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A Qualitative Investigation: Black & Brown Men Retention and recruitment in the Grow Your Own Program and partners Colleges of Education and universities

About the Author(s)

Sunni Ali is an Associate Professor at Northeastern Illinois University (NEIU) Urban Community Studies Education Program.

He earned his Doctorate in Educational Administration from Roosevelt University, holds a type 75 Principal's Certificate, Type 9 Social Science Certificate, and LBS1 Special Education Certificate Endorsement.

Professor Ali has 22 years of high school teaching experience as a social science and special education instructor, and 2-years as a school district administrator.

Since his tenure at NEIU, he has produced [several published articles and three texts](#):

Texts:

- Lessons Learned: Critical Conversations in Hip-Hop & Social Justice
- Here's to This Flag of Mine
- My Schoolhouse is a Ghost Town

Drawing on Latino Critical theory, post-structural, post-modern and anti-oppressive education theory, I see myself helping new teachers asking questions about how the educational system helps in developing a social order, which is not always fair or democratic for all groups within society. In order to do this, new teachers have to be able to recognize social discourses, ideologies, and those social structures that promote oppressive relationships within society. My research is centered on the influences of social and institutional contexts on teachers' practice as well as the role of curriculum and teaching in building a democratic society in the face of the antidemocratic structures within society that promote social injustice and intolerance.

Keywords

Key words: Social Justice, Education Reform, Culturally Responsive Practice

Cover Page Footnote

Thank you Grow Your Own for allowing us to conduct a research examination of their program.



A Qualitative Investigation: Black & Brown Male Retention and Recruitment in the *Grow Your Own Program* and Partner Colleges of Education and Universities

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Abstract

Three decades ago, the U.S. Department of Education identified increasing the number of teachers of color as a priority. Three decades later, the nation is still confronting a gap between the number of students of color and teachers of color serving in our classrooms. Black and brown men make up less than three percent of the teaching workforce (Bryk, A., Gomez, L., Grunow, A. 2011). Regardless of race, all students benefit from having black and brown male teachers working in urban settings because it counters the deficit model while affirming minority male students' cultural efficacy. Through focus groups, we interviewed seven (7) participants – six Latinos and one African American—to know more about what effective interventions should *Grow Your Own*, and *Northeastern Illinois University* apply to retain and improve black-and-brown men's successful transition to become classroom educators? This qualitative study reviews the specific interventions recommended to support the retention of black and brown students enrolled in Northeastern Illinois University, National Louis University, the University of Illinois at Chicago, and Chicago State University. They also participate in *Grow Your Own Program*. The injection of more responsive measures and approaches will increase the learning outcomes of male students of color to enter the teaching profession.

Key Words: Social justice, Education Reform, and Culturally Responsive Practice

Introduction

Problem Statement

The field of education needs more black and brown men to become educators in the classroom. Several studies, along with critical literature, review the importance of having this population in schoolhouses. Male teachers of color are vital to the profession because they serve as models and mentors to students. Also, they demonstrate culturally responsive practices and intellectual capital in education that diversify the teaching practice (Burchinal, M., McCartney, K., Steinberg, L., Crosnoe, R., Friedman, S. L., McLoyd, V., & Pianta, R., 2011).

The success of having more black and brown men in the classroom counters the *Deficit Model*. The *Deficit Model* argues that students of color typically feel alienated from a traditional-and-mainstreamed learning environment and internalize academic challenges and poor relationships with their peers and teachers (Billings, 2009). Unfortunately, this causes students to harbor low-self-esteem toward learning, and they become more skeptical about their achievement. Yet, when a black and brown male educator exists in a classroom, it helps the learner to deconstruct this belief of feeling inferior, especially as they connect, relate, and see themselves in the educator. Additionally, the teachers enact a more intellectual and responsive dynamic toward their male students, which inspires them to want to achieve for the educator (Foster, 2018).

In addition to helping to serve as a role model for children of color, having more male teachers of color in our school will reduce the current abysmal over-representation of females in the education field. After the civil war, during the Reconstruction Era, many women went to the South to educate in African American communities and were part of normal schools for teachers.

The goal of these normal schools for teachers was to train new teachers to serve segregated cities

in the South. This impacted the teaching profession throughout the decades that followed. To change this historical trend, many legislators across different states had called for the inclusion of more males, especially males of color, in the teaching profession. Through the socio-economic changes in the labor force that took place during the 19th century, the lack of women in teaching careers continued to exacerbate. Women continued to gain access and entry into the world economy. Teaching was one of the preferred paths. It was a career path that perfectly matched the social gender roles that were central to those societies.

The socialization aspect of the gender roles within the school boundaries is another aspect that we need to consider understanding the role of male teachers within the school culture. Skelton (2003) studied how male primary teachers perceive masculinity and how this impacts their professional lives. In the study, Skelton surveyed 210 pre-student teachers in England (92 females and 118 males) to find their perceptions. She noticed several perceptions that pre-service teachers have about gender roles within the school culture. For example, male teachers are more adept at teaching secondary children. Male teachers would eventually go into administration positions rather than be classroom teachers to avoid being a child abuser. The author concluded that most pre-service teachers surveyed appeared to hold an optimistic view of primary teaching. Teaching provided equal opportunities and primary schooling as a 'gender-free' zone. Further research is needed to understand how gender plays a role in education.

A century later, the lack of male teachers is still persistent in the field of education. The National Center for Education Statistics (NCES) national data from 2011-2012 revealed that 23.7% of public-school teachers are male compared to 76.3% female. As a result, teacher preparation programs in partnership with community organizations, such as *Grow Your Own*

(G.Y.O.), are applying research and innovative interventions to recruit and retain the male population to enter the teaching profession.

The Purpose of the Study

The study is a qualitative investigation that conducted a one-hour group interview. The interview format session applied Zoom technology to discuss the usefulness of the intervention strategies employed at Northeastern Illinois University (NEIU), the University of Illinois at Chicago (U.I.C.), National Louis University (N.L.U.), Chicago State University (C.S.U.) and G.Y.O. to recruit and retain black and brown college of education candidates.

A total of seven (7) males were a part of the qualitative study, and the following variables indicate their status attending NEIU and G.Y.O.:

- The participants already hold an undergraduate degree and are attending an M.A.T. program at their institution or working toward being admitted into the program;
- They have teaching experiences before entering both programs;
- They are familiar with urban schools;
- They are very familiar with the schools where they conducted their student teaching;
- The participants are adult returning students, 28-years, and older.

Research Question

What effective interventions should *Grow Your Own*, and *other university partners* apply to recruit and retain black-and-brown men to a successful transition to become classroom educators?

Theoretical Framing

The study utilized the **Relational Social Capital Theory**, which speaks to how institutions and school organizations develop strong relationships with participants or students, which gives them a sense of belongingness, awareness, and purpose of being relevant. The nature of high-quality relationships supports students' active existence and behaviors in social constructs.

A **subtheme** that emerges from this research further discusses the importance of **cultural efficacy** that strengthens the students' self-esteem and belief system from the success they achieve from having support. In this way, students feel empowered and believe they will gain more success.

In addition to these two theories, we are using Critical Race Theory (C.R.T.) to understand how race, racism, and issues of power influence the recruitment and retention of males of color. In the case of Latinos, we will expand our theoretical framework to use some of the elements of the Latin Critical Race Theory (LatCrit). This framework expands the C.R.T. to incorporate the intersections with race, class, gender, sexuality, language, immigration status, and other issues relevant to the Latino community.

Finally, the Black Masculine Identity Theory will help us understand the experiences of the African American experiences and Latino males, since this theory is readily applicable to other minority groups, especially since the intersection of race and ethnicity in the Latino culture. Black Masculine Identities Theory explores several assumptions on which the Black Masculine Identify theory exists:

1. The struggle is a human activity that solidifies one's sense of community.
2. The struggle varies based on group experiences (i.e., it is not that struggle is unique to Black males, but that racial and gender group experiences of Black males contextualize struggle.)
3. The struggle is the Black masculine theory model's centerpiece because of the complexity of defining and negotiating the Black male identity.
4. All identity theories, in some way, call for dialectics. In this case, Black masculine identities are enwrapped in an I-Other dialectic involving politics of recognition.

Data Analysis

The following research questions were provided to participants during the group interview. Each participant took approximately 5-10 minutes to answer the questions. The data was transcribed, applying the technique of coding to identify specific themes emerging from the research. The triangulation of the data allowed the researcher to discover a theory framing the study and other emerging data variables. The use of triangulating data applies more than one qualitative method to validate the research findings. In this case, participants completed a survey detailing their responsiveness to programmatic interventions at NEIU, U.I.C., N.L.U., C.S.U. and G.Y.O.

Interview Questions:

1. In becoming a part of the college of education, did you encounter any challenges receiving acceptance? And, if so, please explain.
2. Have you ever felt racially isolated and segregated during any course interactions or group activities?

3. Do you believe G.Y.O. and NEIU provide enough support services and network opportunities to achieve quality academic and pre-professional outcomes?
4. How do you believe masculinity will impact or influence your teaching, if at all?
5. How useful and practical is G.Y.O. monthly group meetings and sessions?

Data Results

When students attempted to become a part of the College of Education, the participants struggled to **meet pre-requirements for admission**, such as entrance exams, letters of recommendation, and prerequired coursework. The **Entry exam or T.A.P. test** formerly served as a barrier for students to receive acceptance; However, the exam became eliminated to increase enrollment into the college of education and no would longer serve an inhibitor. When the test was a part of the entry into the College of Education, several participants documented how much support and test prep assistance they received from G.Y.O. and the college of education.

Several of the participants noticed that getting letters of recommendation was a challenge because they had graduated years ago, or now during the COVID19 crisis, teachers they know are working remotely, which is a barrier to getting in touch with them.

Students also struggled with having supportive advising to guide them to what courses they should take to acquire a post-Bach teaching certificate. **G.P.A.'s** concerns surfaced for one participant, which hindered his ability to receive an entry into teacher support programs like Golden Apple and the AUSL. Eventually, the subject raised his G.P.A. and he believed that had he received more guidance and support from some of his professors and advisor that he would have performed better.

Financial challenges emerged as a hindrance for students to pay for education. Many of them were hesitant to take out financial aid loans to assist enrollment and school completion because they did not want to incur the debt. Economic challenges impacted both candidates admitted into the college of education and the only candidate was not yet accepted. This participant described how financial difficulties are a factor in deciding what teacher preparation program to apply:

"I think the process of applying to different schools was some of the other schools that, say Saint James University of Chicago I applied to. I think Concordia also, I was going to apply to but their tuition rates."

Paying for college serves as a deterrent and is problematic for participants to continue their schooling as they financially struggle. Participants talked about how much they are thankful for G.Y.O., helping them acquire a scholarship to help pay for college financial expenses to avoid taking out a student loan.

The interviewees mentioned how much **intrusive advising** enhanced their academic performance. Participants spoke about the need to have someone they can trust and relate to support their navigation of college. Also, they needed interventions, at various times, to support and nurture their academic progression. As one participant mentioned in the interview said, "**I would go in circles, or it was just confusing.**" He felt like he was in the dark as a first-generation student. As a result, the participant required better guidance to explain the selection of classes he needed to receive the Spanish endorsement.

In terms of **advising** the candidates who are already in college, their experiences have been positive. They consider that the advisors guide them through the program and keep them on "top of things." One of the participants observed that during his time in the program, the turnover of advisors is high, but overall, they do a great job in guiding him.

The importance of **mentoring** surfaced as participants discussed how much modeling serves to strengthen their school responsiveness to perform well in a predominately white school environment. A quality mentoring program further looks out for students by assisting them in problem-solving and managing their concerns and issues.

Without a doubt, the gentlemen in the study believed that their institution (especially NEIU) and G.Y.O. are very supportive systems in helping to become a successful classroom teacher. The participants, still not in the college of education, discussed the numerous opportunities and interventions applied at G.Y.O., asserting that the program is a viable instrument helping them discover best practice strategies while advising them on how to succeed in the classroom.

At the same time, the men would like to have more opportunities to participate in **Zoom and Google Meets sessions**, which make it easier for them to attend more meetings. Attending the sessions can be taxing, especially when commuting to participate in the meetings or balancing one's schedule or time-management.

The participants spoke about the need to enact an **internal-mentoring** feature in G.Y.O., which will allow them to collaborate and reflect on educational studies and classroom practices. As such, this will enable participants to share strategies and problem solve. They believe that

having an internal-mentoring component attaches a reflective element that ultimately enhances the participants with more time to collaborate and learn from one another.

About their gender roles in the classroom, the participants strongly believe that they must learn and model gender-neutral speech. That male teachers have to dispel gender-roles stereotypes that contribute to a person embracing male toxicity. They would like to see more **professional development opportunities** in G.Y.O. for participants to learn about the **dangers of male toxicity and homophobia**.

In terms of students ever feeling **racial isolated or gender-segregated** in their classroom, the participants who have not received admittance into the college mentioned that this was not a problem. **Their first go around with school** was very different for them as they experienced a "culture shock" attempting to assimilate and learn how to adapt in predominantly white academic environments. Also, the academic advising for those who are not yet in the college of education was weak or not responsive enough to support their ability to achieve. Being an adult returning student helped them to possess experiential knowledge or know-how to navigate white space and culturally adapt. As such, they were able to deflect or counter this variable if it ever surfaced. The candidates at NEIU asserted that their institution and G.Y.O. is a very diverse, engaging, and supportive culture. However, they suggest that NEIU and G.Y.O. adopt an **alumni-teacher mentor system** that collaborates with incoming students admitted into the college of education. Such a program will serve to advise, guide, and support students' performance and navigation of the university.

The participants in the college of education **perceived racial and gender isolation indirectly and directly**. One of them was involved in a situation of racial separation. Despite not

being the person directly subject to the isolation, it affected him as a member of the minority group. He felt very uncomfortable in the situation, mainly because the person was absent when other cohort members made comments about her. The case was so compelling to him that he felt conflicted by his reaction. He did not report the incident to the instructor but later contacted his classmate. They talked about what transpired in her absence. Another of the participants perceived that he had confronted microaggressions. For example, feeling that he should explain himself multiple times because his cultural experiences are different from the suburban women that predominantly are part of his program. In terms of gender isolation, they mentioned that peers in their teacher preparation programs are mostly women. Also, this is true in their G.Y.O. cohorts. Women in their program were mainly from the suburbs. The **mismatch between their cultural experiences and the climate that dominated the classroom discussions**. One of the participants described this mismatch clearly:

"I feel like I have to speak in a language that everyone can access, but in speaking that language, there's a lot lost in translation. Because they don't know your experience, so you have to really elongate it. I just feel like a lot of times my clarity, especially when I'm making comments in class, I just feel like I lose my train of thought or I'm not really sure what I'm saying because I realize, man I have to essentially... There are a lot of times when I have to give a life story or a story or something that I experienced to kind of make my point across because it's not going to say in the book."

The participant feels that his experiences as a man in **urban schools** are so different from his women peers from the **suburbs** that he feels "lost in translation."

Another element in terms of gender issues is consistent with the research, the idea that teaching is for women because of the social construct that women are more **nurturing** than men. One of the participants expressed this sentiment when asked about G.Y.O.'s effort in recruiting more males of color:

"I think we have more women but I think it's easier to recruit women you know what I mean? Because a lot of them, most teachers are more nurturers by... more women, according to society, more women are supposed to be more nurturing. You would get more women teachers. It may be easier to recruit women teachers, right?"

In terms of G.Y.O. and gender, they recognize that women and G.Y.O. dominate it. They should be more intentional in recruiting male teachers. They should also be more intentional in creating safe spaces where they can discuss gender and their experiences. They also pointed out that more **intentionality** should surface to create those spaces and create a sense of community beyond meeting once a month. They also recognize that sharing organically with females in G.Y.O. is an excellent opportunity to learn from each other, and it will help them once they enter a school that probably will be dominated by white women.

The monthly G.Y.O. meetings for the participants are beneficial. They believe G.Y.O. is a fantastic program that provides ample tutorial, advising, and supportive services. Despite how much they celebrated being a member of G.Y.O., they believe, at times, they could improve communication to inform participants better. As one participant mentioned, "Sometimes, participants are unaware of events or activities." The subject believes the provider-to-participant gap is large, which may affect how information is disseminated or communicated to participants.

Additionally, they would like to see more opportunities for participants to mentor each other and

collaborate. Again, providing **internal mentoring activities and collaborations** will allow participants to reflect on useful strategies learned from the G.Y.O. sessions.

Summary

NEIU, N.L.U., C.S.T., U.I.C., and G.Y.O. offer supportive interventions and internal mechanisms to increase black and brown men to become educators. These campuses are more relational for adult returning learners and provide a different college campus experience for them, e.g., a hospitable, comfortable setting, mature-learning audience. NEIU, for example, it is a commuter campus (although it has a residency hall) that offers an engaging and responsive space for black and brown male learners who are career orientated and are more mature and autonomous. Yet, it is sometimes difficult for students to attend various activities and enrichment programs due to their professional and personal obligations.

Although the Campus offers a valuable number of academic services and accommodating spaces for students to engage with their professors to receive instructional supports, they asserted that the advising component at the college requires strengthening. At times, the participants needed better guidance to explain the classes' selection and check their academic performance and social health. Injecting an **intrusive advising** component will improve students' ability to trust and relate to the Campus more effectively while supporting their navigation of completing the course requirements. Also, they needed interventions, at various times, to affirm and nurture their academic progression.

Additionally, they encouraged the college of education to adopt an **alumni-teacher mentoring program** that collaborates with incoming students admitted into the college of education to support their successful transitions.

G.Y.O. provides participants with a lot of opportunities to attend different programs. The organization is excellent at offering a lot of resources, providing mentors, and communicating the various academic supportive services available to students. For them, G.Y.O.:

- Provides responsive and relevant practices;
- Enhances a work ethic needed to thrive to become an effective educator;
- Remains committed to helping them achieve professional outcomes;
- Offers test preparation to assist students' passing of the teacher exams;
- Gives scholarships and other financial support and incentives, which reduce them from taking out a student loan to pay for their schooling.

However, despite the fantastic resources and services available for participants to engage and take advantage of, some found it difficult to attend some sessions due to family commitments, school obligations, and work responsibilities. Thereby, they believe that offering **more Zoom or Google Meets Sessions** for participants will enhance their ability to multi-task to attend more activities and events.

They also believed that an **internal-mentor component** is needed to advance their reflections and critical analysis of the topics reviewed. Despite them asserting that the workshops are valuable and useful, they also see the importance of having internal conversations and mentoring practices that learn what others are doing to manage their schedules and achieve personal goals. Or learn strategies people are applying to juggle their own, work, and academic responsibilities. Having such an element will provide them with more chances to collaborate and

reflect on their classroom practices. As well as enable participants to share strategies and problem solve.

Adopting these strategies into colleges of education and *Grow Your Own* will undoubtedly improve the delivery of services made available to black and brown male students and increase the retention rate of men of color becoming classroom educators.

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APPENDIX**CODED THEMES****Participants' Background**

Participants	Status	Exploratory Theme
Participant 1	<p>Graduated from NEIU in Spring 2020- P.E. Credential;</p> <p>Undergraduate degree in Community Health from U of I</p>	<p>Working fulltime as an instructor (Provisional license)</p> <p>Familiarity with the school community</p>
Participant 2	<p>Entering student teaching in the Fall 2020- Biology major</p>	<p>Working fulltime as an instructor (Provisional license)</p> <p>Familiarity with the school community</p>
Participant 3	<p>He is entering student teaching in Spring 2021- Spanish Major; Pursuing a Master's Degree in Education.</p> <p>Undergraduate degree from DePauw University. He was a Posse Scholar with a double major in Spanish and Sociology.</p> <p>Started non-profit work at an organization called Build, where he worked with youth in an after-school program.</p>	<p>Working fulltime as an instructor (Provisional license)</p> <p>Familiarity with the school community</p>

	Also, he worked at the Rico Family Services performing Case Management.	
Participant 4	<p>Graduated from NEIU in Spring 2020- Spanish Endorsement</p> <p>The participant wants to continue his education to acquire a bilingual certification to make himself more marketable in his field of study (Desired to pursue this while attending school; however, he was already deep within his major and decided to wait until he graduates.</p>	<p>Recently Hired (full-time employment)</p> <p>Familiarity with the school community.</p>

Theme 1: The participants already hold an undergraduate degree attending NEIU's graduate or post-bachelorette programs. Also, they had experiences with teaching before student teaching. Also, they are familiar and have interactions with the schools where they have either conducted their student teaching or received employment. The participants are adult returning students and are 28-years and older.

Part I: NEIU

Question 1: In becoming a part of the college of education, did you encounter any challenges receiving acceptance? And, if so, please explain.

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 1	<ul style="list-style-type: none"> ● GPA- 2.47; threshold is 2.5 ● TAP test (entry exam) ● Was unable to receive an 	Testing and G.P.A.

	<p>entry into programs like Golden Apple and the AUSL teacher program due to G.P.A.</p> <ul style="list-style-type: none"> ● Discussed the endorsement requirements changed due to COVID to perform his clinical; received robust advising to know how the endorsement modified. 	
Participant 2	<p>Academic advising- needed guidance on what courses to acquire a post- Bach teaching certificate;</p> <p>Financial- Student Loans to pay for his schooling a second time around</p>	<p>Intrusive Advising and Financial</p> <p>(Receipt of Student Loans to pay for schooling)</p>
Participant 3	<p>The participant required better guidance to explain the selection of classes he needed to receive the Spanish endorsement. He felt like he was in the dark being a first-generation student; asserted it was hard to navigate college, and "I would go in circles, or it was just confusing."</p> <p>Undocumented and needed financial aid</p> <p>Praised El Centro for getting him into the Golden Apple and G.Y.O. program, which helped him receive an entry into the GCOE program at NEIU</p>	<p>Intrusive Advising</p> <p>Undocumented</p> <p>Financial Aid</p>

Participant 4	<p>College degree and prior work experiences made it easier for Carlos to navigate his post-Bach school experiences at NEIU. However, advising could have been better to support and mentor Carlos' direction and guidance through the GCOE program.</p> <p>Thanked G.Y.O. for helping him acquire a scholarship and help pay for his college financial expenses w/o having to receive a student loan.</p> <p>Difficult time passing the T.A.P. Test (Entry Exam); Test Prep offered at G.Y.O. helped him get his scores up.</p> <p>Background came up for Carlos, which he received help from the assistant dean at NEIU.</p>	<p>Entry Exam (T.A.P. Test)</p> <p>Intrusive Advising</p> <p>Criminal Background Check</p>
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Theme 2: The entry exam or T.A.P. test formerly served as a barrier for students to receive acceptance into NEIU's GCOE program; however, the entrance exam no longer exists and was removed to increase enrollment into the college of education.

Intrusive advising was deemed essential for the participants as they spoke about the need to have someone they can trust and relate to support their navigation of college. Also, they needed interventions, at various times, to affirm and nurture their academic progression.

The participants spoke about the importance of mentoring with having someone model responsible behavior while advising or looking after them. From their perspectives, an active mentor program helps strengthen their school responsiveness to perform well in a predominately white school environment. A quality mentoring program further looks out for students by assisting them in problem-solving and managing their concerns and issues.

Lastly, financial challenges emerged as a hindrance and problematic for students to pay for their education. Many of them are hesitant to take out financial aid loans to assist their enrollment and school completion because they do not want to incur the debt.

Question 2: Have you ever felt racially isolated and segregated during any course interactions or group activities?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 1	<p>Experiential learner</p> <p>Knows how to navigate white space and his aware of racial cues to engage and interact in environments where he is a minority</p> <p>More Awareness</p>	<p>Experiential Learner/adult returning learner</p> <p>Culturally Adaptability</p>
Participant 2	<p>First College Experience:</p> <p>Felt racially isolated ("felt out of place");</p> <p>Difficult time of adjusting to a white setting</p> <p>Required more time to adapt</p> <p>Needed mentoring and guidance, which he eventually received by joining a Latino Fraternity; Also, the Posse' program helped to provide him with mentoring and supportive academic nurturing and encouragement.</p>	<p>Experiential Learner/ adult returning learner</p> <p>NEIU offers a different college campus experience for students, e.g., hospitable, comfortable setting</p>

	<p>Second College Experience:</p> <p>Experiential Awareness; Understands how to navigate; Different setting</p> <p>NEIU's Campus is more relational for adult returning learners (it is a commuter campus and exists as a different space with students who are career orientated and are more mature and independently responsive.</p>	
Participant 3	<p>Challenges adjusting and adapting to participants in the Golden Apple Program</p> <p>who is a majority of white females (just two of the participants in the program were males)?</p> <p>Lack of diversity</p> <p>Struggled with interaction, relating and engaging with female participants</p> <p>Experiences at NEIU:</p> <p>More of an inviting space</p>	<p>Culturally Responsive</p> <p>Diverse</p>

	<p>Culturally responsive</p> <p>Diverse</p>	
Participant 4	<p>First College Experience:</p> <p>Culture Shock (attended a school in Indiana as an undergraduate, DePauw University)</p> <p>Lacked modeling and mentoring</p> <p>Less diverse than his high school experience</p> <p>Struggled to adapt and adjust the first year of college</p> <p>Posse program provided mentoring intervention and academic support after freshmen year.</p> <p>Second College Experience:</p> <p>Experiential knowledge as an adult returning learner helps him to navigate the college space.</p>	<p>Mentoring</p> <p>Experiential Learner/ Adult Returning Student</p> <p>Supportive interventions, e.g., academic, mentoring, counseling, intrusive advising</p>

	Seeking to mentor and pass on his knowledge and supports to younger undergraduate students (wants to give back and help younger Latino males attending NEIU)	
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Theme 3: The participants were adult returning students who had experiential knowledge or know-how of how to navigate white space, particularly as male-minority learners in the academic settings.

Their first go around with school was very different for them as they experienced a "culture shock" attempting to assimilate and learn how to adapt in predominantly white academic environments. Also, the academic advising they received was weak or not responsive enough to support their ability to achieve.

They are aware and seasoned students who know how to adapt and culturally adjust to existing as a minority student. They further understand the importance of self-advocacy and seeking out support to achieve quality academic outcomes.

For the participants, NEIU is a very diverse, engaging, and supportive culture. There are interventions and programs enacted to support students. However, at times, participants struggle with time management to attend some academic support services due to their work and family schedules.

They also stressed the importance of becoming a mentor for minority first-year and sophomore students to provide support and encouragement for them to achieve success. They recommended that NEIU undoubtedly have an alumni-teacher system that collaborates with incoming students admitted into the college of education.

Part II: Grow Your Own (G.Y.O.)

Question: Do you believe G.Y.O. and NEIU provide enough support services and network opportunities to achieve quality academic and pre-professional outcomes?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 1	<p>Excellent connections, resources, and professional development</p> <p>Creates a routine and competent practice of working on the weekends or Saturdays.</p> <p>He found that the technology discussion and workshop were beneficial because they reviewed useful hybrid and e-learning teaching models and strategies.</p>	<p>Responsive and relevant practices</p> <p>Articulates Best Practices</p> <p>Enhances a work ethic needed to thrive and become an effective educator</p> <p>Committed to achieving practical outcomes from participants</p>
Participant 2	<p>Offers a lot of resources</p> <p>Provide mentors</p> <p>Has consistent communication through emails about the various academic supportive services available for students</p> <p>Challenges with time management to participate and become involved in the various activities; Participant never joined the P.E. Club.</p> <p>There are a lot of opportunities to engage in extracurricular activities.</p>	<p>Enriched option and opportunities</p> <p>Time-management to attend the activities or support systems</p> <p>Excellent communication and notification of the types of services made available for students to attend</p>
Participant 3	<p>A lot of opportunities are readily available for students to attend different programs and events.</p>	

	<p>Commuter challenges to attend the sessions and events.</p> <p>Challenges with the work schedule.</p> <p>Feels exhausted, at times, trying to attend the events.</p> <p>Requires more opportunities to attend sessions through Google Meets or Zoom.</p>	
Participant 4	<p>Resources are there; however, it is finding the time to attend the sessions (time-management)</p> <p>Require more Zoom or Google Meets Sessions for participants</p> <p>Family responsibilities and work duties conflict with the opportunity to attend sessions and events.</p> <p>He believes and feels like he is continuously multi-tasking to complete his tasks and goals.</p>	<p>An internal mentor program would benefit G.Y.O.</p> <p>More Zoom or Google Meets Opportunities</p> <p>A plethora of services and supports</p> <p>Time management strategies</p> <p>More teacher-in-service opportunities among participants.</p>

	<p>Asserts there need to be more opportunities for participants to mentor and check-in with each other. As he stated, "We want to talk about these eight things in this hour," and sometimes people just need to talk about their day. They just need to talk about what their semester has been like, what worked for them, what didn't."</p> <p>Believes the workshops are valuable and useful. Yet, the participant also sees the importance of having internal conversations and mentoring practices that learn what others are doing to manage their schedules and achieve personal goals. Or, learn strategies people are applying to juggle their own, work, and academic responsibilities.</p> <p>Since most of them are already teaching in the classroom, the participant mentioned it is essential to learn from what others are doing successfully.</p> <p>Some of the workshops can be overwhelming with the degree of information fostered and reviewed in the sessions. Participants need more time to reflect and check-in with each other about what they learned and apply in their classroom settings.</p>	<p>Post-reflection opportunities</p> <p>Opportunities to engage and collaborate</p>
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Theme 4: The participants discussed the numerous opportunities and services provided to

students to support their academic success. G.Y.O. offers valuable and responsive best practice strategies. However, attending the sessions can be taxing, especially in commuting to participate in the meetings or balancing one's schedule or time-management. Also, the subjects mentioned there needs to be more Zoom or Google Meets sessions, which will make it easier for them to attend more meetings.

The participants spoke about the need to have more internal-mentoring features in G.Y.O., which will allow them to collaborate and reflect on their classroom practices. As such, this will enable participants to share strategies and problem solve.

The participants further talked about the need for a reflective component as part of the professional development sessions. At times, they feel drowned with valuable information, yet discovering practical ways to incorporate such strategies is even more essential for them to learn from each other what is or isn't working.

Question: How do you believe masculinity will impact or influence your teaching, if at all?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 1	<p>The importance of working as a Latino in a school predominately Latino is enormous.</p> <p>Had to learn how to counter his machismo</p> <p>Countering negative sentiments toward the LGTBQ community</p> <p>Changing the way young boys learn to perpetuate toxicity and anti-femininity</p> <p>Educating and mentoring boys how they should be responsive and compassionate toward females</p>	<p>Culturally Modeling Appropriate Behavior</p> <p>Embracing Feminism while countering male toxicity</p> <p>Accepting gender roles</p> <p>Supporting LGBTQ</p>

	Believes it is important to teach boys it ok to cry. That you are not a punk or soft because you show emotions	
Participant 2	<p>Changing the way young boys learn to perpetuate toxicity and anti-feminist</p> <p>Educating and mentoring boys how they should be responsive and compassionate toward females</p> <p>Teaching boys how to problem solve versus applying violence or aggression</p> <p>Believes it is important to teach boys it ok to cry. That you are not a punk or soft because you show emotions</p>	<p>Countering Machismo</p> <p>Culturally Modeling Appropriate Behavior</p> <p>Rejecting Male Toxicity</p> <p>Modeling and teaching responsive behaviors</p>
Participant 3	<p>The participant learned the importance of using gender-neutral language in class.</p> <p>He is learning how to listen and apply appropriate speech and behavior to model for other male learners.</p> <p>Unlearning inappropriate thoughts, beliefs, and perceptions about male and female roles</p>	<p>Modeling appropriate language and behavior</p> <p>Countering sexist language and homophobia</p> <p>Professional Development on gender-neutral classes</p>

	G.Y.O. should provide professional development that discusses academic appropriate gender language and terms. Also, discussing male toxicity and the importance of modeling for young male students (The importance of having gender-neutral classes).	
Participant 4	<p>The kids are watching as we model for them.</p> <p>The importance of displaying responsive and appropriate speech and behavior</p> <p>Countering gender-specific roles (men work, women clean)</p> <p>The importance of being more open-minded</p>	<p>Culturally modeling</p> <p>Responsive practices</p> <p>Countering male toxicity</p> <p>Embracing Gender Neutrality</p>

Theme 5: The participants feel strongly that their role as a male teacher is critical. As such, they need to model and apply appropriate gender-neutral speech in their classrooms. More significant, create mentoring opportunities with young men to educate them about the dangers of male toxicity and homophobia.

The participants assert G.Y.O. should provide professional development sessions that discuss what gender-neutral classrooms should look like while giving them opportunities to collaborate and reflect on what effective strategies they find valuable to incorporate into their teaching practice.

Question: How useful and practical are the G.Y.O. monthly group meetings and sessions?

Participants	Challenge(s) or Outcomes	Exploratory Theme
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Participant 4	<p>Terrific at aiding, tutoring, and test prep.</p> <p>G.Y.O. has provided financial incentives and assistance to support students.</p> <p>Turnover of administration and workers challenged participants' level of commitment to G.Y.O.</p> <p>At times, communication is a concern as participants are unaware of events or activities.</p> <p>The subject believes the provider-to-participant gap is large, which may affect how information is disseminated or communicated to participants.</p> <p>More opportunities for participants in mentoring each other and collaborating</p>	<p>Supportive Services and Programs</p> <p>Provides Financial Incentives and Relief</p> <p>Improve communication to participants in some areas of G.Y.O.</p> <p>Internal mentoring program</p> <p>Reflective collaboration opportunity for participants</p>
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Theme 6: Participant asserted that G.Y.O. is a fantastic program that provides ample tutorial, advising, and supportive services. G.Y.O. specifically helped the participant pass his entry exam and provided him with some financial assistance to pay for his college expenses. He is very thankful for how much G.Y.O. has helped him.

At times, however, some of the participants in G.Y.O. were unaware of the events and programs. Shoring up communication in some regions of G.Y.O. seems incumbent to inform participants better (The participant contributed this to the turnover that reduced the number of service providers).

Lastly, the participant indicated a need for more internal mentoring activities and collaborations to reflect on useful strategies learned from the G.Y.O. sessions.

Participants' Background

Participants	Status	Exploratory Theme
Participant 5	He is in the M.A.T. program at U.I.C.	He studies in Chicago public schools, and most of his experiences are in Chicago/urban settings.
Participant 6	He is in the M.A.T. program at N.L.U.	Graduated from NEIU with a B.A. in English.
Participant 7	He is still getting ready to be admitted at the teacher preparation program at Chicago State University	Title I teacher in H.S. Paraprofessional in C.P.S.

Retention and recruitments

Question 1: In becoming a part of the college of education, did you encounter any challenges receiving acceptance? If so, please explain in becoming a part of the college of education, have you encountered any problems?

Participants	Challenge(s) or Outcomes (what they say)	Exploratory Theme
Participant 5	He pointed out to social aspect as a challenging factor.	Engagement and connecting with people in a more culturally way in the program and on Campus
Participant 6	He has issues with passing the A.C.T. Also, getting a letter of recommendation. Now that he is in the program, he points out that he does not have other Latinos in the program to connect with them since his program is predominantly white	Meeting pre-requisites A mismatch between their life experience and the experience of their peers in the teacher

	women from suburbs.	preparation program
Participant 7	<p>He has problems with the letter of recommendation. He asked C.P.S. teachers for these letters, and because they were teaching remotely because of COVID19, it was a challenge to get them to complete the letters.</p> <p>He has to continue meeting pre-requisites and, at the same time, working fulltime and beginning to work in the professional sequence. Balancing all these tasks is one of the biggest challenges for him.</p> <p>When deciding what teacher preparation program to apply, tuition was a significant factor in determining.</p>	<p>Meeting pre-requisites</p> <p>Balancing workload and academic load</p> <p>Financial considerations as a factor for recruitment</p>

Question 2 (recruitment) and question 4 (retention): Have you ever felt racially isolated and segregated during any course interactions or group activities?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 5	<p>He has experience from a student standpoint in urban settings, but this is not typical in his cohort that is also dominated mostly by white women from suburbs.</p> <p>He feels that because of his experience with urban education and the lack of experience in this area for most of his peers, the class discussions cannot go deeper into how to teach kids in urban settings using their</p>	<p>A mismatch between cultural knowledge and peer from the cohort: urban culture vs. suburban culture</p> <p>Culturally relevant pedagogy during teacher preparation</p>

	cultural knowledge as part of the curriculum.	
Participant 6	His teacher preparation program is mostly women from the suburbs.	A mismatch between cultural knowledge and peer from the cohort: urban culture vs. suburban culture
Participant 7	He has experience working with brown and black kids in C.P.S., and he has not experienced isolation or segregation.	

Question 3. Have you experienced any anti-black or anti-brown sentiment while attending the COE/university?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 5	-Passing as white because of his white-European phenotype and not as a stereotypical Latino -If he does not act Latino, people might assume he is white.	-Avoiding anti-brown oppression because of phenotype
Participant 6	-No personally to him, but he was a witness as he worked on a cooperative group as part of one of the courses. -A conversation about another classmate who was a woman of color. He felt uncomfortable using a code that might be racist. -He did not intervene directly in stopping the language. -Feeling like a minority twice	-Avoiding direct engagement with stopping oppressive discourse as an initial reaction. -Being a Latino male in a female-dominated field, he is aware of but still not sure how it will impact his professional development.
Participant 7	-Parent expectations were too high that he could not allow anybody to disrupt that.	-Family expectations serve as a generator to overcome challenges.

	<p>-When talking about African American History in class, he felt he felt people thought they were talking about him.</p> <p>-Now, in the teacher preparation program, he will try to begin. The issue is more about gender differences because the program is female-dominated. He feels prepared to be in that environment and behave correctly.</p> <p>-His previous experience makes him think to prepare to be in a classroom and not feel inferior.</p>	
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Questions 2 and 3: What specific challenges have you experienced in advising, and what problems are you anticipating for student teaching?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 5	<p>-He has had a good experience with advising. He feels very supported by the advisor.</p> <p>-For student teaching, one of the challenges is the lack of field experience because of COVID19.</p>	<p>Supporting advising</p> <p>Lack of field experience because of COVID19.</p>
Participant 6	-He has had almost a new adviser every semester. Overall, they have been supporting him, especially now that he has to take the content test.	Inconsistencies with advising
Participant 7	He is not in college yet, and he did not answer this question.	

Part II: Grow Your Own (G.Y.O.)

Questions 1 and 2: Is G.Y.O. doing enough to identify black and brown men and advocate for them?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 5	<p>He noticed that despite the number of women in the program, it is the first time that he has seen a lot of male educators in one room when describing the monthly meetings.</p> <p>He recommends that if G.Y.O. recruits more males of color; they need to create a sense of community and networking.</p>	Intentionality in the recruitment of males of color and creating a sense of community
Participant 6	He is not sure about the efforts G.Y.O. is doing to recruit more males of color. He noticed that in the meeting, there are many women.	Intentionality in recruitment males of color
Participant 7	He noticed that G.Y.O. has more women than males, and he think that it might be easier to recruit women teacher because they are more nurturing than men. He is not sure about what efforts G.Y.O. is doing to recruit more men.	The social construct of women as nurturing

Question3: Has G.Y.O. supported your ability to work with a majority female population in the schools?

Participants	Challenge(s) or Outcomes	Exploratory Theme
Participant 5	He describes the importance of developing those relationships with the G.Y.O. peers, and then the need to open spaces in which they can openly discuss issues like this.	Opening spaces to share experience around gender issues
Participant 6	He describes that the interactions and the learning from females take place more during informal conversations with them rather than being intentional in the program. He considers that both organic and deliberate interactions are essential, but right now, the program lacks lacking those intentional interactions with females.	Organic interactions and intentional
Participant 7	<p>He considers himself a social person, and he mentioned a few activities that G.Y.O. has sponsored to create a sense of community like going together to a Bulls Game.</p> <p>He describes working with all women because some might prejudge him because of his size, education level, skin color, or other things. Despite this, he considers that G.Y.O. is helping him to interact with females and culture those relationships.</p>	<p>Activities sponsored by G.Y.O. to create a sense of community</p> <p>Cultivating relationships with women through GYO</p>

QUALITATIVE NOTES

Question 1: In becoming a part of the college of education, have you encountered any challenges? (pre-requisite courses, work schedule, background check, **G.P.A.** concern

content tests)

Participants	Emerging Themes (internal/External)
Participant 1	<u>Internal:</u> G.P.A.; Academic advising
Participant 2	<u>Internal:</u> Academic advising; <u>External:</u> Financial challenges (taking out student loans)
Participant 3	<u>Internal:</u> Academic advising; Navigating the college terrain (mentoring) <u>External:</u> Financial difficulties (could not borrow money for student loans)
Participant 4	<u>Internal:</u> Academic advising; Navigating the college terrain (mentoring) <u>External:</u> Passing the T.A.P. Test (Retaking the A.C.T. to receive an entry into the GCOE); Background check

Question 2: What specific challenges or experiences have you encountered with advising, such as navigating and receiving effective services and supports?

Participants	Emerging Themes (internal/External)
Participant 1	<u>Internal:</u> Scheduling conflict
Participant 2	<u>Internal:</u> Communication, Connections, Guidance, Nurturing, mentoring
Participant 3	<u>Internal:</u> Communication, Connections, Guidance, Nurturing, mentoring
Participant 4	<u>Internal:</u> Communication, Connections, Guidance, Nurturing, mentoring

Question 3: What specific challenges do you anticipate conducting student teaching?

Participants	Emerging Themes (internal/External)
Participant 1	<u>Internal:</u> Mentoring, advising, connection to student teacher
Participant 2	<u>Internal:</u> Mentoring, advising, connection to student teacher <u>External:</u> Transitioning
Participant 3	<u>Internal:</u> Mentoring, advising, connection to student teacher <u>External:</u> Transitioning
Participant 4	<u>Internal:</u> Mentoring, advising, connection to student teacher <u>External:</u> Transitioning

Question 4: While attending the university, have you ever felt racially isolated and segregated during course-content interactions and grouping activities, mainly when topics were not culturally responsive?

- Do you believe you are supported enough to establish peer relationships and networks to maintain your existence within the university?

Participants	Emerging Themes (internal/External)
Participant 1	Not problematic (Experiential learner and adult returning learner to Campus); Knew what to expect
Participant 2	<u>Internal:</u> Mentoring <u>External:</u> Connecting to the white culture

	(transitioning);
Participant 3	External: Cultural Gender shift: Learning how to adjust to working with and appreciating female students' intellect and leadership; Pushing back on male toxicity
Participant 4	Internal: Early Mentoring; Identifying supportive academic services for struggling students External: Connecting to the white culture (transitioning); academic preparation

Part II: G.Y.O. Focus Questions

Question 1: Is *Grow Your Own* doing enough to identify more black-and-brown men?

Participants	Emerging Themes (internal/External)
Participant 1	Not Problematic-Asserts the G.Y.O. is highly supportive with encouraging the development of men to exist in the classroom
Participant 2	Not Problematic- Asserts G.Y.O. is very resourceful building relationships, and preparing and planning for men to become successful educators in the classroom
Participant 3	Not Problematic- Asserts G.Y.O. is good at mentoring, communicating, and establishing professional development
Participant 4	Internal: Building rapport and mentoring opportunities for men participating in the program.

Question 2: Is *Grow Your Own* doing enough to advocate for more black-and-brown men in the classroom?

Participants	Emerging Themes (internal/External)
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Participant 1	Not Problematic-Asserts the G.Y.O. is highly supportive with encouraging the development of men to exist in the classroom
Participant 2	Not Problematic- Asserts G.Y.O. is very resourceful building relationships, and preparing and planning for men to become successful educators in the classroom
Participant 3	Not Problematic- Asserts G.Y.O. is good at mentoring, communicating, and establishing professional development
Participant 4	<u>Internal:</u> Building rapport and mentoring opportunities for men participating in the program.

Question 3: Does Grow Your Own support your ability to work with a majority female population?

- How do you believe your cultural identity will influence or shape your experiences in the classroom?
- How do you believe your masculinity will influence or shape your experiences in the classroom?

Participants	Emerging Themes (internal/External)
Participant 1	<p><u>Internal:</u> Reviewing compassionate teaching practices; modeling; mediating practices (conflict resolutions); balancing patriarchal roles in the classroom</p> <p><u>External:</u> Embracing gender changes and the LGBTQ community; recognizing and being aware of the paradigm shifts</p>
Participant 2	<p><u>Internal:</u> Modeling; anti-machismo; pushing back against male toxicity; understanding gender shifts; mentoring males within the program to check-in and review responsive practices.</p> <p><u>External:</u> anti-machismo, pushing back against male toxicity</p>

Participant 3	<p><u>Internal:</u> Conflict resolution, compassionate teaching, and the importance of modeling appropriate behavior (managing social-emotional responses)</p> <p><u>External:</u> anti-machismo, pushing back against male toxicity</p>
Participant 4	<p><u>Internal:</u> Compassionate teaching and the importance of modeling appropriate male responses; mentoring from males within the program to check-in and review responsive practices.</p> <p><u>External:</u> anti-machismo, pushing back against male toxicity</p>

Question 4: How does *Grow Your Own* schedule support your personal and academic routines?

- a. What specific experiences or challenges have you encountered with your G.Y.O. coordinators, such as navigating and receiving effective services and supports?
- b. What have your experiences been with the G.Y.O. monthly group meetings, and what have you found least/most helpful?

Participants	Emerging Themes (internal/External)
Participant 1	<p><u>External:</u> Time management and work schedule</p> <p><u>Internal:</u> More Zoom or Google Meets opportunities.</p>
Participant 2	<p><u>Internal:</u> More Zoom or Google Meets opportunities; mentoring from males within the program to check-in and review responsive practices.</p>
Participant 3	<p><u>Internal:</u> More Zoom or Google Meets opportunities; mentoring from males within the program to check-in and review responsive practices.</p>
Participant 4	<p><u>Internal:</u> More Zoom or Google Meets opportunities; mentoring from males within the program to check-in and review responsive practices; effective</p>

	communication to invite participants to sessions. External: Time management, work schedule, and family responsibilities
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Part I: University Setting

Question 1: In becoming a part of the college of education, have you encountered any challenges? (pre-requisite courses, work schedule, background check, **G.P.A.** concern content tests)?

Participants	Emerging Themes (internal/External)
Participant 5	Internal: Connect with people like him. He feels drain to be part of the predominantly white institution/program.
Participant 6	Internal: A.C.T. he took was different from the one he made when he was in high school. This caused him much anxiety. Also, getting a letter of recommendation. He is in a predominantly white program and online for the most part. External: Financial challenges (taking out student loans)
Participant 6 (He is not in college)	Internal: Getting the recommendation letter from Chicago Public school teachers while under the pandemic –remote learning—and the fact that the letters needed to be sent directly to the admission office. External: His wife graduates from Chicago State University, and he used her networking.

Question 2: What specific challenges or experiences have you encountered with **advising**, such as navigating and receiving effective services and supports?

Participants	Emerging Themes (internal/External)
Participant 5	Internal: The advisor helps him to navigate the system.
Participant 6	Internal: changing of advisors too often, communication with the current advisor is good, the schedule is all

	predetermined.
Participant 6 (He is not in college)	<u>Internal:</u>

Question 3: What specific challenges do you anticipate conducting **student teaching**?

Participants	Emerging Themes (internal/External)
Participant 5	<u>Internal:</u> COVID19 is a challenge; all the exceptions approved by the State will not allow them to learn how to apply the theories he has been learning.
Participant 6	<u>Internal:</u> The current advisor is well; communication is excellent. Too many advisors. He needs to organize his schedule better to keep up to date with the information to know deadlines. <u>External:</u>
Participant 6 (He is not in college)	

Question 4: While attending the university, have you ever felt racially isolated and segregated during course-content interactions and grouping activities, mainly when topics were not culturally responsive?

- Do you believe you are supported enough to establish peer relationships and to network to maintain your existence within the university?

Participants	Emerging Themes (internal/External)
Participant 5	<u>Internal:</u> He is the only candidates in his program that comes from C.P.S. background. When learning about racial issues in school, he does not feel isolated, but he is surprised by the isolation of peer since they do not come from schools in the city. Not being able to connect his life experiences with the theories he is learning making him feel isolated from the rest of his peers. <u>External:</u>

Participant 6	<p><u>Internal:</u> The program is predominantly white women who do not live in the city. They have preconceived notions of what it's like in the city and he tends not to voice his opinion or contradict these notions. He feels isolated. He mentioned that the university is diverse, but the program is not. The theory is good, but the experience is lacking.</p> <p><u>External:</u></p>
Participant 6 (He is not in college)	<p><u>Internal:</u> He was the only black male in the classroom and he dealt with some racial innuendos.</p>

Part II: G.Y.O. Focus Questions

Question 1: Is *Grow Your Own* doing enough to identify more black-and-brown men?

Participants	Emerging Themes (internal/External)
Participant 5	He noticed that even though there are not many males, G.Y.O. is still doing impressive since, in the meetings, there are many males.
Participant 6	He is not sure, but he noticed more women in the meetings. He does not feel 100% connected.
Participant 6 (He is not in college)	He noticed more women than men, and he was not sure if they are doing enough. For him, It will be easier for G.Y.O. to recruit women because women are more nurturing than men.

Question 2: Is *Grow Your Own* doing enough to advocate for more black-and-brown men in the classroom? (I did not ask them this question because of time).

Participants	Emerging Themes (internal/External)
Participant 5	<u>Internal:</u> <u>External:</u>
Participant 6	<u>Internal:</u> <u>External:</u>
Participant 6 (He is not in college)	<u>Internal:</u> <u>External:</u>

Question 3: Has *Grow Your Own* supported your ability to work with a majority female population in the schools?

- How do you believe your cultural identity will influence or shape your experiences in the classroom?
- How do you believe your masculinity will influence or shape your experiences in the classroom?

Participants	Emerging Themes (internal/External)
Participant 5	-He mentioned that by participating with more women, he is learning how to keep all the interactions professional.
Participant 6	- The organic conversation between males and females is good. It is part of the ability to work with females.
Participant 6 (He is not in college)	-He noticed G.Y.O. is doing well. He mentioned the idea that some women in G.Y.O. might be judgmental of him.

Question 4: How does *Grow Your Own* schedule support your personal and academic routines?
(Did not have time to ask them this question)

- a. What specific experiences or challenges have you encountered with your G.Y.O. coordinators such as navigating and receiving effective services and supports?
- b. What have your experiences been with the G.Y.O. monthly group meetings and what have you found least/most helpful?

Participants	Emerging Themes (internal/External)
Participant 5	<u>External:</u> <u>Internal:</u>
Participant 6	<u>Internal:</u>
Participant 6 (He is not in college)	<u>Internal:</u>