EXPLORING "I HAVE A DREAM" THROUGH GROUNDED THEORY

A DISSERTATION

SUBMITTED TO THE FACULTY OF

THE GRADUATE SCHOOL OF APPLIED AND PROFESSIONAL PSYCHOLOGY

OF

RUTGERS

THE STATE UNIVERSITY OF NEW JERSEY

BY

LISA MARIE ALLGAIER

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE

OF

DOCTOR OF PSYCHOLOGY

NEW BRUNSWICK, NEW JERSEY   MAY 2010

APPROVED: _____
                    Kenneth Schneider, Ph.D.

                    _____
                    Lucinda Seares-Monica, Psy.D.

DEAN: _____
                    Stanley B. Messer, Ph.D.

ABSTRACT

This investigation explored the "I Have a Dream" (IHAD) program, an educational program working with students in under-resourced schools, using Grounded Theory methodology. The IHAD program, its stakeholders' and stakeholders' commitment to impoverished urban youth's education and development were examined using the qualitative Grounded Theory Approach. Seven IHAD stakeholders were interviewed using open-ended interview questions pertaining to their experiences, perceptions of IHAD participants and stakeholders, factors related to program sustenance, motivation to initiate and maintain IHAD involvement and personal impressions left by their IHAD work. A Grounded Theory method was utilized to analyze interview response data. The findings suggest that dominant factors motivating stakeholders to join the IHAD Program include their value education and giving back, desire for approbation from respected community leaders spearheading programming and the resource of time. Findings also indicate that inspirational colleagues, meaningful connections with the youth, appreciation of Dreamers' overcoming adversity, recognition of student progress and subsequent optimism for improved child trajectories all contributed to stakeholder program involvement sustenance. Lastly subject narratives revealed the following to be considered the most important programming elements in this IHAD Program that should be replicated in similar programs: program leadership, community involvement, funding security likely through a private partnership, and provision of opportunity for youth to connect with functioning, caring, reliable adults.

ACKNOWLEDGMENTS

I would first like to thank my dissertation chair, Dr. Kenneth Schneider, without whom my dissertation and sanity would not be possible. During a preliminary dissertation topic meeting Ken asked me in his typical straight-forward fashion, "Are you committed? Do you believe in this topic? If so let's move forward." And just like that, "we" did. Ken, your practicality and dedication accompanied with me each step of the way. Your 24 hour email turn-arounds, meticulous editing and unconditional agreements to see me in person for reality checks were vital to my dissertation commitment. As I "burned the candle at both ends" from January 2010 through April 2010, your realistic perspectives, encouragement and readily available guidance grounded me during a time of frenzy. Ken I thank you for your dedication to this dissertation, your mentorship and most of all your kindness.

To Dr. Lucinda Seares-Monica I extend my gratitude for your agreement to serve as my second dissertation committee member. As a previous school psychologist and practicing licensed psychologist, I felt confident that your countless hours working with children and families would be of great value in my exploration of a school based program. Your fine eye for detail and passion for the educational cause I studied were greatly valued. Thank you for your efforts and continuous support. Keegan, my colleague and second rater, I am still in disbelief that you, without pause, answered "of course" when I asked you to code hours of interview data. Thank you for your assistance in a time of sincere need. To my supervisor, Dr. Lisa Pasch, thank you for "applauding" every step along this dissertation path, you were inspiration that it all could, in fact, be done.

To the seven subjects, you are the blood, sweat and tears behind I Have a Dream Program. I thank you not only for your participation in my dissertation interviews but for your tireless and compassionate efforts to make the individual worlds of 55 Dreamers a better place. Through your interview narratives I saw a commitment that crossed all bounds of obligation, pay and recognition. I saw an inner drive to conquer what society tells us is unconquerable, restoration of a jaded youth facing unimaginable obstacles. Your presence and your care have freed these Dreamers to discover a world beyond society's expectations. This dissertation celebrates you and your work. Don't give up.

To my husband, Derek, your support arrived long before my dissertation began. You proudly championed my desire to pursue a doctoral education in psychology and selflessly supported any location change necessary to actualize my dream. You never blinked when I transitioned from paid employee to unpaid trainee stating professional development was more important than playing it safe. You treated my professional growth as a priority not only for me but for us as a family and I thank you. My transition to a doctoral program, and all it entailed, was with ease because of your pride in my professional endeavors, dreams and sacrifices. I thank you for every hug, every word of encouragement, every psychologically minded conversation you initiated and yes every meal you concocted when I was trapped behind a laptop for months. I could not have done this without you; I love you babe.

Mom and Dad thank you for always asking, "And what exactly are you working on?" followed by, "And how do I explain that to my friends?" I was proud of you both after you mastered the cocktail response, "my daughter, Lisa, is at Rutgers University pursuing her *Psy.D.,*" even when initially you were not entirely sure what a Psy.D. was. I

have immensely enjoyed the words "Comps, oral specialty topic, dissertation and defense" slowly enter your vocabulary. Every conquest was your conquest; every celebration shared. Mom, thank you for keeping track of all those important dates and the phone calls afterwards usually starting with a caring, "And how did it go?" and ending with, "You go girl!" Dad, thank you for your interest in my cases, training and the families and communities with which I worked with. Most of all thank you Dad for getting on board with my psychology career. See? I *am* going to make it. And watch out, I may just pursue art next.

To my other family members I extend my gratitude for your presence in my life. Brother Eric and sister-in-law Lisa K I am grateful for your support and your humor through what felt like a lifetime of school. Eric, I always appreciated your commiseration as we both trudged through our graduate studies. I cannot wait for both Allgaier siblings to graduate in May 2010, may we never return to the stresses of school! And yes Eric and Lisa it's true; I can go back to being paid now. Cauf, Ly, Andrea, Jen and Luke, my chosen family, I thank you for every phone call, text message, and spontaneous visit during my long dissertation social hibernation. You were motivation to complete my dissertation so I could return to your company. Sandra, cousin by birth, sister by choice, somehow I believe I owe you an honorary diploma. For two years you were my sounding board during that famous hour Rutgers commute. This past third year you were my weekly cheerleader insisting that yes I will in fact graduate. Every package you sent, card stating "Yes You Can!" and loving voicemail did not go unnoticed. Now we can both celebrate this completion of a chapter in my life. Last but not least I am grateful for my faith. Thank you God for your presence and many an answered prayer.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION AND RATIONALE FOR THE DISSERTATION

Urban High School Drop Out Rates

Youth, as early as elementary school aged, associate high school graduation with thoughts of familial independence, college and successful employment (Rosenbaum, 2004). Many students experience these thoughts with eager anticipation of a milestone that is attainable and expected (2004). Yet, national statistics show that high school graduation is not universally experienced nor assumed. According to high school graduation studies, students living in urban, impoverished neighborhoods are expected to have a grim academic career (Elias & Haynes, 2008). Literature supports that graduation rates for at-risk teens attending urban public school districts are as good as a "coin toss," estimating a 40-50% graduation rate in many large cities as compared to a national average of 70% (Many big city kids won't graduate, 2008). These low graduation rates are largely due to neighborhood disadvantages such as poverty, under resourced schools and dysfunctional families, standing in the way of youth's academic success (Valentine, 2005).

Impact of Dropping out of High School: Student and Societal Effects

Students who do not complete their high school education face immense disadvantage compared to high school and college graduates. Students who experience academic failure are more prone to engage in delinquent behavior such as substance abuse and criminal activity (Hawkins & Weis, 1985).   They are less likely to attain and

1

maintain high paying jobs due to educational job requirements and often cannot escape their disadvantaged neighborhoods. In addition, high school dropouts are estimated to be three times as likely to go to prison (Valentine, 2005). Incarcerations, adding to layers of a disadvantaged childhood and dropping out of high school, worsens the young adult's likelihood of living a financially, socially and professionally secure life.

From a macro level, increasing high school dropout rates also impact society. Communities are faced with increased levels of unemployment, criminal activity and financial responsibilities for crime related costs. "Economists estimate that a 1 percent increase in high school graduation rates would save the nation as much as $1.4 billion each year in crime-related costs" (Valentine, 2005). Socially and professionally, society cannot rely on this at-risk population to provide national leadership services or offer a competitive workforce important to international success. Long-term effects of dropping out of high school are increased likelihood that the cycle of poverty, poor education, dysfunctional relationships and high school drop-out will repeat itself in the next generation.

<div align="center">I Have a Dream Program</div>

The "I Have a Dream" program was established in response to low high school graduation rates that have been documented in urban, impoverished communities. IHAD programs are part of a national organization whose mission is to "ensure all children in this nation have the opportunity to pursue higher education and to fully capitalize on their talents, aspirations, and leadership to have fulfilling careers and create a better world" (http://www.ihaveadreamfoundation.org/html/national_office.htm; retrieved March 2010). IHAD identifies housing developments and schools where at least 75% of

students qualify for free or reduced lunch. Students from the selected development or school are invited to participate in the IHAD program starting in kindergarten and require participation through secondary school. The student, referred to as a "Dreamer," is guaranteed tuition assistance for higher education if the Dreamer remains in the program and graduates the twelfth grade. Nationally, as of July 2009, 4,000 Dreamers are in college and 11,000 Dreamers have graduated in years past (http://www.ihaveadreamfoundation.org/html; retrieved March 2009).

This study explored an IHAD program affiliated with a school in the northeastern region of the United States that began approximately ten years ago. The program sponsored all kindergarten children in one elementary school within a low-income urban community to "achieve higher education by providing them with guaranteed tuition support and equipping them with the skills, knowledge, and habits they need to gain entry to higher education and succeed in college and beyond" (http://www.ihaveadreamfoundation.org/html). IHAD, as carried out by benefactors, employees and volunteers of the "I Have a Dream" program, fosters the expectation of college, cultivates leadership, increases academic readiness, ensures financial access and empowers Dreamers and their families.

Volunteers, employees and beneficiaries of the "I Have a Dream" program are considered stakeholders according to this study.   This stakeholder population engages in difficult work with a population facing significant adversities, primarily populations that live in a low-income urban community with under-resourced schools and neighborhoods. Such student populations face significant challenges to complete high school and even greater challenges to continue on to go on to post-secondary degrees. However,

3

Dreamers historically have met educational success after program completion. It is speculated that valuable information about the children, program and professional work can be gleaned from individuals who choose to work with such populations, in professional, voluntary and beneficiary capacities. The IHAD program being analyzed has existed for ten years. Approximately 91% of the original kindergarten "Dreamers" are attending high school and it is predicted by IHAD stakeholders that most of this group will graduate high school. This graduation rate is significantly discrepant from the reported 40-50% graduation rate historically achieved at this particular northeastern public school district.

Purpose of Study

This dissertation aimed to gain an understanding of the stakeholders' experience with the "I Have a Dream" (IHAD) program, an integrative, educational program whose at-risk urban members' graduation rates are significantly higher than national graduation rate averages.   The purpose of the exploration is in part to celebrate the IHAD stakeholders' meaningful work, in part to understand how a successful educational program works with such an at-risk vulnerable population and in part to understand the stakeholders' motivation to engage in such difficult work over long periods of time. Beyond these reasons for exploration, the principal investigator aimed to be receptive to unpredicted components of stakeholder experience that could not be accounted for prior to data collection. This approach was chosen to understand stakeholders' experience with IHAD unadulterated by preconceived research questions, assumptions, and hypothesis. To achieve such transparency the researcher has chosen to explore the

stakeholders, program and commitment to an underserved population through the Grounded Theory approach.

For purposes of this study program success was measured by graduation rate; however what created its success was driven by this study's participant responses to interview format data collection. Specifically, this study explored stakeholders' IHAD experiences, perceptions of IHAD participants and stakeholders, factors related to program sustenance, motivation to initiate and maintain IHAD involvement and personal impressions left by their IHAD work. Information and themes gleaned from this study are thought to be important in understanding a successful educational program reducing high school dropout rates and increasing college attendance rates for at-risk youth. Results are also predicted to be helpful for educational program planners who wish to design, implement and sustain programs similar to the IHAD Program. Program planners will be able to incorporate program elements thought to be important and better understand what factors initially motivate and sustain quality program stakeholders that are essential to their program success.

CHAPTER II

REVIEW OF THE LITERATURE

Urban Impoverished Youth

Multifaceted Problems Facing Urban Impoverished Minority Youth

Youth living in under-resourced, urban communities face a number of challenges. "Poverty, unemployment, and neighborhood disorganization are persistent problems in America's cities. Mental health problems, drug use, crime, high rates of dropout and teen pregnancy plague many urban children and families" (Hawkins et al., 2008). Urban communities often have substandard housing, overcrowding problems and poor quality schools. Children living in poverty-stricken neighborhoods, often experience familial instability and experience developmental disadvantages related to number of siblings, criminal victimization of the family, and high residential mobility (Bierman et. al, 1999).

Elias & Haynes (2008) label urban community risk factors as "*neighborhood disadvantages."* Neighborhood disadvantage has been said to contribute unique variance towards child outcome even when demographic and family risk is accounted for (Vanderbilt-Adriance & Shaw, 2008). Elias & Haynes (2008) posit that youth experiencing significant neighborhood disadvantages experience negative social, behavioral and academic outcomes. Similarly, Elias & Haynes (2008) review of the literature reveals that children who attend school in low-income areas consistently show

the poorest development of social skills.

Communities riddled with typical urban problems provide poor social modeling for youth who often exposed to dysfunctional families, peer modeling of antisocial behavior and constricted networks (Elias & Haynes, 2008). Likewise, Anthony (2008) identified a prominent relationship between patterns of risk and protection with negative educational and behavioral outcomes such as substance abuse, delinquency, and school failure.

A meta-analysis of literature done by the National Institute for Health (NIH) (Bierman et. al, 1999) indicates that urban risk factors interact multiplicatively and enhance the likelihood of youth antisocial development. "In addition to rejection from peers and negative treatment by teachers, high-risk children are often rejected and poorly monitored by their parents during the school years" (Patterson & Bank, 1989). This rejection by their primary sources of social support leads many high-risk adolescents to be alienated from the values of the major socializing institutions (Hawkins & Weis, 1985) and to gravitate to deviant peer associations (Cairns & Cairns, 1994). These associations promote more serious and diverse forms of antisocial activity and substance abuse (Elliot, Huizinga, & Ageton, 1985; Keenan, Loeber, Zhang, Stouthamer-Loeber, & Van Kammen, 1995)" (Bierman et. al, 1999).

Another National Institutes of Health study, conducted in 2002, revealed that "Parents of children who are at risk for conduct problems tend to face multiple ongoing life stressors that are disorganizing and create immanent life pressures, undermining long-term problem-solving approaches to childrearing issues." In addition, according to

parent subjects in this NIH study, many parents of at-risk children had previous experiences with schools and agencies that were culturally insensitive and conflict-ridden, leaving many families untrusting of school or agency assistance regardless of need for support (2002).

Early childhood characteristics, such as impulsivity, irritability, and inattention combine with family stressors such as poverty, single parenting, and parental conflict "to produce children who rely on aversive behaviors to get what they want. Coercive parent-child interactions, combined with inadequate parental support, contribute to delays or distortions in the child's development of cognitive skills and adaptive emotion regulation capabilities, and also contribute to aggressive social-cognitive and behavioral tendencies" (Allen et. al, 2002). Allen et. al (2002) comments that these developmental factors negatively interact with school environments composed of disruptive, unprepared student populations and conflicted teacher-student relationships that impede learning. Allen et. al (2002) states that negative peer interactions and reduced school interest exponentially increase from elementary school ages through high school highlighting the impact of the academic environment.

In addition to social difficulties, youth facing neighborhood disadvantage have a decreased chance of academic success. Elias & Haynes (2008) report that from an ecological perspective, children's school outcomes are affected most strongly by the neighborhoods in which they live, their family life, the schools they attend, and the resources that are available to them personally and through the school (Bronfenbrenner, 1979; Dalton, Elias & Wandersman, 2007)." Children who attend school in these high-risk urban settings face uninspired curricula, overcrowded classrooms, inadequate school

facilities, and low teacher confidence in their achievement potential (Elias & Haynes, 2008).

In addition, at-risk urban youth perform lower than peers when assessed for reading skills as compared to same aged youth attending schools in large towns, rural and small town settings (Elias & Haynes, 2008). Low income urban districts have the lowest ratings of school climate which are highly associated with student achievement and socialization (2008). As a result of the multitude of negative life experiences, youth's academic and behavioral difficulties ultimately lead to their expulsion from traditional schools. Many such students transfer to alternative education programs within the school system (Carswell et al., 2009).

While urban youth living in disadvantaged high-risk communities face tremendous adversity, Carswell et al (2009) argue that minority youth face an even graver prognosis. Studies show that Caucasian, Asian, Pacific Islander students outperformed their black, Hispanic and American Indian peers (2009). According to Carswell et. al's (2009) review of literature, specifically "African American youth who live in socially and economically disadvantaged urban environments are at disproportionately higher risk for serious educational, social, and physical health problems than are more affluent African and Caucasian youth (Carswell, 20076; Children's Defense Fund, 1995, 2002; Myers & Taylor, 1998; O'Donnell et al., 2001)."

Urban Impoverished Minority Youth & Low Graduation Rates

Among the multitude of problems urban impoverished youth face, dropping out of school is an especially negative turning point that greatly alters the course of a young

9

person's life. Urban youth may attend schools that attempt to ameliorate their

neighborhood disadvantages. Despite school efforts, however, "Many of these youth

experience such negative consequences as school dropout, delinquency, and substance

abuse" (Carswell et al., 2009). Much of urban research highlights the shortcomings of

public school systems and their difficulties meeting urban youth's long list of challenges.

"Recently released reports from both the Urban Institute and the Manhattan Institute have

highlighted the toll of this failure on our young people; Nationwide, one-third of high

school students will fail to graduate, and another one-third will graduate unprepared for

college or work" (Ark, 2004).

In American cities, statistics surrounding high school graduation rates are

significantly lower than suburban and urban counterparts. "The likelihood that a teen

living in one of America's largest cities will graduate high school essentially amounts to

a coin toss, with about a 50-50 chance, says a new study" (Many big city kids won't

graduate, 2008). In 2008 School Library Journal released graduation statistics pertaining

to America's 35 largest cities. Reports revealed an "urban-suburban disparity that

reaches 35 percentage points in several cases. That figure is well below the national

graduation rate of 70 percent, and even falls short of the 60 percent average for urban

districts across the country, the report says" (Many big city kids won't graduate, 2008).

New York, Los Angeles, Chicago, Houston, Phoenix, and Philadelphia were among the

lowest graduating cities (2008).

According to Carswell et al. (2009) African American youth, regardless of urban

vs. suburban setting, already begin with lowered graduation trends. "Recent data

regarding high school graduation rates among African American youth have been

reported, indicating that approximately 50% of these youth do not graduate from high school and that among African American males the graduation rate is especially dismal 43% (Aron, 2006)" (Carswell et al., 2009). Valentine's (2005) analysis of a May 2005 report released by The Civil Rights Project at Harvard University and the Washington, D.C.-based Urban Institute, supports this trend stating, "the graduation rate for White students in 75 percent, while only about half of Black, Latino and Native American students graduate on time."

Students who drop out of high school face bleak life predictions. Carswell et al. (2009) states that a significant number of the African American youth dropouts become incarcerated. Valentine (2005) continues to conjecture that "high school dropouts are also three times as likely to go to prison. According to the report, 'economists estimate that a 1 percent increase in high school graduation rates would save the nation as much as $1.4 billion each year in crime-related costs" (Valentine, 2005). "The U.S. Census Bureau estimates that students who fail to graduate from high school will earn $270,000 less over their working lifetime, than students who earn their high school diplomas" (Valentine, 2005).

Ark (2004) proposes that secondary schools increase their accountability to produce achieving students to avoid overestimates of urban incarceration, delinquency, and repeating the cycle of poverty. Accountability includes "a clear mission and metrics, differentiation approach based on school performance, articulated approach for failing schools and role and goal clarity" (Ark, 2004). According to Ark (2004), society expects too much of the students and teachers to overcome inadequate school systems they did not create nor can control. In contrast society does not demand enough from the school

system itself. "Holding schools accountable for creating an environment where all students have the opportunity to learn" is a goal Ark (2004) states should be prioritized. Ark (2004) proposes building stronger public-private partnerships to "attack what we think is America's most pressing challenge."

Developmental Theory Pertaining to Urban Problems/Delinquency

Protective Factors Associated with Decreased Urban Youth Delinquency

While statistics support trends of significantly increased delinquent behaviors and negative life outcomes for urban youth living with significant neighborhood disadvantage, researchers posit that multiple factors can altar, positively or negatively, the trajectory of a young person's life. Protective factors mediating risk, also referred to as resilience, were analyzed with samples of urban youth living in disadvantaged neighborhoods. According to several meta-analysis studies, the most referenced factors reflecting reducing risk include social skills, academic skills and emotional competency development. Anthony's (2008) researched profiles of youths living in urban poverty to identify factors that most prominently affect risk and resilience. This study supported the theory that interpersonal, familial and community factors are instrumental in impacting risk. "Results indicate that relationships- peers, parents, extended family, teachers, and others – were particularly important in differentiating the groups in the context of behavioral and academic outcomes. This finding is consistent with recent integrative reviews of the risk and resilience literature (Bernard, 2004; Luthar & Zelazo, 2003)" (Anthony, 2008). Consequently, this research recommends interventions that emphasize building positive adult relationships with youth to enhance autonomy, positive identity,

and general social skills. "Positive adult relationships can further help protect against antisocial peer influences"

Vanderbilt-Adriance & Shaw (2008) also studied resilience in the context of chronic risk, the most high-risk population identified as urban youth living in poverty. Their study examined relations among multiple child and family protective factors, neighborhood disadvantage, and positive social adjustment. The study's sample included urban, low SES boys who were followed from infancy to early adolescence (2008). This study also addressed "whether the benefits or protective factors might vary depending on both the duration and the severity of neighborhood disadvantage" (Vanderbilt-Adriance & Shaw, 2008). Authors identified protective factors as child IQ, emotion regulation, parenting, low parent discord, advantaged SES, effective schools, and safe neighborhoods (Vanderbilt-Adriance & Shaw, 2008). Vanderbilt-Adriance & Shaw (2008) found "IQ, nurturant parenting, and parent-child relationship quality, measured in early childhood, were all significantly associated with a composite measure tapping low levels of antisocial behavior and high levels of social skills at ages 11 and 12."

Theoretical Perspectives in Increasing Resiliency

Social Development Theory

Much research exists on the topics of resiliency and child development. For the purpose of this study three theories will be examined related to factors impacting urban impoverished youth's resiliency to antisocial behavioral outcomes: Social Development Theory (Hawkins & Weis, 1985), Social Skills Theory, and Social Emotional Competency (Elias & Haynes, 2008).

The Social development model is an "integration of social control theory and social learning theory. The model asserts that the most important units of socialization, family, schools, peers, and community, influence behavior sequentially" (Hawkins & Weis, 1985). According to Hawkins & Weis (1985), "positive socialization is achieved when youths have the opportunity within each unit to be involved in conforming activities, when they develop skills necessary to be successfully involved, and when those with whom they interact consistently reward desired behaviors. These conditions should increase attachment to others, commitment to conforming behavior, and belief in the conventional order." Youth's bond to conventional society is theorized to inhibit association with delinquent peers and, in turn, prevent delinquent behavior (Hawkins & Weis, 1985). In summary, social development theory combines social learning theory and social control theory supporting goals to "strengthen the *elements* of the social bond (attachment, commitment, and belief) between youths and society." In addition social development theory recommends increasing youth's positive socialization and decrease negative socialization with peers, that is socialization that may reinforce criminal and nonconforming behavior. Social development theorists posit that socialization choices can impact whether or not a youth adopts delinquent behavior.

Hawkins & Weis (1985) outlined three recommendations when creating delinquency preventions. Hawkins & Weiss strongly recommend 1) focusing on causes of delinquency to ensure prevention matches cause, 2) understanding that delinquency operates within institutional domains of family, school, peers and community and 3) appreciating that delinquency results from experience during the process of social development (Hawkins & Weis, 1985). Authors continue to specify that "different causal

14

elements are more salient at different stages in the developmental process. Therefore,

different prevention techniques are required at different stages in the socialization of

youths (1985)." Hawkins & Weis (1985) posit that delinquency prevention should be

dynamic, multifaceted to address the multiple "causes" of delinquency and the interactive

nature of social development.

Hawkins & Weis' (1985) social development model supports the need for

conventional, interaction opportunity matched with positive reinforcement for youth's

skillful application of socialization. According to Social Development Theory,

attachment to family and school will decrease chances a child will attach to delinquent

peers since the behaviors rewarded in the family and school are not compatible by what

behaviors delinquent youths would reinforce (1985). Conversely, if youth bonds with

nonconforming youth and do not develop attachment to school and conforming peers or

if conventional involvement is found unrewarding youth are "more free to engage in

delinquent behavior *and* more likely to come under the influence of peers who are in the

same situation" (Hawkins & Weis, 1985). Such youths may then provide like peers with

reinforcements that do not support conventional socialization and such youths are more

susceptible to deviant peers and to delinquent involvement reinforcement (1985).

Hawkins & Weis' (1985) review of the literature posit that academic failure and

low school commitment is often linked to delinquent behavior, suggesting the importance

of increasing students' feeling part of school communities & committed to educational

goals. Hawkins & Weis (1985) specifically suggest several school preventions based on

the social development theory. The first prevention is termed "Schools-within-a-

School," a means to create divisions of schools into smaller units to promote the

development of interpersonal relationships and provide leadership opportunity (Hawkins & Weis, 1985). This restructuring goal is to increase and attachment student-teacher interaction. Hawkins & Weis (1985) also recommend "restructured methods of instruction," incorporating more interactive teaching, proactive classroom management, and student team learning. Preventions are recommended that increase student involvement in school classroom policy formulation and discipline procedures, as well as youth knowledge of civil, criminal, consumer rights, and responsibilities to promote empowerment. According to Hawkins & Weis (1985) delinquency could be prevented through experiential prevocational training and exploration, cross-age tutoring, school climate assessment and improvement, and provision of child development specialists as parent consultants. Lastly, life skills training should be taught just as cognitive skills are taught. "If young people have these skills, they are more likely to find their interactions with conventional others rewarding and to develop attachments to these others, while conversely if the life skills are absent, "young people may become frustrated in interaction with others, may be more susceptible to delinquent influences, and may turn to unacceptable behaviors to meet their needs" (Hawkins & Weis, 1985).

Social Skills Theories

Kuperminc & Allen (2001) continued to examine the development of antisocial behavior but through the lens of social skills acquirement. Kuperminc & Allen's (2001) review of literature reveal "findings are consistent with the assumption that poor social skills place youth at risk for antisocial behavior." Their research reveals that the lack of demonstrated skills, rather than acquired, may be the most influential in forming antisocial behavior (2001). Kuperminc & Allen's (2001) study supports the social

development theory; results demonstrated that youth's belief in their social skills is as important for decision making and problem behavior engagement as having adequate social skills. Study results about youth's belief in social skills and positive behavior were found to be consistent with "expectations derived from social-learning (e.g., Bandura, 1980, 1993), social-cognitive development (e.g., Dweck and Elliot, 1983; Henderson and Dweck, 1990), social development (Catalano and Hawkins, 1996), and self-determination theories (Ryan and Deci, 2000) about the role of self-evaluations and motivation in social behavior" (Kuperminc & Allen, 2001). Kuperminc & Allen (2001) argue that their study supports the need for interventions and preventions to incorporate social skill enhancement to target the intrapersonal, interpersonal, and social factors influencing teens to engage in problem behaviors.

Kuperminc & Allen's (2001) research supports resiliency literature, indicating that personality characteristics such as internal locus of control, high self-esteem, and ego development, can compensate for detrimental effects of negative life events and that social orientation may affect ways adolescents experience "growth from dependency on parents to increased maturity, self-reliance, and personal autonomy." Adolescents who feel they lack effective social problem solving skills, expect negative outcomes, or devalue the importance of parental values may pursue their need for autonomy in ways that are destructive to relations with others; hence, negative beliefs may reduce adolescents' motivation to pursue developmental goals in socially appropriate ways" (Kuperminc & Allen, 2001).

Supporting the positive impact of positive social beliefs, social skills and social relationships, Elias & Haynes (2008) studied the importance of youth developing social-emotional competencies and being in positive classroom climates. Elias & Haynes (2008) studied youth and intervention in disadvantaged urban communities experiencing social and economic hardships. Their study examined "how the social and emotional competencies of minority, low-income, urban school children in the third grade are related to their end-of-year school outcomes" (Elias & Haynes, 2008). In their review of literature, authors emphasize the role of emotion recognition and regulation and related social-emotional skills in effective social interaction. "These skills thus can be important targets for interventions designed not only to promote positive interactions but also support one of their major distal effects, academic achievement (Elias & Arnold, 2006)" (Elias & Haynes, 2008).

According to Elias & Haynes (2008) social-emotional skills and the individual's perceived social support are two primary protective processes that should be of focus when increasing the academic and social competencies of urban youth. Elias & Haynes (2008) describe skills social-emotionally competent students possess. These skills include emotional awareness and regulation, cognitive abilities such as problem solving and goal-setting and understanding and displaying socially appropriate behavior. Social-emotional skills should be demonstrated across different domains of home, school, and the wider community (2008).

These competencies are especially vital for high-risk, minority, low-income students in achieving school success (2008). The mechanisms by which these skills foster resiliency are linked to interpersonal processes in classrooms. "Children's ability to regulate their emotions when frustrated, puzzled, or dejected, or beset with pervasive feelings of hopelessness or anger clearly will affect the energy they can devote to learning, even when presented with rigorous and empirically supported academic curricula. Thus, possessing social-emotional skills with fluency will allow students to better focus on academic tasks despite bringing into school the many interpersonal difficulties they may be experiencing outside (as well as inside) the building" (Elias & Haynes, 2008).

According to Elias & Haynes (2008), an achievement trajectory for a child as young as eight years old is highly influenced by risk factors of their low-income urban community, yet social-emotional skills have been shown to be influential in the developmental trajectory of children's lives. Increasing social-emotional competencies can affect a students' demonstration of positive behavior, teacher ratings of a students' behavior and ability to regulate their emotions when faced with everyday problems (2008). Numerous studies support that preventive and competence-promotion interventions for youth have had a "significant impact on social-emotional-cognitive skills, positive self-efficacy, school bonding, and adherence to social norms" (Elias & Haynes, 2008). These studies also reveal a reduction in youth violence, increases in appropriate school behavior, school achievement and grades (Elias & Haynes, 2008).

When compared to social-emotional competency, youth perception of social support is equally powerful. Elias & Haynes' (2008) study, consistent with past research,

19

indicate "that when one is part of a minority group in an environment where ethnic/cultural tensions exist, it is not unusual to experience higher level of environmental stress and also perceive lower levels of support." Elias & Haynes (2008) referenced Dubow and Tisak's (1989) study focusing on "third through fifth grade urban and suburban students and found that student ratings of perceived social support from teachers were positively correlated with teacher-rated competencies and grade point average, and negatively correlated with teacher-and parent-rated problems. In addition, they found significant main effect for teacher support, indicating that students with higher levels of perceived support from their teachers had lower levels of teacher-rated problem behaviors" (Elias & Haynes, 2008). Studies such as this one highlight the importance of teacher-student relationships in determining school outcomes (Elias & Haynes, 2008).

School Programming in Response to Urban Youth's Challenges

Importance of Schools Prevention & Intervention to Increase Youth Resilience

Taking into account varying social theories and their relationship with fostering resiliency, research consistently indicates that low-income, predominantly minority urban communities are faced with a multitude of risk factors whose cumulative effects affect the individual as well as the social and economic context of the greater community. Despite poor predictions of low-income urban youth academically and socially, some students are resilient to the multitude of risks. Resilience is identified as protective factors that result from an ongoing set of processes involving the individual, family, and community relational networks. Protective factors increase people's ability to function well in society (Elias & Haynes, 2008). Protective processes are often not naturally in place and, "without adequate early intervention in the form of education, socialization,

20

health care, decent housing, employment and empowerment, many of the next generation will fail to become contributing citizens in the future" (Dale, 2008).

While numerous settings have been associated with increasing social skills, academic achievement and reduction of antisocial behaviors, school-based programming provides a unique, naturalistic context in which students can thrive within. "Schools are an ideal environment for widespread dissemination of successful delinquency prevention programs because they contain a universal target population and valuable program facilitators (i.e. teachers who are already employed by the schools who will only need training in the specific program protocols)" (Mihalic, Fagan, Argamaso, 2008). In addition, at-risk youth may not have access to programs outside the school and home due to a lack of resources and support. "Developing social-emotional competence in school is important because it gives children who do not necessarily have these skills from home an opportunity to develop them in school (Baker, 1999) and to achieve greater academic success" (Elias & Haynes, 2008).

Importance of Early, Intensive, Comprehensive Interventions

Incorporating protective factors in youth's lives in a manner that is intensive, early and long-term is vital in combating the neighborhood disadvantages urban impoverished youth face from birth. "Children whose skill deficits persist across the early school years will face academic failure, as well as increasingly provocative peer situations and gravitate toward friends that influence them toward involvement in more serious antisocial activities, particularly when they live in high-crime neighborhoods" (Bierman et. al, 1999). Thus, interventions with high-risk children need to continue from childhood through adolescence, providing more intensive intervention around the period

21

when peer influence becomes strongest (1999). Studies show that by the time a child is as young as 9 years old their academic trajectory has been established (Elias & Haynes, 2008). It is imperative for teachers to encourage students to attempt and persevere in challenging school activities early in the child's academic career.

Prevention programs for urban impoverished youth should match the magnitude and complexity of the challenges youth face. "Effective prevention programs would need to be multifaceted, addressing problems in both home and school settings, and include key socializing agents, such as parents, teachers, and peers, along with targeting high-risk children" (Allen et. al, 2002). Dysfunctional development that is associated with the early-starting pattern of delinquent behavior is "multiply determined and is embedded in transactions among family, peer, school, and neighborhood influences and child characteristics" (Allen et. al, 2002). Therefore, prevention efforts should target both the promotion of individual competencies and the promotion of community protective support (2002).

Flay et al. (2003) states that multiple principles impact positive youth behavior yet schools cannot "afford" to use different programs to address all of the principles. "Administrators, teachers, legislators, and the public are calling for a comprehensive approach" (Flay et. al, 2003). Flay et al.'s (2003) review of the literature revealed a myriad of programs developed to address common youth problems that were unable to provide sustainable effects. The authors indicated that these programs lacked a comprehensive approach and recommended approaches that includes self-concept development, school-wide environmental change, and parental and community

involvement coming together to increase the success rate of the program and the child's growth (Flay et. al, 2003).

Research has confirmed that protective factors are often found in the support of the community. "Because of the interlocking nature of social, academic, economic, health, and crime problems that impact the greater community, it is important for practitioners to provide a bridge to neighboring stakeholders and others" (Dale, 2008). Dale (2008) posits that networking is at the heart of community outreach work especially with at-risk youth. Studies run by NIH support community outreach have suggested that local community member involvement is central to the design of prevention programs. Comprehensive programs are more sustainable as community networking provides context-rich community data that drives relevant program goals, program commitment and higher quality implementation (Allen et. al, 2002).

Dale (2008) identified several key factors in connecting a practitioner to the community in which a program is to exist. Among the recommendations are understanding the *culture* of the community, the art of connecting and then patiently enduring a possibly slow rapport building process entailing persistent face to face time (Dale, 2008). Program designers and implementers are to be considered the "mortar that cements the various bricks of public, private, and volunteer services into an effective interlocking bridge between the mainstream and isolated communities of our nation" (Dale, 2008).

Religious institutions, such as church parishes, are often a gateway to understanding and working with a community. "African American clergy are often

central figures in their communities. AIUPS (The American Institute for Urban

Psychological Studies) found that working with churches on issues that affect their

parishioners is a worthwhile endeavor, and this avenue is very important for practitioners

who are interested in urban community matters" (Dale, 2008).

Early, Comprehensive, Long-term Programs in the Literature

Several programs incorporate the long-term, early, intensive comprehensive

programs recommended for preventing antisocial behavior and increasing academic

achievement. Positive Action Program, Fast Track, The Village Model of Care, and the

Seattle Social Development Project are all integrative prevention programs established to

reduce risk in urban youth. Beets et al. (2009) analyzed the effectiveness of a 5 year

school-based program, Positive Action, whose goal was to decrease violent behaviors,

substance abuse and sexual engagement in Hawaiian public schools. The Positive Action

program took place in 20 public elementary schools at the kindergarten level through the

fifth grade on 3 Hawaiian Islands (Beets et al., 2009).

"The Positive Action program (http://www.positiveaction.net) is a multi-

component school-based social and character development program designed to improve

academics, student behaviors, and character. It is grounded in a broad theory of self-

concept and is consistent with comprehensive theories of health behavior like the theory

of triadic influence" (Beets et al., 2009). The program consists of kindergarten through

12th grade curricula, school-wide climate changes undertaken by the program coordinator

and committee and family and community involvement components (Beets et al., 2009).

The program was comprehensive in its approach in providing a school-wide social character development program and its "interactive" delivery. This delivery method integrated teacher-student communication opportunities in a nonthreatening atmosphere, parent involvement, "holistic approach" to social and emotional development focusing on emotional regulation and decision-making skills and the program's intensive nature (Beets et al., 2009). Analysis of survey data revealed reductions of violent behaviors by approximately 58% and of having sex voluntarily by 76% (2009). "Programs such as Positive Action can reduce the burden on school administrators and teachers and ameliorate the demand on limited resources by reducing the rates of multiple problem behaviors" (Beets et al., 2009).

"Fast Track," established in 1990, was a second program utilizing community outreach, multiple integrated approaches and early and intensive prevention program components. The prevention program was initiated to "evaluate the feasibility and effectiveness of a comprehensive, multi component prevention program targeting children at risk for conduct disorder" while embedded within the community (Allen et. al, 2002). The program spanned 10 years; a long-term engagement was sustained with schools and communities. The challenge and one of the goals was to "retain the interest and active engagement of families, youth and schools over this sustained period, as well as to build a foundation of support for the continuation of prevention efforts following the end of the trial" (Allen et. al, 2002). "Fast Track's" integrative approach was used "because the developmental model suggests that risk factors have reciprocal influence across the systems, making it difficult to achieve progress in one domain without attempting change in the other domains" (Bierman et. al, 1999). Fast Track program

stakeholders established the program under the understanding that risk is cumulative and the program was therefore designed to extend across the school years (grade 1-10).

Bierman et. al's (1999) analysis of "Fast Track's" integrative approach was positive. When comparing groups within the "Fast Track" study, "the intervention-group children, relative to the children in the control condition, progressed significantly in their acquisition of almost all of the skills deemed to be critical protective factors by the developmental model. The children in the study improved in both emotional and social coping skills, and they made distinct progress with basic word-attack skills for reading. These improvements in skills were accompanied by more positive peer relations at school, as well as better language arts grades (Bierman et. al, 1999). Parents involved in the Fast Track problem also reported gained parenting skills, better discipline approaches, more school involvement and self-efficacy (1999).

Carswell et al. (2009) studied an after-school intervention program used to supplement an Alternative Education Program (AEP) in an alternative school. The program aimed to prevent the initiation of and escalation of risky behavior, such as violence and substance abuse while simultaneously enhancing internal strengths and fostering resilience. "In view of the relationship found between increased academic achievement and a reduction of subsequent problem behavior, the program was also designed to improve academic performance through remedial education, instruction, and study-skills exercises and by assisting students with homework assignments" (Carswell et. al, 2009). The program was based upon *The Village Model of Care*, a model founded to reduce involvement in criminal activities with youth (2009).

The *Village* model approach involved family, school, and community to address problems experienced by urban youth. The approach, supported by the notion that it takes a village to raise a child, "involved three major components 1) Structured group mentoring; 2) Parental support services; and 3) Community outreach services" (Carswell et. al, 2009). Community outreach services such as field trips and cultural enrichment activities "were intended to strengthen mentor/mentee relationships and provide opportunities for mentors to model pro-social behaviors" (Carswell et. al, 2009). The intensive, long term nature and use of family, school, and community involvement parallels the components of the Positive Action and Fast Track programs.

Lastly, Hawkins et al. (2008) researched long term effects of the Seattle Social Development Project (SSDP), a 3 component preventive intervention program that was provided in public schools during the elementary grades. The intervention aimed to "improve the skills of teachers, parents, and children themselves to increase positive functioning in school and decrease problems related to mental health, risky sexual behavior, substance use, and criminal behavior" (2008). Effects of the elementary school project were assessed at ages 24 and 27, 15 years after the intervention ended. The Seattle Social Development Project (SSDP) intervention was founded upon the social development model; children's improved social competence and parenting skills were hypothesized to better adult functioning later in life (2008). Teachers followed a cognitive and social skills training curriculum.

"By age 21, the full intervention group, compared with controls, showed significantly better outcomes with respect to education, employment, and mental health, as well as reduced crime, sexual risk behavior and disease, and early pregnancy"

(Hawkins et. al, 2008). In addition, the intervention group members were more likely

than controls to be "at or above the median in socioeconomic status (education or

household income) by age 27 (93% vs. 84% in the control group)." Control group

students were more likely to not only graduate high school but to continue their education

in postsecondary schools. In addition to household income and education status, control

groups receiving full intervention services had a greater rate of civic engagement, few

symptoms of mental health disorders and reductions of symptoms of several pre-existing

mental health conditions such as anxiety, Post Traumatic Stress Disorder, social phobia

and suicidal ideation (Hawkins et. al, 2008). Hawkins et al. (2008) also reported a

significantly lower prevalence on the lifetime STD index at ages 24 and 27 for those in

the full intervention group (2008).

<center>Understanding Program Stakeholders</center>

Importance of Stakeholders in Relation to Program Success

Positive Action Program, Fast Track, The Village Model of Care, and the Seattle

Social Development Project were deemed successful as their multi-faceted components

matched the complex problems facing impoverished urban youth. In addition all the

aforementioned programs were founded upon social emotional theory and incorporated

community involvement. The need for community buy-in is great as it invites "real

participation and leaderships from grassroots" (Dale, 2008). Grassroots was defined by

Dale (2008) as persons and groups who live, work, and develop advocacy programs in

communities as well as public institutions, private organizations, community-focused

media outlets, schools and churches within any community. These program members are

often referred to as program stakeholders whose competence and commitment can both negatively and positively impact the success of well-intentioned programs.

School based stakeholders usually include those funding the program, those in the schools running programs, community systems and members involved in the program implementation and program members. Essentially stakeholders are key members involved in the design, implementation and evaluation of programs. Within this group, "program fidelity is strongly influenced by the commitment displayed by the site coordinator, who advocates for the program, ensures that program protocols are in place, and identifies and helps resolve implementation problems" (Mihalic, Fagan, Argamaso, 2008). In addition, school administrators also must back the program, and agree to adopt the program's mission, provide needed resources, influence staff "buy-in" to the program's values and exert strong continuous pressure for implementation (2008). "Success or failure of school-based programs may ultimately rest with its teachers. In order to support a program that utilizes valuable class time, teachers must believe the program is worthwhile, have a sense of ownership for it, encourage implementation by others, and feel supported by school administrators" (Mihalic, Fagan, Argamaso, 2008). In sum, it is essential that "program staff at all levels of implementation provide strong support for a newly chosen program" (Mihalic, Fagan, Argamaso, 2008).

Motivating Factors to Volunteer in Programs

Volunteerism & Religion

Stakeholders are often employed by grant funding, school budgets or private-public partnerships. However, a large portion of program staff are volunteers from within the community or surrounding areas. Several influential factors have been

identified by Choi (2003) in relation to program volunteer motivation. Choi's (2003)

study revealed that employment status, geographic variables, demographics and religion

all impacted one's decision to volunteer.

Choi (2003) examined whether employment status impacted one's decision to

volunteer and the number of hours volunteered. Choi's study revealed that those in the

60 to 74 age contribute more time volunteering than those younger and typically

contribute about 10 hours per week volunteering, a jump from 4 to 6 hours of

volunteering found in literature dated 1993 (2003). In addition, "those who live in urban

areas are exposed to formal organizations that may provide increased opportunities to

volunteer. Social-structural factors – age, gender, race, education, income, occupation,

and religious preference- are centered on an individual's personal characteristics. These

variables are considered stable predictors in determining a person's decision to

volunteer" (Choi, 2003). According to the study, race and religion also influence

volunteerism. According to a review of Fischer and Schaffer's research (1993),

"religious participation among older adults is higher than among other age groups.

Respondents who identify with a specific religion are more likely to volunteer to help

others" (Choi, 2003). Choi (2003) also identified older, married volunteers with financial

stability; higher education and good health were more likely to volunteer. While

retirement is often associated with volunteerism, older adults who are still employed have

a greater likelihood of volunteering than unemployed or fully retired older adults (2003).

However within the workforce studies, part time employees volunteered more hours per

week than full time employees.

Ozorak (2003) also analyzed factors impacting volunteerism but focused on the college population and religion. Ozark (2003) stated that, "religious schemas and gender schemas influence an individual's attitude toward service in ways that predispose volunteering or not, as well as what students take away from the volunteer experience." Specifically Christianity, the most common religious affiliation in the U.S., explicitly asks its members to feed the hungry, clothe the naked, and visit the sick (2003). Other institutionalized religious also promote service and helping those in need.

While religious messages and beliefs initially mold one's schema related to service, religious involvement and priorities are known to impact motivation to serve. For example, religion may promote altruism, encourage people to value caring for others, sensitize people to social concerns or connect religious members to others who volunteer (Ozorak, 2003). Ozorak (2003) argues that those who join religious institutions or civic organizations that promote volunteerism they are more likely to volunteer themselves. Religion emphasizes the need to serve the common good as well as provide meaning to service acts, "which in turn lends increased salience to the service component of identity (Youniss and Yates, 1997). The converse may also be true; that the helping identity fostered by service, especially service done through a religious organization or with a religious motive in mind, enhances the sense of religious belonging. Over time this cycle might substantially shape an individual's self-image or self-schema" (Ozorak, 2003).

Ozorak (2003) concludes after college survey analysis, that while it is possible for the nonreligious to be altruistic, it is not as likely they will be altruistic or volunteers, especially if male. Religious students in Ozorak's (2003) survey sample expressed more intrinsic motives than the less religious students, and intrinsic motivation was the best

predictor of positive attitudes towards service. "For men in this sample, belief in God was also a decisive factor in current volunteer service. For women, care-oriented religious schemas seem to enhance commitment to future service, although many other factors seem to be at work." Results indicated that the strongest predictor of volunteerism was the sense of oneself as a person who enjoys or values volunteer service; both aspects were linked to belief in God. "This is congruent with the view that religion is a strong source of the kind of moral identity that motivates helping behavior on a regular basis (Youniss and Yates, 1999) and fits with other findings that intrinsic motivation for ay behavior is generally the best predictor for that behavior (Ferguson, 2000)" (Ozorak, 2003).

Perry et al. (2008) support religion as a powerful variable impacting behavior and decisions stating, "Religion is among the most important cultural factors that give structure and meaning to human values, behaviors, and experiences (Fallot 1998; Lukoff, Lu, and Turner 1995). Altruistic behavior is a human ideal across most, if not all, religions (Post et al., 2002). In addition, biblical tradition is believed to be a major inspiration for helping behavior" (Perry et. al, 2008). Perry et al. (2008) points out that the relationship between religious activity, volunteerism, and public service motivation is complex and studies support mixed conclusions.

Perry et al. (2008) analyzed participant surveys and interviews responses focusing on the constructs of religiosity, volunteerism, family influence and motivation for volunteering. Study results indicate that "religious activity is one of the strongest PSM (public service motivation) predictors in the structural equations, and our interviews uncovered a nearly universal disposition to attribute exemplary acts to religion,

spirituality, or a higher power" (Perry et. al, 2008). Interview responses suggested that powerful experiences can trigger and sustain extraordinary acts of service (Perry et. al, 2008). Results indicated that PSM is significantly related to family socialization, religious activity, and volunteer experiences. In-depth interviews suggest the importance of belief of spirituality, doing good for others, and life-changing events, in the development of public service motivation (Perry et. al, 2008).

Motivation of Philanthropists

Many educational programs are founded by private beneficiaries rather than government funding. The connection between the private and public sectors are considered important in bridging resources with public need. Understanding motivation factors associated with philanthropic activity is considered multilayered and complex. While much of the literature focuses on the extremely wealthy gravitating towards philanthropic activity, "motives that generate philanthropic giving are for the most part what prompt people across the economic spectrum" (Schervish, 2008).   Schervish's (2008) research indicates that "identification or empathy with the fate of others, and gratitude for blessings in his/her life" are primary motivators for philanthropic involvement (2008). Tax incentives, perceived family and religious obligations, guilt and prestige are among reasons that entice people to become philanthropically involved (Schervish, 2008). Schervish (2008) specifies that the "truly wealthy" philanthropists typically have earned enough money to meet their desired standard of living, to provide heirs' financial security and then search for outlets where their money can be used "productively."

Schervish (2008) introduced the concept of "moral biography," defined as the crossroad of resource capacity to give and "moral compass," the direction in which to give care. Schervish (2008) states that "for the first time in history, the question of how to align broad material capacity of choice with Religious capacity of character has been placed before so many of a nation's people." Wealthy individuals are younger than previous generations' elite members and are considered "contemporary philanthropists" whose philanthropic approach is considered entrepreneurial. Other contemporary philanthropist characteristics include seeking rather than resisting charity work, understanding that caring for others is a path for self-fulfillment, limiting inheritance to heirs by redistributing wealth towards philanthropic causes, and viewing philanthropy as a balance of pleasing themselves and others (2008). Schervish's (2008) research also revealed identity as a primary motive to become involved in social action work. Philanthropists seek activity that aligns with their self-identity and identification with others they identify with. Some are considered "consumption philanthropists" and donate towards causes that benefit people they specifically know or causes that benefit themselves (2008). Silver (1997) posits that philanthropists become involved in social goal-oriented actions that are aligned with and fueled by identity claims both of self and collectively.

Without direct drawn relationships, philanthropists are also attracted to support people or causes where kinship is experienced. One philanthropist, Laura Madison, states, "The only thing I'm interested in, in the world, is the health of humanity. To be human is to be a Religious person as well as a physical, mental, emotional person. This means to really relate to other human beings all over the world – whoever they are,

wherever they are" (Schervish, 2008). This example of relating to the human race is a staple of philanthropic motivation.

Silver (1997) further posits that motives are captured in individuals' vocabulary expressing the diagnosis of a problem or harm and its chance for change. This refers "specifically to (1) the severity of the problem, (2) the sense of urgency, (3) the efficacy of taking action, and (4) the propriety of taking action" (Silver, 1997). Silver (1997) distinguishes donors from philanthropic activists claiming that "activists are more committed to the issues they fund than are the elites who sit on the grantmaking boards of traditional foundations." An individual who is an activist and a philanthropist is accountable to both the activists and funding arenas. The author emphasizes this point by stating, "Social change philanthropists work to become insiders to the movements they fund rather than remain politically uninvolved outsiders" (Silver, 1997).

In addition to identity, perception of problem prognosis, excessive financial resources and a means for self-fulfillment, Schervish (2008) identified "giving back" as a common philanthropic motivator. Based upon over 250 interviews, Schervish (2008) discovered a deeper meaning to this common cliché. Philanthropic interview respondents reflected upon their "blessings" in life such as health, wealth and family. Interviewees did not perceive these advantages as entirely earned but largely received by luck or blessing. Respondents reported to have experienced significant gratitude for their advantages and their gratitude was channeled in the form of philanthropic funding and social activism to give back towards the world that gave them so much (Schervish, 2008).

Schervish's (2008) study also reflected upon the meaning of philanthropy. "For Aristotle, the essence of philanthropy is to be found in friendship love or *philia,* which in turn is the basis for community. *Philia* is first encountered in the family where family members learn to love others as they love themselves. Friends become a 'sort of other selves' (2002; VIII.12). A person is related to a friend as he is to himself (since the friend is another self)'." Therefore, according to the root meaning of philanthropy, philanthropic engagement is considered strategic friendship, which can be considered the foundation of society (Schervish, 2008). Nourishing others through care is considered gratifying to others and therefore gratifying to self.

Lastly, Schervish (2008) describes wealthy philanthropists as "world builders" who, due to their financial securities and caring interests, can change the world beyond their own immediate setting. These philanthropists are thought to have "hyperagency," which refers to the "enhanced capacity to establish control under which they and others will live" (Schervish, 2008). Philanthropists, due to their status as being financially elite, can choose their employment, conditions of employment, and causes to pursue without restriction. Consequently these philanthropists can produce outcomes rather than support outcomes; they have opportunity to lead, not follow, something bigger than them. Their "wealth becomes a tool to achieve a deeper purpose of life when achieving a higher standard of living" (Schervish, 2008).

CHAPTER III

METHOD OF INVESTIGATION

Rationale for the Qualitative Methodology: Grounded Theory

The study's research approach was qualitative in nature and was driven by Grounded

Theory Methodology.   The purpose of Grounded Theory is to identify theory that

emerges from systematic comparative analysis that is based upon fieldwork to explain

what has been and is observed (Patton, 2002). Grounded Theory researchers believe

human experience cannot be captured by distinct variables nor can research start with

preconceived notion. Human experience is considered a live narrative shaped by the

actor.

Based upon this theoretical premise, the researcher reviewed existing literature

pertaining to problems facing urban impoverished youth, social and academic

development, comprehensive prevention programs aimed to reduce delinquency such as

high school drop-out, and factors impacting adult motivation to volunteer. The principal

investigator interviewed selected stakeholders of the "I Have a Dream" program in a

collaborative manner empowering interviewees to lead interviews, research sequence and

theory emergence. The principal investigator then returned to the literature to gather

research related to meaningful data gleaned from interviews and incorporates post data

collection literature within the study research. The principal investigator then used the

Grounded Theory approach to analyze information gained from semi structured

interviews and formulated interview themes applicable to research and practice.

Participants

The participants (7) were identified as stakeholders from an "I Have a Dream"

program located in northeastern, United States. Most participants serve on the IHAD

Board of Trustees and play specific roles within IHAD. Participants' roles in the IHAD

program include the founder of this IHAD program, an Executive Council member, two

Board of Trustees Co-Chairs, an on-site IHAD coordinator, the head of the after school

program, and the math program coordinator. Three participants are paid employees of

the IHAD program while four participants volunteer their time with IHAD.

Measures

Interview Protocol

The interview protocol used with all seven participants (see Appendix B) consists

of a set of 12 open ended questions, created by the principal investigator. Questions were

formulated to elicit the personal experiences of the stakeholders in the IHAD program

without restriction matching the Grounded Theory qualitative approach of the study.

Questions pertained to exploration of IHAD participant motivation, participants'

perceptions of the IHAD program Dreamers, stakeholders, community, and the

program's longevity. In addition questions were posed to extract unique understandings

of what IHAD may be able to offer other educational programs, the experience of the

Dreamers, what sustains program participants and how IHAD personally affected each

participant.

Procedure

Stakeholder recruitment occurred through a series of referrals made from internal IHAD stakeholders. The initial referrals, the co-chairs of the IHAD Board of Trustees, were made by the principal investigator's dissertation advisor. The principal investigator separately emailed both chairs introducing the study and requesting their participation in the study. An overview of the study was communicated and their availability for an in-person interview was requested. Appointment times were selected convenient to them. During the separate interviews of both IHAD Board of Trustees co-chairs the interviewees were asked to identify who they considered stakeholders. Referral contact information was provided by the co-chairs and additional interview appointments were made. This self-referral process repeated until no additional stakeholders were identified beyond those interviewed. The participant recruitment approach matches theoretical perspective of Grounded Theory as it is process driven rather than researcher or hypothesis driven. Participant referrals, similar to themes, are exhausted before considering methodological procedures, such as participant recruitment, complete. The majority of participants identified 75% of the same stakeholders other participants identified. It is noted that one participant recommended speaking with a Dreamer. However due to the nature of the interview questions and their pertinence to adults providing IHAD services rather than those receiving IHAD services, this particular referral was considered inappropriate and was not pursued.

Interviews were held at locations of participant convenience and choice. Four interviews were conducted in participants' homes, two interviews were conducted at participants' place of work and one interview occurred over the phone. It is noted that

the one phone interview occurred due to the participant's frequent travel and pressing schedule. Interviews lasted between thirty and ninety minutes. Interview duration was based on interviewees' varying paces, depth of interview response and personalized interview style. Six out of seven interviews were digitally audio recorded to enhance the naturalistic interview style as the dissertation author did not take notes during interviews.

Recorded interviews were transcribed by the principal investigator only. Interview electronic documents were saved on the principal investigator's personal laptop computer. The interview electronic and hard copies were void of participants' names, referenced locations, organizations beyond IHAD and people to maintain participant confidentiality. The digital audio device and hardcopies of transcribed interviews were securely stored in a lockbox and will remain secure for three years after the completion of this study. All research material will be destroyed by the principal investigator three years after the study's completion.

Prior to each interview, participants reviewed and signed a consent form (see Appendix A) outlining their rights as a study participant. Rights such as confidentiality, opportunity to withdraw from the study and question refusal were reviewed with all participants. Secondary investigator and IRB contact information were also reviewed on the consent form if a participant should need to communicate with an official representative other than the principal investigator. After signing consent forms participants responded to interview questions while being digitally audio recorded.

Changes to Procedures

While the majority of methodology procedures were adhered to, two changes occurred during the process of data collection. One participant communicated he/she could not be interviewed in person due to his/her pressing schedule and a phone interview was arranged, therefore an audio recording could not occur. Rather the principal investigator typed the participant's response as the participant spoke and repeated back typed responses for accuracy monitoring.

In addition, while all interview protocol questions were asked of each participant, several participants provided spontaneous information unattached to interview questions either before or after interview completion. Addendum information was accepted and incorporated into the transcribed interview. Lastly, several follow up questions per interview were posed by the principal investigator when response clarification was needed.

Interviewer's Background

The principal investigator conducted all interviews. The principal investigator was a thirty-year old Caucasian, Catholic female. The principal investigator's demographic information was not discussed with any participant. However ethnicity, age and gender may have been inferred by the investigator's appearance.

The principal investigator was a certified school psychologist, held a MA in Educational Psychology and was pursuing a doctorate degree in professional psychology from Rutgers University from the Graduate School of Applied and Professional Psychology. The principal investigator's doctoral candidacy was known by all

participants as the study was presented as a graduation requirement in pursuit of the

principal investigator's doctoral psychology degree. In addition, several participants

asked what had prompted the principal investigator to study the IHAD program. In

adhering to Grounded Theory transparency, the principal investigator communicated her

interest and background in urban school systems as a school psychologist and clinician.

Any and all information confirmed or assumed by participants may have had some level

of influence on the interview process.

<div align="center">Data Analysis</div>

The principal investigator interviewed the seven participants over a four month

period. Interviews were transcribed and collected. The interview data were analyzed

using Grounded Theory Methodology. Using the Grounded Theory Methodology, the

researcher is transparent, the data are participant driven and the aim is to identify theory

that emerges from systematic comparative analysis and that is grounded in fieldwork so

as to explain what has been and is observed (Patton 132-133). Data are extracted from

interview responses, formulated into themes and analyzed to identify emerging theory.

Data, the data analysis process, identified themes and theory are discussed by the

principal investigator in the context for programmatic recommendations and future

research when working with impoverished urban youth.

The use of the comparative method enables constant redirection through acquisition

of new data, freedom by the participant thereby reducing the chances of "missing"

important data provided by the interviewee. The Grounded Theory approach was used to

gain an understanding of the stakeholders' experience with the "I Have a Dream"

program unadulterated by preconceived research questions, assumptions, and hypothesis.

Coding for Content

Within Grounded Theory, the principal investigator and a second rater used a coding process comparatively analyzing data using open coding and axial coding and later in the data analysis using selective coding. A second coder was considered vital to the data coding process due to the subjective nature of qualitative coding; inter rater agreement of 82% was established.

Interviews were transcribed by the principal investigator. Then during open coding, the "initial phase of grounded theory analysis" according to Glaser and Strauss (1967) "what, when where, why, how, and with what result or consequence" questions were answered systemically. Loose concepts and categories were labeled and sorted in open coding forming a pattern" (Scott & Howell, 2008). During the second phase, axial coding, the researcher used the conditional relationship guide and identified categories, placed them into a category column and answered relational questions about each category in the column (2008). Answering what, when, where, and why of each category "provides contextual conditions and boundaries" (2008). The researcher then answered questions pertaining to "how" and "with what consequence" to identify actions and interactions among the categories. According to Scott and Howell (2008), asking "with what consequence" captures a participant's true meaning.

In the first two phases of coding the conditional relationship guide was used to form categorical structure. In the last coding phase, the researcher used the reflective coding matrix to bridge categorical analysis to establishment of a central phenomenon with a

story line.   Scott and Howell (2008) describe this concept as a "category-hybrid that all other categories describe." During axial coding a central phenomenon was identified and during selective coding the researcher identified in the participants' perspective, how the phenomenon proceeded, and with what variability and what conditions (2008). In this last phase, categorical relationships and phenomena were refined and expanded and theory emerged (2008).

CHAPTER IV

RESULTS AND ANALYSIS

Results I: Factors Impacting Stakeholders' IHAD Motivation and Sustenance; Factors

Impacting IHAD Program Effectiveness: Coding Phase 1

The following results reflect factors identified by stakeholders that impact their

motivation to participate in the "I Have a Dream" (IHAD) program, factors that sustain

stakeholders' program participation and factors that contribute to the effectiveness of the

IHAD program. Participants, the IHAD program stakeholders, responses to open-ended

questions were analyzed and themes were drawn from given responses. Within

Grounded Theory data analysis using open, axial and selective coding was utilized; this

analysis approach involves a 3 phase coding process enabling data to first be broadly

categorized and then later refined. The three categories examined via interview response

coding included stakeholder motivation, stakeholder sustenance and effective program

components. Themes emerged within these three categories based upon patterns of

interview responses during phase 1 of coding. During this first coding phase, the

conditional relationship guide was used; a guide commonly employed when applying the

Grounded Theory Approach (Roberts, 2008).

Motivational Factors

As per principal investigator, "motivation" was defined within this study as factors prompting initial stakeholder IHAD program involvement. Within the category of motivation, stakeholders identified numerous influences and several themes, which emerged during data analysis. Participants identified several overlapping motivating factors influencing their IHAD program involvement. Emerging motivational factors included desire for approbation, experiencing life transition, desire to improve urban education, and desire to "give back."

Desire for Approbation

Fifty-seven point one percent of the participants identified authoritative expectations for involvement as a motivational factor. Several of interviewed participants were initially approached by adults with positions of high esteem and within respected organizations in their community to become a part of the IHAD program. One participant explained her initial introduction to the IHAD Program was through her Religious Institution. The participant states, "He went to the Religious Leader of our Religious Institution and said there is really a place for this in our Religious Institution to be partner in this project…So they brought together a group of people that had an affiliation with Religious Institution and some background in education and urban education." Another interviewee, also approached within the Religious Institution, stated, "You cannot turn down Religious Leader." Likewise later in the design and implementation of the IHAD Program a third participant reflected upon her retirement stating, "I started, well the 1st year I was retired, I happened to be working out and somebody said, 'You better give something back to the Religious Institution." A fourth

participant was approached by a stakeholder after the IHAD program Board was
established. The participant notes, "I was recruited by a board member when the children
were in the 1st grade because my background is in special education and they thought I'd
be a good match."

<div align="center">*Desire to Improve Urban Education*</div>

Twenty-eight point five percent of the responses indicated a desire to offset or fix
a perceived deficient urban education system. One participant stated, "I recognize, as
most people do, that our educational system in the public school is horrendous and the
system is broken." This participant extrapolates this notion and specifies that "With
IHAD we try to supplement their (urban kids in minority areas) education and even
though we know there is no substitute for that we are helping them get benefits they
could not get without IHAD."

A second participant, with a history of working on a public school district's Board
of Education stated, stated, "we that were on the board, got very involved. Some of the
suburban districts, some of the leading suburban districts, felt that this (taking away
suburban district funding to equalize to urban education funds) was such a threat to
everyone's education that they, well we, actually got together with urban districts to fight
this together." The participant continued to share, "We do what we can to help these kids
(urban kids in minority areas)."

<div align="center">*Life Transition*</div>

IHAD opportunity was presented shortly after retirement for 28.5% of the
participants; participants communicated they were seeking an outlet to contribute efforts
to newly acquired time.   A participant commented, that at the time of IHAD Program

inception, "I was looking for a volunteer opportunity because I am retired." A retired educator stated when she retired, "If I do anything I'd want it to be educationally based and I had heard about the IHAD program."

(Re)Connecting to Educational Field

Forty-two point eight percent of the participants had a past career in education and remained passionate about education. One participant reported that when IHAD Program was first introduced at her Religious Institution, "A number of us on the board of education at that time had some background in urban education as well." She continued to specify, "I was on the board, we suburban groups got very involved with urban school districts when the school funding issues were getting (tough)." This member stated that legislators were attempting to "level down" suburban funding to create equalized funding compared to lower urban budgets. Therefore this member, with a history of educational involvement, "got together with urban districts to right this together," in an effort to "level up" urban school district competency and budgets rather than "level down" suburban district budget and competency. This member disclosed contributing years of her time and efforts towards education explaining, "Education has always been a consistent passion of mine."

Another participant originally was a special education teacher and described herself as being involved in the technical aspects of the program. Similarly a third participant stated, "I missed it. I was a special education teacher and I had some very troubled students. I look back and think that's what really made me happy every day."

Desire to Give Back

Two stakeholders, 28.5% of the participants, utilized the phrase wanting to "give back" when reflecting upon their initial motivation to become involved in the IHAD Program. One individual stated, "I wanted to give back in some way" and reported that the IHAD Program opportunity matched this altruistic desire. A second participant was instructed by and agreed with a friend who stated that she "should give back to the Religious Institution." This participant reflected, "(even though I am not a special education teacher anymore) I still feel like I'm doing something and I can give back something. I think that everybody should give back if they can. My mother did. She used to, when we went to that Religious Institution…So I think charity work was made important."

Congruent with Values

The most overwhelming motivational theme was reflected in participants' responses indicating that the IHAD program's mission aligned with their personal belief systems. Seventy-one point four percent of the participants stated their values and the social service opportunity aligned. A participant reported, "I believe that education is the salvation of the world." Similarly, another reported that the IHAD Program is "very consistent with the Religious values that I'm committed to and our religious institution is committed to. Also I feel that education is the primary determinant of upward movement by these students." This participant later added, "We (in my religion) have a saying, 'whoever saves one life saves the whole world.' One kid at a time." Lastly this participant added, "It's (IHAD Program mission) central to my value system. It's what I am."

One participant, when presented with the opportunity to work for the IHAD Program, stated, "My personal beliefs and the beliefs of the board just match perfectly; so it's been a pleasure." Another participant communicated their belief that education is the key to social change stating, "I really believe that we are going to change lives of about, well all of them (Dreamers), but especially those going to college." Within the field of education a fourth participant reported, "I think that I have always believed that special needs kids, all kids, need a connection with other people." Another participant believes, "everyone should give back if they can" and stated her involvement in the after school program fulfills this belief in society's obligation to "give back." This participant also stated she believes "You can make a change. And that's good and you see them changing all the time.

Other Motivational Factors

Other motivating factors, not supported by overlapping thematic responses, included the program structure as well as supportive partnerships that existed prior to this chapter's IHAD program inception. An individual indicated that the longitudinal structure of the program was appealing when compared to other social service projects revolving around education. This participant stated, "It appeared, you know, that this might be, you know, worthy of a program, you know that proved worthier than anything anyone could find, um, that they seemed to have good results and the long term nature of the program was kind of interesting to us. You choose one group of kids and follow them all the way through their educational careers. So that was appealing."

In addition members were motivated to become a part of a program that already had existing partnerships and built-in support on a national level. The Religious

Institution hosted a guest speaker presenting on the IHAD program who reiterated, "The national office for IHAD was in AnyCity, there were other programs we could learn from, there was support from the national office and so it really seemed like a natural fit for us." Beyond the national IHAD Foundation, this member found existing community partnerships to be an appealing aspect of the program. This participant stated, "The Religious Institution, through their social work, had already had appeal so there was an existing relationship with a church in AnyTown, so there were some existing relationships…not only that, but the superintendent of AnyTown of the time when the Religious Leader and IHAD Founder, the sponsor, went to speak to him about the potential to developing you know a program in AnyTown, he was extremely receptive."

Sustenance Factors

"Sustenance" was defined as factors reinforcing IHAD stakeholders' continued involvement in the IHAD program. Subcategories of "sustenance" included factors impacting optimism maintenance and factors impacting relationship building. Within the category of sustenance several themes also emerged in participant narratives.

Stakeholder Quality

All 7 of the participants revealed that the other stakeholders' dedication, personal qualities and competent work sustained their participation in the IHAD program. Within the stakeholders category participants identified the subcategories of strong leadership and an inspiring, effective coordinator as primary factors sustaining their commitment to the IHAD program.

51

One participant reported, "There are wonderful people on the board. I've learned a lot from a lot of the new people at IHAD…whether it's Anonymous Participant or Anonymous Participant's spouse who are wonderful, wonderful people and they're so generous. So it's certainly been... there's been benefits to me as well just from participating. Getting to know well some wonderful people who share a lot of the same, coming from the same place you know philosophically for kids, wanting to make a difference." This participant also stated, "Anonymous Participant is a terrific (person). They're wonderful people." Another participant stated, "The most gratifying part has been the relationship with the children and with our board, with our coordinator and our volunteers." This member states, "We (this participant and another participant) are close friends, long time friends. He/she's delightful. We have had Anonymous Participant who has been a wonderful (participant's role) so that has been a joy. We have two members of our board, who bring great balance...Anonymous Participant 1 is very well organized and Anonymous Participant 2 has a vast experience in the education field…We have a wonderful board." The participant continues to report, "There are a lot of talented people, I am really impressed by the effectiveness and competency of the volunteers and professionals of whom we've engaged….the level and quality of these folks up and down the line is extremely high and, it's interesting, over 9 or 10 years I am hard pressed to think of anybody who has been an obstacle in the program in these ranks that I'm talking about. They really have contributed tremendously; we haven't had disruption and we could be talking about 100 people or more…The people I'm involved with, they're really solid. I mean if they were problematic I just couldn't. I don't have the patience for it in

my stage of life. I just came from breakfast for an hour and a half with them and it's a delightful great group of people, so I like being with them."

Another participant states, "I loved the program. I loved the bosses and I have a lot of them I feel like. I enjoy the support from the board members in the Religious Institution but um, a lot of times I'm at my wit's end with the school district itself…Yeah, it's rare you can have a lot of bosses and you enjoy working for them." The participant reflected on each colleague stating, "Everyone individually brings something to the table and um it makes other people just want to be a part of it, it's just amazing. And there's such an open mindedness to it all. "

One participant compared the IHAD Program stakeholders to members of different organizational experiences and reflected, "I think everyone on our board is very passionate and makes a tremendous contribution of time, effort, not just financial. Most of them have education in their background. That's the reason I do not serve on boards where everyone's talking and only 6 people are doing something. These people are different. Anonymous Participant 1 is passionate and well qualified. He/she's been on the board of education and has been in education for a life time. Anonymous Participant 3, you have met him and you know how he is. And Anonymous Participant 3. Everyone is great." This participant continues to distinguish their experience with the hands-on board and created the analogy, "You cannot sit in an ivory tower and give directions and make the rules of the program in an ivory tower. That's why Program Coordinator is inside the school and sees which teachers he can get something from, which he cannot. They're living in the school. He has tremendous respect from faculty, parents, and from the board. You need all 3 of those to make the program work."

The sixth participant also spoke highly of the IHAD stakeholder group stating, "Board members, and IHAD Founder, and the Religious Leader, and Co-Chair 1 who kept it going. And Co-Chair 2. They have really been fantastic…They're just so dedicated. They're just so unbelievable. I mean they started with the kids in the 1st grade and didn't leave them. They're always there. And they respond immediately." Related to leadership of the stakeholder in particular, the participant reported "I think the leader, the stakeholders have kept it going and I think we have a very, very strong coordinator, Program Coordinator and then the kids." Supporting a previous participant's indication of a stakeholder group who is heavily involved this participant reported, "There are some programs and things I join and you see people who are just there and it's not the case here. It's just something I believe."

The seventh participant echoed colleagues' complimentary reflections of their IHAD group and directed them towards another stakeholder. "He loves the kids, he loves to donate, he loves to volunteer and he goes to meetings. If he's not on vacation or traveling with his wife or seeing his kids overseas; he is just terrific….He does a lot. He's done accounting for them too. He comes to the after school program too….He is totally invested in this program as I'm sure you found. If I say something he'll say, 'I'll take care of it.' He's fabulous. We have some very good people; I'll say that." This participant also commented on the inspiring work of the IHAD program's coordinator. "I think it's honestly because of Anonymous Participant (longevity). He's very effective. Everyone who comes in says, "How does this man do it?" One student wrote, "The very best thing about this program is Mr. Program Coordinator, the dad that I never had." And that says it all."

Enjoyment Working with the Dreamers

Seventy one point four percent of the interviewed participants indicated that their enjoyment working with the Dreamers as a primary force that impacted their commitment to a program for almost a decade. One participant stated, "I think there's obviously rewards whether it's getting involved with the kids or (something else)." Another participant stated, "Pretty much the kids are the best part….the most gratifying part has been the relationship with the children." One stakeholder who spends the most face to face time with Dreamers communicated, "I find their strength really strengthens me."

Another participant who works closely with the student reported, "I enjoy working with the kids." The participant expanded upon this to reflect upon the Dreamers' inspiring commitment. "They struggle to catch up academically but are willing to work harder to stay in private schools." (Dreamers at Catholic High School). Another participant freely shared numerous anecdotal stories capturing experiences working with the Dreamers demonstrating their resilience, challenges and good natured personalities. The participant stated, "There was this one little girl that I was so happy to work with."

Witnessing Student Growth

While several participants indicated general enjoyment working with Dreamers, 57.1% of the participants indicated student growth sustains their commitment with IHAD Program. Participants reflected that gratification from witnessing student growth both academically and socially as highly influential in sustaining involvement in both professional and voluntary capacities.

One of the stakeholders reported, "As for social skills, cultural acclimation, growth has been much more rapid. The kids that have gone to Private High School (pre-selected based on higher achievement)…you just see how they flourish in the right environment…I see a lot of social growth." He/she continues to state, "And (I enjoy) seeing the kids and how they grow."

A participant who spends five or more days a week with the Dreamers, relayed, "(the best part is) Seeing the kids grow." "It became a dream job because of the students themselves; again, watching them mold and watching them grow a bit." The participant reflected on the kids' growth from elementary school through High School stating, "As for the high school, I love it the most. You can have real conversations with the students. It's great to see them form their own opinions, morals. We had one lady who became a vegetarian because she was freaked out over animal rights and abuse. Just to see that, challenge themselves. Just to see that, it's like watching my own children grow up." Social emotionally the participant stated, "I think they (Dreamers) sort of broken down some of their barriers in accepting people from another community and sort of what they can do."

Another stakeholder also communicated that sustenance stems from the Dreamers. "Seeing the results. Seeing the results of the various programs I'm committed to. Seeing that I know, as I said, we're changing people's lives. You cannot do anything greater than that." A fourth participant shared detailed accounts of interaction with particular Dreamers. "I know there's one young man who was coming all the time because he finally started to come after school regularly and he's getting so many…he's changed so much. He was more on the edge of watching the bad kids. He's very artistic

and he's been coming. He's been coming every single time. Even last year when it was boring and vocab he was there…I think I'd say it's changed him a lot."

Optimism in Human Potential

Fifty-seven point one percent of the participants indicated their belief and optimism in the human potential contributed to their drive to continue sometimes difficult work with the at-risk population of Dreamers. One participant specifically found children to be an inspiration for the human potential stating, "They're (kids) still open for positive ideas and other ideas…I believe that education is the salvation of the world." Another participant's optimism for the Dreamers is captured in their confidence that the Dreamers will graduate. "We started with a 1st grade and adopted 55 kids who are now in 10th grade. We feel that we are optimistic that a high percentage of them probably 75-85% are going to finish high school and of course it would not have happened in Anytown High School. We would have kept 40% or 50% in high school (without IHAD program)."

One participant reflected on the Dreamer's cognitive potential stating, "What I think is there probably is a great deal of intelligence within them (Dreamers). And even their street smarts could be valuable assets for them." This participant later implied that his/her role in providing supplemental instruction is to tap into Dreamers' hidden, but existing, assets. Lastly a stakeholder reflected on their optimism for all commenting, "It (IHAD experience) made me appreciate the potential of the human being irrespective of where he or she is in life and never to give up on any kid.

Fulfillment Giving Back

"Giving back" was identified by 28.5% of participants as a contributing factor. Participants indicated "giving back" brings personally gratification that subsequently sustained their continued efforts in the IHAD program. An IHAD stakeholder commented, "I just don't think I could do anything for 10 years that I did not get personal fulfillment from. When I really have the opportunity to get involved with the kids on a firsthand basis it just strikes me all the time just how different their lives are than like my children's lives are. So from that point of view it certainly does give me some, you know, gratification, from doing what I do to be involved." Another participant stated, "I felt so good that I could do this (tutored a child all summer for a significantly reduced fee). It was giving of myself and getting so much reward."

Self-Development

Twenty-eight point five percent of the participant revealed self-development as a result of IHAD involvement and a source for sustenance to continue their work with the program. One participant commented, "I have a better understanding of the problems and needs of education and the role of government and volunteers can play in education."

Another participant reflected upon his/her self-development via long-term involvement with IHAD Program. "I've certainly come to appreciate more in life…I've come to get more of an appreciation to those things that really are more important. That my family is intact, that I do have a house, that I do have a loving family, that I do have a car. That I didn't have any of the issue; and growing up, everyone thinks they've had it rough but my God I had a walk in the park compared to these Dreamers. So I've come to really value what's important in life and what challenges other students have. I've also

opened up, you know, sometimes I see what some of the children go through as my heroes and I wonder would I have some of that resiliency to get through what they're facing? And so I find their strength really strengthens me." In general this participant stated that through his/her long-term involvement with urban minority students Dreamer, "(I'm) more informed (and less reliant on social stereotypes)."

Other Factors Influencing Sustenance

Several other factors were associated with sustenance but were not supported by other participants. These included Dreamer excitement to attend college, self-development as a result of IHAD work, hearing success stories of national graduated Dreamers, connection to others, roles evolving into "Dream Jobs," power to make change, and a curiosity to see how the Dreamers' stories "end."

One participant communicated sustenance in witnessing Dreamer excitement and pride to be a part of the IHAD program. A participant reflected upon a recent board meeting where a stakeholder reported on Dreamers' progress. "From the Program Coordinator's reports at our board meetings I believe that a core of the Dreamers at Anytown High School participates in the Dreamer programs and remain excited about the promise of advanced educational opportunities." Another participant commented on the inspiring stories of national Dreamers' stories and their influence on their continued program involvement. "I think part of the regional and national structure in hearing the success stories from Miami, Washington, Denver, all over the country. There are about 80 programs that have graduated already; another 80 or so are in one stage or another."

One stakeholder, originally interested in a different vein of social service employment, stated, "I always thought I had a dream job in my head working for a program like Habitat for Humanity. And I think since working here my dream job has kind of changed a little bit and I'm working in it to be honest with you." This participant also attributes professional freedom as an ideal factor built into his "Dream Job" that he/she has held for almost 10 years. The participant states, "It's a program where the board has allowed me the freedom to really mold it as I see fit and meet the challenges that I see are the biggest problems for the students themselves. I do not have people breathing down my neck and telling me what I have to do." Another member who has been involved for years as well communicated a satisfaction watching the Dreamers evolve from kindergarten through high school. This participant stated, "I don't want to leave the kids. I stay with the program also because I want to see how it 'ends' for the kids…what paths they ultimately choose."

Program Effectiveness Factors

"Program Effectiveness Factors" was defined as program elements that make IHAD effective and therefore desirable to replicate in other programs. Effectiveness was defined by the principal investigator as increases in Dreamer achievement, increased graduation rates, Dreamer program commitment and longevity of the program. Program effectiveness factors were identified in the seven participants' interview responses.

Strong Leadership

Within this category of program effectiveness themes of strong leadership was endorsed by 71.4% of the participants. One participant commented on the leadership

qualities of the IHAD Program Founder. The participant reflected upon the Founder's extraordinary vision and specifically stated, "Obviously as a sponsor he's buying into the whole 12 year plan. He could have chosen the 3rd grade or 6th grade but he chose 1st. So he's the reason for the longevity."

One stakeholder reported on his/her perception of leadership qualities and responded, "I think everyone on our board is very passionate and makes a tremendous contribution of time, effort, not just financial." Another participant echoed, "I think the leader, the stakeholders have kept it going and I think we have a very, very strong coordinator, and then the kids. (The leaders) They respond immediately." One interview response prioritized leadership as vital reporting, "You need leadership and 1 person to be the captain."

Inspiring leaders with a strong vision were described as key descriptors of effective leaders. One participant stated, "The Program Coordinator has a very strong vision of the program." Another stakeholder indicated, "I think it was the Religious leader that called our attention back to the whole story about the starfish that washed up on the beach and the man was walking on the beach and would throw, could only throw, so many, there were only so many that you could actually save." This participant reflected upon the power of the leaders' words and their motivational effects on the participant's focus of the program. Another narrative revealed, "Leadership was and is strong and committed. The founder and main founding source follows the money, will not accept defeat and is part of the executive council." This leader was described as "stable, committed and puts in a lot of effort." Several participants also commented on

61

their confidence in leadership and one specifically noted, "I have great trust in (the program coordinator)."

Community Outreach

Community partnership was listed by 71.4% of participants as a vital factor supporting IHAD Program's success. Partnerships with religious institutions were listed by one participant stating, "We have students that maybe do religious program projects, contribute to our program…They have also partnered up with a sister church in Anytown, AnyChurch…The president of the Religious Community Center has extended memberships to any Dreamers; so if they ever want to go there on their own to use the facilities they're welcome to. And any space we've wanted from them or facilities we've been provided."

One stakeholder specifically identified positive relationships built by another stakeholder as primary in sustaining the IHAD Program. This participant stated, "You cannot sit in an ivory tower and give directions and make the rules of the program in an ivory tower. That's why Program Coordinator is inside the school and sees which teachers he can get something from, which he cannot. They're living in the school. He has tremendous respect from faculty, parents, and from the board. You need all 3 of those to make the program work."

Participants also stressed the importance not only of bridging the community to the Dreamers but bridging the Dreamers to community opportunities. "We have brought them to the opera, to plays, to colleges. We brought the kids to campus too, that was a lot of fun. We were working with a Math and Science Museum." This participant reflects upon the benefits bestowed upon the Dreamer and states, "The opportunity for travel to

conventions, other places, makes them grow and see the world and they take a leadership role because they have the confidence…The kids go to national conferences and they come back and it's phenomenal. They talk about meeting kids from all around the country, and making new friends and they have all kinds of programs for the kids so they describe what it was like. Just taking a flight to somewhere else, staying in a hotel, you know. It's just empowering to them. It opens their eyes to another part of the world they do not see."

One participant's belief in community connections reported that "A lot of people in town and my family find different resources for me." Another listed some of the many opportunities provided for Dreamers in the community. "The summer before we had 25 kids that actually went to AnyCollege campus every day." In addition, "Kids from AnyCollege volunteer to tutor and we've been involved with tutoring in the past. So for outreach, she's been very influential in finding these, um, great opportunities." A third link to college level involvement was the IHAD Program's involvement of interns. "We've had relationships with AnyCollege, we've had counseling interns. Between those of us who have our feelers out there we've been able to do a number of things for the program." Another college outreach project included a College Club. "These are men and women in their 30's, 40's, and 50's who themselves are college graduates who hold very responsible positions in business and professions and who are really trying to give back. So we get help from those folks from time to time."

Several participants listed religious institutional outreach as important in contributing to IHAD Program's effectiveness. One stated, "We were able to partner with them (Religious Community Center) and the kids one day a week over a period of

time were able to go there and take swimming lessons where so many of urban kids never learn how to swim. They had the opportunity to do some of the cooking classes, some of the camp activities, and we did some matching opportunities. They did a joint community services club from kids from the Religious Community Center and some of our kids (Dreamers) and they did a community service project too where kids work together and develop some of those relationships. So that was terrific too." Another participant also identified a longstanding with AnyChurch and the opportunities provided from this organization. Involvement with a local Religious Community Center was highlighted stating, "The president of the Religious Community Center has extended membership to any Dreamers; so if they ever want to go there on their own to use the facilities they're welcome to. And any space we've wanted from them or facilities, we've been provided."

Funding

Adequate funding was identified by 57.1% of the participants as a program element that was necessary for program success. One participant plainly stated "You need the finances." This funding not only employs IHAD Program staff members and program activities but also the college tuition of Dreamers. "We'd pay for tuition only equal to that of what the AnyCollege tuition is, the state college. But, different sponsors have been more generous in some instances paid for room and board."

Another participant quantified funding levels stating, "It requires several million dollars just to commit to the financial costs of what the cost will be for the college education. And yearly expenses seem to grow and grow to maintain a full time coordinator, tutors, all the programs we run, materials." Another participant stated, to be

effective a program needs "Financial stability. The program was funded for the entire time at inception." Another explained, "He (IHAD Founder) has to prove upon adoption that he can fund this for 10 years. And he did that. I don't know the exact way it works but from what I understand, there's a trust set up or there's money in the bank of whatever but there's an account, a pool there for the longevity of the program."

Connecting to Children, Adults and Community

Establishing strong social emotional connections between the children, adults and community were indicated as important in programming success as evidenced by 42.8% of participants' interview responses. A stakeholder with close contact with Dreamers stated, "The child has to stay connected to somebody, something. You cannot just throw them in a school, put them in a class, the bell rings and send them on their way. They know if they're having trouble in math there are people they can turn to. We give them that and I think that should be done throughout. I think that's what we do well. They have a connection with a human." He/she continued to share, "I think the majority of them (Dreamers) are very positive about it (IHAD involvement) and feel safer. They have a connection."

Another participant reinforced the importance of connecting Dreamers with functional adults and peers stating, mentorship is to "show them what a good role model is, to show them what they're missing in their lives. That's what we need to do." One participant specified that this mentorship is best when individualized. "The thing that seems to be the most important for the kids is the fact that bringing other adults into their lives and bringing other opportunities and that adult 1:1, just the fact that there are people

who care about them, I think it's been the most meaningful. I think the kids feel very special."

Stakeholders all reiterated the IHAD Program's belief that "Once a Dreamer, always a Dreamer." This concept is applied through maintained Dreamer connection. "(Dreamers) send him uh report cards, some come back to visit for the summer and go to our summer camp. I said there may be 1-2 in the high school that have no interest, no connection." Specifically stakeholders reported that strong connections exist between Dreamers and the Program Coordinator. "He's a father to these children in a sense that they would talk to him with their problems that they won't talk to her mother and father and their aunt and uncle."

Strong Program Coordinator

Forty-two point eight percent of the participants also communicated that a strong, effective program coordinator as key in building a successful program. Many of the stakeholders indicated that the IHAD Program Coordinator's personal and professional qualities significantly enhanced the effectiveness of the IHAD Program.

One participant stated, our "Program Coordinator, if you spend any time with them (Dreamers), you can picture the kids can come to him and ask for advice, he's like a father figure." Another commented, "He's just the best. He is on the board. He knows every child, knows every family. He goes above and beyond. And the kids like him and respect him and if you don't have that then the program would have gone by the weigh side. I think the kids respect him, and the board, it's a very good combination." Similarly a stakeholder reported, "Our biggest thing with the children is the Program

Coordinator being in the school 100% of the time, full time…our program really goes through him during the day."

<p style="text-align:center">Supplemental Academic Enrichment</p>

Twenty-eight point five percent of the participants emphasized that programs that focus on supplemental academic enrichment rather than incorporating the program within school wide curriculum have greater success. Participants supported the theory that supplemental programming enables professional freedoms school systems cannot offer. Stakeholders share that Dreamers indicate academic areas they are struggling with and the program advocates for appropriate services. "The kids were struggling in math and two math instructors were provided. Teacher 1 and Teacher 2 worked with the kids this summer."

Supplemental academic programs were described as enabling professional freedom for stakeholders. "We're not a traditional classroom, you know, we're a setting where we can do more things than some of the teachers."…So being a nontraditional program we can do things like bring students to Planned Parenthood or um you know we have funding for field trips. We don't need an excuse to go to The Science Museum or AnyCity because we see value in almost any trip."

<p style="text-align:center">Other Factors Influencing the Success, Sustainability and Replicating of IHAD Program</p>

Additional factors that were not shared by more than one participant include support from sources larger than the program such as the National IHAD organization, student empowerment, high quality partnership community relationships, student mentorship, wrap around program services, and word of mouth recruitment.

Support from a larger organizational system was noted as important. "IHAD national has put together a workbook for college preparation on what you need to do when and kind of develop your, what courses, you need to take."

A stakeholder indicated that Dreamers' involvement in the IHAD Program nourished empowerment for the Dreamers. "The Dreamers have an identity beyond what other kids may have in school. They know; they know they can go to college." Such support exists throughout the school year. A participant reported services "evolved into a summer program with them which was fantastic." Services are offered throughout the calendar and throughout their entire school career. One participant stated "the continuity has certainly helped." Another participant affirmed the utility of a national organization stating, "There is a metro region and a national of IHAD. They provide some guidance and structure."

The high quality partnership with IHAD National as well as with Religious Institutions and other community organizations was highlighted as essential. "I think the relationships with the district, the small relationships which we built (is important). We're literally a guest of the school district. We've never paid for facilities. We haven't burned any bridges and we haven't proved to be a thorn, too much of a thorn in their (school district) sides and we've been enough to help the school too. If we didn't have that relationship, um, maybe we'd be kicked out. In a time when other programs are not funded or they're getting asked to leave and space is premium, we have managed to stay with it for 10 years."

All of the stakeholders reflected on the importance of high quality stakeholder and one participant identified how he/she believes attainment of quality stakeholders is made

possible. "We are increasingly adding to the number of volunteers outside of both

organizations (Church, Religious Institution). Really it's word of mouth; we don't do

any real advertising. Because I don't want to water down the quality of the people or the

dedication…There's such a positive image of the program in the Religious Institution and

in the church that people are very willing to roll up their sleeves and do something for

us." Lastly this member communicated the contagious nature of IHAD Program work,

"You cannot help but get other people involved."

Results II: Factors Impacting Stakeholders' IHAD Program Motivation and Sustenance;

Factors Impacting IHAD Program Effectiveness: Coding Phases 2-3

In the second and third phases of coding, the Reflective Coding Matrix was used to further refine elicited themes within the categories of motivation, sustenance and program effectiveness. Analyzing the consequence category of Phase 1's Conditional Relationship Guide bridges analysis to Phase 2 where consequences of categories (motivation, sustenance, program effectiveness) are better understood to assist researchers in reaching theoretical saturation (Scott & Howell, 2008). Predominant consequences that are recurrent are labeled as "core categories." Core categories and storylines were established collaboratively between the principal investigator and the second rater. Collaboration was deemed necessary due to the significant level of subjectivity phases 2-3 entail using the Grounded Theory approach to data analysis.

The principal investigator and second rater first identified core categories, a process termed "selective coding" by Grounded Theorists. Only recurrent categories were deemed "core" as per participant narrative patterns among the three areas of research: motivation, sustenance and program effectiveness. Processes within each core category were analyzed to establish actions and interactions within each core category, linking structure with process (Scott & Howell, 2008). Actions and interactions were reviewed and refined to create storylines surrounding each core category. The storylines

provide a holistic understanding of the data making the central phenomenon more readily identifiable.

Core Category Analysis: Motivation

The principal investigator and second rater analyzed motivation, earlier defined as prompting initial IHAD involvement. Recurrent motivation consequences, "Core Categories," were identified and further analyzed to create core category storylines. The following core categories emerged within the larger category of Motivation: Repurposed self, joined IHAD Program, (re)-connected to educational field, reinforced self-identity and demonstrated desire for approbation.

<div align="center">

Repurposed Self

</div>

During the 1st phase of data coding, "repurposing self" was identified as a natural consequence to demonstrating initial motivation to become involved with the IHAD Program. When analyzing the process domain of the Reflective Coding Matrix, a natural storyline was identified. Several participants reflected that the IHAD Program opportunity presented itself during a significant life transition, most commonly retirement. Participants indicated that their life transition afforded each participant with newly available time and a lack of direction. Based on interview narrative, it is theorized that participants had the desire to fill their vacant time with activities that enabled participants to "give back." When the IHAD Program opportunity presented itself participants joined the program in part to repurpose their identity. Participants were repurposed to roles such as mentor, philanthropist, and teacher.

Joined IHAD Program

Joining the IHAD Program was identified as a natural consequence to experiencing motivation and is therefore considered a core category according to the Reflective Coding Matrix. Upon interview narrative analysis it appears that some participants were first approached by members of authority and respect within a Religious Institution while one participant founded the program. Participants were attracted to the program based on several factors identified in the 1st phase of coding including: desire to give back, attraction to program structure and mission, experiencing confidence in leadership, and considering the program to align with personal beliefs. Such factors inspired each of the participants in personal manners and ultimately influenced participants to join the IHAD Program.

(Re)Connected to Educational Field

The core category, connecting or reconnecting to the educational field, was identified through analysis of recurrent interview responses using the Conditional Relationship Guide. Exploration of actions and interactions within this core category, as captured in the Reflective Coding Matrix, reveals a coherent storyline. Three participants revealed prior connections to the educational field; one participant spent an extensive period of time as an active Board of Education member while two participants had prior teaching careers. These three participants experienced a lapse in educational involvement in their personal histories yet remained attracted to educational work. Their attraction to educational work is supported by their belief in education, specifically adhering to the philosophy that education is a social vehicle for change. Anytown school district was

viewed as an educational system in crisis. Based on narrative analysis, Anytown

involvement was considered ideal in that it provided opportunity to better an education

system and reconnect to education. Several participants did not have a background as

educational professionals, yet were also attracted to educational work for similar reasons.

These participants also revealed belief in education as a method to better or "save" the

world. Their attraction also met opportunity when the IHAD Program offer was

presented. Based on these interactive processes participants connected to education and

reconnected to education through program involvement.

Reinforced Self-Identity

During the open coding phase of data analysis, "reinforced self-identity" was

established as a natural consequence to demonstrating initial motivation to become

involved with the IHAD Program. Participants' identities were captured using the

Conditional Relationship Guide. These include self-labeling such as: I am someone who

advocates for education and "saving" the world, I believe education can heal the world; I

am someone who is capable of helping the world by "giving back." Participants identify

with being able to help because they believe they are an effective leader, teacher, founder

or mentor. IHAD Program captured participants' values of education, helping children

and saving the world. Participants joined as the program aligned with their beliefs.

Values and IHAD program congruency was thought to further strengthen their self-

identity through their involvement.

Demonstrated Desire for Approbation

During the open coding phase of data analysis, "desire for approbation" was established as a natural consequence to demonstrating initial motivation to become involved with the IHAD Program. Approbation, the desire for positive reinforcement from someone in authority, was captured using the Conditional Relationship Guide. Based upon interview responses and data coding, some participants' personalities are such that they feel rewarded when they please others in authority that they respect. Several participants were approached by members of authority that they respect. It is theorized that some participants joined in part to fulfill the fantasy of affirmation by respected leaders.

Core Category Analysis: Sustenance

Sustenance, earlier defined as factors reinforcing stakeholders continued involvement with the IHAD Program, was analyzed by the principal investigator and second rater. Recurrent sustenance consequences, "Core Categories," were identified and further analyzed to create core category storylines. The following core categories emerged within the larger category of Sustenance: Continued work with the IHAD Program, self-development, formed relationships, experiencing fulfillment from "giving back," and affirmation of values and identity.

Continued Work with the IHAD Program

During the open coding phase of data analysis, "continued work with the IHAD Program" was established as a natural consequence to sustenance. Continued work with the IHAD Program was captured using the Conditional Relationship Guide. Several

factors recurred within interview responses influencing stakeholders to continue working

and volunteering for the IHAD Program for up to ten years. Some participants indicated

experiencing self-development through increased awareness of Dreamers' life

experiences, growth and erosion of social stereotyping. Other participants indicated

feeling good to "give back" especially when academic and social growth was observed in

Dreamers and stakeholders felt as if they were positively supplementing a deficient

educational system. Many participants sustained their desire to work for the IHAD

Program due to positive relationships formed with colleagues; participants enjoyed

spending time with stakeholders and colleagues. Two participants were monetarily paid

and all participants continued their work with the IHAD Program for multiple years.

Self-Development

"Self-Development" was identified as a natural consequence to sustenance

through coding analysis. Participant responses indicated that IHAD Program

involvement was considered meaningful and some cases experienced self-strengthening

as a result of their meaningful experiences. Some participants developed increased open-

mindedness as exemplified by releasing social stereotypes they previously adhered to,

better understanding urban minority youth and having an increased awareness of

problems of the Dreamers' community. These developments occurred through

establishing Dreamer relationships, and gaining exposure to the Dreamers' problems in

the community. Some participants, as a result of increased awareness and interactions,

"appreciated life" more, shifting priorities from property to relationships and gratitude.

Relationships Formed

During the open coding phase of data analysis, "relationships formed" was established as a natural consequence to sustenance as captured in the Conditional Relationship Guide. Participant responses indicated shared respect for IHAD Program leaders. Members soon discovered that they had similar visions and values; they were "like minded." Many participants were a part of the same Religious institution and reflected that it was easy to form relationships with people coming from similar backgrounds. Due to the nature of the IHAD work, participants spent significant amounts of time together in the school as well as during meetings. Exposure to peer involvement permitted participants to witness the high work ethic and commitment to cause members possessed. Such exposure increased respect for others and fostered closer relationships. Other participant narratives reflect available validation from other stakeholders who were open to and followed through with members' suggestions. In addition several participants communicated having fun socializing with members while working and outside of work. Relationships were formed based on long-term involvement in the program based upon mutual respect, shared values, and pleasure from socialization.

Experienced Fulfillment from "Giving Back"

Fulfillment from "giving back" was a predominant factor associated with sustained involvement in the IHAD Program during initial data coding. Fulfillment in giving back due to continued work with the IHAD Program was captured using the Conditional Relationship Guide. Participants recognized a need for change within the

Anytown school system, which represented deficiencies in urban education. Deficiencies were noted in educator continuity, achievement, social connection, social behavior and need for mentorship. IHAD Program stakeholders provided relevant services to increase adult continuity, achievement, social connection, and social behavior and to provide mentorship relationships. As per participant interview responses, participants recognized their own personal contributions towards areas of positive change. Participants noted observable improvements academically and socially in Dreamers in multiple venues. Therefore participants experienced reward in observing improvements they personally contributed toward.

IHAD Work Affirms Values & Identity

During the open coding phase of data analysis, "affirmation of values and identity" was established as a natural consequence to sustenance. Continued work with the IHAD Program was captured using the Conditional Relationship Guide. Core values and identities included self-labeling such as: I am someone who advocates for education and "saving" the world, I believe education can heal the world, and I am someone who is capable of helping the world by "giving back." Participants, through repeated positive experiences with a program congruent with values, continued to believe they are an effective leader, teacher, founder or mentor. IHAD Program captured participants' values of education, helping children and saving the world. Participants joined as the program aligned with their beliefs. Based on this congruency, members remained in the program and their values and identity were further strengthened.

Core Category Analysis: Program Effectiveness

The principal investigator and second rater analyzed program effectiveness elements, earlier defined as program elements that make IHAD program effective and desirable for program replication. Recurrent program element consequences, "Core Categories," were identified and further analyzed to create core category storylines. The following core categories emerged within the larger category of program elements: funding, strong program coordinator, connection with Dreamers and families, recruitment of like minded members, program matches Dreamers' needs, community involvement, strong leadership vision, program longevity and bettering the world.

Funding

During the open coding phase of data analysis, "funding" was established as a natural consequence to identified effective program elements. Continued work with the IHAD Program was captured using the Conditional Relationship Guide. The majority of participants identified funding as an important program element that impacts program effectiveness and would be considered necessary in program replication. Interview narratives imply the importance of adequately budgeting for long-term services. Stakeholders had to "buy in" to funding confidence, having faith in leadership vision of budgeting. Participants identified funding as necessary for employment pay, tuition for Dreamers, outreach projects, after school programming and supplemental projects, programs and materials. Participant responses indicated that adequate funding is at the core of programming as it enables leaders to hire quality employees, design and

implement comprehensive programming to match comprehensive needs of urban

minority impoverished youth.

Strong Program Coordinator

A "Strong Program Coordinator" was established as a necessary element to

creating an effective, desirable program. According to participant feedback, the IHAD

Program Coordinator is considered effective for personal and professional reasons. The

coordinator is considered to be a good planner as well as personable with families,

Dreamers, schools and partnered organizations. In addition it was deemed essential that

the coordinator is and "insider," in other words works from the location where Dreamers,

stakeholders and the community is accessible. Coordinators' belief system, dedication to

change and the program makes the coordinator inspiring to stakeholders. Professionally,

an effective coordinator was said to be a good organizer, communicator and a diligent,

committed leader. Continuity of the program coordinator was said to be vital so the

Dreamers and stakeholders establish and maintain rapport, trust and lasting relationships.

Participant data also revealed that stakeholders want to work harder and demonstrate

commitment when their program coordinator is competent and inspiring. When these

factors exist, Dreamers and stakeholders form a connection with the coordinator, seek

interaction with him/her and continue involvement in the coordinator's program. A

strong coordinator was highly recommended, and supported by experience, as an

important element to programming.

Connection with Dreamers & Families

During the open coding phase of data analysis, "personal connections" were established as a natural consequence to sustenance. This consequence, or core category, was a recurrent theme among participant responses to vital programming elements. Comprehensive programs involve partnerships with community organizations. In addition longitudinal programs, such as the IHAD Program, enable Dreamers and family members of Dreamers to remain in a supportive program for years enhancing their abilities to build connections with both the adults and other Dreamers in the program. According to IHAD stakeholders, involvement of Dreamers' family members was encouraged and therefore involvement could be family wide also strengthening family bonds. Being that IHAD is an educational supplemental program, as opposed to existing within classrooms, the adults are not evaluating Dreamer performance to the same extent as a teacher or administrator. These connections can be more supportive in nature. Due to the nature of the IHAD program, one cohort is followed for over ten years, strengthening both the relationship between Dreamer and stakeholder but also fostering the relationships *within* the Dreamer cohort. This interconnectivity and longevity creates a family relationship quality further strengthening relationships. These elements were identified as important when aiming to achieve connectivity within and between members.

Recruit Program Stakeholders/Members Who Believe in Cause

Recruitment of adult program members who "believed in the cause" was established as a program element that is considered effective and desirable to replicate.

IHAD recruitment began through a Religious institution where members possessed similar values and a shared respect for the Religious Leader. Similar minded recruitment members became involved with special interests in urban education. Based upon participant data, those interested in urban education demonstrated a desire to change or enhance urban education as the system was viewed as deficient. Therefore like minded members with a shared cause, enhancing urban education and creating opportunity for youth, referred others who are also like them to join the program. This recruitment through word of mouth was recommended in part because it promoted recruitment of members that could be spoken for and in part because the recruitment inevitably influenced a membership body with shared values and beliefs (i.e. education is the salvation of the world). This recruitment method results in connected, cause oriented members who demonstrate high commitment.

Program Matches Needs

During the open coding phase of data analysis program elements matching program needs was linked to program effectiveness. Elements of effective programming were captured using the Conditional Relationship Guide. Stakeholders identified Dreamers' problems as achievement deficit, low graduation rates, poor socialization skills, lack of resources, crime and lack of family support. Dreamers' achievement deficits were addressed through IHAD tutoring and after school programming. Low graduation rates were addressed through provision of college tuition, inspirational conferences, and motivational speakers as graduation incentives. Forming relationships with functioning, reliable adults assisted with modeling of positive socialization skills. IHAD Programming also provided outreach to siblings and families of Dreamers,

81

bolstering family relationships. Lastly, resources were provided through community

partnerships and directly from the IHAD Program. Therefore, needs were directly met by

specific IHAD Program components.

Community Involvement

During the open coding phase of data analysis "community involvement" was

linked to program effectiveness. Elements of effective programming were captured using

the Conditional Relationship Guide. Multiple community organizations were linked to

the IHAD Program such as two Religious institutions, neighboring schools, Religious

community centers and various colleges. Participants emphasized the need to connect to

people "inside" the community so the community members can respond to needs of the

community's children. Outreach also lessons the burden of the IHAD Program

addressing all of the Dreamers' needs in isolation; rather support is networked among

numerous organizations collectively. Participant responses also indicated that program

community involvement increases community "buy in" with that program. Conversely,

bringing Dreamers to the community strengthens the Dreamers' relationship with the

community and exposes opportunity Dreamers would not imagine otherwise. Lastly,

community involvement can ameliorate academic and social deficits in youth through

increased skill sets, social skills and confidence.

Leader with Strong Vision

Leaders with a relevant, strong vision were identified as imperative to program

effectiveness. Elements of effective programming were captured using the Conditional

Relationship Guide. Program founders and equivalent leaders with an inspiring yet

realistic vision bolster the trust of program stakeholders. Such a vision enables plans to come to fruition and effectiveness as stakeholders and youth respond best to good program planning, consistency and follow through. In the case of IHAD Program the Founder envisioned a realistic budget at inception to apply to 12 years of programming and tuition. In addition the Founder's vision adequately addressed the needs of the population.

<center>*Program Longevity*</center>

During the initial coding phase, "program longevity" was established as an important programmatic element that is thought to be effective and desirable for replication. This consequence, or core category, was a recurrent theme among participant responses to vital programming elements. IHAD Program is approximately a 12 year program. Within the initial 10 years multiple stakeholders and the majority of Dreamers sustained their involvement in this longitudinal program. This long-term commitment provided continuity that Dreamers lack in their personal lives. Due to the long-term nature of IHAD, leaders are able to respond to the varying needs of Dreamers at different developmental stages. Through fulfillment of needs through the years and continuity of care, trust and rapport were able to form. Adult follow-through, positive interactions and addressing personal needs strengthened these relationships. Dreamers experienced what it was like to be cared for rather than left to independently care for themselves and related to an IHAD family structure. Based on the longevity of trust and relationships, Dreamers and adults became invested in IHAD and wanted to continue in the program. Based upon these factors related to longevity, change became more sustainable as support is long term.

"Bettering the world," was established as a stakeholder belief considered to impact programming effectiveness and program replication.   This core category recurred throughout interview narratives. Stakeholders' belief in changing the world through education influenced their decision to become a part of IHAD Program, whose primary goal is achieve high school completion for Dreamers and continuation to college. Analyzing narrative data through the lens of this belief system change would begin by increasing the amount of urban youth completing high school. Upon high school graduation, Dreamers would continue onto college paid for by the IHAD Program. In addition based upon the program components of IHAD, Dreamers' academic and social skills would have increased in and out of high school. As more urban youth attend college, more urban youth experience upward mobility. Dreamers would not repeat intergenerational patterns of living, and could progress socially and economically. In addition, based upon bolstered social skills and histories relating to role models, more Dreamers will continue to develop healthy social relationships beyond high school and college. These Dreamers, according to participant interview responses, would have an increased chance to marry other successful, socially adept adults and pass down the values of achievement, college, professional success and formulation of healthy relationships to the next generation. Therefore adults who believe in education and change are recruited to social service educationally-based programs that ultimately better society through education, social skills and role modeling.

CHAPTER V

DISCUSSION

One of the goals of this dissertation was to gain an understanding of stakeholders'

experience with the "I Have a Dream" (IHAD) program, an integrative, educational

program for at-risk urban students. IHAD has been ongoing for 10 years with a very

stable executive board. This study was not designed to evaluate the effectiveness of this

IHAD program, but to examine variables that may be facilitators or barriers to program

effectiveness. This study focused on an intensive analysis of those board members who

were in significant, active roles in this program. The study both celebrated the IHAD

stakeholders' meaningful work and searched for emerging theory important to program

replication.   Using the Grounded Theory approach, stakeholders' responses to open

ended interview questions revealed categories, themes and a central phenomenon

reflecting their motivation to participate in the IHAD program, factors that sustained their

participation and factors that contributed to the perceptions of program effectiveness of

the IHAD program.

Interpretation

Motivational Factors

Based upon the results, the IHAD Program Stakeholders attribute multiple factors

to have influenced their motivation to join IHAD, their sustenance to remain involved in

the IHAD Program, and their sense of the program's achievements of the IHAD Program.

According to participant responses, the most prominent factor motivating participants to join IHAD was the alignment of the IHAD Program mission and their own personal beliefs and values.   When participants were presented with the opportunity to join a program aimed to improve the lives of economically disadvantaged minority youth through an educationally based comprehensive program, 71.4% of participants felt connected to the cause based on preexisting values.

Almost all of the participants' narratives highlighted the belief that education is a vehicle for social change that can be witnessed on an individual and societal level. One participant captured this belief eloquently stating, "Education is the primary determinant of upward movement by these students." Other participant responses also indicated the belief that they, as individuals, can and should "give back" to the world through service. This belief is strongly associated with participants' familial values passed down through generations as well as through religious beliefs instilled throughout their lifetime. Studies focusing on the meaning of "giving back," link this belief to gratitude for one's life advantages. Giving back through social activism has been associated with giving back towards a world that gave the social service activist so much (Schervish, 2008). Therefore it may be inferred that religiously ethical individuals bestowed with advantages of adequate resources, relationships and opportunity are drawn to reciprocating good deeds in society to those who were not bestowed with such advantages. Based on some of the Religious underpinnings of this belief system, Religious institutions such as places of worship are excellent settings for educational and social service program recruitment. In addition, as further examined through the second phase of coding, 100% of the participants reflected upon the motivating effects relationships with like-minded program

members served in their work with the IHAD Program. Therefore recruitment from establishments with increased opportunity to join like-minded individuals, such as religious institutions or educational organizations is an important program planning component.

As mentioned previously, 57.1% of study participants identified authoritative expectations for involvement as a motivational factor. Participant narratives reflected satisfaction in pleasing authoritative members whom the participant respected. In this particular study participants felt obligated to at least entertain if not commit to IHAD involvement when approached by the Religious Leader and when conversing with the IHAD Founder. Participants' desire for approbation was most poignantly captured in one participant's statement, "You cannot turn down Religious Leader." Another participant stated, "At first Program Coordinator asked if I would go through the summer and I said no. But how could you say no to only 5 weeks? So we did it." This motivational theme speaks to the important role community leaders play in program planning and recruitment of stakeholder members. Community leaders have access to multiple groups within a community and geographically neighboring communities. While access to potential program members is important, the leaders' perceived respect is thought to be vital. Many leaders, particularly in the realms of politics or educational systems, have contact with large pockets of community members but lack reputations of integrity. Participant responses indicate that respect for the leader is highly correlated with their desire and follow-through to provide higher commitment to projects led by respected leaders. When participants respected the leader, they were increasingly receptive to invitations to initially join IHAD. Therefore in combination with members possessing congruent

values, respected community leaders can be especially effective when the leader has access not only to community groups in general, but community subgroups with similar beliefs and desires to give back.

The third most preeminent motivation factor as identified by IHAD Program stakeholders was a past career in education with a desire to reconnect to the education field. These individuals voiced a remaining passion about education that drove their desire to become a part of the educationally based IHAD Program. In addition, aspiration to connect with the education and work with children for those without a background in the field of education was considered a significant factor impacting motivation to join IHAD. Forty-two point eight percent of participants voiced desire to connect or reconnect to the field of education. Participants communicated genuine enjoyment both working with children directly as well as providing leadership to improve the quality of education, especially for youth in disadvantaged neighborhoods. This data implies the importance of remaining in connection with retired schoolteachers, administrators, board of education members and other educationally related educational professionals when planning for educationally based programs. The three participants reflecting upon their educational experiences did not note educational position advantages to include pay, recognition or power. Rather, the past educators noted fulfillment of changing students' lives and connecting to children on personal levels, two elements in the IHAD Program that were also identified as vital. Therefore, recruiting passionate educators becomes a self-fulfilling programmatic advantage, the very reasons individuals are attracted to the program are the very elements also identified as contributing to the program's success: forming meaningful adult-child relationships and changing students' individual lives.

Other important, but less frequently reported factors, such as wanting to "give back" (28.5%) and experiencing life transitions such as retirement (28.5%) are interrelated to the primary motivational factors previously discussed: possessing a passion for education, desire for approbation and identifying the IHAD Program opportunity as congruent with values. Many personal attributes overlapped within the same participant indicating associations between personality qualities. Those with a passion for education often initially become involved in education to "give back" and when their career in education ends a different but related opportunity is sought. Likewise those who are members of Religious institutions often respect their institution's leader and possess likened values as other members, subsequently this population may be more appropriate for and receptive to leader requests. Based on a holistic analysis of motivational interview responses it appears that individuals who value education, who respect their community leaders and want to "give back" are most likely to join a social service educational program such as IHAD.

Sustenance Factors

Participant narratives indicate that the most prominent factor sustaining participants to continue work with the IHAD Program was other stakeholders' dedication, personal qualities and competency. All of the participants attributed these stakeholder qualities to sustain their participation in the IHAD program for time periods between six and ten years. Participants identified personal qualities, strong leadership and the active presence of an inspiring, effective coordinator as primary factors sustaining their commitment to the IHAD program. Some of the many stakeholder descriptors included: "passionate and well qualified," "wonderful, wonderful people," "generous," "a joy,"

"talented," effective, competent and one participant stated, "The quality of these folks up and down the line is extremely high." These responses, and the nonverbal enthusiasm when describing colleagues, speak to the tremendous respect and enjoyment participants experience when working with committed, pleasant, inspiring stakeholders. Several participants indicated that they had never before witnessed the extraordinary efforts, dedication and passion demonstrated by the program founder, the volunteers, stakeholders, and employees. Narratives indicated strong affinities and admiration unique to their interactions with IHAD Program members.

Several times participants reflected upon occasional desire to leave the IHAD Program due to frustration with the school system or the sheer challenges presented due to the student population. These participants identified colleagues as a primary reason the participant remained working in the program when experiencing work fatigue. One participant relayed a time when he/she was unsure about continuing and informed Anonymous Participant, "I told him, 'I cannot do it without you.' I said 'Don't go anywhere or I'll quit.' He said 'You should never quit.' He's very encouraging but I don't know how he does it." This narrative not only spoke to the influence of an encouraging leader but to the power of modeling and contagious passion for service. Participant responses indicated a recognition of colleagues' tremendous work ethic, vision and compassion which in turn influenced participants to sustain their own work ethic, vision and compassion for their services. Narratives revealed colleague interactions and observations that created and spread inspiration within the IHAD Program members. Sustenance therefore was heavily dependent upon the inspiring work and personal characteristics of IHAD Program stakeholders, volunteers and employees.

Participants attribute enjoyment working directly with Dreamers as the second most influential factor sustaining their involvement in the IHAD Program. 71.4% of the interviewed participants indicated fulfillment working directly with the youth as a primary force that impacted their commitment to a program for almost a decade. One participant plainly stated, "Pretty much the kids are the best part….the most gratifying part has been the relationship with the children." Participants reported countless stories about specific Dreamers' stories, social and academic progression and Dreamers' relationships with participants. These relationships were described as meaningful both for the adults as well as for the Dreamers, demonstrating the importance of connectivity as a sustaining factor.

Participants also spoke of the tremendous social/environmental challenges Dreamers face including poverty, crime, violence, under resourced families and deficient school systems. Even with these adversities participants relayed that Dreamers demonstrate great levels of resilience and commitment to the IHAD Program. Participants communicated that the Dreamers' resilience and efforts, despite unimaginable obstacles, are inspiring. One participant stated, "I find their strength really strengthens me." It is theorized that participants may associate Dreamers' commitment to the program despite challenges as a source of sustenance for members to also rise above programmatic adversities and demonstrate continued commitment to the program. It is theorized that the parallel processes of Dreamers' and stakeholders' commitment despite challenges reinstates members' energy to combat the longstanding problems of urban impoverished youth experience.

Dreamer growth was also identified as a factor impacting sustenance. 57.1% of the participants indicated student growth sustains their commitment with IHAD Program. While students are heavily supported and encouraged to achieve, one participant reported, "As for social skills, cultural acclimation, growth has been much more rapid." Participants noted, through years of support, encouragement and skill building, Dreamers present as empowered. Narratives reflect increased confidence, and desire and preparation to attend college. As 10th graders, one participant noted that already many Dreamers "should" have dropped out of high school as per AnyTown High School's typical graduation rates, yet only a handful of Dreamers have lost touch with the program out of almost 60 students. Of the remaining Dreamers, drop out is highly unlikely. Altering the trajectories of these urban, economically disadvantaged minority students have been noted to be the most gratifying and influential factor driving continued involvement in the program. One participant commented, "We're changing people's lives. You cannot do anything greater than that." These interview responses contribute to the theory that commitment, hard work and passion that can be captured in observable ways are highly influential for program sustenance. Therefore communicating support, either through oral and written reports, direct observation or student reflections, are key components to inform stakeholders of progress that ultimately drives increased efforts and commitment to the cause.

The fourth most reported sustenance related factor was participants' continued optimism in human potential. Fifty-seven point one percent change of the participants indicated their belief in the promise of the Dreamers drove their desire to continue in sometimes difficult work with the at-risk population of Dreamers. This optimism was

best summarized by the participant response, "It (IHAD experience) made me appreciate the potential of the human being irrespective of where he or she is in life and never to give up on any kid." Part of this optimism is most notable when Dreamers are compared to non-Dreamers in their community. One participant highlighted the proposed graduation discrepancy between Dreamers and other youth in the community by stating, "We started with a 1st grade and adopted 55 kids who are now in 10th grade. We feel that we are optimistic that a high percentage of them, probably 75-85%, are going to finish high school and of course, it would not have happened in Anytown High School. We would have kept 40% or 50% in high school (without IHAD program)." Participants' responses indicated a spoken understanding of the negative academic, socioeconomic and behavioral trajectories that may have actualized had these students not been adopted by the IHAD Program. Hence, through adoption, participants' experience with the Dreamers increased their optimism not only for these 55 Dreamers but for all humankind. From participant narratives it can be inferred that youth problems, when intervened with care, can be greatly ameliorated and hope created and sustained. Inspiration formulated through student growth seems to be highly connected to sustained optimism that even when faced with grave adversities a child's trajectory can change, and therefore any human can change. Participant responses related to sustenance reveal that inspirational colleagues, meaningful connections with the youth, appreciation of parallel processes between children and stakeholders overcoming adversity, recognition of student progress and subsequent optimism for improved child trajectories all contribute to program involvement sustenance.

Effective Program Elements

Based upon the results, the IHAD Program Stakeholders attribute multiple factors to the perceived success of the IHAD Program. Participants identified program elements that they believed to be effective for their IHAD Program and important for other educational programs to incorporate if replicating their programming model. The most prominent factors associated with program success were strong leadership, community partnerships, adequate funding and establishing strong social emotional connections between the children, adults and community

Within the category of program effectiveness themes of strong leadership was endorsed by 71.4% of the participants with specific emphasis on hiring a competent, relatable program coordinator. This combination was aptly captured by one participant stating, "You need leadership and one person to be the captain." Primary leaders were identified by participants as per their narratives. A leader's ability to motivate and inspire others, commitment to cause, reliability, responsiveness to colleagues, and demonstration of hands-on involvement with Dreamers and colleagues were noted as the most highly valued leader qualities. One participant noted Anonymous Participant "will not accept defeat." The relentless commitment demonstrated by this leader is considered inspiring and is replicated by IHAD Program stakeholders. This connection, as supported by participant data, infers that program leadership qualities are modeled in program stakeholders and therefore must be examined carefully when selecting a program founder, coordinator and filling other prominent leadership positions.

An overwhelming 71.4% of participants listed community partnership as a critical factor supporting IHAD Program's success. Partnerships were noted in the schools Dreamers attended, multiple Religious institutions, local colleges, neighboring community centers, and relationships were built with community role models in various professions. In addition stakeholders sought cultural opportunities in the community to bring Dreamers to for increased cultural awareness. Such community connections were considered vital in enhancing the effectiveness of the IHAD Program.

One participant described the advantage of community involvement for the Dreamers themselves relaying, "It's just empowering to them. It opens their eyes to another part of the world they do not see." According to urban youth research the "world" at-risk youth, and therefore Dreamers, faces typically includes tremendous neighborhood disadvantages, "as evidenced by poverty, unemployment and underemployment, limited resources, substandard housing, and high crime rates" (Elias & Haynes, 2008). Socially, additional risk factors include "dysfunctional families, peer modeling of antisocial behavior, and constricted social networks" (2008). Such disadvantages prevent youth from direct exposure to more functioning adults, social relationships and limits awareness of positive social, behavioral and academic opportunity. Community involvement fosters the positive adult connections, cultural enrichment and modeling of appropriate social behavior that increases resilience towards neighborhood disadvantages (Elias & Haynes, 2008). Community involvement, such as exposure and involvement in the arts, entertainment, educational opportunities, and vocational opportunities bolsters Dreamers' resilience and the accumulation of positive experiences and relationships serves as a protective process.

95

Community involvement is important for both connecting families to needed resources but also for the individual child's growth. Carswell et al. (2009) indicated that field trips, both educational and recreational in nature, provide "cultural enrichment." One participant's response supports this research's emphasis of cultural enrichment stating, "The opportunity for travel to conventions, other places, makes them grow and see the world and they take a leadership role because they have the confidence." Carswell et al. (2009) continues to endorse community outreach trips stating they are "intended to strengthen mentor/mentee relationships and provide opportunities for mentors to model pro-social behaviors. They also promoted the interaction of both mentors and mentees with participating caregivers and community volunteers" (2009).

Research demonstrates that it is "likely that exposure to and participation in community resources such as clubs, recreation centers, and organized groups, may serve as a buffer against the deleterious outcomes typically associated with poverty-stricken neighborhoods, including substance-abuse, poor educational performance, and school drop-out" (Nichols, 2010). Therefore according to research and supported by IHAD participant narratives, community outreach serves multiple purposes including: increasing awareness of cultural opportunity, enriching youth individually, connecting families to needed resources, reinforcing functional adult relationships that model pro-social behavior and buffering against predicted disadvantaged neighborhood social and educational outcomes.

Programmatically, community involvement shares the weight of school-based efforts and extends efforts into the surrounding community. In addition, the higher community involvement, the more the community will understand this at-risk population

on a personal level. It is posited that forming the community personal connection with the Dreamers would also increase community commitment to the program's cause, strengthening community stakeholders' buy-in to the program. With each additional organization championing the IHAD Program, Dreamers themselves are provided with increased opportunity for learning, growth and support and the structure of the program is strengthened. Community involvement therefore positively impacts the sustainability of a program as programmatic efforts are shared within the community and as success is noted community organization's buy in is fortified.

Beyond strong leadership and community involvement, 57.1% of the participants communicated that adequate funding was a program element vital for program success. The IHAD Program mission is to "ensure all children in this nation have the opportunity to pursue higher education and to fully capitalize on their talents, aspirations, and leadership to have fulfilling careers and create a better world" ("I Have a Dream" Foundation, dated 3/2/2010). To ensure the opportunity to pursue a higher education, the IHAD Program guarantees college tuition for every Dreamer that successfully completes program requirements and graduates high school. To fulfill this promise, the program must have a budget large enough to finance up to 60 Dreamers for 4 years of a state college equivalent tuition. This budget must take into account inflation and suspected graduation rate of Dreamers and then consider costs of IHAD employee salaries, materials, activities and miscellaneous costs over a 12-year period. To place this funding expectation in perspective one participant stated, "It requires several million dollars just to commit to the financial costs of what the cost will be for the college education. And

yearly expenses seem to grow and grow to maintain a full time coordinator, tutors, all the programs we run, materials."

A corporate executive emphasizing the importance of public-private partnership founded this particular IHAD Program. Such a partnership has become increasingly important as government spending has reduced in recent years and therefore school budgets have shrunken, grants have been cut, and educational programs have been terminated. Programmatic visionaries have had to become creative in program planning as traditional reliance on state and federally funded programs are reducing annually. Establishing, strengthening and maintaining private organizational relationships are now an integral part of financing meaningful social service and educational programs. Therefore identifying a financial source, likely in the private sector, and a leader with a strong financial vision is imperative for an IHAD Program to be actualized.

Lastly, the fourth most prominent program element noted within participant narratives are the development of relationships within and between community, child and adult. 42.8% of study participants listed strong social emotional interconnections as imperative in programming success. One participant posited "The child has to stay connected to somebody, something. You cannot just throw them in a school, put them in a class, the bell rings and send them on their way. They know if they're having trouble in math there are people they can turn to. We give them that and I think that should be done throughout. I think that's what we do well. They have a connection with a human."

More specifically, these Dreamers have connections to what colleagues have described as "inspiring, committed" stakeholders who are reliable, competent and

available. These qualities representing security are not common in the Dreamers' day-to-day lives. As per participant narratives, school district teachers, principals and superintendents turn over frequently. Peers are surrounded by youth and adults demonstrating criminal behaviors and live in homes where one of two parents is often absent. Several participants specifically describe the relationship between the Dreamers and the program coordinator and comment, "He's (Anonymous Participant) a father to these children." The presence of and connection to functioning caring adults fulfills an attachment void and reinforces Dreamers' desire to sustain their own membership within an IHAD family that is emotionally there for them. Based on gathered data related to effective program elements, program leadership, community involvement, identification of a funding source likely in the private sector provision of opportunity for youth to connect with functioning, caring, reliable adults are the most essential components contributing to program effectiveness.

Based on a holistic analysis of interview responses several factors were identified as most essential to program motivation, sustenance and effectiveness. Motivationally, it is imperative to recruit individuals who value education and giving back with available time who also have respect for community leaders spearheading programs such as IHAD. Once members have joined a program, sustenance is achieved, as per participant narrative data, through inspirational colleagues, meaningful connections with the youth, appreciation of parallel processes between children and stakeholders overcoming adversity, recognition of student progress and subsequent optimism for improved child trajectories all contribute to program involvement sustenance. Lastly, program elements recommended for replication based on their effectiveness include program leadership,

community involvement, funding security likely through a private partnership, and provision of opportunity for youth to connect with functioning, caring, reliable adults.

Limitations of the Study

Recruitment Method

Participants for this dissertation were recruited primarily through dissertation advisor and participant referral. The initial contacts with the first two participants were identified through the principal investigator's dissertation advisor who is also a member of the IHAD Board. The advisor made one contact with a member of the Board, but was not interviewed nor did the advisor prepare the Board for this study. The dissertation advisor identified and provided email addresses for the two co-chairs of the IHAD Program. Upon speaking with both co-chairs these two participants put the principal investigator in contact with two additional participants. These two participants provided contact information for the last three participants. Once stakeholder identification was saturated the recruitment process closed. Due to the nature of the participant referral process, recruitment of stakeholders was considered subjective, however based upon the use of the Grounded Theory approach, subjectivity is to be expected. In addition through the use of data saturation, participant recruitment was open ended and determined by participants.

Participant Characteristics

Participants were all IHAD Program stakeholders. Given the leadership qualities of stakeholders, one limitation of this study may lie in their increased programmatic investment as compared to non-stakeholder members. Stakeholder investment may bias

participants' perception of program success and their motivation and sustenance may be higher than the average IHAD Program staff or volunteer due to their leadership role.

Participant ages were fairly consistent with the exception of one outlier. One of seven participants is in the age range of 25-40 while 6 of 7 participants are within the age range of 55-70 years of age. Generational differences may have influenced perceptions captured in interview narratives.

Religious and cultural identity is also considered to be a demographic that should be further examined. Seventy-one point four percent of the participants were members of the same Religious institution while 28.6% of the participants were not a part of this institution. Differences in Religious and cultural identity allowed for exploration of potential differences among Religious and cultural identity groups.

Future research may benefit from either an entirely homogenous group or a more varying participant pool to reduce identity group differences.

Interviewer Effects

The principal investigator is a thirty-year-old Caucasian, female of a different religion than stakeholders with a professional history of being a school psychologist. The principal investigator's demographic characteristics did not match any one participant completely. One participant's religion was unknown while 6 of 7 participants' religious affiliations differed from the principal investigator's religious affiliation. In addition 4 of 7 participants were male and only one of seven participants were in the same age range as the principal investigator. While none of the participants objected to working with an interviewer possessing these characteristics it is possible any one of these characteristics

could have impacted interview responses. One uniting factor between principal investigator and participants was the joint identification with the education field. However it is noted that the principal investigator's association with public school districts may have impacted the interview processes depending on participants' identification with public school systems.

The relationship between the recruitment method and the principal investigator should also be examined. Participants work on the IHAD Program with the principal investigator's referral source, her dissertation advisor. It is possible that participants altered or withheld information based upon the principal investigator's academic relationship with their colleague. In addition there may have been fear of information being relayed to the dissertation advisor.

Given these limitations, generalizations to all IHAD Program stakeholders nationally should be avoided.

Implications and Future Research

Information regarding the experiences of the IHAD Program stakeholders would be of use to those involved in designing, implementing and sustaining other educational programs aimed to increase likelihood for at-risk youth to pursue higher education and enhance student social, academic and emotional capacities.

For the purpose of this study, at-risk students were described as youth living in under-resourced, urban communities facing a number of neighborhood disadvantages. Most prominent are disadvantages such as poverty, unemployment, drug use, crime, and high rates of dropout and teen pregnancy, substandard housing, overcrowding problems,

unstable families and poor quality schools. At-risk youth experience most of these

challenges and historically have a difficult time meeting the educational expectations

such as acquiring adequate literacy skills, passing and completing school.   Elias &

Haynes (2008) reiterate this interactive process and state "By the time a child enters

grade four, his or her academic trajectory has been established." Elias & Hanes (2008)

continue to specify that, "an examination of nationwide reading scores in 2002 revealed

that fourth graders in central city schools performed lower than their peers who attended

urban fringe/large town and rural/small town schools. In the same year, students who

were eligible for free/reduced-price lunch programs performed lower than students who

were ineligible for such programs" (2008). These problems of achievement are said to be

further compounded by lower school climate (2008). Similarly, according to urban

education research without strong prevention and intervention attempts, more than 50%

of these urban at-risk students will not achieve high school graduation and a large

percentage of those students who drop out will become incarcerated and or/engage in

deviant activity such as drug use and criminal acts (Many big city kids won't graduate

2008).

Poor achievement and dropping out of school has affects more than the at-risk

youth (Anthony, 2008). Youth who do not complete high school and who engage in

deviant activity significantly decrease the chances of exiting the lower socioeconomic

status, their geographic location or deviant social circle (Hawkins & Weis, 1985). The

stagnant position remaining in a disadvantaged neighborhood increases the likelihood

that their children will face the same disadvantages they experienced as youth, thus

continuing the cycle of drop out, deviant activity and poverty (1985).

Beyond offspring facing similar at-risk trajectories, the risk affects society nationally (Valentine, 2005). Urban communities continue to have to combat crime and violence, to experience increased levels of unemployment, and nationally are financially impacted funding legal aspects of crime related costs such as incarceration (2005). In addition, society relies upon current and upcoming generations to serve as our country's future leaders. Without education, our youth are not equipped to live up to this expectation (2005).

While theoretically public school systems are created to educate students and prepare youth for a successful future, urban education systems are frequently ill equipped to do so (Elias & Haynes, 2008). Urban public education systems often face high staff turnover creating an instable work and school environment detrimental to both staff and student (2008). Beyond discontinuity, high turnover may also mean a lapse in time between a teacher resigning and a new teacher being hired leaving students with significant gaps in their education. Urban public schools can be dangerous, overcrowded and lack basic curriculum material, making learning virtually impossible (Carswell et. al, 2009). For these reasons, social and educational programs, such as the IHAD Program exist to supplement gaps in public school education.

Programs that combat the multifaceted and interactive disadvantages facing at-risk youth are imperative for improving youth's and therefore society's quality of life through education. Programs implanted within schools and communities where at-risk youth reside have particular advantage as they can access youth in their natural settings. Psychologists, administrators, educators, social service professionals and invested

philanthropists are in positions to design, implement, sustain and evaluate programs addressing at-risk needs.

The findings of this dissertation allow those in the position to design, implement, sustain or consult with programs for at-risk youth the opportunity to better understand the background and needs of impoverished minority youth living in disadvantaged neighborhoods. It is essential that programming stakeholders fully understand the multitude of problems American youth face while living in disadvantaged urban neighborhoods and appreciate the vulnerabilities the youth face daily. Gaining awareness of the interactive, multiplicative nature of at-risk youth's obstacles to success is vital in creating multifaceted programs to match their multifaceted needs. Awareness informs programming.

Second, understanding motivational factors that prompt quality staff to join a program, such as the IHAD Program, is useful for those interested in replicating a cohesive, committed staff such as this one. Results indicated that stakeholders were motivated to join the IHAD Program valued education and giving back, had the resource of time, and wanted to please respected, community leaders spearheading programs such as IHAD. Therefore it is useful for individuals or teams responsible for recruiting program stakeholders and colleagues to begin their search through organizations whose mission aligns with the value of education and giving back. This may mean connecting with places of worship, social service agencies and school districts. In addition identifying community leaders is essential, as networking through those respected and known by community members will connect recruitment to potential members more likely to commit when approached. Lastly, within pools of like-minded individuals who

respect approaching community leaders, individuals experiencing life transitions who now have increased free time are most likely to be able to contribute to programs such as IHAD.

In addition this dissertation reveals important factors related to the sustenance of program stakeholders that have been recruited and joined a program. IHAD Program stakeholders that remained have remained active in the program for up to ten years are sustained by passionate colleagues, meaningful connections with the youth, inspiring Dreamers, recognition of student progress and subsequent optimism for improved child trajectories. Social emotional educational program leaders may use this information to maintain quality staff long-term. Program members driven by the values of education and giving back are more likely to be compatible and productive with one another. In addition when programs are long-term, their personal relationships build and blossom thus increasing their commitment to each other and the programming cause. Similarly, long-term connections to the students help both the youth and the adults create and maintain rapport, trust and ultimately relationships that are reinforced throughout time. As one participant mentioned, the cohort of adults and children become a "family." The interconnectivity brings personal fulfillment to stakeholders whom increase commitment and desire to sustain engagement in the program. Program leaders may also glean from this study the importance of reinforcing stakeholders and staff through evidence of student progress. While stakeholders can readily observe much of this progress, informing stakeholders of the students' academic success, social development and emotional progress has proven to be motivational in sustaining involvement with at-risk

youth. Stakeholders who feel responsible for positive growth want to continue their work.

Lastly, investigating elements related to perceived program effectiveness for at-risk youth increases understanding of a successful program such as the IHAD Program and increases the likelihood the program can be replicated. The most dominant programmatic themes elicited through Grounded Theory interview approach were program leadership, community involvement, funding security likely through a private partnership, and provision of opportunity for youth to connect with functioning, caring, reliable adults. These program elements were disclosed by most of the participants to be the most important components of their IHAD Program. Instilling these factors as well as creating a program that can be carried out in the long-term, supporting early and comprehensive intervention, have shown in this dissertation to have been effective for both student social emotional and academic success but also for attainment retaining of quality staff for almost ten years.

Understanding stakeholder motivation, sustenance and program elements perceived to be associated with program success is valuable to several school professionals but notably the school psychologist. School psychologists are in a unique position; they are in proximity to students, families and community services and while involved are further removed from disciplinarian and educator than other school professionals. School psychologists often represent a gateway interconnecting different school related systems. "School psychologists are poised to assume the expanded roles involving systems-level involvement across a variety of domains (e.g. academic, social-emotional, mental health) that have long been sought and promoted by many in the

profession and that offer the most hope that students may ultimately benefit from the full repertoire of the talents that school psychologists have to offer" (Shriberg, 2007). School psychologists, in their provision of counseling, consultation, and family outreach can often have strong connections with their student cases. According to Morse et. al (2004), student relationships with peers and school staff "can lend support and encouragement to students, communicate their beliefs in students' abilities to succeed in school, and increase engagement in school."

In addition, school psychologist's role provides temporal and physical freedoms teachers and administrators often do not share. School psychologists may maximize their professional freedom from classroom containment and creatively incorporate school programming matching the needs of students they have already become familiarized with by virtue of their position. Programming may be created to supplement the school day and therefore would not have to endure the rigorous hierarchical approvals needed to infuse programming within curriculum and class time. A school psychologist's juxtaposition between students and larger systems makes the school psychologist ideal for the role of a program designer, implementer, evaluator or consultant of a program with social emotional, academic and behavioral goals.

School psychologists possess the training in youth development, educational consultation, family systems, programming, and community intervention applicable to creating, replicating or consulting with a program such as the IHAD Program (Shriberg, 2007). The combination of training, student connection and professional freedom can be maximized and dedicated to creatively design, implement and maintain programs such as the IHAD Program. Given this opportunity, a thorough understanding of factors

impacting stakeholder motivation and sustenance and program elements associated with perceived effectiveness should be closely examined by the school psychologist. Gaining this knowledge would increase a school psychologist's programmatic goals of acquiring and maintaining quality stakeholders. Exploration of this study's results would also highlight the most vital elements to incorporate into a likened educational program.

Future research in the field of social emotional and educational programming for urban impoverished minority youth will continue to shape both effective preventions and interventions meeting at-risk youth's needs but will also continue to shape the attraction and retention of quality program stakeholders. This study focused on factors pertaining to stakeholder motivation and sustenance as well as identifying effective programming components when working with at-risk youth. One of this program's primary goals is to enable students to graduate from high school with increased skill sets and to empower students to apply to and attend college. Based on participant responses further research in sustaining at-risk youth success at the college level may help further inform programming stakeholders' ways to assist in this educational transition. While Dreamers often attend college their success level at college is inconsistent. Better understanding students' social emotional and academic needs at the college level to remain in and graduate from college would be an area of vital importance. Continued exploration of this at-risk population's needs and the programming stakeholders who can enhance their abilities to succeed in society is continued important to the fields of urban education, social emotional development and programming.

Principal Investigator's Experience with the IHAD Dissertation

The principal investigator chose this dissertation topic in part due to her existing experience working with urban at-risk youth in educational settings. The principal investigator spent 3 years employed as a school psychologist for an urban public school system in the northeast region of the United States. In addition the principal investigator currently holds the position of psychology intern at a hospital in a northeastern hospital serving acutely disturbed impoverished youth. Having formed close connections with at-risk youth and their communities in both professional roles the principal investigator became invested in the topic of academic success and emotional development of at-risk youth.

Participant interview responses closely matched the personal beliefs and values this principal investigator formulated through both Religious and familial histories as well as professional experiences. Having become invested in adolescents facing unimaginable adversities but witnessing elements of their resiliency, better understanding program factors that support resiliency is of great interest. Factors such as promoting connectivity align with the principal investigator's experience bolstering resiliency of these vulnerable populations. In addition finding passionate, competent and reliable colleagues as well as working with youth inspiring are factors that sustain this principal investigator's clinical work, which aligned with participant responses. Therefore much of the study's data collection and interpretation of results validated the principal investigator's experiences and beliefs.

Use of the Grounded Theory approach was appealing yet intimidating to this principal investigator. Accumulating data untainted by hypothesis or confining variables

was theoretically and practically appealing. Yet coding such data proved to be challenging. There was a great level of subjectivity that was connected to Grounded Theory coding. This subjectivity was intimidating in that it could not be quantified yet freeing in that the themes emerged rather than were forced. Use of a second coder ameliorated this challenge as a rater outside of the study brought increased objectivity to the coding process.

Meeting participants in their homes added elements of personal connectivity, an element important to the work of Grounded Theory and congruent with the stakeholders' positive experiences of connecting to other stakeholders and Dreamers. Participants seemed more at ease speaking in their own environment and trusting of an interviewer they could see and interact with. Participants were gracious with their time and inspiring in the work they pursue.

Overall the principal investigator's experience with the IHAD dissertation was exceedingly rewarding and somewhat challenging. However with the support of the principal investigator's dissertation committee and second rater challenges were minimized during the process. Studying positive aspects of psychology, in other words "what went right," felt unique and exciting. The principal investigator is proud to celebrate the passion, hard work and commitment the interviewed participants demonstrated through their interview narratives and share information relevant to stakeholder motivation, sustenance and identification of effective programming elements. It is the hope of this principal investigator that this dissertation will prove to be effective in guiding future leaders of educational programs serving the inspiring, and deserving, at-risk youth of our society.

Summary

        This dissertation was designed to explore stakeholders' experience with the "I Have a Dream" (IHAD) program, an integrative, urban educational program whose at-risk urban members' graduation rates are significantly higher than national urban graduation rate averages.   The purpose of the exploration is in part to celebrate the IHAD stakeholders' meaningful work, in part to understand how a successful educational program works with such an at-risk vulnerable population and in part to understand the stakeholders' motivation to engage in such difficult work over long periods of time. The participants of this study were seven stakeholders working in an IHAD Program in northeastern United States. Finding from this study reveal that prominent factors motivating these stakeholders to join the IHAD Program include their values of education and giving back, desire for approbation from respected community leaders spearheading programming and the resource of time. Findings also indicate that inspirational colleagues, meaningful connections with the youth, appreciation of Dreamers' overcoming adversity, recognition of student progress and subsequent optimism for improved child trajectories all contributed to stakeholder program involvement sustenance. Lastly participant narratives revealed the following to be considered the most important programming elements in this IHAD Program that should be replicated in similar programs: program leadership, community involvement, funding security likely through a private partnership, and provision of opportunity for youth to connect with functioning, caring, reliable adults.

        Despite limitations of the current study, and the necessity of further research in this domain, the objectives of this dissertation were accomplished. An awareness of

problems facing at-risk youth living in disadvantaged neighborhoods has been

established. Factors related to stakeholder motivation and sustenance were explored and

effective program elements identified. It is the hope of this principal investigator that the

information and stakeholder experiences provided in this study will be used to better

understand meeting the complex needs of at-risk youth, obtaining and retaining quality

stakeholders to work with this population and the ability for interested program

professionals to replicate programs similar to this inspiring, comprehensive educational

program.

REFERENCES

Allen, J.P. et al. (2002). Attachment and autonomy as predictors of the development of social skills and delinquency during midadolescence. *Journal of Consulting and Clinical Psychology, 70* (1), 56-66.

Anthony, E.K. (2008). Cluster profiles of youths living in urban poverty: Factors affecting risk and resilience. *Social Work Research, 32* (1), 6-17.

Ark, T.V. (2004). Getting high school accountability right. *Education Week, 23,* (41), p. 52, 41.

Beets, M.W. et al. (2009). Use of a social and character development program to prevent substance use, violent behaviors, and sexual activity among elementary-school students in Hawaii. *American Journal of Public Health, 99* (8), 1438-1445.

Bierman, K.L. (2002). The implementation of the fast track program: An example of a large-scale prevention science efficacy trial. *Journal of Abnormal Child Psychology, 30* (1), 1-17.

Bierman, K.L., Coie, J.D. & Dodge, K.A. (1999). Initial impact of the fast track prevention trial for conduct problems: I. The high-risk sample. *Journal of Consulting Clinical Psychologist, 67* (5) 631-647.

Morse, A.B., Anderson, A.R., Christenson, S.L., & Lehr, C.A. (2004). Promoting school completion.

Leventhal T, Brooks-Gunn J. (2003). Children and youth in neighborhood contexts. *Current directions in psychological service*, *12*, (1) 27-31.

Carswell, S.B., O'Grady, K.E., & Watts, A.M. (2009). A preventive intervention program for urban African American youth attending an alternative education program: Background, implementation, and feasibility. *Education & Treatment of Children 32* (3), 445-469.

Choi, L.H. (2010). Factors affecting volunteerism among older adults. *The Journal of Applied Gerontology, 22*(2), 179-196.

Dale, D. (2008). The single practitioner and community engagement: bridging the gap

between practice and social action. *American Psychologist, 63* (8), *791-797*

Elias, M.J. & Haynes, N.M. (2008). Social competence, social support, and academic

achievement in minority, low-income, urban elementary school children. *School*

Psychology Quarterly, *23* (4), 474-495.

Fassinger, R.E. (2005). Paradigms, Praxis, Problems, and Promise: Grounded Theory in

Counseling Psychology Research. *Journal of Counseling Psychology, 52 (2),*156-

166.

Flay, B.R. et al. (2003). Long-term effects of the positive action program. *Journal of*

health and behavior, 27, (1), S6-S21.

Glaser, B. & Strauss, A. (1967). The discovery of grounded theory. New York, NY:

Aldine Atherton.

Hawkins, J.D. et al. (2008). Effects of social development intervention in childhood

fifteen years later. *Archives of pediatrics& adolescent medicine, 162*, (12), 1133-

1131.

Hawkins, J.D. & Weis, J.G. (1985). The social development model: an integrated

approach to delinquency prevention. *Journal of Primary Prevention, 6,* 73-97.

Kuperminc, G.P. & Allen, J.P. (2001). Social orientation: problem behavior and

motivations toward interpersonal problem solving among high risk adolescents.

Journal of Youth and Adolescence, 30 (5), 597-622.

Lazar, I. & Darlington, R. (1982). Lasting effects of early education: a report from the

consortium for longitudinal studies. *Monographs of the society for research in*

child development, 195, (47), 1-141.

Lonczak, H.S. et al. (2001). The social predictors of adolescent alcohol misuse: a test of

the social development model. *Journal of Studies on Alcohol, 62,* (2), 179-189.

Ozorak, E.W. (2003). Love of god and neighbor: Religion and volunteer service among

college students. *Review of religious research 44* (3), 285-299.

Mihalic, S.F., Fagan, A.A., & Argamaso, S. (2008). Implementing the lifeskills training
    drug prevention program: factors related to implementation fidelity.
    Implementation science, 3 (5), 1-16.

Nichols, T.M., Kotchick, B.A., Barry, C.M., Haskins, D.G. (2010). Understanding the
    educational aspirations of African American adolescents: child, family, and
    community factors. *Journal of Black Psychology, 36,* (25), 25-48.

Patton, M.Q. (2002). Qualitative Research & Evaluation Methods. 3rd Edition.
    Thousand Oaks, California: Sage Publications.

Perry, J.L., Brudney J.L., Coursey, D., Littlepage, L. (2008). What drives morally
    committed citizens? A study of the antecedents of public service motivation.
    Public Administration Review, 68 (3), 445-458.

Roberts, T. (2008). Understanding grounded theory. *Research and education, 16, (20),*
    679-680.

Rosenbaum, J.E. (2004). It's time to tell the kids: if you don't do well in school, you
    won't do well in college. *American Educator, 28,* (1), 1-12.

Schervish, P.G. (2008). The routledge companion to nonprofit marketing. New York,
    New York: Routledge.

Semenza, J.C., March, T.L. & Bontempo, B.D. (2006). Community-initiated urban
    development: an ecological intervention. *Journal of Urban Health, 84* (1), 8-20.

Shriberg, D. (2007). The school psychologist as leader and change agent in high-stakes
    era. *Journal of Applied School Psychology, 23,* (2), 151-166.

Silver, I. (1997). Constructing "social change" through philanthropy: boundary framing
    and the articulation of vocabularies of motives for social movement participation.
    Sociological Inquiry, 67, (4), 488-503.

Valentine, V.L. (2005). Crisis in the classroom. *The Crisis, 112,* (5), 2-2.

Vanderbilt-Adriance, E. & Shaw, D.S. (2008). Protective factors and the development of
    resilience in the context of neighborhood disadvantage. *Journal of Abnormal*

Child Psychology 36 (6), 887-901.

Whitley, B.E. (2002). Principles of research in behavioral science. 2nd Edition. New

York, NY: McGraw-Hill Higher Education.

APPENDIX A: INFORMED CONSENT FORM

Exploring "I Have a Dream" using Grounded Theory

Study Purpose

This study explores relevant stakeholders' experience working with the "I Have a Dream" program using Grounded Theory. Before taking part in this study, please read the consent form below, check and initial "I Agree" and provide your signature and date of signature at the bottom of the page if you understand the statements and freely consent to participate in the study.

Study Method

This study involves interview based research to explore stakeholder's experience with "I Have a Dream" program.   The study is being conducted by psychology doctoral student Lisa Allgaier of Rutgers University, and it has been approved by the Rutgers University Institutional Review Board. No deception is involved, and the study involves no more than minimal risk to participants (i.e., the level of risk encountered in daily life).

Participation in the study, at a minimum, will involve one <u>60 minute interview</u> or may involve several interviews as seen appropriate by the principal investigator, Lisa Allgaier. <u>Interviews may be recorded</u> and transcribed, upon participant consent. Transcribed information will be mailed to the participant for review of any inaccuracies. The goal of interviews is to better understand stakeholders' involvement and personal experience participating in the "I Have a Dream" program in their specific capacity. Participation is strictly confidential. Participants begin by answering a series of questions, in an in-person interview format, about their experience with the "I Have a Dream" program.   Questions may evolve as interviews progress and new interview directions may occur. All responses are treated as confidential, and in no case will responses from individual participants be identified. Rather, all data will be pooled and published in aggregate form only.

Study Benefits
Participation in this study is predicted to provide valuable information in better understanding the "I Have a Dream" program at your location. Participation results may provide individual or general characteristics of program stakeholders, personal and professional benefits gleaned from participation and a better understanding of why stakeholders continue their participation in the program. People, who wish to begin or participate within an "I Have a Dream" program or similar programs in the future, may

benefit from understanding stakeholder involvement and experience with the "I Have a Dream" program.

Participants may personally benefit from better understanding their role in the program and increase their appreciation in their program contribution. **Participation is voluntary, refusal to take part in the study involves no penalty or loss of benefits to which participants are otherwise entitled, and participants may withdraw from the study at any time.** Participants will not receive credit or monetary compensation. No risks have been identified with study participation. Study results will be provided to participants upon request.

Confidentiality
Interviews will be audio recorded upon consent of the participant. Audio files will be transcribed and saved in electronic documents. All research data, including hard copies of protocols, audio files and data files, will be retained for 3 years following the end of data analysis. During the time prior to study completion, all data will be stored in a lockbox in the dissertation writer's home. Upon study completion, data transcription files, audio files and written notes will be destroyed. Paperwork will be shredded, audio tapes will be destroyed and transcription electronic files permanently deleted. At no time will study data be available for public review.

Contact Information
If participants have further questions about this study or their rights, or if they wish to lodge a complaint or concern, they may contact:

Principal Investigator:
Ms. Lisa Allgaier, Rutgers University School Psychology Doctoral Student
919 Park Ave, 2R
Hoboken, NJ 07030
Lisa.allgaier@gmail.com
973-714-1123 (P)

Dissertation Chair Person:
Dr. Kenneth Schneider
Rutgers University
Graduate School of Applied & Professional Psychology
152 Frelinghuysen Road
Piscataway, NJ 08854-8020
(732) 445-2000 X106 (P)
schneid@rci.rutgers.edu

Rutgers University Institutional Review Board
(732)-932-0150 (P)

_____ Initial

If you are 18 years of age or older, understand the statements above, and freely consent to participate in the study, *initial* the statement below and print, sign and date your name below the statement.

___ I read the above information and provide my consent to participate in the "I Have a Dream" study by way of being interviewed. _____ (Initial)

___ I read the above information and provide my consent for my interview responses to be recorded and transcribed. _____ (Initial)

_____   _____   _____

Printed Name of Participant   Signature   Date

_____   _____   _____

Printed Name of Principal Investigator   Signature   Date

APPENDIX B: INTERVIEW PROTOCOL

INITIAL INTERVIEW QUESTIONS:

1. Tell me about your experience with the "I Have a Dream" program.

2. Tell me why you participate with the "I Have a Dream" program.

3. Tell me about the participants of the "I Have a Dream" program.

4. Describe the Dreamers who remain in the program?

5. Describe the students who are no longer part of the program?

6. Tell me about the community the Dreamers reside in.

7. Describe the relevant stakeholders in the "I Have a Dream" program.

8. What do you attribute to the longevity of this program?

9. What could other educational programs learn from this program?

10. What would the Dreamers say about this program?

11. What sustains you?

12. How has your participation in the program affected you?