



Bridge Builders to the New Generation Impact Report 2019

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BACKGROUND

Shamawn Wright grew up impoverished in East Oakland, CA surrounded by drugs, gun violence, and economic blight. He witnessed first-hand how intergenerational poverty coupled with severe lack of opportunity combined to create the poor life outcomes so prevalent in his neighborhood and sought to turn these negatives he experienced as a youth into positives by inspiring students to engage better with their schools and their communities through an approach grounded primarily in Blackness and culture. To facilitate this, Wright founded Bridge Builders to the New Generation (BBNG) in July 2019 to help students from underserved communities in and around Antioch, California achieves greater success through the development of life-skills, leadership abilities, and by improving access to higher education. BBNG seeks to keep students engaged in school and life through enrichment programs designed to be a personally- and professionally- affirming experience; to promote a support network of family and friends; and to provide mentorship for the next generation of underprivileged youth of Color. BBNG seeks to help such youth break the perpetual cycle of poverty and poor life outcomes to become successful, self-actualized adults through programming designed to create an individualized, post-high school plan to help each young adult find their path through higher education, vocational school, or a career path of their choice.



Why BBNG Matters

Students who participated in Bridge Builders received academic and emotional support and mentorship through services provided by BBNG were able to improve their grades, graduate from high school, and get accepted into 4-year universities at higher rates than before. As an example, Jailen was one student who struggled both academically and behaviorally in school, resulting in low grades and being suspended during his 8th grade year. Both Jailen’s counselor and vice principal asserted that should he continue on his current path, he would not be “eligible for college” due to his grades. Bridge Builders intervened, and under the support and mentorship of Wright, which included tutoring in an inclusive learning environment and one-on-one academic support meetings, Jailen was able to raise his GPA from 2.0 to 3.2, making the honor roll for the very first time. With support from Wright and BBNG, Jailen is now on a very different life path than he was even a few years ago: he will be graduating from Antioch High School this year and attending the University of Nebraska in the Fall.

Such social and academic programming has proven to be vitally important to improving individual social standing and in reducing the scourge that is intergenerational poverty. Several studies have shown that completing rigorous academic curricula in high school as well as providing students with opportunities to learn about colleges, financial aid, and campus life helps them to overcome existing socioeconomic disadvantages. It’s no surprise that applying to colleges; choosing one; applying for and securing financial aid; and then adjusting to college life require a tremendous amount of specialized knowledge. This knowledge includes matching personal

interests and aptitudes with college majors and programs; understanding federal and individual college financial aid programs and how and when to complete appropriate forms; registering for, preparing for, and taking required admissions exams; applying to college on time and submitting all necessary information;



and, perhaps most important, understanding how the culture of college is different from that of high school. The goal of this program is to increase BBNG participants' graduation rates at both the high school and college levels; and, since there is evidence supporting the notion that preparing more completely for college while in high school results in increased college graduation rates among students, support for BBNG's college readiness programming is critical to the continued academic and life success of our student participants.

[Antioch is in the 44th percentile](#) for safety which makes its crime rate higher than the average U.S. city. [According to the US Census Bureau, the poverty level in Antioch is at 13.9%](#). According to the [U.S. Census data](#), only 20.9% of people in Antioch have a Bachelor's degree or higher, compared to a national average of around 34%. Due to external factors involving crime and poverty, many Black and Brown youth do not have a plan post-high school to go into higher education or the workforce. BBNG offers programming designed to help students of color in Antioch and surrounding areas eliminate many of the common traditional barriers to success and receive the support necessary to become self-sufficient adults through the provision of services designed to help the students pursue higher education or embark on choice careers. BBNG also hosts visits to college campuses around the country for students in need who may not otherwise have had the opportunity to visit campuses on their own.

Expected outcomes of BBNG programs are to increase the number of students applying to colleges and other higher education; help students build confidence in the classroom and their learning environments; and prepare students for higher education and other career-related opportunities. Outcomes are measured by the increase in the number of students that matriculate into 2- or 4-year institutions of higher learning; or, alternatively, technical and trade schools.

WHO WE SERVE

Approximately 4,000 students in grades 6 -12 spanning three schools in the Antioch area receive services from BBNG through a partnership with their school. The city of Antioch has large minority populations, notably African American and Hispanic peoples, which comprise of 21.1% and 33.2%, respectively. This diversity is further reflected in the student body demographics of the school we currently partner with, Deer Valley High School.

Program Elements

Bridge Builders to the New Generation (BBNG) provides a host of support options for K-12 students who come from first-generation, racial/ethnic minority, and low-income backgrounds. Forms of support provided by BBNG include mentorship, subject tutoring, academic advising, weekly check-ins, career readiness, SAT/ACT workshops, and college/A-G preparation for students. These programs are designed to equip students with the knowledge and resources necessary to excel in the life arenas of higher education, career, and beyond.

Our *Change the Narrative* program provides college and career readiness within a social-emotional support framework. Its goal is to keep students engaged and succeeding both within and outside of the classroom by providing after-school tutoring, one-on-one mentorship, academic advising, and SAT/ACT prep courses. BBNG offers the Change the Narrative program to three schools: Dallas Ranch Middle School (DRMS), Park Middle School (PMS), and Deer Valley High School (DVHS).



After School Tutoring

Objective

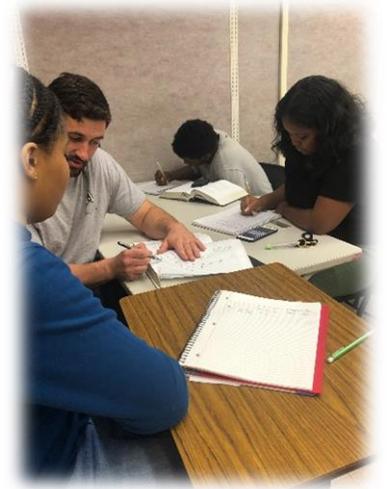
Students after school are to report to the classroom on Campus for Bridge Builder staff. We will start off with a brief meeting on daily expectations, student progress, student achievement, any upcoming events that students need to know about. Afterwards, students will have an inclusive environment to do their homework, receive tutoring, and gain extra support from others to help them with their strengths and weaknesses in their subject matter.

Measurable Goals

- Get tutoring 3 times a week
- Go to teacher after school
- Raise grade by 10%
- Teach students ways that will help them learn at their own pace

Program Features

Bridge Builders to the New Generation after school program will be in an inclusive area on the campus of Deer Valley High School. The program keeps students safe and active right up until the moment we end. After the last class of the day, students are to go to the designated meeting place. Homework is an important aspect for students, and our staff works with students, teachers, and parents to ensure the students complete their homework. Bridge Builders to the New Generation Directors are in communication each day with school administration to discuss individual student’s academic and emotional needs, along with all other logistical details that keep the program running smoothly and in line with administration goals. Bridge Builders is about getting results and setting students up for long-term success. We’re focused on building academic confidence, igniting intellectual curiosity and inspiring a love for learning — all of which make a big impact in school and in life.



College Readiness

Students will be prepared for life after high school, and students will have a defined college path. Students will receive help filling out college applications and financial aid. We want to make sure that students are well prepared for higher education. We will make sure to offer students SAT/ ACT tutoring before the exam in the fall. We will take students on college field trips so that they can get a feel of the campus climate and culture. Students will understand what campus culture and climates are on different variations of college campuses.

Measurable Goals

- Apply for college, Fafsa, and Scholarships
- Take 3 campus tours (Fall, Spring, Summer)
- Prepare for the SAT/ ACT
- Set up college emails
- Learn how to do resume/ cover letters
- Get letter of recommendations

College applications	We will help students with college application fees, letting them know all the requirements, we want the students to apply to the college that they want to go to.
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College field trips:	We will take students on 3 college tours throughout the school year. We will take trips to local community college, California State University, University of California.
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SAT/ACT prep:	A month before the fall SAT exam we will have three dates and bring in instructors to run an 18 hour SAT prep for the students. (Weekends will be in October)
Weekly meeting A-G requirement:	Students will meet with me to make sure they are on the right track to go to college
Community Service	Students will have to complete 20 hours of community service. As a nonprofit organization we will be having events in the community. We expect students to be there and ready to serve.

Program Feature

Several studies have shown that completing rigorous academic curricula in high school and providing students with opportunities to learn about colleges, financial aid, and campus life helps students overcome socioeconomic disadvantages. Preparing more completely for college high school tends to result in increased college completion rates. Bridge Builders the New Generation college readiness provides fundamental support to participants in their preparation for Higher Education.



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Career Readiness

Objectives

Many students leave high school or College with no defined career path. This could lead to stress, depression, self-hatred, low self-esteem; because students will be working in order to receive compensation. Our GOAL is to give students a defined career path with different options to choose from. We would rather students find something that they like to do. We want to help increase mental health, financial stability, and decrease homeless. The overall goal is to increase America's economy.

Measurable Goals

- Develop your own individualized goal plan.
- Build the skills needed to write a resume.
- Receive support on the career search process.
- Find a job &/or internship.
- Practice interview skills.

Program Features

Bridge Builders to the New Generation *Career Readiness* program invites students to explore a broad range of career opportunities while learning to identify their career interests, aptitudes, and learning styles. Students discover that they can gain critical experience and develop job-related skills, including math, technology, teamwork, leadership, and effective communications.



They'll learn more about themselves, their interests/abilities, and valid educational/career choices as they develop a career portfolio while practicing the principles of personal finance. The goal is to break down the barriers-of-entry for students with emotional and cognitive differences in their career search process. The program takes a unique, 3-pronged approach by engaging our 1) students, 2) campus community and 3) employer partners in various events to achieve long-term, sustainable success for our students.

Community and Student Outreach Objective

The objectives of Bridge Builders to the New Generation Community and Student outreach program to give the students and community an opportunity to get connected with each other through education. There will be opportunities for students to do community service events, such as, clean up the community, feed the homeless, mentor students, hold student workshops on campus, etc). For the community we will be holding workshops, such as (NCAA, parents advocacy through education, mental health, parents/ and student rights, Scholarship/ college application workshop, career fair)

Measurable Goals

- Students will earn community service hours for college applications
- Students will have an understanding on why we are doing community service
- Students will become leaders among their peers
- Students will learn how to set up and organize events, and workshops
- students will learn how to address issues on campus, and learn the proper way to go about it, and building allies throughout administrators to have their voices be heard · Parents will have workshops to help them with their student's education

Program Overview



Program Features

Bridge Builders to the New Generation Community and Student outreach program is here to help the community get involved in their child’s education, and the students to get involved in their community, and help change their campus culture and climate.

Students might go through high school with no extracurricular activities, and this will hurt when it comes to applying to colleges. We are here to help students build their own community service events, as we support them through it. Students will find a problem in their community or around campus, and work on finding a solution to that problem. Students will have the ability to work with other students on campus, community leaders, and administrators to help address these problems. This is not just a community service event for hours to apply to college. This is more like a project that the student could work on for their own interest, something that is important to them. Students will have the ability to work on their LEADERSHIP skills, COMMUNICATION skills, ORGANIZATION skills, and political work for their project.

For the parents we want to hold workshops to give those resources that will help them advocate for their child’s education. Many parents have other obligations that takes their focus away from their child’s education, and are unsure on how to ent at an early age. This will allow parents to communicate with teachers, staff, administrators, and their children. Parents do not know things about resources to help their children, they are uncertain on what their children need to attend college, or programs that could help their children for a career path after high school.



Social Emotional Assistance



Objective

The Social-Emotional objective of Bridge Builders is to eliminate barriers to success by assisting with identifying and mitigating crises, promoting social justice, and enhancing social functioning so that adolescents in grades 6-12 may be better equipped to cope with the many challenges they encounter in life following high school graduation.

Measurable Goals

- Provide effective tools for managing stress and emotions
- Increase Individual accountability amongst participants
- Promote and increase self-advocacy
- Provide effective tools to improve participant communication skills
- Model appropriate boundaries
- Provide psychosocial education that leads to positive change

Program Features

The Social-Emotional component of the program will consist of different activities and lessons to build rapport and provide psychoeducation to participants. Subjects to address the former program goals will follow.

In efforts to provide effective tools for managing stress and emotions, an array of coping skills will be routinely taught, demonstrated, and modeled throughout the program. Coping skills will consist of exercise, effective breathing techniques, increasing positive affirmations, coloring, music, and many more. It is the belief that providing psychosocial education, eliminating the stigma around mental health, and increasing emotional and mental health awareness will lead to an increase in participant self-esteem, confidence, and overall positive change. Thus, providing an opportunity to

model and educate on effective communication. Additionally, always participants will be privy to experiencing professional and supportive support and counseling services, as appropriate boundaries, respect for confidentiality, and respect for client self-determination will be modeled. In efforts to promote and increase self-advocacy, participants will be held accountable for all of their actions, assistance will be provided for identifying problem behaviors, problematic relationships, and assistance will be provided for identifying tools and resources to mitigate barriers to the participant reaching self-actualization.



Participants will receive education and support on handling setbacks and failure; effects of media on behavior, Music Therapy and identifying music as a psychological and physical stimulus, attaining goals, and much more. The focus will be on eliminating barriers to success and replacing them with positive habits. Using a person-centered, strength-based approach the participants will learn the tools and skills necessary to better manage stress and emotions. Thus, positively improving their quality of life.

Student Mentorship

Objective

The objective of Bridge Builders to the New Generation Student Mentoring program is to give our students the responsibility to mentor their peers. Students will gain leadership, accountability, for other students to give them knowledge that they wish they would have had when they were their mentees age.

Measurable Goals

- Mentees will have mentors
- Provide each mentee with a mentor that has the same morals, vision, goals Help with students' academic performance
- Help students become responsible for their own actions
- Students will become leaders rather than followers

Program Overview



Program Features

The student mentoring component will consist of students mentoring their peers. This will give students a chance to educate the younger scholars on what to expect when they do come to the next grade level. The students will have an opportunity to have a mentor and be a mentee. We want to first start with individuals that are professionals, because they can prepare students that are in college or choose not to attend college for life after their education career. The next group will be college students (4-year institutions) mentoring junior college students (2-year institutions) and high school seniors. These students will have the opportunity to educate students on how to navigate around their higher education students. If the student is first generation, person of color, LGBTQ community, undocumented or any other marginalized group. The mentors will give them guidance on proper actions they need to take to not feel included in their experience, help them find safe spaces, and find allies at the institutions.



High School students will mentor middle school students, this is a critical transition for students. Many students in middle school did not take their education seriously and struggled without anyone to help them socially and emotionally to deal with different changes in their life. High school students will prepare these students, by having them think

about college/ career after high school. They will make sure that they are taking the right classes and understanding the curriculum. We feel as if many of our middle school students go through school without any responsibility or accountability for themselves or anyone else. If we are able to give them someone else that looks up to them, and they are able to help with their academics, social life, and teach their mentees how to be optimistic at an early age then this will motivate our middle school students to do well in their academics, and also that they can be leaders on their school campus as well.

Student Leadership

Objective The objectives of Bridge Builders to the New Generation student leadership to give the students and community an opportunity to get connected with each other through education. There will be opportunities for students to learn how to create social events around school, prepare for job interviews, write a resume, and bring in guest speakers from all walks of life that are in leadership roles in their career

- Students will earn community service hours for college applications
- Students will have an understanding how to set up social events on campus, to build a healthy campus climate
- Students will become leaders among their peers
- Students will learn how to prepare for job interviews and job training.
- Students will learn how to address issues on campus, and learn the proper way to go about it, and building allies throughout administrators to have their voices be heard

Program Features

Bridge Builders to the New Generation Student Leadership is here to help the students create an welcoming and warm community environment for students to engage in their own learning. Students will have the ability to work with other students on campus, community leaders, and administrators to help address these problems. This is not just a community service event for hours to apply to college.

This is more like a project that the student could work on for their own interest, something that is important to them. Students will have the ability to work on their LEADERSHIP skills, COMMUNICATION skills, ORGANIZATION skills, and political work for their project.



Social Identity Development

Objective Students constantly are struggling with their identity and trying to figure out who they are. Being a part of educational institutions, many students have shaped their identity based off of the media, their community, and peers. We will help students break down certain identity barriers that do not allow them to be the best version of themselves.

- Break down their social identity.
- Students will redefine their identity, through our culturally relevant curriculum.
- Learn to advocate for themselves in educational settings.
- Help identify assets and deficits within their classroom settings, and allow their voices to be heard as they find the best way to

Program Features

Bridge Builders to the New Generation will create an inclusive space for vulnerable students to talk about their personal struggle and break down how to navigate in spaces that were not designed for them. The program keeps students safe and active right up until the moment we end. We believe that there is a huge gap in our educational system on how to engage students that come from marginalized communities, into their class curriculum. We look to engage our students through a culturally relevant pedagogy, which will allow students to break down their social identity, and how they view themselves, and show up in the world. Hip hop gives students the ability to express themselves, and not just from dirty lyrics, but from the sense of culture and community, that will allow our students the ability to become critical thinkers through their expression of the way they dress, think, and write. This will give students the ability to look at the assets and deficits of their community, and how their environment, music, and society shaped the way they see themselves.



Deer Valley High School Impact Report 2020 - 2021 Covid Year



Partners



Bridge Builders to the New Generation got Contracted with Deer Valley High School for the start of the 2020 – 21 academic school year. This school year was different from any other school year. This was the start of the COVID year, and we had to adjust our program like most of America.

At the start of the school year, we had 12 students who were on our case load. Bridge Builders professionals will work closely with families and schools. Building relationships with families are key in interventions for all students. Not only do home visits demonstrate the school's commitment to their student's success, it also provides a forum for families to express their viewpoints. Making time after hours to engage families that are 'hard to reach' by traditional methods has proven to keep families actively engaged and involved in their child's education. Bridge Builders professionals will make sure to keep student engaged with their coursework, stay in contact with their teachers. Due to COVID 19 we will be setting online zoom meeting with the families and the student to help give them all the resources to navigate during this time.

We were able to see an impact in our students' academics, attendance, and classroom engagement. By implementing our social emotional and identity development curriculum, students were able to understand their emotions, and how they felt during a time in their life that impacted the way that they felt, going through depression, having anxiety, not being able to socialize with their peers. Students were able to build the confidence that they needed in order for them to thrive during such an horrific time in their lives.

MORE ABOUT BBNG

Bridge Builders to the New Generation, Inc. provides a foundational bridge that takes underserved youth to an inclusive, nurturing, and safe environment where they will learn skills necessary to excel in college, career, and life. Bridge Builders to the New Generation provides a safe space for students from marginalized communities to engage in their own learning. Students at Bridge Builders will have the ability to explore their identities and to change the narrative of the many stereotypes that society tries to label them with. Through our mentorship and guidance, all of our students will define a college or career path by

I wish I Would have Known Series

To give Bridge Builders students access to professionals in their community. This program will also give Bridge Builders professionals the platform to present what they wish they would have known early-on when navigating systems of education, career, and life. Students will obtain detailed knowledge of the experiences of adults that have once been in their shoes.

Measurable Goals

- Students will have the opportunity to build a community of like-minded individuals.
- Students will learn different approaches to meet their academic and life goals.
- Students will learn how to overcome a barrier.
- Students will have the ability to create connections with professionals.

Overall Program Structure

- Location:
- Online Outlets
- Outlets: Zoom, and Instagram

Bridge Builders to the New Generation professionals will create a platform for students to learn from their different approaches to and journey during life milestones. Professionals will go in-depth on what they “Wish [they] would have known” early-on when navigating systems of education, career, and life. The program will first start on the online platform, Instagram. Professionals are asked to record short videos on the knowledge they have acquired in the latter areas and wish they were made privy to during adolescents. Instagram will be used to post the messages. It is expected this program will consist of a 6-part series consisting of approximately 12 videos in the following subjects:

Series 1: k – 12 educations

Series 2: College Edition

Series 3: Career Professionals

Series 4: Mental Health

Series 5: Adult life

Social Emotional Assistance

Every Tuesday and Thursday we were able to have our weekly meetings. We understood that it was hard for most of our students who are in the program to focus on their education, when they have other issues that are happening at home. Students were able to spend time with their peers and get outside of the house. We went outside to the park, where we did a ton of activities that was geared towards social emotional support during Covid, from students understanding their emotions, understanding their identity and how their identity is showing up in educational spaces during covid. We were able to see a ton of our students do better with engaging and participating in class. Our students would attend their teacher's office hours, and spend more time with their teachers, so they could do a better job in engaging with their teachers and build that relationship and trust.



Home Visits

During Covid it was important for us to do home visits and see our students in their elements. Many of our students were struggling online as they had to adjust their norms and do school online for the first time in history. Many students had technology issues, some of our students did not know how to turn their homework in. Many of our students' parents were at work, so we had to help our students while their parents were at work, and make sure that our students were being held accountable. We had the pleasure of going 360+ home visits in the school year and hosting academic meetings for our students as well. It was tough for our students to make the proper adjustments of doing school at home, while they were also building a relationship with BBNG staff. Many of our students who first got enrolled into BBNG were struggling academically, so we felt like it was necessary for our students to start receiving tutoring. We had the pleasure of having 3 math tutors online, and 3 science tutors. We were able to see an increase in our students overall academic achievement, attention to details, and the confidence that our students were able to get over the academic school year. You can see table 1, which breaks down our student's success on the ones that did receive math tutors.

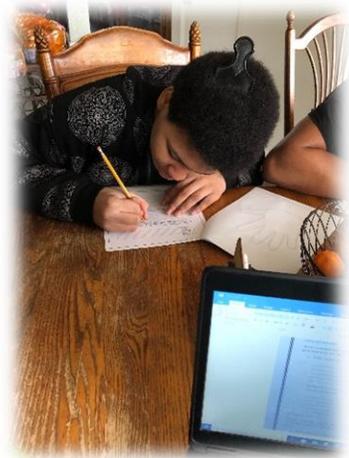


Table 1: Received Math Tutoring

	Start of Semester 1	End of Semester 1	Start of Semester 2	End of Semester 2
Student A	0%	16%	73	78
Student B	26.8%	59.2%	62	71.2
Student C	31%	62%	82	75%
Student D	45%	75%	85	93%
Student E	62%	73%	93	90%
Student F	0%	12%	82	84%
Student G	18%	45%	85	80%
Student H	32%	38%	70	82%
Student I	58%	69%	89	91%
Student J	12.2%	29%	61	64%

Many of our students struggled a ton when it came to their overall attendance, engagement, and grades. What we noticed was that students were not going to their classes on time, some did not know how to get to their classes, it just seemed like a big mess. We spent countless hours with our students. Take them step by step on where to turn in their schoolwork, where to find the link to their class, how can they participate in group work or activities. Over 750 students who are enrolled at Deer Valley High School had all F's, and most of our students that was in our program as well had more than 3 F's if not then they had all F's. Once we started working with our students, we started to see a huge increase in the grades and attendance. Students were able to start trusting the staff at BBNG and started to build their own relationship. It made it easier for them to trust us, and easier for us to work with them as well.



Table 2 (Students attendance and engagement)

Name	Grade	Attendance	Engagement	GPA	GPA	Class Engagement Semester 1	Class Engagement Semester 2
Student A	9th	97.7	69%	0.5	1.0	25 out of 36 classes engaged = 69%	194 out of 272 classes engaged = 71.3%
Student B	9th	87.3	50%	0.16	1.52	42 out of 84 classes engaged = 50%	163 out of 272 classes engaged = 60%
Student C	9th	100%		1.83	2.8	No Data on Gregory for Semester 1, started working with him in second semester	238 out of 272 classes engaged = 87.5%
Student D	9th	99.3%	95%	2.0	2.52	No Data on Jerome for Semester 1, started working with him in second semester	222 out of 272 classes engaged = 82%
Student E	9th	99.3%	92%	3.0	3.0	55 out of 60 classes engaged = 92%	269 out of 272 classes engaged = 98%

Student F	9th	100%	100%	3.16	3.3	No Data on Matthew for Semester 1, started working with him in second semester	270 out of 272 classes engaged = 99%
Name	Grade	Attendance	Engagement	GPA		Class Engagement Sem 1	Class Engagement Sem 2
Student G	10th	97.5%	42%	0.16	0.16	35 out of 84 classes engaged = 42%	154 out of 272 classes engaged= 56%
Student H	11th	100%	95%	2.33	2.22	No Data on Gregory for Semester 1, started working with him in second semester	259 out of 272 classes engaged = 95%
Student I	12th	97.9%	63%	1.0	2.0	53 out of 84 classes engaged = 63%	202 out of 272 classes engaged= 74%
Student J	12th	100%	96%	2.5	3.2	92 out of 96 classes engaged = 96%	270 out of 272 classes engaged= 99%

Success Stories

Student A

- Working with student for one year
- Started off the school year with not having a support system.
- Was not on track to graduate on time
- Had a run in with the law, and he might start trial soon.
- He was able to graduate

Student B

- Working with him for 1 year
- Was not on track to graduate on time
- Has a unstable living environment.
- We were able to get him in the right classes towards the end of this school year, and he is able to graduate on time

student C

- Working with student for one year
- He is a freshman at deer valley
- He started off the school year a little bit rocky, and I helped him get back on track.
- He ended his first semester with a 3.0 GPA

Jailen Weaver Success Story

Social Emotional Support

We first start working with Jailen Weaver long before BBNG started, and he was the student that gave our CEO Shamawn Wright the vision on starting this organization. The first time Shamawn met Jailen is when he got suspended for so called hitting his teacher. Jailen was a student that had a ton of anger built up inside from emotional neglect as a child. When him and Shamawn first met, Shamawn had to do a ton to build trust with Jailen, and the biggest way that he would build that trust with Jailen, was by always showing up for him and being they're for jailen. Jailen started off his educational journey with all F's, and it was not like he got all F's because he was a bad kid, but he received all F's because he did not have the right support system around him. The first thing that Shamawn had to do was to build Jailens confidence up, and for Jailen to understand his identity as a young black man.



By Jailen understanding who he is as a young black man, allowed for BBNG staff to build a relationship with him, and for him to truly trust them. We have seen a huge change in Jailens academic success from his middle school days (look at table 1) to his high school days look at table 2). We were able to see him thrive academically, social emotionally, and make better rationale decisions in understanding how to deal with his emotions. We told Jailen from day one to trust the process, along with his other close friends. As time flew, we would see some of his friends get further and further away. He started to outgrow his friends, and most of his close friends are incarcerated, or was formerly incarcerated. Jailen wanted to make a difference in his life, and make an impact in the life of his community and family.

Table 1: Jailens Middle School Grades

Grade	Semester 1	Semester 2
6th	0.5 GPA	0.66 GPA
7th	0.66 GPA	1.16 GPA
8th	0.5 GPA	1.16 GPA

Table 2: Jailen Weaver High School Grades

Grade	Sem 1 Pro	Sem 1 Rep	Sem 2 Pro	Sem 2 Rep	Sem 3 Pro	Sem 3 Rep	Sem 4 Pro	Sem 4 rep

9th	2.16	3.0	2.66	2.66	2.16	2.16	1.83	3.0
10th	1.57	1.71	1.42	1.85	1.71	1.85	1.71	2.2
11th	2.16	1.83	2.6	2.6	2.0	2.5	2.0	2.0
12th	1.42	2.57	1.28	3.33	0.42	2.86	2.0	3.52

Graduating Seniors

1. Josiah Barnett – Deer Valley High School (Los Medanos Community College, Career Technical Education Pathways)
2. Amari Joyner – Deer Valley High School (Los Medanos Community College, Career Technical Education Pathways)
3. David Taylor – Deer Valley High School (Los Medanos Community College, Career Technical Education Pathways)
4. Jailen weaver – Antioch High School (The University of Nebraska)
5. Tahir Farrell – Deer Valley High School (Los Medanos Community College, plans to transfer to a 4 – year university)
6. Andres Chavez – Deer Valley High School (Los Medanos Community College, plans to transfer to a 4 – year university)
7. Amari Keough – Deer Valley High School (Los Medanos Community College, plans to transfer to a 4 – year university)
8. Akili Calhoun – Liberty High School (The University of California Berkeley)

Impact Report 2021 – 2022



Partners



Background

Bridge Builders to the New Generation started

Manhood Monday

Our brothers spent time identifying their core values. The top 5 core values amongst them all were Money, Respect, Sports, Family, and Friends. These brothers were able to break down the importance of these core values for them, their culture, and their community. Afterwards, they engaged in a dialogue about how and why their values affect their lives, giving our brothers the opportunity to think critically about how race, socioeconomic status, and their environment shape their lives and core values.

This dialogue gave these young men the opportunity to be critical thinkers about their social identity, and how to see themselves, and understand who by examining their core values exploring their identity in educational spaces.

In education one thing that we lack is bringing in cultural relevance into educational spaces. It is important that students not only see someone that looks like them, talks, like them, and walks like them. Being able to be seen and heard is something that are black males said there is a lack of in educational spaces. Education was designed to have people become critical thinkers and having the ability to think for themselves, but as time has went educators have eliminated the ability for people to think for themselves, and for them to only have the ability to gain the knowledge of what they learn in the classroom, and not out the classroom

Symba who is an alumnus of Deer Valley High School helped provide tickets for 20 of our students, to attend Wallo and Gillies Million Dollarz Worth of Game Podcast. Our students were able to get words of encouragement for men that are successful and celebrities in the entertainment industry, go backstage and meet the crowd. One of our students quotes:

IDENTITY DEVELOPMENT

We Break down social barriers, social justice, and identities. We created a safe and inclusive space for our black males where they feel heard and seen. We have many dialogues and group discussions with our black and brown males regarding their core values and what they see is important as a community and culture. We want our young black and brown males to understand their culture is valid and allow them to take space and not let their culture be eradicated.

Bridge Builders to the New Generation Expansion

Our goal is to support students all the way throughout their K-12 experience and journey. K – 12 education is a long journey. Most students who come from marginalized communities get lost as they go through a long educational process within our educational system. There has been a shortage in teachers all around the United States of America, and there are teachers that do not know how to reach all of their students who have a harder time learning. Some students feel like they are not getting the support that they need in order for them to thrive in education. Bridge Builders to the New Generation is here to help close the achievement gap for students. We were able to expand Bridge Builders to the New Generation to two additional schools

Dallas Ranch Middle School



Program Coordinator at Dallas Ranch Middle School, London Galloway. London is a creative and individualist mindset rather than a crowd follower. London attended and graduated from Sacramento State University with his bachelors in Pan African studies. London is a artist, writer, and clothing designer. London is also a community organizer, community activist, and children educators. His goal is the betterment of the surrounding communities and the children within them.

“Mr. Wright you know everyone, this was the first time in my life meeting people who are successful and having the opportunity to have a one-on-one conversation, on how to be accountable for my life and education. Thank you, Mr. Wright, for taking us”

Park Middle School



Program Coordinator at Park Middle School, Johnnie Hines. Johnnie grew up in Antioch CA, and graduated high school from Deer Valley High School in Antioch CA. Johnnie then went to Los Medanos College and Transferred to Southern Oregon University, where he played football and received his bachelor’s in health/Education. Johnnie is an educator and football coach at Antioch High School.

College Tours

October 16th: University of California Davis

We were able to bring 60+ students up to UC Davis on a college tour and attended the UC Davis football game. There were two workshops one was with ACE at UC Davis serving the African Diaspora at UC Davis: in this workshop students were able to get some extra knowledge on higher education, and what it meant for students of color to be on a predominantly white campus, and how to create an inclusive space for themselves, and how to advocate for themselves. In the other session was for the NCAA: there was a student athlete panelist where our student athletes were able to ask questions about being a student athlete and understanding the social aspect of being a student athlete as well.

October 23rd and October 30th Personal Statement workshop:

Since Covid many Universities and Colleges took away students having to take the SAT/ACT to get admitted to their institutions. Which made a ton of colleges rely more on the student's personal statement. Writing a personal statement gives the student the ability to write their lived experiences, endeavors, and overcoming obstacles. We were able to host our personal statement workshop. Which gave our students the opportunity to receive one on one assistance, start brainstorming, and go through a workshop to understand what colleges and universities are looking for when it comes to doing their personal statements.

College tour Sacramento State University

We had the pleasure of taking our 35 of our High School Scholars to Sacramento State University for a college tour. This was our second college tour this school year. Many of our students that went on this college trip never been on a college tour the ability to take our students out of their environment and see all the possibilities that are out there for them, is what we aim for.

EXPOSURE = EXPANSION

Taking students out their environment is one way from them to deprogram the way that they been programmed. Many students have not been exposed to college campuses. For many of our students they did not think that college was a possibility. We were able to take our students on three college tours 1) University of California Davis 2) Sacramento state 3) Saint Mary's college. Our main goal is to eliminate barriers to success as we help our students change the narrative. The way that students change the narrative is by understanding who they are and believe that they could accomplish anything that they set their mind to.

Black College Expo

Historically Black Colleges are spaces for students to understand their identity and how to navigate through society as someone who has been identified as inferior to the dominant culture ideologies. Attending the college expo in Oakland, where majority of the colleges that our students were able to see were HBCU's. It allowed our students to have the ability to not only envision themselves going to a place that is embedded in their culture and identity. We took our students to the black college expo, and they were able to get exposed to Colleges/Universities that are embedded in culture and affirming to their identity. Students were able to see a step show by the Divine 9, scholarship presentation, and attend different college/career-based workshops.



College tour to Saint Mary's College

Starting as early as middle school with our students to expose them to higher education. When it comes to students who come from low-income and marginalized communities many of them do not feel like it is possible for them to go to higher education. It is important for us to make sure that we expose our students to all of the possibilities that are out there for them. This year we did our first college tour with our middle schoolers who are in BBNG. We had the pleasure of taking our middle school scholars from Dallas Ranch Middle School and Park Middle School. All of our students who are in our program have never stepped foot on a college campus. They were not only able to take a tour around the campus at Saint Mary's College, but they were also able to attend the basketball game and see the social aspect of higher education. It is important for students who are in BBNG to see all the possibilities that are offered for them in the world. When student come from disenfranchised communities, who lack the resources, knowledge, and opportunity. We plan to take our students



Giving it Back

Toy Drive

We believe in taking care of our community and the people who are in our community. Many individuals that come from poverty are not able to celebrate the holiday season due to economically disadvantages that they have been placed into. As a child our CEO/Founder Shamawn Wright came from humble beginning, where he was not able to receive any gifts for Christmas, and he could remember how he felt on the inside. He felt like he was less then or worthless. We realize that for every child they do not have the ability to pick the environment or situation that they come from, but we know that we could help them out, so they never would have to feel hopeless like he did, when he was a child. We had a pleasure giving back to our community over Thanksgiving through our Clothes and Turkey drive. Next, we are preparing for our Toy Drive on December 18th, we are looking for donations to help give our young queens and kings a Christmas that they will not forget. You can be a part of their happiness. Please visit Bridgebuildersng.org/donate and click on the green donate button on the page to contribute.



Clothes Drive

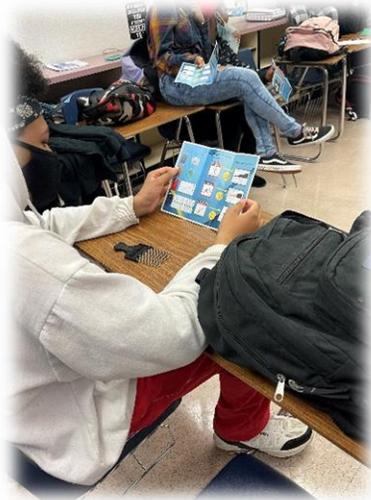
There are many essentials that children do not have growing up, and some of those essentials are food and clothes. With the lack of resources that low-income families are provided, and not being able to provide things such as clothes to their children. It is important for our students to give back to their community. By having community service events it does not only allow us to give back to our community but empower our community to do the same. We were able to be a blessing for our community once again, parents were able to get clothes for their kids right before the holiday season. We had over 20 boxes of full clothes, and by the end there were no more clothes to pass out. We have blessed over 320+ families, and we will continue doing our clothes giveaway for our community.



Workshops

Financial Literacy

Financial literacy is the very thing that marginalized communities lack. Many children that come from disenfranchised communities does not have the knowledge or resources that will allow them to change the way that they see their finances. By bringing in someone that Wade Murray came to give our students the game on financial literacy. He was able to get our students an understanding on how money works. where they can save their money, how to invest their money, understanding compound interest and more. It was a pleasure giving our students an understanding on the things that they need to have their money work for them.



After School Homework/Tutoring session

We realized that students who come from marginalized communities do not have the resources necessary to excel in academic spaces. Most of our students who are in BBNG do not have ever had any tutors, so they have not been able to have the opportunity to receive one on one support for the classes that they are struggling in. students have been coming to homework and tutoring session on Tuesday and Thursday. It has been a pleasure watching our students work with our tutors, and we have seen an improvement in their grades from last semester.



Student Mentorship

The objective to Bridge Builders to the New Generation Student Mentoring program is give our students the responsibility to mentor their peers. Students will gain leadership, accountability, for other students to give them knowledge that they wish they would have had when they were their mentees age.

Giving our students at Dallas Ranch Middle School the opportunity to have someone that is a real model and shows up as their true authentic selves has caused our students to thrive academically, socially, emotionally, and understanding how to navigate in an educational setting. Student A is a High School student at Deer Valley High School in this picture, before he started in BBNG he was struggling academically, trying to find his voice and understanding how to navigate in an educational setting. He is now one of our top leaders in the program.



Jailen Weaver was the first member in BBNG and we went to support him at his spring game in the month of April. Before being in BBNG Jailen has struggled academically, since being in the program he is one of our first college students who is thriving academically while attending the University of Nebraska. This is a true testmant of what BBNG has done to make an impact in the lives of our students



Students Graduation

Student Graduation:

At the end of our student's time in their K-12 educational journey, we would like to make sure that our students have a defined college and career path. With BBNG doing multiple college field trips in the year, we make sure to help them with their college applications, financial aid, and do research on what colleges they would like to attend when they graduate high school. We have been working with different vocational skill programs to help our students who do not want to go to a four year institutions, and our students might find interest in going to trade school. We had 6 students graduate from Deer Valley High School, and 5 out of 6 of our students are going to 4-year Universities. Billie Hutton, Sacramento State University, Vincent Phung San Francisco State University, Andrew Lubega San Francisco State University, Ajani Roberts, Jahari Bholds East Bay. We have a 100% success rate for students who apply for a 4-year university.



Summer Summit

Students will gain knowledge about investments that they can make with their money. As times have changed and our country's economy is forever changing. Students need to know different places where they could put their money.

1. Financial Literacy
2. How to start a business
3. How to build credit
4. Mental Health



Junior Recreation Leaders

Over the summer, Bridge Builders to the New Generation had the pleasure of partnering with the city of Antioch and did a junior recreation youth leader program over the summer.

Student leaders had the opportunities to learn how to deal with stress in a work environment, learning how to work with a team, understand what it means to be a professional, interviewing skills, and how to prep for an interview, understand how to start their own business, the importance of networking, how to find your purpose and pick a career, understand how to budget your money/invest it.



Camping Trip with East Bay Regional Parks

We had the pleasure of taking our students camping over the summer to Hawk Ridge National Park. Thank you to the East Bay Regional Park for this 3-year partnership, giving our students the opportunity to leave their environment, and learn more about the national parks, and nature.



Outputs (What we do)	
Strategies/Activities	Outputs
Culturally relevant identity development curriculum.	Implement a sense of belonging, and culture in educational spaces
College/ career exploration and resources	More students to be college and career ready.
Implementing peer mentorship between High School and Middle school students.	New student expectations in the program
Implement Community and student outreach	Doing community service, looking at their community from an asset-based lens
Student Leadership council training	Students creating programs that they would like to see in Bridge Builders

Outcomes – Impact		
Short	Medium	Impact
Showing up to class on time	Engaging in class and participating in class	Decrease the amount of Fs at the school.
When students miss class, go to their teachers to get missing work.	Improvement in communication skills and building relationship with teacher	Restores the amount of trust between students and their teachers
Show up for weekly grading reports	Taking ownership of their education and motivated about their academics.	Knowing how students are doing in school, which will allow them to pay attention to their grades.
Learn how to use coping mechanism in difficult situations	Decrease the amount of physical and verbal altercations.	Learn better ways to express their emotions in educational spaces.
Being organized <ul style="list-style-type: none"> • Paper • Folders • Binder • Pencil 	Learn how to take notes. Getting homework and classwork complete	Engaging in their own learning.
Going on college, culturally relevant fieldtrip	Students will get excited about higher education	More students applying for college at Deer Valley High School.

Program Measurement Deer Valley High School

Year 1:

Before
Students not having a sense of belonging and community
Students trying to figure out their identity
Students not caring about their academics

After
Students having a sense of belonging and building a community
Students understanding how they show up in educational spaces
Students understand A – G requirements, and taking ownership of their academics

Year 2:

Before
Students not knowing how to advocate for themselves
Students have never stepped foot on a college campus
Students not showing up to their class prepared

After
Students going to their teachers to talk about their grades, and what can they do to improve
Students going on college tours
Students knowing how to be organized for their classes

Year 3:

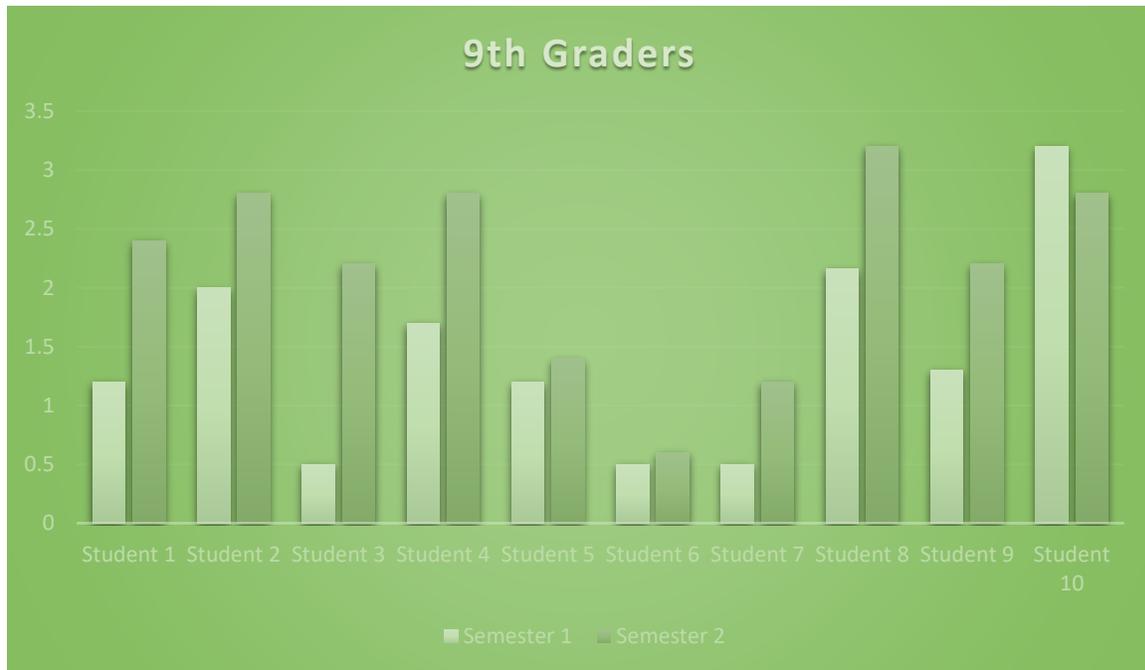
Before
Students not knowing about the A – G requirements
Students having trouble engaging in their classes
Students do not know how to build their resume

After
Students knowing if they are in A – G classes
Students getting their classwork and schoolwork done
Students knowing the importance of a resume and how to build one

Year 4

Before
Student not knowing about what college or career path they want to take
Students not in an internship/job/extracurricular activities
Students not knowing about financial aid

After
Students having a defined college and career plan
Students having an internship/job
Students filling out their financial aid



X

Semester 1

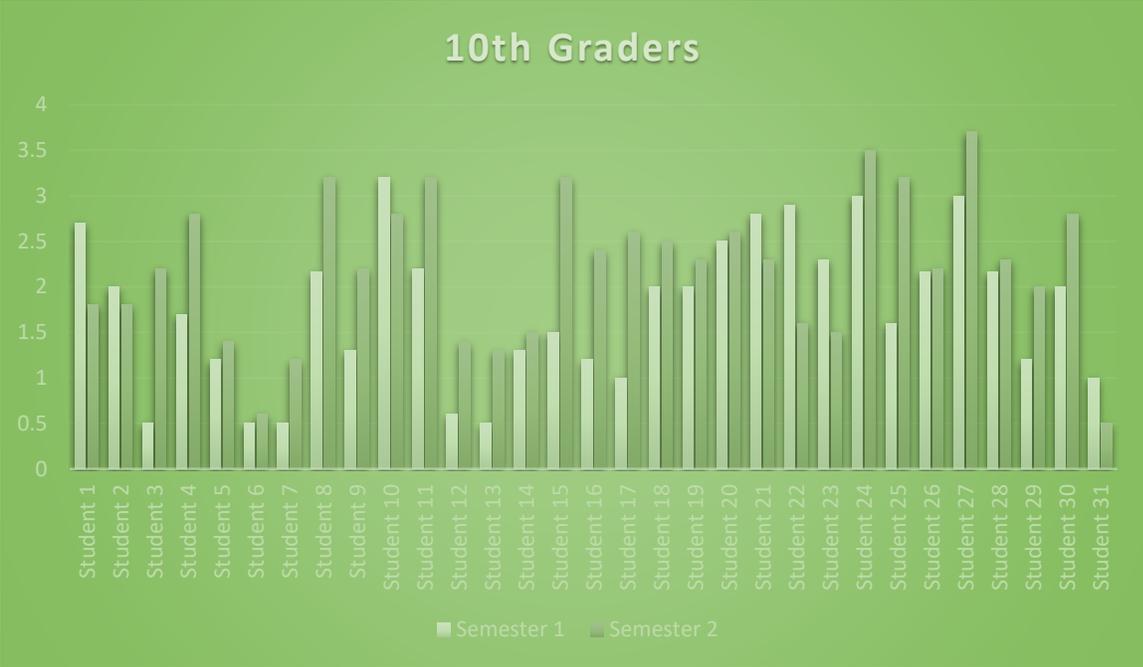
Number of Students	4
Students After school attendance	72%

Number of students with physical altercations	3
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Semester 2

Number of Students	10
Students class attendance	100% for all 6 period attendance
Students After school attendance	94%
Students in program with increased failing grades to A's and B's	59% of students
Number of students with physical altercations	2

Bridge Builders to the New Generation contracted started on 08/23/2021, which was at the end of semester 1. We started to present our program to 9th, 10th, and 11th graders, and we saw that our program was valued by the number of students who wanted to be present in our program. Due to Covid and with issues going on in their personal lives some of our students' grades dropped, with us taking a glance at their semester 2 grades from January to march, we are working with our students right now after school to help them get their grades up. With the short spanned of time that we have been at DVHS, we have seen an increase in our students' attending classes, their attention while being in class, increase in the amount of our students going to our after-school program where we have our academic support, identity development, and being a part of our peer mentorship program. We helped students build a community, and a sense of belonging which ultimately allowed them to have enthusiasm when they stepped foot on school's grounds.



Semester 1

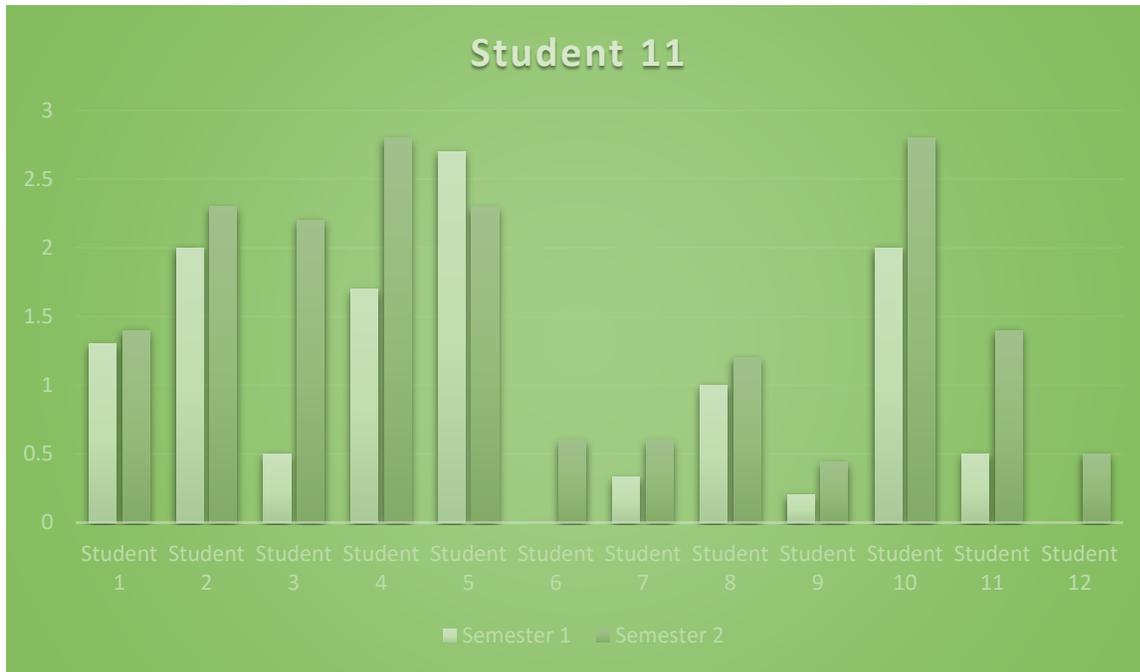
Number of Students	12
Students After school attendance	88%
Number of students with physical altercations	6

Semester 2

Number of Students	31
Students class attendance	100% for all 6 period attendance
Students After school attendance	98%
Students in program with increased failing grades to A's and B's	89% of students
Number of students with physical altercations	0

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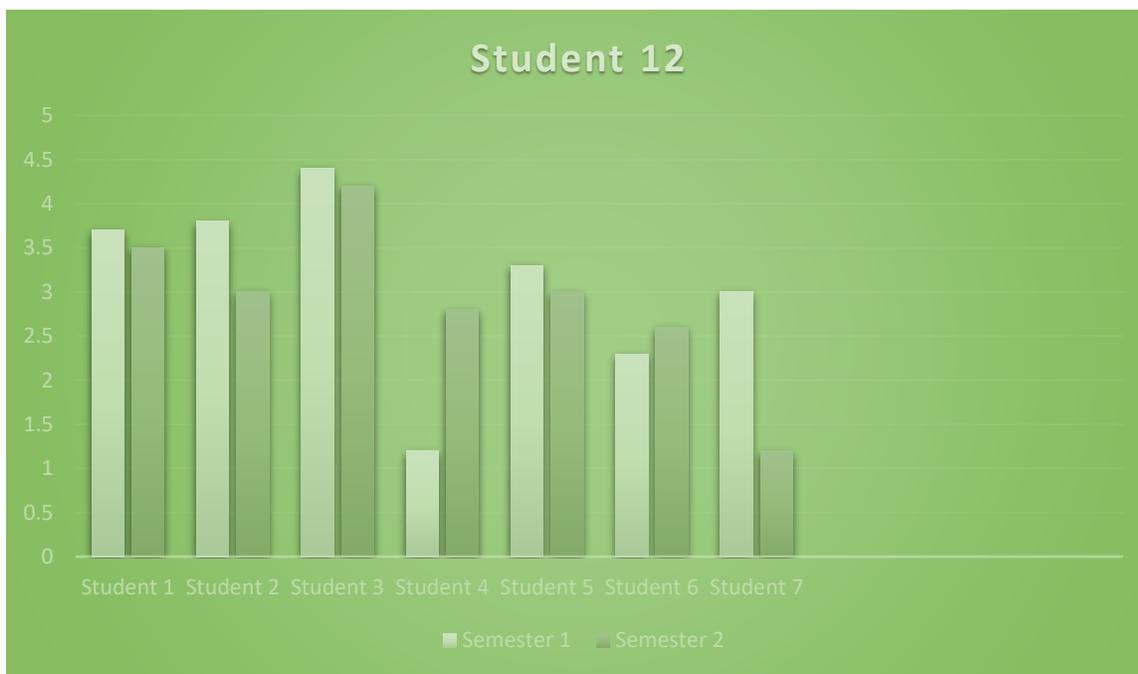
Semester 1

Number of Students	3
Students After school attendance	88%
Number of students with physical altercations	0

Semester 2

Number of Students	12
Students class attendance	77% for all 6-period attendance
Students After school attendance	64%
Students in program with increased failing grades to A's and B's	62% of students
Number of students with physical altercations	0

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Semester 1

Number of Students	1
Students After school attendance	100%
Number of students with physical altercations	0

Semester 2

Number of Students	7
Students class attendance	100% for all 6-period attendance
Students After school attendance	100%
Students in program with increased failing grades to A's and B's	100% of students
Number of students with physical altercations	0

Data Excerpt:

In Bridge Builders to the New Generation program that is contracted with Deer Valley High School. 97% of our students identified as African American, 1% identified as Hispanic, 1% identified as white or Caucasian, 1% identified as AAPI. Most of our students grow up in a single parent household or come from working-class family. The data has shown us that many of our students are trying to figure out their identity on educational campuses, and when it comes to figure out their identity many are having a hard time expressing their emotions and needs to their teacher. We have been giving our student different conflict resolution, understanding how to cope with their emotions, giving them a sense of belonging, and helping them build community on campus, as well as giving them the tools to thrive academically. Students have felt that Bridge Builders to the New Generation was a space for them to express their identity and have a safe space on campus to talk someone about what was going on in their personal lives.

Student Testimonies:

1. How has your experience been in Bridge Builders to the New Generation?

“My experience so far has been fantastic. I’ve learned a lot through the program. it’s has opened me up too many experiences I wouldn’t have experienced without bridge builders’ organization.”

“Very educational and full of good experiences by working with kids getting knowledge from people who are doing good in the world and helping me take care of business”

“It’s been a fun experience. The field trips are helpful and it’s a nice experience to learn about what the expectations are to get into a good college. It’s also nice to have a place to do homework because for me I get distracted at home & bridge builders is a safe space for me and others.”

“In bridge builders it has been fun and inspiring. I’ve made many more friends and I’ve learned some things that the school is not teaching us. The directors take us places to see where we would have like to go to college and stuff. It has just been a fun thing to experience.”

“Good I like the program it’s fun informational and I give me a lot of resources.”

“it’s been excellent. I like everything they do for me and my friends. they spend personal time with u and really get to know u. this whole year bridge builders had changed me completely. i thank bridge builders for everything they do for me!”

“So far, it’s going well. It has helped me build confidence, I felt motivated. It has also helped me feel like I have a safe place to go at school if I need to.”

“I have had great experiences with the people of this program as well as the program itself. I have seen others have good times as well. I’ve seen my peers laugh more than ever and I’ve also seen some conflict but due to the adults being so quick to act and great at their jobs the situations will sometimes be quickly diffused. The times I’ve had as a mentor and as a student have been amazing. I’d recommend the bridge builders program to all my peers if any of them cared enough to show up as often as I do.”

“This experience has been great. I’ve learned a lot. I have fun. My grades improved being in this program”

“My experience had been good and i have a had a good time at bridge builders. Bridge builders has helped me meet and see different people/things”

“It’s been great. I’ve been getting help academically. Also, I’ve been keeping on top of my grades because of it. I’m learning new stuff about my ancestors. Overall, a great thing for me.”

“It’s has been an educating experience. I’ve learned how and when to advocate for myself and how to use my resources to my advantage. I also feel very supported.”

“It has been very helpful. The program has helped me with better decision making, better social skills, giving back to the community, and much more. I feel like this program gives me a safe space to open about my everyday struggles. They also provide math tutors and that can be very helpful at times. Overall, I feel this program will help me become successful.”

2. Think of a time while being in Bridge Builders that you felt like this program has benefited your life, (For example, academically, social emotionally, college field trips, etc). Please, explain! Write 5 sentences

“This has showed me many opportunities. bridge builders encouraged me to want to go father in life. for example, college it opened my eyes to a life I’m not very familiar with. they gave me knowledge and helped me become a better me.”

“Being able to mentor the kids at Dallas ranch and setting a good example”

“I’ve brought up my grades a lot since being in this program, Mr. Wright goes over grades with us and tells us how we can better ourselves and if we have an issue, he’ll help us resolve it with

the teacher. The college field trips are helpful and a good experience. It's also helped socially because I've met a lot of new people and have close bonds with them now."

"Emotionally its helped because I've been held up with so many positive things, I don't feel bad. Socially its cool because I met a bunch of new people. Some I'm still friends with some not so much but they are still cool people. The college field trip is like a lifetime opportunity that u need to choose. Like I even added UC Davis to my college tour."

"Well one the program has help me speak up more about needing help in school. And the field trips gave me a sense of what I want in a college"

"When we have man hood Mondays. I like when we come together ad men and talk like men"

"I never really thought about college until we went to Sacramento state. After the tour I am excited to visit and learn about the different schools. I enjoy going to the middle school to mentor the younger kids."

"This program has helped greatly with my grades because the people there always help me stay on task but the day, I first started going to bridge builders program I made a lot of friends and to this day I am still friends with most of them and even a few more than when I started. The trips helped me learn a lot as well."

"Either when we are going on college field trips or mentoring the middle schoolers. For the mentoring it gives us the chance to help and guide them to the right path. For the college field trips it helps us get a glimpse of what college might be like or helps us see if college is really for us. It's very helpful."

"It's benefited me socially and let me meet many people and see different people. It also helped me academically too"

"This has benefited me academically my grades have gotten better. I have met a lot of new people being in bridge builders. I have gone on college field trips and leaned a lot of stuff about college, and it gave me ideas on where I want to go too. I have been mentoring kids at Dallas ranch middle school. And emotionally it's helped me a lot by getting my attitude and motivation more positive."

"It took me on a trip to sac state which helped me make my decision on going there. I also struggle in algebra 2 and this program found me a tutor. Because of my academic struggles I was worried I wouldn't meet by a-g requirements, and it helped me speak to my principal and advocate for myself. I've also been given good advice and encouragement when dealing with dilemmas I have faced this year."

“A time that benefited was the UC Davis field trip. That was the first time I was exposed to a college campus in that way. We got a tour of the campus, we got price estimates of tuition and housing, and at the end we got to watch the game. I would say that’s the most fun/informative field trip we have had.”

3. What are the benefits of having Bridge Builders to the New Generation on Campus? Explain why?

“I think it could help it’s like a station for kids to reach out to and it’s accessible for anyone on campus. it could help lead kids that are going in the wrong direction into the right direction.”

“Helps u stay focused with homework and makes u want to keep your grades up and practice good habits outside of school/class”

“It’s a very helpful program and it’s a program that’ll get you on the right track to having a successful future. Having them on campus everyday would be even more academically helpful and I’m very glad they’re on campus.”

“Because it keeps the bad/challenged kids here which they don’t care about. Bridge builders wants to help, and some people wouldn’t care. They take their time and make sure your good. It helped me because I used to get so off track, but they help me focus.”

“You have somewhere to go. When you are not in a good mood or if you need someone to talk to. Also, it's nice to be around people like you're self. And with the similar struggles”

“They provided consistent help. they make sure your grades are goof. there people u can talk to and express feelings too. they put together fun things to do. and they’re very nice.”

“Having a safe place to go. The tutor and study hall are wonderful to have on campus. Bridge Builders have helped me keep my grades up.”

“As I slightly stated before I have gotten much help with my grades and homework in this program, and it has given me much motivation to continue to do well so that I can continue to go to bridge builders and go on more trips but I may have to get my grades back up cause for a moment I was goofing around a bit.”

“Keeping us students on task especially with homework and attendance. Trying to help us keep our grades up. Getting us help if we don’t understand something in school like tutors. Having group meetings to help figure out our future into what we want to do. Taking us on college field trips.”

“Some benefits of bridge builders are meeting new people; this is a benefit because it exposes you to different types of people. Another benefit is it helps you with homework. Another benefit is help manage school and a great help for struggling student”

“The benefits are you always having somewhere warm to eat lunch. You always have someone to talk to. And you can clear your head if you need to. He has snacks if you’re Hungry. He also has a microwave and a fridge”

“I always have a safe space. There’s always someone looking out for me. I have a tutor. I’m more social.”

“Throughout the day you can periodically check in, the door is always open so if you need a break or if you’re going through something you can come talk to one of the leaders, and it’s also a place where during your free time you can come socialize with people like yourself.”

Middle School Program measurements

Mission Statement: Bridge Builders to the New Generation, Inc. provides a foundational bridge that takes underserved youth to an inclusive, nurturing, and safe environment where they will learn skills necessary to excel in college, career, and life. Bridge Builders to the New Generation provides a safe space for students from marginalized communities to engage in their own learning. Students at Bridge Builders will have the ability to explore their identities and to change the narrative of the many stereotypes that society tries to label them with. Through our mentorship and guidance, all our students will define a college or career path by the time they depart from secondary education.

Year 1:

<p>Students having a sense of belonging and building a community</p> <ul style="list-style-type: none"> ● Putting students from different walks of life together (example: people that would never hangout with each other being a part of bridge builders) ● Building a diverse and inclusive space for marginalized communities
<p>Students understanding how they show up in educational spaces</p> <ul style="list-style-type: none"> ● Understanding how to be prepared for class (example, pencil/pens, folder, binders, and writing in their planner) ● Educational etiquette (Learning how to properly communicate, resolve issues, combative communications) ● Learning how to express their emotions (example if they do not understand the assignment, do not understand but learn to express their emotions on their need)
<p>Understanding the importance of their identity.</p> <ul style="list-style-type: none"> ● Allows students to feel empowered and taking up space in educational settings. Which ultimately will give them the sense to take ownership of their education. ● Marginalized communities will bring their culture and authentic self into educational spaces, without feeling like their culture will be eradicated.

Year 2:

<p>After</p>
<p>Students taking ownership of their education</p> <ul style="list-style-type: none"> ● Being in class on time ● Not taking long bathroom breaks ● Asking the teacher for help, when they need it.

Students will have coping mechanism to deal with their emotions

- Watch what comes out of their mouth in educational settings
- Not being so quick to fight but knowing the importance of talking it out.

Students knowing how to be organized for their classes

- Writing in their academic planner
- Taking notes in class
- Asking questions for homework/classwork/ and test preparations

Year 3:

Students get prepared for High School

- If they have an IEP students would need to know what is on their IEP, and how to utilize their IEP
- Students will know about the A-G classes
- Having an understanding of higher education
- Students will have an academic plan.
- Have an high school mentors

Dallas Ranch Middle School

6th Graders

Semester 1

Number of Students	24
Students After school attendance	87%
Number of students with physical altercations	3

Semester 2

Number of Students	24
Students class attendance	98% for all 7 period attendance
Students After school attendance	88%
Students in program with increased failing grades to A's and B's	63% of students
Number of students with physical altercations	2

Semester 1 v. Semester 2 DRMS 6th Grade



Bridge Builders to the New Generation contracted started on 12/15/2021, which was at the end of semester 1. We started off with two days, then three days, and now four days. Once we stepped foot on campus, we started to present our program to 6th, 7th, and 8th graders, and we saw that our program was valued by the number of students who wanted to be present in our program. Due to Covid and with issues going on in their personal lives some of our students' grades dropped, with us taking a glance at their semester 2 grades from January to March, we are working with our students right now after school to help them get their grades up. With the short spanned of time that we have been at DRMS, we have seen an increase in our students' attending classes, their attention while being in class, increase in the amount of our students going to our after-school program where we have our academic support, identity development, and being apart of our peer mentorship program. We helped students build a community, and a sense of belonging which ultimately allowed them to have enthusiasm when they stepped foot on school's grounds.

7th Graders

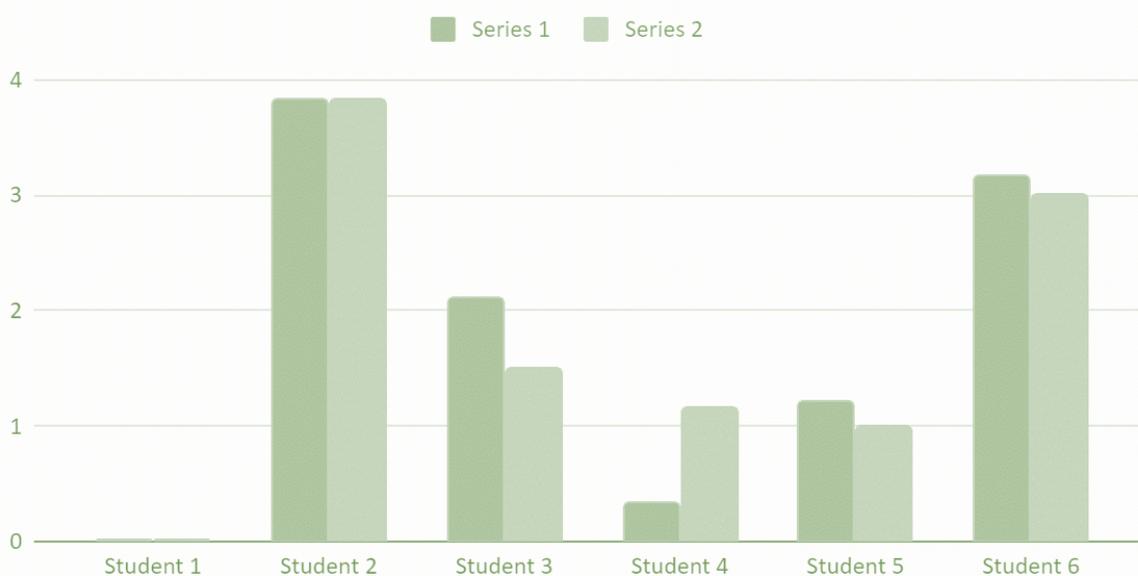
Semester 1

Number of Students	6
Students After school attendance	50%
Number of students with physical altercations	1

Semester 2

Number of Students	6
Students class attendance	83% for all 7 periods
Students After school attendance	50%
Students in program with increased failing grades to A's and B's	52%
Number of students with physical altercations	0

Semester 1 v. Semester 2 DRMS 7th grades



Bridge Builders to the New Generation contracted started on 12/15/2021, which was at the end of semester 1. We started off with two days, then three days, and now four days. Once we stepped foot on campus, we started to present our program to 6th, 7th, and 8th graders, and we saw that our program was valued by the number of students who wanted to be present in our program. Due to Covid and with issues going on in their personal lives some of our students' grades dropped, with us taking a glance at their semester 2 grades from January to March, we are working with our students right now after school to help them get their grades up. With the short spanned of time that we have been at DRMS, we have seen an increase in our students' attending classes,

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8th Graders

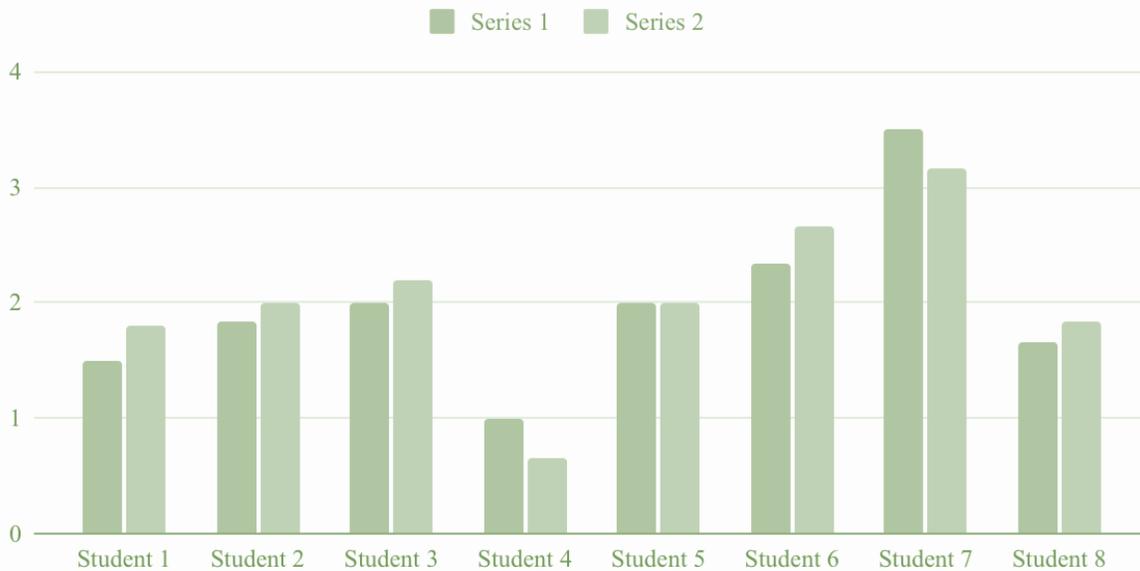
Semester 1

Number of Students	8
Students After school attendance	8
Number of students with physical altercations	1

Semester 2

Number of Students	8
Students school attendance	92% attendance for 7 periods
Students After school attendance	6
Number of students with physical altercations	0

Semester 1 and semester 2



Bridge Builders to the New Generation contracted started on 12/15/2021, which was at the end of semester 1. We started off with two days, then three days, and now four days. Once we stepped foot on campus, we started to present our program to 6th, 7th, and 8th graders, and we saw that our program was valued by the number of students who wanted to be present in our program. Due to Covid and with issues going on in their personal lives some of our students' grades dropped, with us taking a glance at their semester 2 grades from January to March, we are working with our students right now after school to help them get their grades up. With the short spanned of time that we have been at DRMS, we have seen an increase in our students' attending classes, their attention while being in class, increase in the amount of our students going to our after-school program where we have our academic support, identity development, and being apart of our peer mentorship program. We helped students build a community, and a sense of belonging which ultimately allowed them to have enthusiasm when they stepped foot on school's grounds.

Data Excerpt:

In Bridge Builders to the New Generation program that is contracted with Dallas Ranch Middle School. 91% of our students identified as African American, 5% identified as Hispanic, 2% identified as white or Caucasian, 2% identified as AAPI. 24 6th graders, 6 7th graders and 8 8th graders. Most of our students grow up in a single parent household or comes from working-class family. The data has shown us that many of our students are trying to figure out their identity on educational campuses, and when it comes to figure out their identity many are having a hard time expressing their emotions and needs to their teacher. We have been giving our student different conflict resolution, understanding how to cope with their emotions, giving them a sense of belonging, and helping them build community on campus, as well as giving them the tools to thrive academically. Students have felt that Bridge Builders to the New Generation was a space for them to express their identity and have a safe space on campus to talk someone about what was going on in their personal lives.

Being at Dallas Ranch Middle School since December 15th, we have done over 200 classroom observations for our students that are in the program. With our push in model, we were able to see how our students engaged in their own learning. With many issues that were happening in the lives of our students, many of our students do not receive the attention that they deserve at home, which causes them to seek it elsewhere. Not fully understanding who they are and how they show up in educational spaces allowed BBNG to be that bridge to help students express their identity and navigate through educational spaces. Most of our students who are in the program are 6th graders, which helps us to track them all the way through their middle school experience, and to see how much of an impact BBNG has been in their lives. Classroom observations was a tool that helped us get to the root cause of why many of our students started off by struggling in school, and once they got into BBNG they ended up building a community among their peers and mentors at DVHS, which ultimately gave them a sense of belonging.

Park Middle School

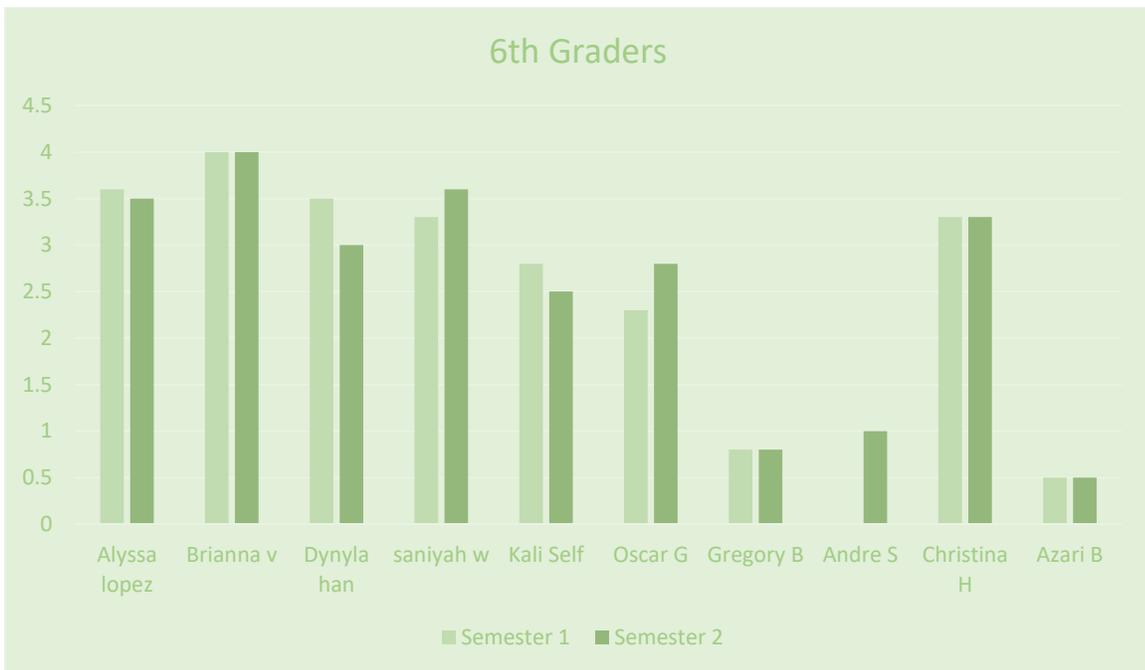
6th Graders

Semester 1

Number of Students	11
Students with F's	
Students After school attendance	
Number of students with physical altercations	

Semester 2

Number of Students	11
Students with F's	6
Students After school attendance	95%
Number of students with physical altercations	3



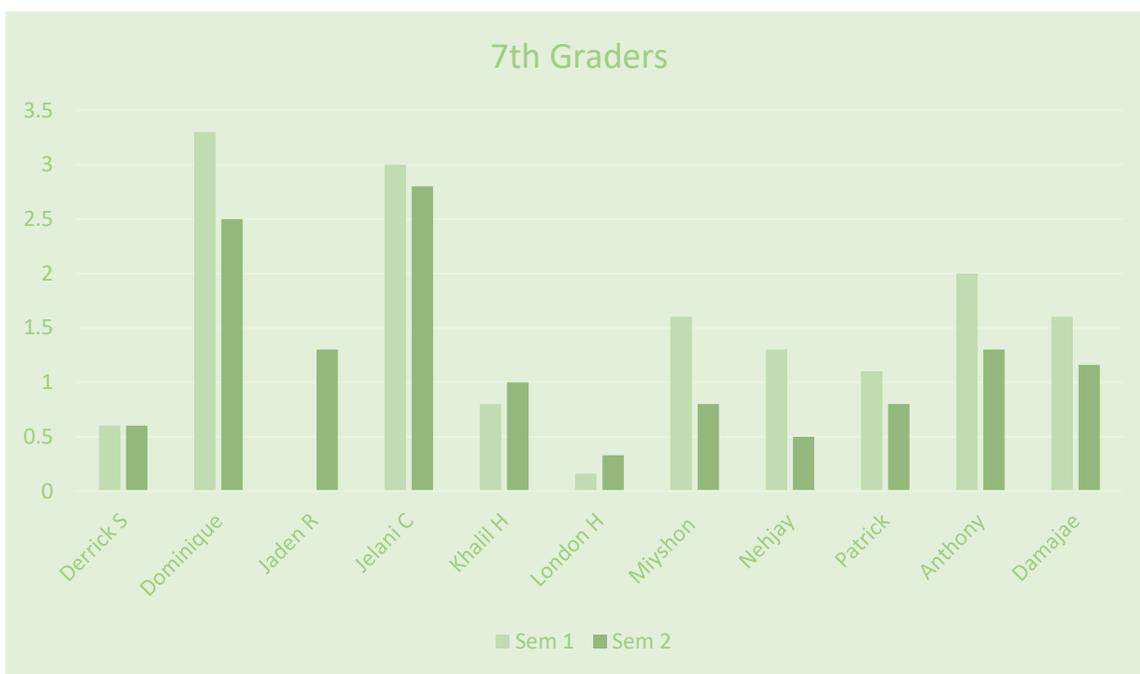
7th Graders

Semester 1

Number of Students	12
Students with F's	
Students After school attendance	
Number of students with physical altercations	

Semester 2

Number of Students	12
Students with F's	9
Students After school attendance	80%
Number of students with physical altercations	2



8th Graders

Semester 1

Number of Students	16
Students with F's	
Students After school attendance	
Number of students with physical altercations	

Semester 2

Number of Students	16
Students with F's	7
Students After school attendance	66%
Number of students with physical altercations	0



Student Testimonies

Question 1: How has your experience been in Bridge Builders to the New Generation?

“My experience in bridge builders have been good. I’ve been learning a lot of new things. But mostly about slavery and black people. And meeting new friends and people like our mentors. And I learned how to love myself more and open to myself and be more confident in myself”

“This experience has been nice. I liked how we went to field trips. also, I liked how they helped me with homework.”

“My experience was great, I love the activities and they are very educational”

“it’s been good. I like it it’s taught me a lot. Like how not to instigate especially since I don’t get to spend time with my brother’s. And I don’t have nothing to contact them with unless I’m at school. I can also go to my god mom house so I love being here because he is a great teacher.”

“It’s been a good experience. I like how they help me when I’m in trouble. They also help you with your work. There pretty much there for whenever you need them.”

“It has been nice hanging out in a workshop environment. Hanging out with friends here while still being on campus with an understandable “mentor”. Tutoring and just working with homework is handy and nice. The fieldtrip part sounds fun though I had volleyball practice during the times of fieldtrips so I couldn’t experience that. And most of all Mr. G is just always real with everyone”

“It’s has been good. I like it. Especially since all my friends are in it. It helps me with school too. But yeah, I like it.”

“My experience in bridge builders has been good. I've been learning a lot of new things. Something I learned was how to talk Infront of people. We also learned about slavery. I also like my mentor because she talks to me about a lot of stuff”

“My experience in bridge builders has been really fun and I really enjoyed everything that we did and being in bridge builders has made me put myself before anyone and really made me take care of myself, currently I'm getting my grades up and I'm doing really good in my opinion.”

“My experience so far has been good. we have homework days as well as field trip. Me. G is a cool teacher and treats us good too. the group is a helpful group in my opinion as well.”

“My experience at Bridge Builder has been cool. The new generation to me has been ok. Because of certain things that happened in my life. One thing is I want to give thanks to Mr. Galloway, the reason why is because he won't let u get disrespected right in front of him. Another thing is my time at bridge builders I learned to love myself more and open to myself.”

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Question 2: Think of a time while being in Bridge Builders that you felt like this program has benefited your life, (For example, academically, social emotionally, college field trips, etc). Please, explain!

“It wasn't just a single time. I made a lot of new friends. I also got closer to more mutual friends. I had a lot of fun experiences. One of them was when I became friends with my friend jessie.”

“When I think back it benefited me in many ways. But when I think about it helped me with class work and ect.”

“The program helps me deal with my anger in a different then just Flashing out .”

“A time when I felt that bridge builders have benefited my life it's when we got our mentors. And I felt like I had a person to talk to about my problems in life .and when we went on a Field trip to that college, and I learned that college can be fun and it something that I'm looking forward to in life. And when we learned about slavery, and I learned that us black people went to through a lot in the past. And meeting new people. And getting better at socializing with new people that I have never met before.”

“A time that I felt that bridge builders has benefited me was when we did the poster about self-talk and other things. That really helped me. The club helped me socially is opening to people that I don’t know and helping others. Another thing is the club made me want to go to college, at first, I didn’t want to go to college. The field trips made me look at others different and treat others different.”

“like 5 times once. I look at Mr. G as a older brother. Make sure my grades are good so i can make it in life.”

“This program has helped me make a lot of new friends. It made me meet a lot of new people I had never seen before on campus. It also took to me to places I never knew existed. The people here helped me socially too because they’re welcoming.”

“One time being in bridge Builders benefited me was when our mentors came. We learned about self-confidence. We even made a poster about self-awareness and if school was for me. My mentor also helped me open more. It was my first time meeting her, but we had good conversations”

“When we went on a field to saint Mary’s college and did a tour of the school, afterwards I thought about going there in the future for when I graduate high school and seeing that I can be close to home while I’m at school made it an opinion.”

“I felt like it benefited me because it gave me something to do outside of school. and if helped me on days we do homework because I’m getting my work done & he helps if you need it. also, I’ve got to meet people from high school that are nice and helps me as well. Also, the field trips we have are fun. overall, the group is good & keeps some students out of trouble.”

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Question 3: What are the benefits of having Bridge Builders to the New Generation on Campus? Explain why?

“Tutoring is a benefit. Fieldtrips are a benefit. Movies are fun here too so that’s a benefit. More social time with friends is a benefit. Access to notebooks and writing utensils is a benefit.”

“What are the benefits of having bridge builders to the new generation? I think that it’s better because they can help you with personal problems. I also like it because they help me with schoolwork. I also like having them on campus because they can help me if I’m in trouble. They also give us something to do after school.”

“Some of the benefits of having bridge builders on campus is first, having a program where you can hang out with your friends but still do academic stuff. Another thing is, we get to go on field trips since we haven’t really been to any field trips this year. Next, it made me better with computers because we were doing a portfolio. We also Learn about our history. And I enjoy It”

“The benefits 1: dealing with your emotions in a healthier way 2: Learning something while having fun 3”

“Some benefits of having bridge builders come to the new generation campus id having someone to talk to and open to. Some people may be lonelier than others and bridge builders help with that. This is because not everyone feels comfortable talking to otter classmates, but a bridge builder is someone who can help you with that. Even if you’re having trouble at home or in school you can tell your mentor. The mentors help you with a lot of stuff mentally.”

“The benefits of having bridge builders on campus is you have a place to go and talk to about your problems. And it’s a place to get away from a toxic household if you have one. It’s also a place to get help if you need it. And it also a place with people that will talk to you about problems and stuff. Also, it is a place to go to help you build your confidence.”

“What are the benefits of having bridge builders to the new generation on campus? I think that it’s better because than can help you with personal problems. I also like it because they help you with homework. I also like having them on campus because they can help me if I am in trouble.”

“So then other kids can have the opportunity to see new things and change their attitudes, and it’ll be fun to come back to my old school to see bridge builders still going, and to just make a better environment.”

“The benefits are that it’s helpful because kids can meet other kids. And we can all have a good time here with our friends. It also helps us overcome staying in the house all day. And for me it keeps me from being on my phone all day. as well he helps me with the things I needs help with”

“Benefits of having bridge builders on campus is you have a place you can go to so you can talk about family problems. And a place you can go to get away from a toxic household if you have

one. It also a place u can go to So you can build self-confidence. Get out of my shyness shell.
And to care for others”

“Here at bridge builders, they help you with homework. The teacher is nice (only when we don’t
make him mad). also, you get snacks and fun Fridays”

What to do now?

Students from marginalized and low-income communities, particularly Black boys, continue to feel a lack of trust in educational institutions because schools have repeatedly failed them due a lack of empathy grounded in systemic institutional racism. Awareness of students' lived experiences would allow teachers to build trust with students and the community and help teachers to understand the importance of standing in opposition to school policies that are oppressive, racist, colonialist, and perpetuate cycles of inequality (Duncan-Andrade, 2007). The program evaluation described in this section would collect data from students participating in Bridge Builders to the New Generation (BBNG) to evaluate the quality of trust students feel from staff, and their perceived effectiveness of the BBNG cultural programming.

The organization provides students with a sense of belonging, community, and an inclusive culture on K–12 educational campuses. Services include a host of support options for students such as mentorship, subject tutoring, academic advising, weekly check-ins, career readiness, SAT/ACT workshops, and college/A–G preparation. These programs are designed to equip students with knowledge and resources necessary to excel in the life arenas of higher education, career, and beyond. BBNG has established partnerships with three different schools in the Crane Unified School District from sixth through 12th grade. Prior program evaluation has demonstrated success as measured by decreasing absence and tardiness by 20%, increasing test scores by 10%, and decreasing students' suspension and expulsion rates by similar margins, all while giving the students it serves a sense of belonging. The program's goal is to ultimately increase the number of students who graduate from K–12 education and improve their attendance throughout each school that BBNG serves.

Relevant Variables

This program evaluation would take the next step by measuring the participating BBNG students through two variables: (a) trust in BBNG staff and (b) the effectiveness of cultural programming. I will conduct a mixed methods evaluation design for BBNG. A mixed methods design refers to evaluation design that uses both qualitative and quantitative sources of data (McDavid et al., 2019). The study design will be sequential explanatory beginning with existing academic information on each student in BBNG. The program provides access to 10-page academic reports for each student, including grade point average, school attendance, and after school tutoring attendance. The next phase of data collection will be the survey as described in the following section. The survey will be administered to all 250 students participating in BBNG. Finally, the design will conclude with an explanatory analysis involving qualitative data collection based on interviews with select students.

To determine perceived outcomes of the study, I will develop a survey that measures the two variables of trust and perceived effectiveness, each with subcategories broken down in survey questions as: The trust that students have in BBNG staff with three measures 1) Authenticity, keeping it 100, sense of presence of educators who work with you 2) Culturally grounded, How staff dresses, How staff speaks, How staff serves the community 3) Sense of Safety, level of safety in sharing traumatic experience with education who works with you, level

in safety sharing achievements with educators who work with you 4) Effectiveness of cultural programming, culturally grounded field, college field trips, career exploration field trip.

The survey will collect identifiers and will be administered to all youth participating in BBNG. The survey will collect identifiers because I want to measure the students' academic success, I have in their 10-page academic reports with their level of trust with educational leaders, including sense of safety, and how they perceive the effectiveness of the cultural programming. These students range from sixth to 12th graders. Expected findings are participants whose surveys show high values in trust and perceived effectiveness of the BBNG programming will also have higher levels of academic success than their peers who report lower levels of trust and program effectiveness. Survey results will be analyzed using descriptive statistics with particular focus on the subcategories with the lowest average scores to understand how BBNG can better develop the staffing and programming.

I will also collect qualitative data by doing student interviews geared toward how students identify in their community versus how they see themselves in educational spaces. I will focus on the importance of students' feeling like they need to have a Black male teacher versus being in a program like BBNG, and why it is important to have either or both. I will interview four students ranging from sixth to eighth grade and six students who range from ninth to 12th grade. I would select 75% of the students who are struggling academically, and the other 25% students would be students who are doing well academically. Thus, I will use an extreme case analysis to sample participants for the explanatory interviews.

When it comes to the significance of evaluating a program like BBNG, it is good to measure if creating a program geared toward culture, social emotional support, identity development, and college/career readiness has an impact on students' school achievement. Analyzing a combination of quantitative data including academic reports and survey outcomes with qualitative interview data reflecting students' lived experiences will reveal details of that impact. It is important for educational leaders to understand what is going on in some of their students' lives, and how that affects their school experiences. Many educational leaders want to help support their Black male population, but do not know how. Educational leaders looking at the results of a program like BBNG will gain an understanding of how students build relationships with staff, how such relationships have allowed the students to gain trust, and how that trust helps develop students' academic success.

Table 1*Conceptual Variables in the Mixed Methods Evaluation of BBNG*

Conceptual variables	Objective measure	Data sources
1. Trust in BBNG staff	Program attendance	Survey responses to trust questions Interview data
2. Effectiveness of culturally grounded programming	Academic success improvement	10-page academic report for each student (GPA, school attendance, after school tutoring attendance) Survey responses to programming effectiveness questions Interview data

Qualitative Inquiry Project

I also conducted a full and independent qualitative research study with BBNG students to give power back to students by hearing their lived experiences. These interviews provided data to understand important aspects of their social and academic lives and how BBNG has impacted them. Storytelling has long been understood as a mechanism for people to construct public representations of themselves (Halverson, 2010). This framework of storytelling not only provided some healing for me and empowered me throughout my further research of the experience of Black male students in educational institutions, but it also allowed me to empower, encourage, and uplift many young Black boys throughout their own educational journey. Data collection and analysis for this qualitative study included the students' data and data from my lived experience as a Black man and as the leader and chief executive officer of BBNG. Data from my experience were collected as a series of memoirs across data memos.

If I were to measure the success of the students in the BBNG program by only looking at changes in their grade point average, class attendance, and other educational statistics, the outcomes might not fully capture their success. Some BBNG students struggle academically, and because they feel comfortable being in BBNG, they will come to fellowship with the other students in the program; yet, they will still avoid school. That is why qualitative data are so important: BBNG supports students socially and emotionally while fostering a culture of acceptance on these educational campuses and recognizing changes in students' attitudes about school and improvements in school achievement take time. Therefore, I feel it is necessary to look at why students feel safe being a part of BBNG, while they often do not feel safe attending class.

Table 2*Qualitative Data Collection*

Type of data	Data information	Coding status
Classroom observations	Looking at how bridge builders to the new generation brings in	First cycle coding using in vivo coding and second cycle process coding

culture relevance spaces that affirms to black male identity

Interviews	Student testimonies, regarding lived experiences about their participation in the regular classrooms as well as my program	First cycle coding using narrative and descriptive coding and second cycle process coding
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Interviewing students became my most important data source as I sought a deeper understanding of their lived experiences, and how they might appear in academic spaces. Lived experiences are what a person experiences as they happen, but normally, and often, people take very little notice of them as they are happening. What people get from these experiences after they happen comes from reconstructing that experience through an interview process based on respect and equality (Seidman, 2019). I relied on two basic interview questions to understand two students' perspectives on how BBNG students and teachers can improve their relationship:

1. What can educators do to help Black male students build trust in educational institutions?
2. What can educators do to see Black males student's culture from an asset-based lens, rather than a deficit-based lens?

These two primary questions provided the foundation for a series of unique prompts based on how each student responded. Overall, students expressed how their teachers cared more about serving the institutions, rather than serving their students. Students also felt like they could not be their full authentic selves around their teachers, which caused them to feel like they could not fully trust them or that their teachers had their best intentions at heart.

Analysis and Interpretation

For my data analysis, I used analytic data memos as described by Saldaña (2016). The analysis section of each data memo featured my immediate reflections on the data excerpt in each memo, and then the interpretation section of the memo. In two of the memos, based on my interviews with Black male students, I was able to analyze the data and make meaning. Meaning making is a particularly human process, heavily reliant on language. A basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience (Saldaña, 2015). I chose to do narrative coding and descriptive coding when I interviewed John and Dante. Using narrative coding, I was able to pull the lived experiences and give John and Dante the ability to talk about the difference of how they felt like their identity was viewed in U.S. society and how they viewed their identity in educational spaces. Narrative coding applies the convention of (primarily) literary elements and analysis to qualitative texts most of in the form of a story (Seidman, 2019). I wrote five data memos that provided the backbone of my analysis, and I found this format allowed me to speak freely and reflect on my lived experiences in my own educational journey. In particular, I came across many common themes shared between my own lived experiences and those in my student interviews. The first memo was on the psychological development of Black male students.

Memo 2 focused on understanding educational institutions. Memo 3 was based on an interview with John. Memo 4 was based on an interview with Dante. Memo 5 looked at the students' experiences in BBNG.

With my first data memo, I looked at the overall lived experiences of Black male students by using a core value assignment to see how Black male students view themselves in their community and society versus how they saw themselves in educational institutions. Data Memo 2 focused on narrative inquiry (Clandinin et al., 2007). I looked at the discipline chart for ninth to 12th graders at Crane High School in the Crane Unified School District and realized 63% of the discipline cases at the school were from Black male students; so, I did a narrative-based classroom observation to see how students engaged in class with their peers, the curriculum, and teacher. I discovered students were not engaging, participating, or talking to their peers during class, or advocating for themselves in educational spaces. In Data Memo 3, I had the privilege of interviewing John. I wanted to take a holistic approach at viewing the lived experience of Black male students, and how they are doing in academic spaces. This brief excerpt indicated how he experienced his schooling throughout K–12:

Shamawn: Could you describe your K–12 schooling experience?

John: The year I went to kindergarten 2 months later my mom went to jail. She had a high-profile case that was televised all over the news and that overshadowed my academic and social needs. I was no longer considered cute little John with the long hair anymore. I was now labeled the son of a murderer that everyone had to keep their eye on. This made me disengage with learning instruction, my teachers, and peers.

In Data Memo 4, I had the pleasure to interview Dante, and this brief excerpt shows how he viewed himself in education spaces. Here is that interaction:

Shamawn: Do you have any role models when it comes to your education? Such as teachers or administrators?

Dante: Naw, because they are some weirdos. Many of the teachers at my school could not even relate or understand where I come from. It seems like the only reason why most of them became a teacher was because they want to get a check. They do not care about the city of Oakland and what we must deal with, because if they did then they would be coming to more of the communities' events and understand the community that they serve.

In Data Memo 5, I examined the potential effects of students' participation in BBNG on their academic success. I asked the students if they felt it was important for them to have Black male teachers, and the answer they gave really surprised me. The students felt having a Black teacher would not feel any different as Black teachers would still be teaching the same curriculum as their White teachers, "grading" their assignments the same way as their White teachers and kicking their students out of class the same way as their White teachers.

Findings

From conducting the first and second cycle coding of the data from interviews, surveys, and classroom observations I discovered five different themes: (a) the need to feel validated/accepted, (b) getting money, (c) the importance of community and family, (d) surrealistic aspiration, and (e) frustration. Saldaña (2015) discussed ways to theme data, stating:

“Unlike codes, which are most often single words or short phrases that symbolically represent a datum, themes are extended phrases or sentences that summarize the manifest (apparent) and latent (underlying) meanings of data (Auerbach & Silverstein, 2003; Boyatzis, 1998). Themes, intended to represent the essences and essentials of humans’ lived experiences, can also be categorized or listed in superordinate and subordinate outline form as an analytic tactic.” (p. 28)

Therefore, the themes from this analysis were:

- The Need to Feel Validated/Accepted – In the Black community, Black men feel like they need social validation and/or acceptance for them to be considered Black—for example, playing sports, being a rapper, or being considered a bad student.
- Getting Money – If Black men are not seen as earning money and wearing the designer clothes that come with money, then they will be made fun of, and no one will respect them.
- The Importance of Community and Family – When Black men see other Black men hanging out on the corner, they look at it as an asset; they feel like it is a sense of protection in the community, family, and relationships.
- Surrealistic Aspirations – Many Black men have dreams and aspirations revolving around making tons of money from career paths in which only a very small percentage of people find success. One may wonder what happens to the ones who do not make it.
- Frustration – Black men feel like they are misunderstood and not able to show up as their full authentic self in educational spaces.

By exploring each theme, I deepened my understanding of the students’ lived experiences in their classrooms and in their outside lives, and I gained a sense of how students in BBNG successfully brought some of their lived experiences into educational spaces at the school.

Conclusion

Many Black male’s students distrust educational institutions when it comes to positive and affirming relationships with teachers and other school personnel. Historically, White teachers have been socialized into systemic oppression from birth and often enter the teaching profession unintentionally contributing to systemic oppression of people of color particularly Black boys (Bryan, 2017). It is important for educators to know the needs of the community they serve. Many Black boys grow up in a community where education is not their top priority, and because many Black boys feel like they are stereotyped in society and on educational campuses, they feel strongly that education is not designed for them as they feel their culture is eradicated the instant, they set foot on educational campuses. The issue is compounded by teachers who do not understand how their privilege shows up in educational spaces or what they need to do to trust and serve their students.

This research has allowed me in my professional leadership role as chief executive officer and founder of a nonprofit organization to see the personal struggles of Black male students from a more holistic view, and how I can improve my program to support students daily. Many Black male students feel like there are not many places on campus for them to express their identity and culture. When I looked at BBNG, a place where Black male students can express themselves

and be their true authentic selves, I saw how this opportunity allows them to thrive academically, social-emotionally, and expand their dreams to where they are able to see college as a possibility and see themselves living a productive life after high school.