returned to the classroom to begin the debates. Initially, they started off sounding nervous but as time went on, they appeared to become more comfortable and confident. On this day, they worked on the debate project but we were filmed and by the media department of the sponsoring university. The students did a very good job organizing and sequencing their research to support their arguments. The debate sessions lasted for two days and the students in the audience even wanted to ask questions about the topics that were debated.

In preparing students to engage in debate, ULEAD instructors gave students the task of selecting from a list of topics concerning modern political issues of impacting communities

across the country to debate if they were either in favor of or against. The instructors followed that up with a brief modeling of how that could be done. After that, we went into the computer lab and the students did research on the topics such as teen pregnancy, gender neutral restrooms, usage of cell phones, school choice, suspensions. Following the research aspect and the development of their arguments, students began the debates with directions and rules for the debate. Some students spoke from an emotional standpoint, but then others were using what they researched and began using sources which helped their arguments tremendously. The students were engaged so much that even when the time concluded, they wanted to continue. We were pleased with the outcomes of the students because they surprised us at how they sequenced their research. This practice of debate helped students to draw upon skills necessary for them to be heard and justify their arguments with fact-based information with the intent of students connecting a sense of empowerment in arguments in a real life and relevant context. In exit interviews, a student mentioned her intent in being an attorney and judge because "I like to argue, I like to make sense of what people say and have evidence to back up why I said what I said." This student's desire to express logical ideas backed by evidence using critical thinking skills demonstrates a connection between herself, her community, and how she can impact her community; political agency. At the conclusion of the debates, the main purpose of the debate was introduced which was to recognize that when there is a desire to develop a law or initiative with which they support or disagree with, they will need to be able to back up their position with supporting, accurate and factual information.

Week 3 Economy & Citizen's Rights

On the first day of the third week (Appendix C), examples of debating as well as other clips from the movie titled "The Great Debaters". The purpose of doing this was to review the practices and enhance critical thinking skills needed to initiate policies that they may want to implement in order to bring change to their communities.

On the second day, we introduced the concept of fines in the form of traffic tickets, salutations and court costs to meet municipal budgets. This was done through presentations and the use of multimedia technology (Gambari et al., 2014). A PowerPoint presentation (Willis, 2016) was used to define what salutations were and how court costs affect individuals who may not have much money. During this day, articles that spoke about unfair ticketing practices were shared. The main article used was titled "Crazy St. Louis County Municipal Court System Fights to Survive" (Reilly and Stewart, 2015). Following this, students were broken up into groups to work on a project based learning activity by reading portions of this particular article. Each student copied their particular portion of interest of the article in a specific color marker and put the posters on the wall. Once everyone completed the task, each group had at least two members report to the entire group their interpretation of what they discovered when they read the article.

Later during the week, rights and responsibilities of good citizenship were discussed. This was more of an informal lecturing session where we spoke to the students; however, we did use multimedia (Smith, 2016) when educating the students about the importance of knowing their rights. Following this, the students were given questions to answer about civic responsibilities which were followed up by questions that pertain to rights and responsibilities such as:

1. What responsibilities do you have to protect freedom of speech?

2. What are your responsibilities to protect people's right to believe as they wish?

3. What Responsibilities do you have to treat everyone equally?

4. What responsibilities do you have to treat other people fairly?

5. What responsibilities go along with your right to vote?

At the conclusion of the week dealing with rights and responsibilities, the students

presented what they had learned about their rights and responsibilities to the group. However, the

highlight of the day was when our guest speaker, Sir Ervin Williams III came in with an inquiry-

based learning scenario (Sever and Guven, 2014). He started off by asking the student what they

defined as a responsible human being. This created a high level of engagement as many of the

students gave a variety of responses. Some of the words given by the student were articulate,

intelligent, honest, loving, a leader and compassionate. Once the students gave their definition of

what a man was, the presenter gave a scenario about a young man who engaged in criminal

behavior to provide for his family. This sparked a heated debate about if he was a man or not.

Due to the culturally responsive nature of the topic, the students were highly engaged because

they could relate to the person in the story not only being African American but also being their

age. Near the end of this interactive activity, we reviewed the words that were used based on the

original question of what a man is. This appeared to be one of the highest student engaged days

that were observed.

Week 4 Legal Representation & Community Responsibility

On the first day of the fourth week (Appendix C), we did informal lecturing and

discussion over the difference between a public defender, private attorney, and self-

representation (Gambari et al., 2014). The instruction started off with the use of a video

displaying someone who works with a public defender legal defense company (Dudani, 2016).

He spoke about the economic injustices that people face when they cannot afford to pay their

traffic tickets such as the fines that increase to release them from jail. The class then had a

cooperative learning assignment project following the lecture. The students gave various

responses to what they could do to address the scenarios.

A former police officer turned Chaplain named Glenn Rogers came in and spoke about

responsibilities within the community (G. Rogers, personal communication 2016). This was

very much of an informal lecture but without the use of multimedia. Rogers mainly spoke

directly to the students but did ask some questions of which many responded to. Without the use

of technology or even any project based learning, the topic of discussion itself seemed to keep

the students highly engaged and demonstrated by the way they were answering questions.

We continued to talk about what bias is and its effect on law enforcement with respect to

interaction with African Americans. Following that, a state representative named Karla May (K.

May, personal communication, 2016) came to the class as a guest speaker and talked about the

representation of African-Americans in politics. She did an informal lecture with no technology

but the discussion had the students engaged. Following the state representative's lecture, another

guest speaker by the name of Charnicholas Walker (C. Walker, personal communication, 2016)

did an informal lecture using the Whiteboard. He primarily talked about his own personal

experiences and why it is important to have discipline and to set goals. Overall the students were

very receptive to what Mr. Walker was discussing but it appeared that the athletes were the most

engaged because they could relate. Today was primarily emphasized on setting goals and having

discipline from both of our guest speakers. (C. Walker, personal communication, 2016)

On the second day, we talked about what happened once antebellum slavery ended

through the use of a video which touched on Black codes (Gambari et al., 2014). This was through the use of the video titled "Slavery by Another Name" (PBS, 2012). Once we finished having a discussion about the discrimination that comes with being caught up in the legal system, the students began a project based learning activity through creating protest posters. The students overall found the idea of creating a protest poster that they could design more exciting rather than writing the policies alone.

On the third day of this week, we started off with a Socratic seminar with the purpose of stimulating thought based on the Freddie Gray situation. We first used a video clip which showed Freddie Gray getting arrested (Graham, 2015). We played various clips that were related to the situation and we followed each with a series of questions. What we discovered was that many of the students were not aware of the situation and were very shocked.

Week 5 The Political Processes

The concept of a public defender was presented, and we reviewed some of the benefits and drawbacks of such a system (Appendix C). We then used video footage from Michelle Alexander from the University of Chicago (University of Chicago, 2013) followed by questions that pertain to the historical context of her getting involved in challenging the mass incarceration system. There was so much discussion and the students explained their thoughts about what they heard.

Tuesday was an election day so the students were taken on a field trip to the local poll station (Galizzi, 2014). Before speaking with poll workers, the group was asked how many of them went with their parents to vote. None of them have gone to a voting booth before. Poll workers helped to demonstrate the process to the students. They pointed out specific flyers on the

wall that showed voters where to go for registration, what kind of identification to have, and different choices in voting whether it was on paper or electronic. Students were shown a paper ballot. Examples were modeled on how it was used. They talked about different parties, students were informed about the political party to know what ballot to receive. Many of the students were paying attention and listening but it was rather difficult to identify their level of enthusiasm. However, the fact that the whole entire process was new could have played a factor.

On the following day, the students completed their protest posters which pertained to either a policy that they wanted to see happen or that they were against. They initially started off practicing out of their notebooks to do the rough draft of what they would later do on the poster. TRs began interviewing the students individually in relation to the topics that we covered based on civic engagement. Many of the students were enthusiastic about answering the questions and did respond well. On that Wednesday of the final week, the media from the sponsoring university came in and interviewed several of the students. During the final session, we had a visit from the local Fox news station (Fox 2 Now, 2016) and filmed us while we were doing a direct instruction lesson called "Stream of Consciousness". This involved reading a word aloud and the students wrote down their thoughts based on the words that they heard. One example of this is how one student responded when we said the word discrimination. This student wrote down the word voting because they said that because they are not yet 18 years of age, they are not allowed to vote. Another example is when we said the word education, this prompted students began to name their school and teachers that stood out to them. This was a rather surprising day because no one was prepared for the local media.

Media Publications

Later in the program, the media department within the University of St. Louis published an article titled "ULEAD program encourages positive civic engagement" (Austin, 2016). From a pedagogical perspective, the article touches on how the critical thinking skills that the students are introduced to are intended to be practiced into adulthood. The article touches on how two of the participants actually come from a family of educators. The second segment by St. Louis Public Radio was titled "ULEAD helps teens cope with stresses in their world" (Singer, 2016).

Preferred Teaching Methods Survey Discussion

There were several questions that pertained to what the students' preferred teaching method was (Appendix B). In addition to that, the students were also asked about the reason that they found that particular teaching method the most effective (Table 1). The first method that we inquired about was the use of technology. This included the use of multimedia such as videos on the internet or other videos, PowerPoint presentations, the use of the internet and computers. We also inquired about a more traditional method which is direct instruction which involves using a lecture while the students sit back and listen as the instructor speaks. We inquired about project-based learning which involves students working together in groups and also hands on activities based on a particular topic. Another method that we used was the field trip method which involved the students taking a trip to a particular location to learn about identified subject matter. Lastly, we inquired about inquiry-based learning which included asking a question and continuing to build instruction based on a series of questions. Examining the responses, we

noticed some patterns in the responses based on each particular strategy. We also observed that some students identified more than one teaching method preference. When the questions were asked, there was a total of nine respondents to the categories of the preferred methods of instruction that the students found the most beneficial. Some students chose more than one method when asked about which strategy they preferred. As a result, due to there being more than one choice made by students, there was a total of thirteen choices rather than nine choices.

Technology based results. Some students indicated that they benefited from being able to see a concept in order to better understand it (See Table 1). Some even expressed that it provided more of an impact when it was interactive. There were students who stated that the videos were helpful because they were able to see the visual representation of what they were to learn. Others stated that when they hear about a particular concept it is one thing, however when they see something visually it reaches them in a different manner. In addition to that, others said that it is more convenient to do research on a computer. It appeared that many of the participants felt it was easier to appeal to their visual learning styles. It appears that there could be a direct connection with visual learning and the use of technology.

Direct instruction. This method involves the instructor speaking directly to the students while they simply listen was not chosen by any of the students as an effective teaching method (See Table 1).

Project based instruction. Some of the students who chose this project based instruction had varying reasons for their choice (See Table 1). Some students preferred the project based learning methods because it enables them to work with people, which is something that they

enjoyed doing. Others stated that they liked how interactive the projects were and some liked to be able to do the work while the facilitator explained the process. Other students mentioned that project based learning was more helpful because they learn faster with a hands on approach. Overall, the project-based learning concepts appear to help with the overall learning from working with other people and being able to learn to apply the concepts through hands on activities. This actually supports what Vygotsky states in the social development theory. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition (1978).

Field trip. Field trips were not a highly selected option (See Table 1). This could potentially be due to the fact that not many field trips were done during the session. But without any reason for not choosing a particular category, this could not be determined.

Inquiry based learning. There were several reasons given by those who chose inquiry-based learning as a method of instruction that they found the most effective (See Table 1). Some felt that the questions that were asked led to a deeper understanding of the topic. Others felt like it helped them to gain more understanding of the issues and that the questions led to other things. Then there were others who like to answer questions when presented to them. Perhaps when we did the inquiry based learning methods of instruction, we learned that the students were more engaged when it came to the debates that the questions led into based on the topic of discussion.

Methods of Instruction by Percentage

When the questions were asked, there was a total of nine respondents to the categories of

the preferred methods of instruction that the students found the most beneficial. Some students

chose more than one method when asked about which strategy they preferred. As a result of

there being more than one choice made by students, there was a total of 13 choices rather than

nine choices. Out of the 13 choices that were made, 31 percent of the choices were inquiry based

learning. Project based learning was 38 percent of the choices made; Technology was 23 percent

of the choices while field trips were 8 percent of the choices. Not one single student chose direct

instruction (See Figure 1).

Pedagogy Survey Student Responses TABLE 1

Method of Instruction Chosen	Reason for the method chosen
Inquiry-based learning, technology	We went deep into topics
Inquiry-based learning	The questions led to many other things
Inquiry-based learning	because I like answering a questions that we can build from
Inquiry based learning, Project-based learning	I liked to work while teacher speaks
Project-based learning	I like working with people
Project-based learning	It help me learn faster
Project-based learning	I like having partners
Technology & Project Based Learning	Working on a computer is easier to use
Technology& Field Trip	I like to see things while I work
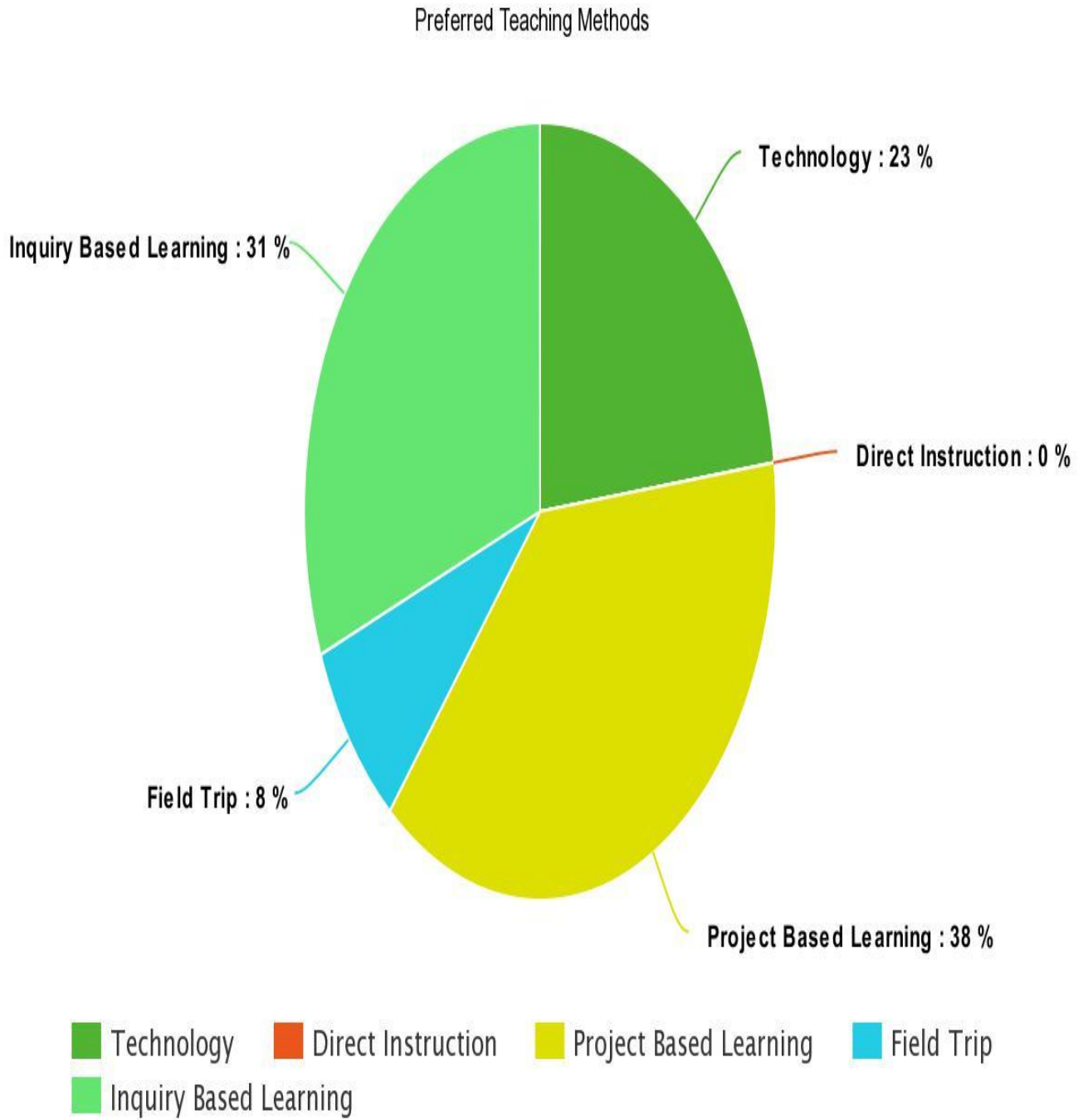
Preferred Teaching Methods

Figure 1. The figure illustrates the percentage of students who chose a preferred teaching

method.

Pedagogy Conclusion

The most preferred method of instruction was project-based learning while the second most preferred method was the use of inquiry based learning. Technology was the third most preferred option while field trips were not an option of very much interest. Field trips were not implemented frequently during the summer session which could possibly be a contributing factor to these findings. However, it appears that direct instruction is not something that students considered effective or desirable. Therefore, if you are going to implement civics based educational program, it appears that it would be beneficial to use project based learning activities as a teaching method along with technology. Inquiry based learning can be beneficial but direct instruction appears to not a primary option if it will be considered at all.

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Attitudes

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Week 1 Character, Culture and Consciousness

As the ULEAD pilot program began, on Monday morning, July 5, 2016, the events that led to the death of Alton Sterling, a 37-year-old Black male had recently transpired. Sterling was shot by police officers as he was held on the ground by two White police officers in Baton Rouge, Louisiana (ABC News, 2016). The video would be the first of many that would touch the hearts and minds of the families and students participating in the ULEAD program. It is through events such as the death of Michael Brown years earlier and the recent incidents that were taking place in Black communities around the country that formed the backdrop of the ULEAD program. During the first week of the ULEAD pilot program, the objectives and goals as well as defining the terms of character, culture, and consciousness were the focus. The objective was to

have students reflect on their own personal behavior while looking at how personal culture helps

reinforce certain behaviors and the decision-making process. One task the students were asked

to perform was to reflect on the question of why having values is important. Many students gave

answers that reflected their behavior regarding what they had witnessed in their own lives.

Responses that were given included behaviors such as smoking, having sex, drugs use, and

fighting was common among their answers. The goal was to get students to realize that without

values and the structures that are placed on a society, there would be no limits to negative

behavior. Although a clear teaching plan was ready for the first day, it became evident that the

death of Alton Sterling that morning had been on their minds as it was on the minds of the

Teacher/Researchers. Reflecting on that incident I got to the program site the morning of July 5.

I felt a foreboding that was voiced by Aaron Willis my co-facilitator in the ULEAD program. As

soon as I got out of my car he mentioned the shooting. The Sterling incident was already in the

public consciousness. We felt that our program was sorely needed during this time of soul

searching.

As the students started to file into the room at the Mathews-Dickey Boys and Girls Club

building in North St. Louis City, it was obvious that their minds were occupied. They seemed

weighed down by the events in the news. Not wanting to discuss such events that may have

seemed inappropriate for students in middle school, we awkwardly went about our written

ULEAD curriculum (What is ULEAD?, 2016). At a certain point, a very clear and almost

unanimous thought came from the students as if their collective consciousness was in accord.

"Why do we need to follow the rules when they gonna kill us anyway?" spouted one student.

"Why are they killing us?" said another? An attitude of why should we even try filled the room.

These students had volunteered for the program, but at this moment their attitudes boarded on

tempered anger. Many of the students broke out into impromptu discussions about police brutality and how unfair they felt the police were to people because of the color of their skin. We had to get the students back on track, but it was obvious where we had to go with respect to what was happening in the real world for the students. Allowing the ULEAD students space to vent their stress seemed the solution to the energy we were witnessing. We needed to find a way to help give voice to the frustration of the students. They wanted to talk about the confused state of understanding between police and Black people and other minorities groups. We were in uncharted waters feeling our way at this point. We asked the group if they had discussed the shooting of Alton Sterling with their parents. The room gave a resounding yes. Some even said they had stayed up all night talking with their parents about what happened and why it happened. As the conversation went into the area of racism, bias, and the need for social justice, we wanted to get our students to reflect on the conversation. They seemed to be lost in an almost ancient struggle they did not know existed. Having the students get together and construct a vision of what they saw as the current culture became the vehicle for them to show pieces of their own existence. After a mini-lesson defining culture (Appendix C), students were asked to create what they imagined was the composition of their own personal culture by asking them about the importance of certain events in their own lives and express that on poster board. Major themes that were repeated in the person culture posters include neighborhood, school community, sports community, and the posters also showed a very deep-seated sense of belonging to Saint Louis. The posters showed that no matter what was going on in regards to police brutality that was flooding the media; the students continued to feel a sense of pride in their community and their city. This sense of loyalty seemed to be at odds with what they seem to describe as the unfair treatment that Black people received at the hands of city and county police.

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Our discussions were meant to be reflective and engage students with notice to aspects of their own attitudes and behaviors. Hopefully, we could help them make connections between their own actions and how a person's actions and behavior have consequences. It was evident that the idea of police bias was in the forefront of their everyday existence through the discussions. The racial unrest that was unfolding in Saint Louis was being discussed at home, and it was part of their social consciousness. It seemed what was not being discussed were the choices that were being made by the individuals and community as a whole. How were they going to deal with a problem that seemed so insurmountable?

As our second day began, we again had the misfortune of being greeted by another extrajudicial killing in the morning news. CNN's lead story of the morning centered on the death of Philando Castile (CNN, 2016), which was recorded by his girlfriend, Diamond Reynolds as she sat next to him in his car. The shooting took place with Reynolds's daughter sitting in the back seat. This video was narrated by Reynolds, who had the presence of mind to capture the events on her cell phone, seconds after the shooting. The event was so vividly caught on video that it seemed to reawaken the collective fear many African-Americans have of the police. The shooting of Castile gave America its second view of what it was like, for African-Americans, to live in a place where their lives did not seem to matter. The students thought this event was shocking, even though there was a sense of normalcy to it. "That wouldn't have happened if he wasn't Black," one student shouted. The blatant shooting showed us a man, who was not a threat, shot and killed by a sworn officer of the law. The difficult part to explain to young African-American students is the fact that Castile had done everything to abide by the law and was killed regardless of his actions. How were we going to change the attitudes of young people whose very consciousness was consumed with the idea that their very existence was predicated

on the attitudes of the police? How were we going to help students deal with the trauma and dilemma they faced every day?

During the first week of the ULEAD Program, C–Sharp, a local Saint Louis musician and community activist was invited to come and show students how he motivated himself to become a successful rapper and activist. C-Sharp's activism revolved around helping young people make the proper choices in life.   He had something we did not have; street credibility which goes a long way with young urban youth. Sharp has garnered music awards in Saint Louis since 2011, which include awards for video making, song writing, and even an image award won in 2011 and 2012. As the kids started to arrive they looked at this new face as if they knew him already. C-Sharp wore hip-hop regalia: baggy jeans, a baseball cap emblazoned with his beloved STL, about which he wrote a song called *Saint Louis State of Mind*. Another hallmark of many performers is attitude and his attitude was very positive. He started with introducing himself, and to gain their undivided attention, he quickly began to list his accomplishments and awards. The tone he used was very matter of fact and at times he came off as blunt. Surprisingly, the kids seem to warm up to him quickly. He began talking about the choices that he made as a kid and how he had changed to a more positive person. Emphasizing that the choices they make today would affect them as adults. He spoke about becoming a writer and writing his raps when he was younger. He used words like determination and discipline to describe how he became a musician and ultimately an activist. One student mentioned how he liked the fact that he did not curse in his music. At one point he started to play a music video of a song that talks about Saint Louis City and the neighborhoods with which most of them were familiar. The questions they asked were mostly about how he began his career as an artist. As the talk went on many students began to ask him about the events they saw in the news. They mentioned the deaths of Philando Castille

and Alton Sterling which had been on their minds for the past couple of days. He responded with the idea that the only way to change things is to vote. He challenged them to learn the issues and be aware, so they could be agents of change. C-Sharp's message of empowerment focused on taking advantage of the ballot box when it was their turn to make a difference. Students were aware that their parents voted, and they seemed to be aware that it would be up to them to engage the system in order to change it.   Although as C-Sharp began to admonish Black communities in St. Louis for not voting, many students took umbrage and responded as if they did not believe him. Many students loudly told him that their parents voted in the last election, but had nothing to say when he asked about mid-term elections. Many of them did not understand what a midterm election was. We made a point to note their responses and told him that we would be dealing with the election process in the coming weeks. He began to talk more about his experience and the choices he made to become the person he is today. Speaking about the strength it took to be different, seemed to strike a chord with students. Instead of hanging out and doing drugs, he studied for tests which helped him graduate high school and move on with his life. He talked about his love for writing his raps and songs. Many of the kids seemed upbeat as they questioned the guest speaker. A few students who had not participated on the first day began to include themselves in the discussion with C-Sharp. They seemed positive and upbeat and willing to participate. One student spoke about how she stays away from the kids in school who smoke pot and engage in unsafe behavior. She elaborated, "They do bad things like smoke and even have sex. I think I'm too young for stuff like that." Other students spoke about how hard it was to be a good student when so many kids are into negative behavior. After C-Sharp's presentation students filled out of the classroom, and as they said their goodbyes, we heard one student say, "I enjoyed today better than yesterday. It's not as boring as I thought it was gonna

be." As we wrote down our reflections of the day, we noticed many students were still wary of

us, but we took encouragement that they continued to return.

Week 2 Rights and Importance of Taking Initiative

Week two saw us explaining the Constitution of the United States. Students viewed two

videos that explained the idea of having rights in a democratic society (International IDEA,

2014). After the videos, the class was asked questions that were meant to spark discussion. The

theme of these discussions dealt with rights and responsibilities. Students did not seem to truly

understand that citizen responsibilities strengthen individual rights. We specifically discussed the

Bill of Rights and the 14th Amendment. Teacher/Researchers gave mini-lessons on Equal

Protection clause of the Constitution which deals with states denying any person within its

jurisdiction of their rights. States should not deny any person equal protection under the law.

After explaining what equal protection meant, we asked the question; how does a clause like this

affect you or people you know? At first, one student began to speak about how they did not feel

that the law protected them equally. Another student began to speak about LGBT individuals

and how Black people are treated in society. The students began to turn to each other and

discuss the question without being prompted. As we walked around listening to their discussions,

we noticed students were highly engaged in the question. Of the conversations that were taking

place, students expressed dismay at the police for the way they treated people of color and gay

and lesbian individuals. At times, we noticed a few students seem uncomfortable with the

conversation. We made it a point to steer conversations away from lifestyles and toward the

rights of individuals. While facilitating the conversations, it became clear that the views of the

teachers were being included with the students. We gave our opinions as part of the discussions

as well. If we were going to radically change how these students felt about their community, we had to engage students on an activist level (Stetsenko, 2014) (See Transformative Activist Stance).

Since our goals include helping students to engage and change their communities through an understanding of the civic system, engaging them on a critical level was key in getting them to reveal their points of view about how they viewed government agencies and policing policies. They readily criticized police policies that stopped them in the streets for no reason. They had ideas that things were not fair; however, they did not know of ways to counter such oppressive actions by the state and local governments. Showing students how the Constitution provides for individual protections was a start. Another way that we were able to deal with the need for students to deal with the problems they encounter in their communities was to introduce them to the idea of community activism. Students expressed a need to influence change in their communities. The attitudes of students began to change in a positive manner toward themselves and toward their communities. The delving into the idea of rights and the 14th Amendment seemed to spark interest.

During this period of the program, we invited community activist Kofi Khalfani to speak with the students about his community activism. Mr. Khalfani's work includes being an avid activist, teacher, and organizer. He also works for the Department of Veteran Affairs. The approach he used seemed to disarm the kids. He began by telling the kids of his personal narrative and what brought him to community activism. Mr. Khalfani background was of mixed-raced parentage, but he was placed in foster care and was adopted by White parents. This placed him in a unique position to talk about racial bias due to his experiences being raised by White

parents in a White community. He told them how as a kid he was often singled out due to his

skin color – not just by his community but in his own family as well. He stressed that he did not

think they were aware of the bias they held against people who did not look like them. There

were occasions when the discrimination was all too clear for him. He recounted times when he

felt explicit bias he had no recourse because no one in his community looked like or could

understand what he was going through. The kids were enthralled by these stories. He moved on

to the more activist-oriented point of view as his questions moved toward how students felt about

White intervention in the problems of the Black community. Mr. Khalfani's goal was to help

students to begin thinking about being self-reliant and to become agents of change in their own

communities. This line of reflection aligned with the goal of ULEAD in that it helped students

start to understand the power they have to affect change in their communities. Khalfani's

presentation helped to spur the ULEAD students to begin to understand community activism and

how it could be useful in impoverished communities. The message he imparted was for students

to become active in their own communities to effect the changes they wanted to see. When

questioned about the kinds of changes they wanted to appear in their neighborhoods, their

responses differed.

Week 3 Economy & Citizen's Rights

In the third week of the program, we explored the intrusive tactics that many local

governments employ to take advantage of the most vulnerable in minority communities were

explored. In the wake of Michael Brown's death in Ferguson Missouri, the Department of Justice

released a report showing how the local Ferguson government preyed on unsuspecting motorists

by fining and jailing those who could not pay exorbitant fines. As we began going over

definitions of terms like fines and violations, many students were not aware of many of these

tactics used by local governments to create revenue. Students felt confused and many voiced

opinions about the unfairness of such tactics against individuals in communities that could not

afford it. The meaning of the 14th Amendments in their lives as citizens of the United States was

revisited.

As an activity to show students the effects of such policies they were put into groups of

four and given two pages of an article to read entitled," 'Crazy' St. Louis County Municipal

Court System Fights to Survive" written by Ryan J. Reilly and Mariah Stewart (2015). Students

were asked to read and present the main ideas of the article to the class. Many balked at having

to actually read during the summer vacation. It may have seemed too much like mainstream

school to them. The program had sought to avoid students feeling as if ULEAD was an

extension of normal school programming by engaging them with topics that affected them and

their communities. The object was to have students critically analyze the Ferguson government's

attempt to revamp its Municipal Court system as a result of the Justice Department's mandate for

change. As students formed groups, read the article and took notes, TRs walked around

answering questions students had about the article. Many found it surprising that a person could

be jailed for not paying a fine or a ticket given by police. The class was informed that the

practice was widespread particularly in urban areas of many states including Missouri. A few

students began to talk about their parents being stopped in St. Louis County by police and given

tickets even though no violation had been committed. They seemed to understand that such

tactics were common in the county (Reilly & Stewart, 2015). Students created mini-

presentations after the reading portion of the activity was over. Many students had taken notes

and actively marked up articles for their presentations. Student presentations reflected the clear

injustice that Ferguson residents had to endure including debtors prison, an ancient punishment from the 19th century. As the unfair policies that were being used to justify the unfair treatment of many in Black communities were discussed, students seemed visibly uncomfortable with the way the system was used in their communities. Students again gave voice to the disparity based on race. Students were asked to discuss solutions to the "over-policing and unconstitutional practices" employed by the Ferguson government. Ideas given by students included; forgiving excessive fines, dismissing unfair cases, and abolishing local laws that required jail for those who could not pay. Students also mentioned that they saw people marching and protesting policies that are unfair to many people of color. They indicated that their interest in participating in the civil unrest that was transpiring on television and other forms of media. As we read articles and watched news events from the internet, students began to raise questions that went beyond the simple understanding of the content of the articles. Many began to want to know how they could become involved in combating the problems they see in society.

During this week educator and activist, Sir Ervin William came in to speak to the ULEAD students. While he began with a prompt dealing with the idea of "manhood," the female students actively took part and gave their ideas of what they considered manhood was. Ideas given included; taking care of one's family, doing what's right, not being a follower, and finishing school. The TRs wondered what effect this would have on the female students, we were surprised that the females had definite ideas of what character traits a man should have. One particular student looked at Marilyn Mosby's image as she was prosecuting the officers indicted for the death of Freddy Grey and said, "I wanna be like her cause she is doing the right thing no matter what anybody says."

Week 4 Legal Representation & Community Responsibility

Week four's themes dealt with attitudes toward bias and racial profiling. We had scheduled former Police Officer turned Chaplain Glenn Rogers   He had worked as a Police Officer in the East Saint Louis area for more than fifteen years. Teacher/Researchers introduced the theme by having a discussion about police profiling of African Americans and other minority groups. We asked if they knew anyone who had been stopped by the police, but no one answered immediately. After a while, one student raised his hand and answered affirmatively that his friend had been stopped. Another student replied about her older cousin having been stopped by police while walking in his own neighborhood. Other students began recalling the times a friend or family member had been stopped or arrested. The next question asked was about the nature of the stops. We also asked them why they thought police stopped these people. One student readily admitted his family member was probably smoking weed when he was stopped; however, a majority of the students could not recall any major reason their family members were stopped. One student blurted out "because of their skin color!" The idea that police stopped people in their neighborhood because of skin color, did not sit well with many of the students. Most of the students lived in the northern part of Saint Louis where there is a high crime rate and low employment. Many of the students seemed resigned that this sort of thing happens on the "North Side." Students had this notion that since they lived in predominantly Black areas that White police officers would stop them because they were Black. Students were not sure what the term bias meant, so after a quick mini-lesson, we began a more in-depth discussion of implicit and explicit bias. We began by asking the students questions involving

explicit bias. One question we asked was how students felt about treatment by local police. It seemed clear that many of the students felt police did not treat people fairly in their communities. Many had respect for police, but most reacted negatively when asked if they ever considered joining the police as a career.

When Glen Rogers (Rogers, personal communication, 2016) began his talk with the students, they were ready to engage him. He spoke with students in a very serious tone. He repeated many times that the main reason he was there speaking with them was to "keep you alive." He began by talking about why he thought many African-Americans ended up being killed by the police. Rogers introduced the students to the mindset of the average officer working on the street in Saint Louis City. "Their job", he said, "is to get home alive." He made a point to show that police are no different from anyone else. They have families just like each one of you has a family. The one big difference he pointed out was that they have more of a chance if being shot and killed by someone for doing their jobs. As a result, he explained, they have to assume everyone has a gun. It was a point they had not taken into consideration. To compensate for their lack of knowledge about police tactics, Roger's goal was to show them how to survive being stopped by the police. There are a few steps he tells the students to survive if you are ever stopped by police. Step one, he explained, "Stop the car and turn off the engine." Turning off the car shows the officers that you do not have any plan to escape. The second step, he advised them was to "take your wallets out of your pocket, remove your identification, and place it on the dashboard." He said,"If you want to stay alive, you must not reach for anything unexpectedly." "Have everything ready out of your pockets, so there is no excuse for them to think you are reaching for a gun and shoot you!" He said these words rather loud and emphatically. They seemed amazed at this simple piece of information that they had never

thought about. He advised them to tell family and friends about this. Since most of our students were so young, we wondered if they understood this life-saving information. Glen Rogers spoke to a captive audience that seemed to be totally enthralled by this life-saving information. Many of the students told us they had never heard the tactics Mr. Rogers explained to them, but they were sure it would help them when stopped by the police. As they were leaving, over half the class stopped to thank and ask him additional questions. Many left with the hopes of sharing this information with their own families.

One student had come to class viewing the ULEAD program as a place to hang out with friends. We had come to this conclusion because she did not participate fully in the activities initially. Her constant outbursts seemed to be meant to get the attention of the other students. In the beginning, we thought that her choice to not participate would influence the other students. We began behavior interventions like private conferences to see if we could find ways to motivate her to participate in the activities. The conferences did not seem to have much effect. After about a week, we began to see a marked change in this student's attitude. The catalyst was not from TRs trying to develop relationships with her since there was not enough time to forge any meaningful bond. We began to notice changes when other students began to ostracize her as the program got more in depth with issues they felt affected their lives. They wanted to participate and mostly be heard. Not wanting to be left out of the learning community that was developing, the student's attitude began to change slowly. The first thing we noticed was that she stopped trying to get attention from the other students with constant outbursts of laughter. The second thing we noticed was that she began participating in the daily activities. It seemed that the group dynamic seemed to alter her behavior. The other students wanted to learn about topics that would help them deal with the turmoil that they were dealing with every day.

Week 5 The Political Process

The five weeks that comprised our program saw students gain some idea of what an officer might go through on an average day. Students seemed to realize that mouthing off to an officer would not translate to any positive outcomes. They did realize it could get them killed. During the fifth week, the TRs wanted to make the connection between the politics and the real world meaning of the decisions citizens make when they do not get involved in the civic process. We read excerpts from Michelle Alexander's book, *The New Jim Crow: Mass Incarceration in the Age of Color Blindness.* The excerpt dealt with the how the legal system uses race to perpetuate the disparity of Black citizens in prison or those in some way connected to the penal systems, and how they become labeled as a result.

> "In the era of colorblindness, it is not longer socially permissible to use race, explicitly, as a justification for discrimination, exclusion, and social contempt. So we don't. Rather than rely on race, we use the criminal justice system to label people of color "criminals" and engage in all the practices we supposedly left behind" (Alexander, 2010, p 2).

Students seemed to realize the truthfulness of this statement, and they connected it to their own lives. One response was, "Many of us don't go to jail, but we are treated like criminals. It's not just criminals that get treated like criminals." This student's statement reflects the understanding of how the system treats African-Americans as second-class citizens. Another student intervened with, "People who go to prison can't vote." The students seemed to reflect the cost that prison has

on the community when people don't vote. "But many of us don't vote anyway," another interrupted. Two ironies were being understood: one was the fact that you do not have to go to jail to be seen as a second-class citizen. The second irony is the idea that many in Black communities do not take advantage of the voting process, but are upset at the condition of their communities. The idea that things have changed very little for African American since the codified rules of the Jim Crow Era was starting to become apparent, but for other students thought things were not as bad as some people think. One student, who didn't agree with the statement, seemed to be agitated at how things were portrayed. "I think things are better. If you commit a crime you should be put in jail and treated bad. "You are a criminal!" "But what about people who don't commit crimes? We still get treated like criminals." This student's argument seemed to help the others understand the precarious predicament many young people felt they were in. The argument could have gone on, but the point that the rights of many people are abridged because they are still considered criminal after they have paid their debt to society. Though many of the attitudes seemed to veer toward the negative and against how rights are being taken away from many, other students felt that criminals should get what they deserve. The discussion was heated and most students participated and gave their points of view.

Attitudes Conclusion

The examination of attitudes toward the police is difficult to judge. Urban youth are almost expected to have negative feelings toward police in underserved communities. However, the research shows that young people tend to have positive attitudes towards police (Friedman, Lurigio, Greenleaf & Albertson, 2004). It is not until they are exposed to the actions of police directly or indirectly that positive attitudes change toward the negative (Friedman et al., 2004)

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Directly through programs like stop and frisk where the police can stop them on the streets with very little cause and indirectly through the stories they hear from older family members who have had negative contacts with police. It was clear to the Teacher Researchers of the ULEAD program that students were affected by the overuse of power by law enforcement. The ULEAD goals were to monitor attitudes and evaluate any changes noticed in attitude after academic interventions. The attitudes of students were observed as events transpired in Ferguson and other cities. In the beginning of the pilot program feelings boarded on hopeless to anger. The deaths of African Americans at the hands of police officers not only affected our students but their families as well. We noticed students were visibly upset at transpiring events through the course of the program. Students were eager to discuss the events like the deaths of Michael Brown, which had occurred two years prior. Why was this event so palpable in their lives? One answer could be the protests and overflow of media interest. Another answer could be the idea that Brown's killing struck a nerve in African-American communities so deep and traumatic that this incident could not be dismissed or explained away as everyday racism. Seeing Michael Brown's body lying out in the open for hours to many became symbolic of the denial of humanity that African-Americans have had to endure for centuries. The iconic death of Michael Brown sat in the consciousness of ULEAD students as well as the Teacher Researchers. It was a constant reminder of what could happen to all of the participants of the ULEAD program.   Many African-Americans see protests and negative attitudes as ways of showing how they feel about the injustice they experience on a regular basis. The death of Philando Castile on YouTube also added to the stark picture that many in African-American communities already had. Families had to deal with events any way that they possibly could. Discussions of bias, brutality, and racism permeated the homes of many Americans whether they were Hispanic, Black, or White.

These conversations in homes along with community discussions are attempts by ordinary people to deal with extraordinary events. Young people leaving their homes found no solutions to deal with the anger and trauma they experience by events they have no control. The results of the ULEAD pilot program at Mathew Dickeys Boys and Girls Club show that these events do affect the attitudes of African-American youth. Teacher Researchers observed the attitudes of students as they engaged in civic awareness activities designed to get them to notice the possibilities of civic engagement. We observed throughout the program that the civics-based educational intervention had an overall positive impact on the attitudes of the students.

Civic Engagement

Week 1 Character, Culture and Consciousness (*See Appendix C*)

The following interview question was asked of participants after a phone interview after the implementation of the ULEAD program: *How can a person's character influence the society that they live in? (See Appendix A)* Upon initial exploration, students were immediately aware of the weight a person's values and character transmits to how one relates to others within the community and how the overall environment fairs. One participant explained how "you as a person either affect and infect the people that you come into contact with, whether it's good or bad." This student expressed the impact and influence one can have on others whether through latent or immediate interaction. Two other students were in accord with this idea that people can influence the pursuit of a negative path beseeched by "trouble", or the positive path that "makes things easier to live within the community.

Week 2 Rights and Importance of Taking Initiative(See Appendix C)

In discussing constitutional rights, many of the students were engaged in two short videos created by the International Institute for Democracy and Electoral Assistance (International IDEA, 2015) explaining what a constitution is and why it matters. Some students gave compelling reasons on why they did not want to run for office. Some said they would be looked at as dishonest; others said they did not want to disappoint people. Many students explained that they voted for classmates only because they liked them. One student said, "Stay focused, stay on task; so we can ask them questions about what we do and don't want in our community."

On the third day of the second week, guest speaker and community activist, Kofi Khalfani introduced himself and how his upbringing was deeply affected by how his community affected him. He explained how bigotry and racism affected him as a mixed raced person and how that treatment has defined his point of view on character, culture, and his consciousness in the United States based upon what students had discussed the previous week. Khalfani conducted a Four Corners Debate strategy geared around voting, crime in the community, dressing properly, and influences on justice. Students were highly engaged as they expressed their competence in critically analyzing social elements that impact their communities. A student astutely expressed the meaning behind the phrase "Black Lives Matter versus All Lives Matter." She retorted that "Black Lives Matter" hash tag doesn't have a period behind it which means it does not exclude nor limit. "But we don't know what comes after which is why the phrase stands as it is. It's not our responsibility that people choose to misunderstand it". This student openly scoffed at the idea that placing attention on the Black lives impacted by police brutality obfuscates the values placed on other people's lives. By exchanging and discussing the values and character of individuals, both speaker and students demonstrated the power of impact on

one's community. The student finished saying one must understand the hash tag Black Lives Matter in order to have an impact on their community.

Upon exploring the election process and how elections can change communities, student's point of view on elections fell into three categories of interest. One category of *Skepticism* indicated a general lack of interest and trust in elections. Despite the wording of the interview question asking students, *positive aspects of the election process? (See Appendix A)* Students interviewed after the program neither expressed their disfavor for political elections nor could to a great extent elaborate on the positives of the election process. Students were either completely indifferent to the entire election process, or spoke in cynical terms of how President Obama was elected "simply because he was Black" although the president did accomplish some things or perhaps pass some measures during his presidency. The second category, *Structure/Stability*, was based upon student's general sense of an election and their traditional intended purpose. Many responses brought up the empowering aspect of the people choosing or electing someone to office. Meaning that the position itself holds a level of responsibility and respect for people the office is meant to serve. A student explained after the program that it's "helping us get the right people, the presidential election to see who runs the nation, I think it is very important." This speaks from a sentiment outlining the exercise in civil liberty as opposed to a civil right. The third category of responses was in the area of *Self-efficacy and Empowerment*. Whether voting someone into office or voting on an ordinance or initiative that would be put into place, the students believed that "if you can explain yourself, you can vote" so that one's voice can be heard or their intent through the ballot was the most important aspect of the voting process. Another student intimated within the classroom discussion that "everybody's voice matters and it's not broadcasted enough, it's not spoken enough that your voice

matters...everyone should know that their voice matters." This student expresses the urgency of people knowing that their opinion has an impact and influence on their surroundings. During Kofi Khalfani's activity, some students expressed that voting was important because particular issues would be addressed if you vote for the candidates, the candidates would advocate for you. Thinking beyond the specter of choosing one candidate over another, these students spoke to the very ideal of one's own sense of value and how it is validated through the electoral process

Week 3 Economy & Citizen's Rights*(See Appendix C)*

When asked the interview question by some participants after the ULEAD pilot study: *Think about what your community needs. Now tell us what fines and fees do you find necessary? Why do you feel this way? (See Appendix A)* by in large students who responded to the ULEAD interview questions after the program agreed that fines and fees necessary for common infractions that impede the growth and stability of neighborhoods. During the ULEAD discussion sessions, we introduced the concept of fines in the form of traffic tickets, salutations and court costs. We also talked about the function and importance of bail bondsman. We went into how collateral is used and consequences of not complying with the bail bondsman. The students reflected on what valuables they could use if met with the possibility of having to post bond. We also discussed main ideas of an article that touched on unfair ticketing practices. Students were broken up into groups and discussed articles that touched on injustices. There was a total of four groups and the students wrote a reflection about how they felt about each article that was read. When questioned, ten of thirteen students agreed that fines for the top four offenses that were necessary were littering, speeding, running stop signs, and vagrancy. Students reflected on how these offenses protect people and neighborhoods and one student even related

littering to its impact on "global warming and plastics the eventually make their way to oceans." Whether on a micro or macro ecological level, students were able to connect how some fines were necessary preventative measures to ward off behavior that keeps their surroundings up to their standard. Conversely, students were quite decisive in what fines they were not in favor and believe should be eliminated. For example, participants who responded to the interview questions thought that fines for long grass, and minor non-moving violations like broken tail lights were noncompulsory. A student immediately attributed her experience to unnecessary fines for police harassment. She intimated with the ULEAD session about the economic impact that "I know stories of friends (peers) who have gotten tickets. One friend got pulled over for broken tail lights and it doesn't make sense because the light was dim not out, she went to court and the judge passed it but the officer is still keeping tabs on her. So now she feels unsafe." This student clearly highlighted how minor fines and infractions can open a door to unwanted attention that could lead to the community not feeling safe or achieving a level of justice within their own communities. Upon reflection of the injustices that take place in the criminal justice system, the students came to the conclusion that money is needed along with knowledge to deal with the legal system.

The ULEAD session on the 5th day of the 3rd week engaged in two specific activities with the purpose of continuing to connect participants understanding of rights and responsibilities with one's character and values. On this particular day, students reviewed citizenship ideas behind rights and responsibilities by presenting their assigned research topic on rights and responsibilities to the overall group. Afterward a guest speaker, Sir Ervin Williams who engaged students in a reading prompt and discussion about character and value through word association directed toward the attributes of a man. By the end, the words that were being

used to create discussion in describing the attributes of a man were tied into the how students are seen by the public versus the way they see themselves. Terms such as smart, honest, and resourceful resonated with students in how positive characteristic can be derived from more negative circumstances. Mr. Williams emphasized the importance of understanding who they are and standing by the truth. A student demonstrated understanding of these ideas of character and citizenship by displaying a continued sense of duty toward the community by stating "it depends on how good of a person they are and what they think they can do to fix their community and make their communities better… I think that it's important to have a character."

Week 4 Legal Representation & Community Responsibility *(See Appendix C)*

When asked about community needs of students (Appendix A), a student responded to interview questions after the program by stating "Communities [It's about] how we are treated. The community comes together to bring back profit." Whether known or perhaps understated, this statement made by a student connected the importance of economic sustainability to a person's civic duty. In a case study review of the Freddie Gray, TR's discussed the topic of law enforcement. ULEAD students explored this topic by examining different aspects of these events. Students learned to become familiar with the case by reading newspaper headlines, watching CNN, MSNBC, and Al Jazeera news clips, and raw YouTube video of Baltimore protests. They were taken from the beginning news reports of Freddie Gray in Baltimore and sequentially followed important events that transpired all the way to the acquittal of all police officers involved in the case up to that very day of discussion. Amidst the discussion, students established distinct parallels, comparing the case to what they had experienced firsthand in Ferguson. After ample discussion and analysis, students were presented with a parallel story to

the overall tension and destruction that took place in Baltimore, and learned about an African-American owned business within the heart of the same Baltimore community where looting and burning had taken place. The news video produced by Al Jazeera (Aljazeera English, 2015) brought up a distinct statistic that mentioned that the more African-American owned businesses that were in the community, the lower the crime rates. Students went on to discuss how opening a business plays a significant part in how families are raised and how they take care of their own families and neighborhoods. When the student quoted previously spoke about bringing back profit into the community, it was by no means a fleeting statement but a demonstration of understanding of how businesses play a vital role the in the economic and political justice of their own communities. One participant expressed how the collective esteem of her community can motivate change toward prosperity. In reflecting about their neighborhoods and those that become elected officials, students asserted that it is quite important for their areas to have stability. One of the common themes among student answers was accountability for/to elected officials. This connected to our coverage of government systems on the 4th week on the 4th day. 57th District Missouri State Representative Karla May visited the ULEAD the program to bestow some extemporaneous ideas of how and why civic engagement is important to start from an early age into adulthood. She informed the students on the importance of having an understanding of the political processes and how they affect them. While discussing racial bias and profiling, Representative May also spoke in great depth about the importance of ties between government and the economic well-being of the area. Representative May emphasized the importance of reading the Missouri Poverty Report. She connected data from the report explaining how the city of St. Louis had over 25% of people living in poverty in a concentrated population as opposed to other counties in the State of Missouri in the same category. She

advised that "life does not have a remote control; you have to get up and change it yourself".

May represents 37,500 constituents but only 5,000 actively vote in mid-term local elections. African-Americans outnumber Whites, Asians, and Bosnians by 13,000 in the city of St. Louis. May brought up the idea that lack of self-confidence and esteem when it comes to leadership in St. Louis is connected to why African-Americans disproportionately lack participation in local elections and initiatives that could help their neighborhoods. She also mentioned how lobbyists and larger corporations influence politics to a large degree because most citizens relinquish their attention and at times civic responsibilities after voting. One of the students interviewed believes that civic responsibility is about "making sure everything stays in order, holding them [politicians] to what they say... keeping up promises to the people that voted for them and just making changes." Another participant also upheld the idea of equality in governing by saying "Their main responsibility would be in office to try to manage and make them as beneficial to everybody as they can; equal for everyone." A student interviewed by National Public Radio also revealed his sense of duty in stating "We could go to our elected officials," he said, "our representatives that we elected, and talk to them about our concerns. And hopefully, they'll listen to us, or if they don't, we could take them out of office or something like that. Hopefully, they'll make a change because we elected them and we saw something in them that we wanted to happen."

Alternatively, many students were unaware of specific responsibilities as citizenship is concerned. Those students responded with "I don't know" or "I'm not really good at politics and stuff."

Perceptions of police. Despite the climate of recent police shootings of unarmed Black

men, the student's responses were somewhat uniform and surprisingly balanced in their perception. After the ULEAD pilot study, the students that responded to the interview question: *What do you personally think about the police in general?*(See Appendix A), students first acknowledged the presence and work of "good cops" that they know personally or know in a general sense and that not all are bad. Many had law enforcement officer within their families which really allowed them to see both sides of the issue. On the other hand, students were very clear in annunciating the problem that the police have in some instances of brutalizing and killing African-American men and women. Some responses given to the interview questions by students were as follows: "Personally, I think they are there to help us but given everything that has happened in our communities and all over the world." "I've seen police taking and dancing with kids, but the same time some are still abusing their power." Students acknowledged the strained relationship that the African-American community has with police departments despite their own appreciation for the police and their ability to keep their areas safe.

Changing law enforcement. Students were asked *If you had the ability to change two things about law enforcement, what would those two things be? (See Appendix A)* This question also revealed a desire to impact the community in a positive way. When students were asked to entertain the notion that given the circumstance how would they institute changes in the police department to address issues they found most relevant.

- **The training and use of tasers to subdue unarmed suspects instead of the use of firearms.**

One student believed that "Cops have a hard job but I think they need to use tasers and other ways instead of using guns to kill us."

- **Alternative techniques to excessive force when dealing with suspects**

A student intimated that "excessive force when it's unnecessary. Racial stereotypes, if you saw a Black person with a hood he doesn't belong in, they believe he's up to no good, that could be true but it could lead to someone getting persecuted and harmed when they didn't really need to. Most of the time it's used when they are not supposed to." One student brought up how African-American females were being targeted with excessive force conflict with Koryn Gaines in Baltimore and Charleena Lyles in Seattle.

More frequent and positive, and meaningful interaction with police and communities they serve.

Students sympathized with the realities that police officers deal with on a day to day basis and believed that an exchange in empathy would go a long way to better serving communities. One stated that "I just feel like it's sad that the ones that are doing good and they have to be put under the same stereotypes as the ones who are actually terrible like the ones who actually planting weed on you and framing you for it." Another student shared that "some are nice but the position they are put in makes it hard for them. You have to have sympathy for them, when they have to treat every day like it's their last day."

Issues of White privilege and discrimination should be addressed with police departments.

A student brought up the idea that "the ones that are [bad] should be locked up even though Black police get locked up for tasing or beating someone but a White cop won't go to jail for killing us." Another student said that "sometimes they just use that [privilege] as an advantage, as an excuse to shoot innocent people when they serve no threat to you."

Considering law enforcement. When asked on follow up interview whether students *would consider becoming a police officer? (See Appendix A)*, students were split down the line in terms of their willingness to become a police officer. Although their negation of pursuing police

work reflected more of student's personal career pursuit in deference to what police officers accomplish on a daily basis. The following student's account details what many students believed: "No, I couldn't do what they do. There's a lot of crime out there and I couldn't make it" While other students believed that justice had to be carried out and that "someone has to see justice through whether it's on the street or maybe as a judge." This led to responses for the next interview question.

Alternative careers in law enforcement. Lawyers and judges marked the alternative careers student would want to pursue within the realm of law enforcement and criminal justice. When asked *If you had the choice of a picking a certain career in the legal or law enforcement field (e.g. police officer, lawyer, judge) which one would you choose?* (See Appendix A)

As ULEAD participants took part in a lesson about how individuals are represented in court, the instructors reviewed the differences between a public defender, private attorney and self-representation. The lesson began by playing a video by describing the personal accounts of someone who works with a public defender company. He talked about the economic injustice of people who could not afford to pay tickets, fines to stay out of jail. He also talked about the poor conditions of jails. In understanding the injustices that take place within the criminal justice system however petty or egregious, emboldened many students to contemplate how they would affect change within an attorney's role in the court system. Another student stated that "I want to be a lawyer because it's something I think I would be good at and also because I want to help people sort out their problems if they are taken to court for something unjust. If someone sued them for something they didn't deserve to be sued for it would be nice for me to help them out and win them that case so that they don't get sued." This participant acknowledged a personal inclination toward law practice and connected it with helping his community by helping others to

navigate the criminal justice system.

Week 5 The Political Process *(See Appendix C)*

  In taking a trip to the polling place inside of Mathew-Dickeys Boys and Girls Club, students were exposed to the voting process with tangible artifacts, teaching from polling volunteers, and mock voting. They were shown voting ballots with the different candidates and parties that a voter could choose. Pollsters also pointed out that different propositions, ordinances, laws as well as judges were also on the ballot. A student mentioned how hard it would be to know and remember all these different people and issues. At that moment, she put herself in the place of the voter and began to understand the responsibility involved in the voting process. At that moment, many other students asked to participate in the mock voting since this would be the first time for all participants to have the opportunity to vote. Students walked away with a better understanding and realized how simple the process was.

 Conclusion

  Based upon personal character, students understood how one's character influences not just individuals but communities at large. In order for students to be impactful in their communities, they have a sense of morality necessary to have a positive, empowering effect on others. Programs that teach community development and empowerment would do well to speak to the character development required of young people looking to lead individuals as well as initiatives within their community. Student's perceptions of elected officials and the voting process seemed to span the gamut of disdain to a deep sense of personal empowerment and duty. These ideas currently reflect United States citizens' interaction with the political system. Throughout the program, students were exposed to aspects of the political system that many had not experienced firsthand. Whether students had a strong foundation or were not very inclined to

think about how politics even affects their lives, the question of how students are supposed to engage in the process remained is still open for further review.

Also given the opportunity and background, students are willing to engage in some capacity in community empowerment. From lay interaction, interpretation, and understanding of specific career paths in law enforcement, students seem to be willing to engage in systemic processes when they connect these systems with their local communities. This engagement is predicated upon reliable levels of accountability for police officers based upon interactions. Students with police officers within their families were able to see both sides of the issue and still agreed that police practices required reform.

Some students were reluctant to run for elected offices because they viewed politicians as dishonest because they felt there were unaccountable to the community to which they were elected to serve. Overall, they did not believe that ALL police officers were bad but they need to the following changes:

1) Use Tasers, not deadly force

2) Positive Interaction with police

3) Addressing police racial bias and privilege

Considering court fines and fees, students concluded that they would have to have a certain level of economic stability necessary to contend with these fines without being deeply affected. Much like the criminal justice system has ties to the political machine, students were exposed to ideas that incentivize their own financial progression and well-being. If there is stability in the home, there is a greater possibility for people in the communities to engage in alternative activities that do not result in a prison sentence.

Exposure and explanation to the myriad of topics that affect African-American and

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Latino communities are by definition impactful. In providing a tool for young people to examine their current living conditions, ULEAD set the goal of having an impact that would lead to community empowerment. As the program continues, political agency among young people will continue to be observed to determine the extent of the impact.

CHAPTER 5

DISCUSSION, LIMITATIONS, AND RECOMMENDATIONS

Discussion

This pilot study was an examination of the effects of a civics-based education program on urban youth through the lens of political agency and civic engagement and the factors that influence attitudes of urban youth toward law enforcement and their communities. The focus of this pilot study was to determine the most effective teaching methods to help urban youth understand the objectives of the program were explored. Data was obtained through daily observational notes from the instructors during the classroom sessions, surveys and structured interviews with the student participants. This section reviews, analyzes and discusses the findings of student perceptions of what the most effective teaching methods were as well as their responses to the questions that pertain to the civic responsibilities and duties that were presented within the program. The student's attitudes toward law enforcement were also examined. Evaluating attitudes will lead to an understanding of the major issues in underserved communities. It also gives us a way to evaluate if our interventions are effective. This chapter also discusses limitations within the study as well as suggestions for further research.

The primary questions were:

What is the impact of a civics-based academic program on urban youth?

Three fundamental questions framed the research:

1. **Which teaching methods are the most preferred in impacting the understanding of the ULEAD Objectives?**

2. **What are the factors that influence the attitudes police and urban youth have toward one another?**

3. **Can the teaching of governmental systems create a level of political agency within adolescent African American youth?**

Summary of Results

Pedagogy

The question for pedagogy was "Which teaching methods are the most preferred in impacting the understanding of the ULEAD Objectives?" This question is addressed based on the results from the teaching methods multiple choice question. The teaching method multiple choice question asked which methods of instruction the students found the most helpful. The methods that the students had to choose from were a. Technology b. Direct instruction c. Project-based learning i.e. working together in groups and hands-on activity, d. Field trips and e. Inquiry-based learning. Students also responded to the question which asked, "Why was the method you chose the most helpful to you?"

When the questions were asked, there was a total of nine respondents to the categories of the preferred methods of instruction that the students found the most beneficial. Some students chose more than one method when asked about which strategy they preferred. As a result, due to there being more than one choice made by students, there were a total of 13 choices rather than nine choices.

The most preferred method of instruction was project-based learning while the second most preferred method was the use of inquiry based learning. Technology was the third most preferred option while field trips were not an option of very much interest. Field trips, was not implemented frequently during the summer session. However, it appears that direct instruction is not something that students considered effective or desirable.

Attitudes

During the first week of the ULEAD program, Teacher Researchers had the chance to talk to students about their own lives. Through the themes of character, culture, and consciousness we were able to learn what students cared about, and we briefly got a look into what students viewed as good character. Students were aware of how they were viewed by the police and society in general. They realized that police view them as criminals even though they had not committed crimes. Even though they knew friends who were involved in questionable acts, they had the fortitude not to engage in negative acts such as drug use or violence. Many of the ULEAD students took pride in being St. Louis residents, but many thought the city government and police neglected their neighborhoods. They listed things like crime and trash as part of their experience on their personal culture posters. Many also displayed ideas of police brutality on their posters. The constant deaths of the Black men at the hands of police were constantly on their minds. It seemed as if students came to learn and to deal with the stress of the killings they were experiencing through the media. By the end of the first week, there seemed to be a sense of hopelessness in their voices. The idea that the feelings of African-Americans didn't matter to the police was prevalent among the students. We asked students if they had the ability to change two things about law enforcement, what they would be (Appendix C). Students answered almost unanimously that they would stop police from stopping people for no reason. One student said they felt "unsafe" around police even though they weren't all committing abuse. One student related a story about how a friend got pulled over for a broken tail-light. She told of how the car's tail light was working, but it was dimmed. Her friend was fined for what she saw as not even a minor violation. The student continued to share how she felt the police were, "there to

help us", but she continues to be "suspicious" of the police when it seemed police were almost "out get Black people." We asked another student the same question and they related how police should not arrest anyone for just "sitting around." Instead of harassing, police "should be helping." When we asked students why things should change regarding police, (Appendix C) one response included, " stopping police from killing Black people for no reason." When it came to the rights of individuals, students seemed to understand the idea, but could not reconcile the fact that police brutality was something they saw in their communities. They felt they did not have the same rights as White people. One example described how police had the right to stop them anytime for very little reason. One student described an instance of being stopped by police while riding in his parent's car. Students heard stories like these from family members and friends regularly. It is difficult to change attitudes when the system they live in continues to abuse the rights of people they know.   We asked another student about change in law enforcement (Appendix C). The idea of fines appeared again. Many students felt people should be fined for "not picking up their dog's poop" because nobody wants to live in a "dirty neighborhood." Another theme that appeared was, "people going to jail for something they didn't do." There was an underlying fear in many students that they would be fined or accused of something illegal. Themes like being excessively fined, being stopped by police for no reason, and being seen as criminals came up regularly in the data. The idea that the police were there to help them was prevalent in the discussion, but it was difficult for them to reconcile what they saw in the media.

When the discussion of Ferguson and the reasons why the community erupted was discussed, students felt their communities were being unjustly targeted. Unjust fines and debtor's prison made students feel abandoned and demoralized. They each knew and could recall

someone affected by parking ticket fines. They felt their rights as citizens meant something different than what the 14th Amendment states. Students also felt the system treated them differently solely due to the color of their skin. Many felt that African-Americans were also treated differently because of poverty. Students understood the double standard when it came to how they were treated by police. When TRs started to go over solutions to the problems that they began to feel like something could be done about the injustice. When students realized they could do something about issues they faced in their communities, we began to see changes in their attitudes. By the end of the program many students began to realize that it was within their power to change the system. In the beginning of the ULEAD program many students indicated that they would not consider a career in law enforcement; however, after the program was over, many indicated that they would consider a career in law enforcement.

The theme of community responsibility showed students understood that each citizen has responsibilities to their community. Students realized that something like speeding should be fined, but it was the responsibility of citizens not to break the law. They understood that the police had responsibility to protect them.   One surprising aspect that TRs experienced was that most people do not know how to respond when approached by police. Ex-policeman turned chaplain, Glenn Rodgers, gave all of us a new way of looking at and responding to police stops. Students learned that the most important aspect for them was staying alive when stopped by police for any reason. They also realized that policing is a dangerous job, and they too had an obligation to get back to their families. Most students said they would not want to be police officers.

We found that most students knew little about the political process, but were willing and motivated to learn when we visited a polling place on Election Day. We learned that they didn't

trust the political process due to the conditions of their neighborhoods. The political process in their minds did little to alleviate crime, drug use, and poverty. These were among the issues that colored their attitudes. We learned that students felt police were in their communities to take advantage or humiliate them with stop and frisk policies and fines that if not paid can place their family and friends in jails.

What are the factors that influence the attitudes police and urban youth have toward one another? There are many factors that influence how police and urban youth perceive each other. From our observations, we found that African-American youth feel they are viewed as criminals even when there is no crime being committed. We found that urban youth blame police for the condition of their communities. We found that urban youth feel disrespected in their own communities when police stop them for little or no apparent reason. We found the unjust killings of African-Americans by police without repercussion have engendered a feeling of hopelessness among urban youth. We found urban youth understood that they had responsibilities to follow the law and that when laws are broken, the city had a right to require fines, but not so excessive that the punishment outweighs the crime. We found that students felt police would judge them for being poor and the color of their skin. We found students were afraid they would be arrested or fined for very little reason. We found that many of them felt unsafe around police officers. We also found that many of the attitudes students have come from first-hand experiences, but many also come from stories they have heard about experiences older family members and friends had with police. We found that much of the anger came from feeling powerless about the situations they experience with police. We found that when students were provided with tools and opportunities to deal with their circumstances, their attitudes are subject to change. One example is when students and police officers engage in authentic relationship building programs,

the attitudes of both police and young people are more likely to change. One student said that one change he would make when it comes to police would be to have them come into the community to get to know the people. He felt that if police actually knew who they were policing, they would not judge people in Black communities so harshly.   Programs such as sports and mentoring programs have shown great promise in changing attitudes of police and urban youth. As the ULEAD pilot program started, we had noticed the anxiety students felt when discussing the idea of policing in urban communities. As the program continued its five-week run, we noticed a sense of agency that came from an understanding of how the court system and how voting works. Many students were reticent to speak about their feeling and what could be done about police abuse and even crime in their neighborhoods. As a result of the ULEAD pilot program, students began to understand that there are solutions to the problems of excessive fines and police abuses. As our students can be heard commenting from radio interviews on NPR (Singer, 2016) many of our students have clearly learned that alternatives to unchecked anger exist. They show that ULEAD students can voice their opinions about such disparity and give solutions to the problems they have to face in their communities. One major change in attitudes at the end of the program was that many students indicated that they were willing to explore careers in law enforcement. A marked change from when we started our pilot program. When we started the program, a majority of the students seemed be against going into the law enforcement field. It is difficult to tell if the ULEAD program was the cause of the change in attitudes regarding the law enforcement field. A larger study would have to be done to show if it had any effect. Though our program was a limited pilot study, we did observe changes in the attitudes of ULEAD students regarding the police in their communities.

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Civic Engagement

In order for students to be impactful in their communities, they must have a sense of morality necessary to spread positive, empowering effects on others. Programs that teach community development and empowerment would do well to speak to the character development required of young people looking to lead individuals as well as initiatives within their community. Student's perceptions of elected officials and the voting process seemed to span the gamut of disdain to a deep sense of personal empowerment and duty. Throughout the program, students were exposed to aspects of the political system that many had not experienced firsthand. Whether students had a strong foundation or were not very inclined to think about how politics even affects their lives, the question of how students are supposed to engage in the process remained is still open for further review.

Also given the opportunity and background, students were willing to engage in some capacity in community empowerment. From lay interaction to specific career paths in law enforcement, students seemed willing to engage in systemic processes connected to these systems with their local communities. Reluctance to running for office came as a result of lasting perceptions of politicians and corruption. They viewed politicians as dishonest because they felt there were unaccountable to the community to which they were justice system has ties to the political machine, students were exposed to ideas that incentivize their own financial progression and well-being. Exposure and explanation to the myriad of topics that affect African-American and Latino communities are by definition impactful. In providing a tool for young people to examine their current living conditions, ULEAD set the goal of having an impact that would lead to community empowerment. As the program continues, political agency among young people will continue to be observed to determine the extent of impact. Student's sense of

agency is reflected in their knowledge of political systems and their relationship to it. The greater the understanding is, the more extensive the experience, the deeper the commitment.

Relating Results to Literature

Pedagogy

There were several findings in the program that confirmed the literature reviewed. The culturally responsive standpoints based on the interpretation by Geneva Gay (2000) were identified through the hip hop artist C Sharp's appearance in the program. This was not only due to the fact that the students listen to hip hop, but he comes from the area that many of the students come from in the city. In addition to that, the presentation by Sir Ervin Williams who presented a story to the students about a young man who was their age, based upon Gay's contention, could have been a contributing factor as to why they appeared to be highly engaged in his lesson.

The inquiry-based learning study conducted by Sever and Guven (2014) showed an increase in scores was reflected in the lesson that asked the students what they would change about their communities if they had the ability to do so. In addition to that, the lesson by Sir Ervin Williams asked about the characteristics of a responsible human being. Many responses by the participants were based on Sever and Guven's contestation. Inquiry-based learning was an option that was chosen by several students when it came to the survey pertaining to preferred pedagogy choices that the students identified as the most effective.

When it came to field trips and having students travel for educational purposes, the study by Gallizi (2014) identified the student's choice of instruction preference was field trips at a 90% rate. However, when it came to the pedagogy choices, only six percent of the choices by ULEAD

participants were under this particular category. Perhaps this difference in preferred choices could be a result of the student population difference.

Project-based learning based on Ilter's (2014) experiential design study showed that the students outperformed the students who received whole group instruction. In addition to that, the additional study by Boaler (2002) resulted in the students who utilized project-based learning outperforming the traditional school setting students by three times when it came to the national exam. The students in the pilot study appeared to be highly engaged in the project-based learning activities such as the cultural identity poster and the debate topics. Based on the survey results which indicated that 44% of them preferred project-based learning, there appears to be some consistency with the high preferences in the survey as well as the studies indicating that this particular method is effective and preferred.

A technology-based instruction such as studies by Gambari et al. (2014) indicated the students who were exposed to multimedia instruction outperformed those using conventional teaching methods. In another study by Frey and Birnbaum (2002) indicated that out of 160 students, 69% of the student's attention was held through the use of PowerPoint presentations while 85% of the students reported that the PowerPoint presentations emphasized key points. Many of presentations and lessons in the program were delivered using technology and multimedia. In addition to that, 28% of the ULEAD students stated that they prefer technology-based instruction. This was the second most preferred choice on the survey which appears to be consistent with being a highly effective and preferred choice as the literature indicates.

Mock trial was not able to be implemented due to time constraints. St. Louis Metropolitan Bar Association to provide volunteers and coaches in order to run a successful mock trial. We learned that mock trials are typically implemented during the traditional school

year. We were unable to relate the study to any of the mock trial literature due to time constraints.

When it comes to other youth related programs, we learned that inside of Matthews-Dickey Boys and Girls Club that they have a variety of programs within their facility. They have athletic programs along with wellness programs along with relationship building types of activities. This relates to the qualitative study by Kraft (2001) where five after school programs were evaluated. Some of the recommendations were to have hands-on learning, reinforcement of academic skills and an evaluation of summative data in order to know how to make improvements for the future of the program. The pedagogy surveys which included hands-on activities as a preferred option ties in with the responses of the students and staff with that of Kraft.

Attitudes

After the first week of the ULEAD program, it was clear that the students held negative attitudes toward the police due to the disparities they see and experience. Students are exposed to such unfair policing policies in their daily lives, and it is a fact of life in their homes as stories of mistreatment are related to them by family members. Students had strong feelings about police in their communities who they feel treat them with disdain. In the literature review, Greenwald and Krieger note that police bring implicit bias toward the communities they police (Greenwald and Krieger, 2006). In addition, Eberhardt, Goff, Purdie & Davies, (2004), and Glaser and Knowles (2008) have shown that police equate black faces with criminality. The negative attitudes of students arise from what they see as unfair treatment due to the implicit bias of police officers as they police communities viewed as hostile and threatening. Urban youth have also given

negative ratings in surveys regarding their attitudes toward police even when they have had little or positive contacts with police (Leiber, Nalla & Farnworth, 1998). Student attitudes seem to align with what researchers have observed when police interact with urban youth. Students have also shown that the conditions of their communities also play a role in their attitudes. When students created personal culture posters, they included issues like crime and violence as major factors in their negative attitudes regarding police. Sampson & Bartusch (1998) supports the theory that social context can affect the attitudes of young people in poor minority neighborhoods. Students have indicated they blame police for the lack of community cohesion. They see the chaos in their communities as caused by police not doing their jobs (Bradford, Jackson and Stanko, 2009).

When we looked at changes in the attitudes of students during the program, we noticed positive interaction with our guest speaker, ex-police officer Glenn Rodger (Rodgers personal communication 2016). After students met with Rodgers, they were asked, what two things would they change about police interaction (Appendix A). They wanted police to refrain from stopping them like criminals so frequently. They felt police disrespected them when these incidents occurred. Many said they probably would think differently about police if such incidents did not occur. Scaglion and Condon (1980) research expounds upon the use of community-police programs that have had success in changing the attitudes of police and urban youth. One student's response to the question of how they would change the police was to have police, "hangout in our neighborhoods to get to know us." Students feel the police are intrusive in a community they know nothing about. The disconnect that often happens when police and urban youth interact is the result of simple not knowing each other. Young people, who were stopped, were more likely to report that they did not trust or respect the police (Friedman et al. 2004).

Finally, when looking at police brutality in predominantly African-American neighborhoods, if police were to engage African-American youth as individuals and not as potential threats, attitudes are more likely to change. Our students saw police as a threatening force (Skolnick and Fyfe, 1993). The community accountability hypothesis posits that police are seen as a quasi-military force whose role is to keep order in a chaos filled community (Skolnick and Fyfe, 1993). Student's attitudes toward the militaristic stance police have in minority communities correctly reflect Skolnick and Fyfe's hypothesis.

Civic Engagement

One connection between the literature and the ULEAD pilot study is exemplified through Claud Anderson's assertions about maintaining political and social structures (Anderson, 2001). Through interview questions, students vocalized the importance of upholding a clean and safe community by understanding how fines and citations can be used as a preventative measure to keep offenders from challenging the political and social structures of their neighborhood.

The creation of ULEAD as pilot study and possible future program follows along with the literature that membership to politically salient organizations leads to positive adult social interaction and political participation (McFarland and Thomas, 2006). This is consistent with student responses in regard to the ULEAD pilot study in regard to what possible future impact it can have on them. One student remarked how the class "opened my horizons." He thinks having more black-owned business would strengthen race relations. And he discussed learning more about the way democracy works — or at least the way it is supposed to work. He described how he could "take a stand" on an issue that concerned him" (Singer, 2016, p.4). This student's response connects directly to Gordon's work in helping African-American youth pursue both

economic and political empowerment through tailored teaching techniques that take into account their culture, economic climatic challenges, and opportunities (Gordon, 2009).

In addition, student interactions with guest speakers like Charnicolas Walker, Kofi Khalfani, Glenn Rodgers, and Missouri State Representative Karla May all had significant impact in tailoring students' point of view in regard to how they can impact their communities. In addition, the TR's maintained the most consistent presence in mentoring students toward different civic actions like mock voting, mini-debates, and a Socratic seminar which aided students in elevating their ability toward reaching "greater confidence and agency, empowerment and critical consciousness, and community connections"(Krauss et al. 2014, p 1550).

Limitations

Limitations throughout the ULEAD summer pilot program include time restrictions, student's attendance, and conflicts in the programming schedule with our sponsor Boys and Girls Club. Time restrictions hindered us from fully implementing the ULEAD program, so we employed the pilot as a result. The program was only during a five-week period during the summer. In addition to this, some of the students who were present at the beginning of the program did not complete the program with us. Also, there were some students who joined the program after it began. Student obligations included previously planned field trips and even family obligations. A few students were pulled from the program due to family obligations such as vacations. There were also some students who missed many days and were not present during some of the sessions so they did not participate in certain activities. The students in our particular program went on field trips that were already set in place which caused our attendance to have low numbers on certain days. Also, there were some students who were involved in other

programs during our session which caused them to miss out on certain sessions in our program.

As interviews were conducted, the following question was asked:

"9) What level of government do you think impacts you the most? (Federal, State, or Local)

Why?" The phrasing of this question is misleading because naturally all of these government

systems have an impact on the people's lives. Each level of government can impact you more at

one time than another depending on what action or initiative was taken in business or

government. I think the question should not count as qualitative data for this case study. The

demographic group was limited primarily to a middle school group of predominantly African

American male and female students. Based on limitations of numbers of participants which was

a small population size and the specificity of the population and objectives of this program, the

possibility of generalization is limited. Innate bias is a possibility due to the researchers creating

and implementing the pilot study program.

Implications for Future Research

The inclusion of more than one female guest speakers could be beneficial as we had

nearly as many females as males participating in the pilot study. Students needed some kind of

culminating project to piece all the different subjects and objectives to edify their interests in a

meaningful way. We think if students were able to participate in Mock Trial or Model UN or

Model Congress of some sort that would make a difference in terms of their interest level in the

program. We would also be interested in seeing how we could get students to participate in one

of those organizations during the school year. In addition, we would suggest conducting a

longitudinal research study to measure over time how the political education that these young

people experience transfers to specific community action. Based on the findings of the research,

there should be more research done to see if there is a possible connection between visual learners and the use of technology. This would be something that would be beneficial because of the pedagogical implementation survey and the responses of seeing something being beneficial to them. For the pedagogical survey, another question to ask would be to identify why the participants did not choose a particular method of instruction in order to understand why it is the least favorite or why it was not a preferred method. Adding more field trips would be something that would help because this could have possibly had an influence on why field trips were not chosen very often. Due to students choosing more than one preferred method of instruction, have a ranking order on future surveys for preferred methods of instruction. Students may have benefited from extended field trips to places such as courthouses and other civic institutions like the board of elections. We should consider creating a specific category titled- guest speaker. Perhaps that could be a method by itself that students enjoy rather than exist under the direct instruction category. This is suggested due to the high levels of engagement when a guest speaker came to the facility along with the fact that not one student chose the method of direct instruction. In regards to changing the attitudes of students and police, a study of authentic police-community interactions would be something to consider.

Overall Significance of the Study

Unique Contributions to the Study

In reflecting on one of the most influential points in recent history, the killing of Michael Brown by former Ferguson police officer, Darren Wilson, the Ferguson Uprising has played a pivotal role in how people in the St. Louis area as well as the rest of the world view relationships

between police departments and their communities. In light of this occurrence and others across the nation and the world, we decided to develop a program that could serve as a buffer between polarities in regard to point of view, representation, and participation. ULEAD (Urban Legal Education & Academic Development) could serve as a means to dispel myths and create conversation between the two sides of the contentious issues of law enforcement, police brutality, mass incarceration, community engagement, and empowerment. This cohort decided to examine how attitudes about police, the economic implications of civic engagement, and the pedagogy necessary to educate African-American youth. In greater detail how these aforementioned elements contribute to creating a successful program that would be able to address the needs of African-American youth and their outlying community so that they may become informed and empowered citizens that will not have to resort to destructive measures to be heard in regard to matters of inequality and oppression.

While this study does address the legal and civic operations of the communities in which the youth reside, it became very important to identify what the best teaching methods would be in order to implement a program that would address legal and civic operations. Creating scenarios and asking questions in a learning environment represents the essence of inquiry-based learning. We also understood that project based learning would be effective as means of putting what they learned into practice as a means of internalizing the concepts. In addition to that, we understand that our generation of students are very technologically sound and are accustomed to multimedia outside of the school setting in their personal lives. Culturally responsive teaching is an important component in instructional practices because it reaches the students as a means of making a connection to the culture of the learner. This enables the learner to see themselves in the instruction that is being presented to them. It is also important to take a look at other

programs to see what can be identified as effective and possibly implement it in our own program.

Another unique contribution was the real-time lesson planning that transpired during the incidents that transpired over the course of the summer. As TRs we had the opportunity to address the needs of students to deal with the acts of brutality through real-time editing of our curriculum. We used the time not just to help students learn the civics-based curriculum; we also provided them with space and processing tools necessary to deal with the stresses that come along with being exposed to such violent incidences. In addition, we viewed these issues through the lens of social justice.

New Knowledge Developed

ULEAD used culturally responsive teaching methods within a civic engagement program in order to impact attitudes and agency within African-American youth. Another idea that can be seen as newly created is emphasizing the importance of understanding various teaching methods is not a common practice in civics-based educational programs. We deemed it critical to understand what the most effective teaching methods were in order to deliver the objectives of ULEAD to our participants. Not only was the VARK questionnaire implemented in gauging how students learn, but a survey was also implemented in identifying which methods of instruction were the most effective. The new knowledge that we created was through the ULEAD program. This program targeted African-American youth utilizing culturally responsive instructional methods in order to connect with this population in order to emphasize the importance of civic engagement. In the beginning of this process, we were less than a mile and a half away from protests, civic action, and militarized police not only as teachers in the heart of Ferguson but also

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as doctoral students answering burning questions that would impact the field of education. Based upon our precursory analysis of the entire situation in Ferguson, we understood that visceral community action was not going to achieve the long-term results necessary to address these long-standing issues that have affected African-Americans in the area for years. We decided to devise a plan and curriculum that could potentially have long-term effects on improving attitudes toward police and as well as agency within African-American youth. This program was developed with the intention of these youth seeing themselves as being civically active not just in protests but also in different levels of government. In doing so, ULEAD increases the likelihood of students espousing these behaviors into their adult thus facilitating agency for themselves and future generations.

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Appendix A

Interview Questions:
The following contains interview questions that will be given to the students at final day of each weekly session

Week 1- Introduction to character, culture and consciousness

1. How can a person's character influence the society that they live in?

Week 2 - Who are the people that represent you?
1. What are some of the good things about the electoral process that you see helpful?
2. As a citizen, what do you now see as the most important responsibility when talking to the people that the vote into office?

Week 3 - Government's role in the economy
1. Think about what your community needs. Now tell us what fines and fees do you find necessary? Why do you feel this way?
2. Which legal fees and fines do you feel are not necessary? Why do you feel this way?

Week 4 - Law enforcement
1. If you had the ability to change two things about law enforcement, what would those two things be?
2. Why would you find it necessary to change those two things?
3. If you had the choice of a picking a certain career in the legal or law enforcement field (e.g. police officer, lawyer, judge) which one would you choose.
4. What is it about this particular choice that makes you feel that it would be best for you?

Week 5 - The court system

1. Which level of the court system do you feel affects you the most between the local, state or federal level?

2. Why do you feel this way about the choice you made for the level of the court system?

Appendix B

Aaron Willis ULEAD Survey

Pedagogical Implementation Survey

Q1: **Multiple Choice**

Which method of instruction did you find the most helpful?

Answer Choices

○   Technology e.g. Powerpoint Computer

○   Direct Instruction e.g. Person speaks to the group and you listen to them speak

○   Project Based Learning- working together in groups, hands on activity

○   Field Trip-

○   Inquiry Based learning e.g. A question is asked and a lesson is based on that question.

2. Why was the method you chose the most helpful to you?

Appendix C
U-LEAD Week 1:
Introduction Character, Culture, and Consciousness

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 -11:50	Session 4 12-1:30pm 1:50 - 2:10pm
DAY 1	**Why we need you to lead?** 1.Introduction to program and explanation of its purpose. 2. Questionnaire of specific situations and scenarios & how they would address it.	**Lesson:** Components of Character and Culture. Explanation of what character and culture is.	Activity/Discussion: Who am I, what are my interests. Students discuss their interests and what they could change about their communities if they were able to make a change. What issues do the students find the most important	
DAY 2	VARK Assessment- 7.8 Learning Styles	Guest Speaker: Speak about cultural biases, norms, mores and taboos.(Target someone for Character Ed. Department)	Activity Artistic Representation-What are the characteristics of different cultures? How does their environment influence their culture? Students will name their streets, landmarks in their city, favorite sport etc.	
DAY 3	Personality Assessment in the computer lab. On line	Guest Speaker: Character Education (Understanding the importance of knowing your environment: make sure guest speaker touches on what they know now in comparison to what they knew back then)	Continuation of Activity Posters-Personal Culture Poster	
DAY 4	Discussion of current affairs in the news that deal with community and police relations	Importance of Goal Setting: Define SMART Goals and students will write down goals that are short term and long term. Students will be shown how to set up the time, measuring ability, realistic degrees of the goals and the proper time frame.	Students will present their artistic personal culture paper and describe each artifact.	

ULEAD: THE EFFECTS OF A CIVICS-BASED EDUCATIONAL PROGRAM ON URBAN YOUTH

ULEAD Week 2- Civic Engagement:
What are my rights? Taking Initiative
Missouri Standards SS. 1.6, 1.9, 1.10

Date:	Session 1 9:00a.m.- 9:50 a.m.	Session 2 10:00a.m.- 10:50a.m.	Session 3 11:00a.m.-11:50a.m. Lunch 12:00p.m. -11:50	Session 4 12:00p.m.- 1:30pm 1:50p.m. - 2:10pm
DAY 1	What is the constitution? Video that explains the constitution. Student discussion on running for office	Bill of Rights Presentation: What is the bill of rights- PowerPoint Presentation	14th Amendment and Violation of Rights Presentation and Discussion	
DAY 2	Human Rights and the 14th amendment & Systematic Injustices	Personal Experiences about Systematic Injustices Discussion and shared by students pertaining to their own experiences and or family members	Videos that deal with historic examples of discrimination such as the Vineyard in Napa Valley where the African American Women were kicked off of the train for "Laughing too Loud" and the Wild Wings Cafe incident where black folks were kicked out because a woman felt threatened by their presence.	
DAY 3	Constitutional Court Cases Research that pertains to human rights: Computer lab research on the internet	Guest Speaker Kofi Khalfani- Campaigning and Organizing & The importance of community activism and agency	Importance of Self Esteem and What needs to be done within the community	
DAY 4	Explanation/Tutorial: What is an initiative? How to debate for or against an initiative. 1. Show a clip of Great Debaters which explains how to debate a topic. 2. Model how to debate a topic	Research topics in the computer lab that were selected for students to debate on such as: Mixed Gender Bathroom, School Suspension, Sex Education,	Give the directions and rules for the debates. Debates will begin among the teams and their particular topics. Affirmative vs Negative	
DAY 5	Continue with debates	Continuation of debates: Open up the floor for questions	Close out debates and summarizing the purpose of debating initiatives	

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ULEAD Week 3:
Government's Role in the Economy & rights as a citizen
Missouri Standards 3A. R / 2.C

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 -11:50	Session 4 12-1:30pm 1:50 - 2:10pm
DAY 1	Great Debaters Movie	Great Debaters	Great Debaters Movie- enhance critical thinking skills- Question and Answer sheet to go along with the movie.	
DAY 2	What are fines in the form of traffic tickets, citations and court costs?	What is a bail bondsman? What is the purpose of a bail bondsman?	Activity: Unfair ticketing practices article-Students will be broken up into groups and student groups touched on each portion of the article that is assigned to them. Students will then write a reflection on what their experience was .Article on Unfair ticketing practices	
DAY 3	Field Trip No class Matthews Dickey Field Trip			
DAY 4	Rights and Responsibilities: Rights and Responsibilities Scenarios will be given to students in groups and they will answer the questions	Guest Speaker: Glenn Roger Responsibilities within the African American Community	Guest speaker continued:	
DAY 5	Rights and Responsibilities: Group Presentations to entire class	Guest Speaker: Sir Ervin Williams What is a responsible individual/human being in words	Scenario was given and the question was asked if this represents a responsible adult or a definition of a man. Debate starts among the students. Close out with students understanding who they are and the importance of standing by the truth	importance of opening and closing statements and what makes each effective

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ULEAD Week 4:
Legal Representation & Community Responsibility
MO Standards 2.A

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 - 11:50	Session 4 12-1:30pm 1:50 - 2:10pm
DAY 1	Public Defender, Private Attorney and Self Representation 1. Video of Public Defender speaking on experience of poor clients	Classroom Discussion and various scenarios and options	Concept of Profiling Literacy Circle	
DAY 2	Student Field Trip	Field Trip	Field Trip	
DAY 3	What is Bias, Presentation by Rodney Smith- Bias of different sorts-race, gender, height, skin tone etc. PPT. Slides	Guest Speaker: Representative Karla May- Importance of being politically aware 1. Importance of Reading Bills 2. Understanding the political process 3. How corporations influence politics	Community Activist: Charnicholas Walker 1. Importance of being responsible socially and based on high school experiences 2. Importance of setting goals and claiming them 3. Emphasis on not just being an athlete, but a scholar athlete	
DAY 4	Historical context of chattel slavery 1. Black codes and other racialized policies 2. Slavery by another name clip 3. How gentrification and police shootings affect African Americans	The New Jim Crow Discussion 1. How laws and criminalization limits opportunities	Protest Posters Students create visual representations of policies they are against or they will like to see put into action	
DAY 5	Socratic Seminar, Freddie Gray situation 1. Freddie Gray Clip is shown	What is the prison industrial complex? PowerPoint presentation and discussion	Why are businesses in the community necessary? Discussion How does the economic condition affect the	

			community?	
	followed by discussion 2. What does rioting and protesting mean?			

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ULEAD Week 5:
The Court System and the Political Processes
Missouri Standards 2.C

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 -11:50	Session 4 12-1:30pm 1:50 - 2:10pm
DAY 1	Public defender Review- What are the benefits and concerns with it? Michelle Alexander New Jim Crow presentation @ University of Chicago Discussion about the Mass Incarceration system	Michelle Alexander University of Chicago Presentation Q and A	Michelle Alexander Discussion: Students will tie in the stories of her clients to their own personal life experiences or of someone that they know	
DAY 2	Election Day Field Trip Activity	Poll workers explained the voting process to the students. Students educated on types of voter identification to have	Electronic or paper ballots modeled for voting. Political parties explained.	
DAY 3	Completion of Protest Posters	Student interviews- Civic Engagement and character and consciousness	Stream of Consciousness	
DAY 4	Field Trip	Field Trip		

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APPENDIX D

(ULEAD ORIGINAL Proposed Curriculum)

U-LEAD Week 1:
Introduction Character, Culture, and Consciousness

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 -11:50	Session 4 12-1:30pm 1:50 - 2:10pm
Monday	Why we need you to lead? Introduction to program and explanation of its purpose. Questionnaire of specific situations and scenarios & how they would address it.	Lesson: Components of Character and Culture. Explanation of what character and culture is.	Activity- Poster art that interprets what students view as their own personal culture.	Mock Trial: Students get to know each other and the teaching team
Tuesday	Meyer's Briggs- Career Inventory- to identify learning styles.	Guest Speaker: Speak about cultural biases, norms, mores and taboos. (Target someone for Character Ed. Department)	Activity-What are the characteristics of different cultures? How does their environment influence their culture?	Mock Trial: Introduction to Mock Trial
Wednesday	Career Choice Identification	Guest Speaker: Character Education (Understanding the importance of knowing your environment: make sure guest speaker touches on what they know now in comparison to what they knew back then)	Students will come up with a scenario where they will create and identify the various choices that they can make and identify what the potential outcomes of each of those choices are. They will explain why they chose a particular option within that scenario.	Mock Trial: Students and lawyers develop group norms (Mock Trial Team Laws)
Thursday	Multiple Intelligences: Gardner	Speaker: Thinking Outside the Box	Research the various careers that exist based on the student results from the Garner Test (Multiple Intelligence) Present to the group what they found	Mock Trial: Explanation apprenticeship and WOW!

Friday	Brief review of components of character Ed. from the week that we expect students to write on.	Writing Workshop: Format and Rubric	Personal Identification Paper Due June 24th	Mock Trial: 5 W's Exploration

ULEAD Week 2- Civic Engagement:
Who are the people that represent you?
Missouri Standards SS. 1.6, 1.9, 1.10

Date:	Session 1 9:00a.m.- 9:50 a.m.	Session 2 10:00a.m.- 10:50a.m.	Session 3 11:00a.m.-11:50a.m. Lunch 12:00p.m. -11:50	Session 4 12:00p.m.- 1:30pm 1:50p.m. - 2:10pm
Monday	Assessment: Gauging Understanding of Constitutional landmark cases to identify the population's knowledge of it.	Constitutional Rights- Cover Landmark Cases i.e. Miranda rights, Search and Seizure Cases etc.	Civic Scavenger Hunt- Who are my representatives in my local municipality/ward. Judge, City Manager, Judge, Police Chief, Council members, Mayor (City Government)	Mock Trial: ● Read and interpret the case fact pattern ● Legal Lingo Review
Tuesday	Literacy Circle Multimedia presentation: The Functions of State Government	The Election Process: State Level	Civic Scavenger- Hunt- Who are my state representatives, State Judges, Congressmen etc. (State Government)	Mock Trial: Identify the 5 W's of the case Mock Trial Relay Race
Wednesday	Discussion: Citizen Privileges and Responsibilities	Guest Speaker- Campaigning and Organizing	Civic Scavenger Hunt- Who is my attorney general and what are their responsibilities. Who is the secretary of state? Who is my surgeon general and what are their responsibilities and what are their responsibilities?	Mock Trial: explain and use legal concepts including: civil and criminal cases and innocent until proven guilty
Thursday	Discussion Inquiry-based lesson of the 3 branches of government using court cases, periodicals, and photos.	Relevance of Local, State and Federal Operations. What is it that you would improve about your community and how can these civic representatives (Politician, lobbyist etc. influence your community.)	Activity: How can we come up with a solution? How does all three Branches of Government work together?(Break the students up into three groups representing the branches of government and how they all will handle a bill.	Mock Trial: interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) Read and interpret

Friday	Multimedia Presentation-What is the state representative's role in a bill becoming law	State Representative's Office (Field Trip)	State Representative Office(Field Trip)	Mock Trial: interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally)

ULEAD Week 3:
Government's Role in the Economy
Missouri Standards 3A. R / 2.C

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 -11:50	Session 4 12-1:30pm 1:50 - 2:10pm
Monday	Money and the Courts: Fines, Tickets, and Costs of Bondsman	Guest Speaker: What are the pitfalls?	Activity: Finding out the real costs of fines, tickets, and legal fees (Jigsaw: collaborative groups read and present)	Mock Trial: Understanding the flow of a trial and burden of proof Attorneys introduce and model cross/ direct examinations
Tuesday	Literacy Session: Mapping Decline Note-taking and Discussion	Guest Speaker: TBD Mapping Decline Author	Activity: Resource Hunt How money from fines is distributed?	Mock Trial: Examine differences between direct and cross examination ● Write and practice cross examinations Write and practice direct examinations
Wednesday	Literacy Session: Historical Context of Policing, Fines & Debt	Guest Speaker: Public Defender vs. Hired Attorney	Activity: Reading Hired Attorney VS Public Defender VS Self Representation (Jigsaw Based Collaborative Activity)	Mock Trial: Draw on preparation, reasoning, and reflection to form and clearly express your own ideas ●Adapt to the context and/or task to create persuasive opening and closing statements

Thursday	Literacy Circle: Legal Fees and other communities. Various articles from other cities will be reviewed along with local articles	Guest Speaker: Nora Jones: Community Activist and Lawyer	Activity: Take a look at the needs of your community; what legal fees and fines do you feel are necessary? Which ones are unnecessary? Explain.	Mock Trial: Understand and apply the difference between opening statements and closing arguments Delineate an argument and specific claims ●Craft their message around knowledge of their audience
Friday	History of lobbyists & Interest Groups	Determine a list of issues and form an interest group followed by interest group	Continue interest group simulation: https://www.teacherspayteachers.com/Product/Government-Interest-Group-Simulation-516428	Mock Trial: ●Draw on preparation, reasoning, and reflection to form and clearly express your own ideas ● understand and apply the importance of opening and closing statements and what makes each effective

ULEAD Week 4:
Law Enforcement
MO Standards 2.A

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 -11:50	Session 4 12:00 - 1:30pm 1:50 - 2:10 pm

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Monday	Introduction of Law Enforcement and how it works. Guest speaker will present.	Ride Along/ Precinct Tour	If I were in law enforcement: Activity/Scenarios	Mock Trial: ●Understand and apply elements of strong open and close ended questions through creating cross and direct examination station
Tuesday	Functions of the Legal System- Attorney Guest Speaker	Functions of the Legal System- Guest Speaker	Jury Selection Process: Guest Speaker	Mock Trial: Attorneys model opening and closing statements ● Examine differences between opening and closing statements Write and practice presenting opening and closing statements
Wednesday	Literacy Session: "The New Jim Crow" Note taking and Discussion	Innovative Rehabilitations (Creative Ways of Making Money post prison time/legal troubles)	Kenneth Boy aka Kennyboy- Prison Life Experiences	Mock Trial: Students choose and advocate for which role they want to play in the Mock Trial ● Select Mock Trial case and student roles delineate an argument and specific claims ● Craft their message around knowledge of their audience ● Draw on preparation, reasoning, and reflection to form and clearly express your own ideas ●Understand and apply the importance of opening and closing statements and what makes each effective ●Understand and apply elements of strong open and close ended questions through creating cross and direct examinations
Thursday	Intro to the Legal Field: What Are My Career Options	Guest Speaker from UMSL-Options at the University	UMSL Criminal Justice Tour- The Future Stakeholders	Mock Trial: Make appropriate eye contact, speak at an adequate volume, and use clear pronunciation ● Draw on preparation, reasoning, and reflection to form and clearly express your own idea ●Apply legal terms and concepts from the apprenticeship in a full Mock Trial rehearsal ●Demonstrate understanding of the facts and laws relevant to the case ● Understand the flow of the Mock Trial and who speaks and when

| Friday | Courthouse Field Trip Preparation: An explanation of the importance of going to the courthouse as well as what we are expected to look for while there. | Courthouse Field Trip | Courthouse Field Trip | Mock Trial: Adapt to the task to delineate an argument and specific claims with the audience in mind ● Make appropriate eye contact, speak at an adequate volume, and use clear pronunciation ●Draw on preparation, reasoning, and reflection to form and clearly express your own ideas ● Apply legal terms and concepts from the apprenticeship in a full Mock Trial ●Demonstrate understanding of the facts and laws relevant to the case |

ULEAD Week 5:
The Court System
Missouri Standards 2.C

Date:	Session 1 9-9:50am	Session 2 10-10:50	Session 3 11-11:50 Lunch 12 -11:50	Session 4 12-1:30pm 1:50 - 2:10pm

ULEAD: THE EFFECTS OF A CIVICS-BASED EDUCATIONAL PROGRAM ON URBAN YOUTH

Monday	Introduction to the court system in the US. Why do we need to know about the court systems? Local and Federal	District Courts: What types of cases are tried in the local courts?	Activity: Give them local court case scenarios. Break up in groups. Groups will be required to explain the case and what the outcome should be.	Mock Trial: ● Adapt to the task to create accurate and clear presentations on the facts and laws relevant to their case ● Adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court ● Include multimedia Components (e.g., graphics, images, music, sound) and visual displays in presentations information
Tuesday	Introduction to State Courts: Why do you need to know?	Guest Speaker: Speak about the operations of the state courts and how they operate. What types of cases are tried in the State Courts?	Activity: Give them state court case scenarios. Break up in groups. Groups will be required to explain the case and what the outcome should be.	Mock Trial: Adapt to the task to create accurate and clear presentations on the facts and laws relevant to their case [Overlapping skill and content objective] ● Adapt to the task to create accurate and clear presentations of the flow of a trial court and how different people communicate in court [Overlapping skill and content objective]
Wednesday	Introduction to Federal Courts: Why do you need to know?	Guest Speaker: Will speak on the operations of the federal court system. What types of cases are tried in federal courts?	Activity: Give them federal court case scenarios. Break up in groups. Groups will be required to explain the case and what the outcome should be.	Mock Trial: Make appropriate eye contact, speak at an adequate volume, and use clear pronunciation Draw on preparation, reasoning, and reflection to form and clearly express your own ideas
Thursday	Survey/Questionnaire, methods of instruction. Purpose: Identify which instructional strategies students found the most effective e.g. Project Based Learning, Direct Instruction, Use of Technology, Field Trips	Post-Test What I would do in legal scenarios, who my representatives are and what they represent(Comparison of Change in answers)	Mock Trial Implementation (final day)	Mock Trial: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations information ●Explain the facts and laws relevant to their case ● Explain the flow of a trial court and how different people communicate in court