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Empowerment of the Teen Parent: Policies and Practices of an Urban School Based Teenage Parent Program

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Empowerment of the Teen Parent: Policies and Practices of an Urban School Based
Teenage Parent Program

by

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Abstract

This study documents the narrative of a long term urban high school based program (1978-2012) for pregnant and parenting students, and how this school based program has developed a model of support using Title IX federal law guidelines to construct policies and procedures within multiple contexts. This study examined the policies and procedures, implementation, effectiveness, and outcomes of this school based teenage parent program through the lens of a social justice and culturally relevant theoretical framework. As a qualitative case study, this inquiry used content analysis of documents, and open and axial coding of semi-structured interviews with administrative stakeholders, to providing a holistic in-depth case study drawing on historical, demographic, narrative, and case study data. The goal was to understand and document the meaning, structure, and process of how this particular program has worked and endured, impacted its participants, and empowered pregnant and parenting students to complete high school and pursue their educational and personal goals.

Keywords: Teenage Parents, Adolescent Parents, Pregnant Students, Cultural Responsiveness, Social Justice, School Based Programs, Title IX, Qualitative Case Study

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Empowerment of the Teen Parent: Policies and Practices of an Urban School Based Teenage Parent Program

Chapter One - Introduction

This study will focus on the history and development of the Parent Infant Interaction Program (PIIP), an adolescent parent school based program established in 1978 in Saint Louis Public School (SLPS) district to comply with the Title IX section of the Education Act of 1972. The Parent Infant Interaction Program offers child care and parenting services to students at three comprehensive high schools; which serves pregnant and parenting students, by addressing their educational, vocational, and social needs in order to provide a pathway toward graduation. Established initially in one comprehensive high school, PIIP now provides services to more than 100 families with children ages six weeks to five years, over three high school campuses. “PIIP’s primary goal is to provide support and educational services for these adolescent students and their families” (SLPS 2015); this is achieved through the implementation of six components, which are the: PIIP Crib Early Childhood Center, Male Involvement Component (MIC), PIIP Tracking System, Prenatal Literacy and Adolescent Nurturing (PLAN), Project CORE -Child Outreach/Referral Endeavor, and Project Redirection (Adams 2011; SLPS 2015).

Saint Louis Public School (SLPS) is a school district that operates all public schools in the city of St. Louis, Missouri; this school district institutionalized PIIP services to address the needs of pregnant and parenting students and their children at three comprehensive high schools. The SLPS district received \$96.1 million from the Desegregation Capital Fund over the last three years to fund PIIP, and other academic and student support programs throughout the district (St. Louis Public Schools [SLPS] 2011). Annually, \$800,000 in funds were released for initiatives, the Saint Louis Public School district’s superintendent used the funds to keep students engaged

in school. These monies were funded with proceeds from state and federal grants that also funded additional preschool classrooms, transportation for magnet schools, and the training of principals (Crouch 2012).

It is widely recognized that attendance of pregnant and parenting students at school is impacted by pregnancy-related absences, child illnesses, and other issues (Mills et al. 2012; Smith Battle 2007); without support such as academic counseling and childcare services parenting students, specifically the mothers, struggle to transition back to school after their maternity leave. PIIP trend data demonstrates that issues around pregnant and parenting student's school attendance, child care, and academic achievement are being successfully addressed by the PIIP services. For example, in 2011-2012, of the twenty students enrolled in PIIP as seniors, all twenty graduated and went on to pursue post-secondary experiences. During the school years of 2008-2011, 66 percent of the seniors in PIIP graduated and enrolled in post-secondary institutions (Adams 2011), in comparison with the SLPS district's graduation rate of 60.1 percent (Missouri Department of Elementary and Secondary Education 2014). Over the program's 34 year history there have been seven directors, which demonstrates the longevity of the program's leadership.

Problem Statement

While I present a positive overview and examples of academic success within the PIIP program, there are still existing challenges in the area of equality and educational access for pregnant and parenting students. The main challenges pregnant and parenting students encounter are enrolling in, attending, and succeeding in school (NCWGE 2012; Perper, Peterson, and Manlove 2010; National Women's Law Center [NWLC] 2011). Throughout the United States, pregnant and parenting students are subjected to discriminatory policies and practices that

prevent them from succeeding in and completing high school (National Coalition for Women and Girls in Education [NCWGE] 2012). According to Title IX of the Education Amendment of 1972 Act, schools that receive federal funds are required to provide nondiscriminatory policies and services for pregnant and parenting students allowing equal access to educational opportunities (U.S. Department of Education 2014). However, “despite legal protection under Title IX, pregnant and parenting students often face discrimination in school, including being pushed toward separate education facilities and facing inequitable absence policies” (NCWGE 2012, 56).

According to the National Coalition for Women and Girls in Education (NCWGE 2012), “pregnant and parenting teens face many barriers to enrolling in, attending, and succeeding in school. Without adequate support, many drop out, lowering their chances of finding employment that offers economic security” (56). In 2010, 614,000 pregnancies were among teenage girls aged 15–19 years old, and an additional 11,000 were 14 years and younger (Kost and Henshaw 2014). Adolescent pregnancy and parenting responsibilities directly increases the risk of dropping out of high school; in an U.S. high school dropout study conducted by Bridgeland, DiIulio, and Morison (2006), and sponsored by the Gates Foundation found 33 percent of female and nearly 20 percent of male dropouts attribute becoming a young parent was a key factor in their decision to drop out of high school. Overall the dropout rate in 2013 by race consisted of five percent for Caucasian/White students, seven percent for African American/Black students, and twelve percent for Hispanics (U.S. Department of Education, National Center for Education Statistics, 2015). According to Perper, Peterson, and Manlove (2010), parenting responsibilities impact students' graduation, 51 percent of students who became young parents received a high school degree by the age of 22 in comparison to 89 percent of who did not become a young parent.

Also, according to the Perper et al. study (2010) in “2009 and 2010, roughly 48 percent of all mothers age 15 to 19 lived below the poverty line” (2); and 34 percent of young parents who still reside with their parents lived below the poverty line. Consequently, pregnant and parenting students have severe short and long term effects regarding education, financial success, and the quality of life for their families and communities (Perper, Peterson, and Manlove 2010).

Knowing the Law

“Lack of knowledge of the law is a major hurdle to overcoming discrimination. Measures such as training school officials to understand the rights and needs of pregnant and parenting students and tracking compliance are important for ensuring equal access to education” (NCWGE 2012, 56). Schools represent the catalysts for early intervention regarding parenting students and their children, pregnant and parenting students are often not seen as valuable contributors as students within the school’s setting (Pillow 2004 2006; Wolf 1999). According to Stephens, Wolf, and Batten (2003) few school based programs have consciously defined a set of short-and long-term goals and lack strategic educational and social benchmarks to achieve their desired outcomes. The policy briefs found many school based programs lack necessary and comprehensive support services which are critical to the educational success of pregnant and parenting students; also, insufficient data on services and outcomes needed to assess the effectiveness of the school based programs services are warranted (Stephens, Wolf, and Batten 2003; Wolf, 1999). NCWGE (2012) identified comprehensive services that included “flexible leave options, funding for child care and tutoring, and guidance in developing educational goals” (56); however the policy brief noted obtaining sufficient stable funds was difficult, and necessary to utilize different government and non for profit sources to support school based parenting program services.

What We Don't Know

Again, few school based parent programs have consciously defined a set of short and long term goals, and have developed effective strategies to achieve the desired outcomes (Stephens et al. 2003). Within this study I have explored the PIIP infrastructure within the SLPS district through a case study analysis, documenting the pathways to educational achievement for pregnant and parenting students. There are some studies conducted by the National Coalition for Women and Girls in Education (NCWGE 2012) and the National Women's Law Center (NWLC 2011) that address policy and practice implementation and outcomes; however, greater scholarly research is needed in the urban setting. This study investigated the effectiveness and outcomes of the PIIP parent program based through a social justice/ culturally relevant framework to examine the necessary policies, practices, services, and supports critical to the adolescent parent and child educational and social outcomes; obtaining qualitative data on its aspects and their intended and actual outcomes to assess their effectiveness and necessity of PIIP services. PIIP's persistence within the SLPS district demonstrates possible linkage of a successful parenting program in compliance with the Title IX federal policy, thus implementing comprehensive policies and practices to address and assist pregnant and parenting students on multiple academic and social levels.

Researcher's Role and Personal Interest

I have approached this study from an insider and outsider perspective of the SLPS district and PIIP. I am personally connected to two of the past PIIP directors and have numerous professional and personal contacts in the SLPS district. I am also employed as a manager of a federal grant which specifically addresses the educational and social needs of young adults, 18

and over, and their children at the collegiate level. Prior to this professional role, I was a full time research coordinator, and a part time occupational therapist. I worked in the SLPS district from 2001-2003, as a full time occupational therapist. My educational background consists of a Bachelor's of Science in Occupational Therapy and a Masters of Science in Public Health. My qualitative case study approach to this inquiry was appropriate due to my familiarity with the culture and basic knowledge and research of the school district, the PIIP, and similar teen parent school based programs. I had an interest in this topic because of the longevity and evolution of this adolescent parent program despite the district's challenges over the decades such as struggles with accreditation, and multiple changes in district and building personnel.

Theoretical Framework and Purpose

I used the word empowerment in my title because, "empowerment refers to increasing the spiritual, political, social or economic strength of individuals and communities" (Behal 2013, 38). My specific study has examined the history, policies and procedures, implementation, effectiveness, and outcomes of PIIP through a culturally relevant and social justice framework; exploring how educators implemented policies and practices to deliver a comprehensive school based parenting program to empower their student population.

I have used the concept of culturally responsive educational theory which upholds the belief of "when academic knowledge and skills are situated within the lived experiences and frames of references of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly" (Gay 2002, 106; Gay 2010). By investigating what PIIP infrastructure policies and practices were used to provide comprehensive services to teen parents, this study provides insight into what administrators have done to serve

this population of students and their children (Roxas 2008); documenting in a systematic way the perceptions of the PIIP administrators regarding pros and cons of their experiences with PIIP.

Research Questions

Within this study I have addressed the following question: What specific policies and practices have been used to overcome barriers and challenges, and accomplish desired outcomes within the Parent Infant Interaction Program (Wolf 1999)? This research question further investigated the following:

- How were the policies and practices designed and implemented within a public school setting to support pregnant and parenting students?
- What were the measurable goals and expected outcomes regarding PIIP pregnant and parenting students and their children?
- What general lessons have been learned through in house policy implementation and from the education field regarding comprehensive school based parent programs?

Significance of the Study

This study examined how the policies and practices used within this local school based teenage parent program were implemented, and how these policies and practices impacted teen parents and their families. I have utilized a qualitative approach which includes the triangulation of quantitative/qualitative historical and current data; and case study accounts from the PIIP directors who worked within the SLPS district. My aim was to contribute to the literature through evidence-based data regarding teenage parenting programs, provide and contribute historical and narrative accounts of policies and practices over the 34 year span of this PIIP's teen parenting program within the SLPS district.

Limitations/ Delimitation/ Assumptions

While every effort has been made to present a thorough study there were the following limitations:

- a small number of interviews and/or focus group session(s) based on the number of participants recruited for this study
- limited comprehensive historical data from 1978- 2012 which limits the amount of quantitative/qualitative data available
- the absence of interviews and input from the PIIP students from 1978-2012, which could have potentially provided a secondary source of data for further study on this topic
- accurate historical accounts from the participants regarding PIIP

My delimitation and main assumption was PIIP has policies and practices that empower and/or liberate teen parents to excel academically and socially. Also, my main assumption was, through the analysis records and interview data, this study would provide evidence on how the PIIP directors successfully guided the students through their academic career and empowered the students to obtain a high school degree.

Organization of the Study

The organization of this study includes a literature review regarding the historical context and theoretical framework used in teen parent school based programs and studies. The third chapter reviews the methods section explaining the utilization of the social justice/ cultural responsive framework. The fourth chapter outlines the history of PIIP based on historical data; and the fifth chapter reviews the results and findings of the study utilizing the case study qualitative approach which provides detailed information on each director's experience. The

sixth chapter reviews the data analysis which provides narrative descriptions and themes of the research collected; and the conclusion chapter emphasizes the practical implications of this area of study and recommendations for further research.

Chapter Two - Literature Review

The purpose of this study is to examine the policies and procedures, implementation, effectiveness, and outcomes of PIIP; exploring how educators, policies, practices, curricula, and institutions influenced pregnant and parenting students' education and social development. This research literature chapter will present ideas and concepts about the social/emotional, physical and educative needs of pregnant and parenting students as a basis for framing effective practices in school based settings. A historical review of the evolution of teen parent programs is warranted in order to better understand the infrastructure of the school based program, its historical and current interface with Title IX, the public school system, and the demands and role of its' leaders and participants. I will also explore previous studies which utilized social justice theory, culturally relevant education, and critical feminist theory within school based program studies. My initial literature search included the key words "teenage parent", AND/OR "adolescent parent", AND/OR "school based program" AND/OR "Title IX" in the Search engine EBSCO, using Education Full Text (H.W. Wilson) and PsychInfo database, 110 articles were found, 25 articles were used based on relevance.

Historical Background

Beginning of Adolescent Parent School Based Programs

Pillow (2004) reviews the foundation of housing and management of young pregnant women. The Florence Crittenton (FC) homes for unwed mothers were established in 1880 New

York City, and were instrumental in housing unwed mothers. The FC organization created a network of homes across the U.S. for the unwed mothers, at the height of the organization's productivity there were 76 homes across the nation. The Florence Crittenton organization was seen as a social welfare movement that helped shape societal attitudes about adolescent pregnancy and the role of young / unwed mothers in society. This organization instilled Christian values and exposed the unwed mother to what was considered clean living by the organization. The FC homes decided who was worthy of being a resident and initially turned away African American/Black mothers, and then provided segregated services in the 40's and 50's. Access to healthcare, counseling, home placement, abortion, and adoption was not readily accessible to African Americans/ Blacks during that time period due to blatant discrimination and racism. Historically, the sociocultural context of adolescent pregnancy in the African American/Black community was tolerated and accepted more than adolescent pregnancy in Caucasian/White communities. Historical accounts of African American/Blacks' attitudes on this subject reflect a consistent and uniform theme where marriage was seen as a form of rehabilitation for the African American/ Black young mother, if this was not an option, assistance such as: child care, work opportunities, and/ or informal adoption of the child by family members was made available to assist the young mother in accomplishing her goals (Du Bois 1969; Ladner 1987; Lutrell 2011). From the late 1800's to 1950's young/ unwed mothers were recharacterized from vixen to a fallen woman persona (Pillow 2004). The FC homes were instrumental in shifting the perception of the Caucasian/White teen parent persona during this time period as young mothers who found themselves in desperate situations due to personal circumstances resulting from personal choices or unforeseen obstacles.

Adolescent pregnancy was viewed in 1960-1980's as the young mother was one of us, and how society should accept the young parent as if she was their own daughter, and attempt to aid and guide the young mother (Pillow 2004). However the FC homes continued separate provision of services for young/unwed mothers based on race through the mid 70's. In the late 60's to 80's there was a shift of focus from the unwed mother to adolescent pregnancy. During this time birthrates for teens were at their lowest (Vinovskis 1988). The development of special schools for poor African American/Black young mothers in urban districts in the 1960s reinforced and perpetuated the widely circulated idea that African American young/unwed mothers differed from their Caucasian counterparts (Pillow 2004; Wolfe 2013; Lutrell 2011). Additionally, according to Pillow (2006) historically African American motherhood was not a high priority or concern in the U.S. By the 1970s, "the problem of teen was redefined as a problem that had seeped over into White, middle-class America and thus was worthy of attention" (63).

In the 1980-1990's the discourse regarding the young mother was one of the other girl, used to describe the welfare mom or African American/Black mom, as a social ill of society. During this time White adolescent pregnancy decreased while Black adolescent pregnancy increased (Pillow 2004, 2006). The 1980's brought future legislative acts that restricted income and choice of living for the young mother who received Medicaid benefits, mostly affecting African American young mothers such as: the Welfare Reform Act/ Personal Responsibility Work Opportunity Reconciliation Act (PRWORA) of 1996, and Children's Health Insurance Program (CHIP) of 1997 (Pillow 2004, 2006). In the 1980's, Pillow (2004, 2006) suggests the biggest road block to school reform was denial of the rise in adolescent pregnancy. The public schools environment and administration viewed adolescent pregnancy as either a cold or

disability, which described how much empathy was given to the pregnant adolescent situation. The cold discursive policy viewed adolescent pregnancy as a non-serious matter which would not inhibit education, and no additional services were provided for the young mother during and after pregnancy; a tough love, no excuses approach was used; that worked against Title IX standards (Pillow 2004, 2006). In general a case by case approach for accommodations was used if needed and administration placed the ultimate responsibility of learning on the adolescent parent, specifically the young mother. This disability discursive policy, commonly used in racialized spaces, placed a limit on educational opportunities for the young mother, labeled the young mother as defiant/socially immoral, and removed the teen mom from the regular school setting (Pillow 2004, 2006).

Title IX policy

Title IX was established in 1972, which outlined equal rights in the school system for young mothers; expulsion from school solely based on pregnancy was illegal; thus teen mothers had to voluntarily choose an alternative program, if not the school had to create accommodations for the young mother within the school environment (NCWGE 2012). The PIIP program along with other school based parent programs were established to comply with the Title IX of the Education Act of 1972.

Educational programs receiving funds must adhere to nondiscriminatory practices according to the Title IX of the Education Act of 1972; programs and activities in the k-12 setting focus on academics, student services, counseling, vocation, and athletics (U.S. Department of Education 2014; NCWGE 2012). It is the student's legal right to choose educational options, a choice of alternative or mainstream school environments, and education alternatives cannot be placed on the pregnant or parenting student based on the gender of the parent (Wolf 1999). Also,

if a student chooses a stand-alone alternative, the instructional program must be equal or similar to those offered in the main stream high schools (Wolf, 1999). Also, a school cannot restrict pregnant or parenting student's participation in extra-curricular activities; school personnel can only require permission or notification from a physician to restrict participation in school activities if the activity is detrimental to the student's health (Wolf 1999; Stephens et al. 1999).

The Office for Civil Rights (OCR) enforces Title IX, provides information and guidance to schools, and informs students and their parents of their rights under Title IX (U.S. Department of Education 2014). The National Women's Law Center (2013) report found that a significant amount of pregnant and parenting students and school officials are unaware that Title IX protects students from discrimination. Also, lawsuits are avoided because of the financial and emotional costs, and lack of immediate outcomes; the small number of discriminatory cases does not equate to schools compliance with Title IX.

Historically, less than 10 percent of schools offered services to young mothers prior to Title IX, and currently lack of funding has decreased the implementation and development of Title IX. Interpretations of the regulations of the welfare reform act program and the Temporary Assistance for Needy Families (TANF) vary from state to state (Pillow 2004).

Overview of Adolescent Parent Programs Currently in the Region

First, a local urban multi-faceted hospital system in 1999 established a Teen Pregnancy Center in its maternity wing, which provides multidisciplinary and comprehensive approach to educate and provide developmental life skills to pregnant adolescents. Services are provided to pregnant adolescents who are 17 years old or younger. Complimentary education classes offered at the Teen Pregnancy Center address childbirth, nutritional counseling, life skills, and parenting classes as a part of the prenatal visits (Barnes-Jewish Hospital 2014).

Second, Youth in Need, a non for profit parenting program within the region offers counseling, case management, education and advocacy services for pregnancy, labor/delivery, post-partum and parenting. The program staff includes a therapist and a registered nurse, complimentary parenting education classes which address individual, group and family counseling, case management, and referrals to various community resources (Youth in Need 2014).

Third, a Catholic non for profit agency within the Midwest region provides shelter, support, and treatment for pregnant and/or parenting teens 12-21 years of age who have been referred from the state Department of Social Services. Complimentary services include parenting classes, life skills classes, psychotherapy groups, and professional counseling (Good Shepard Children and Family Services 2014).

Finally, pregnant and parenting students who attend county/suburban schools are often referred to outsourced agencies, due to the absence of specialized teen parenting programs within their school districts. There are Parents as Teachers advocates within the various county school districts curricula who support pregnant and parenting student's success. Their approach is intimate and relationship-based, however not always academically based; and relevant learning experiences are customized for the individual needs of each teen parent, child, and family. The Parents as Teacher advocates within the school districts can be a Parents as Teachers parent educator, school counselor, nurse, or a professional working in a pregnant and parenting student program using the Parents as Teachers national curricula to address the evolving needs of today's teen parents, children, and families (The Children's Advocacy Project 2014).

Theoretical frameworks

Social Justice Theory and Adolescent Parent School Based Program Studies

The social justice theory addresses academic policies by tackling the following issues: addressing pregnant and parenting students, the interaction between non-parenting students and pregnant and parenting students, pregnancy positively affect learning, conducive environments for learning, strength and weakness of programs, and community attitudes. Adolescent parents face societal stereotypes that their classmates, teachers, and administrators have of them which are eventually manifested when the teenage mothers are labeled in categories such as the lustful teens, welfare moms, and neglectful mothers (Kelly 2004; Roxas 2008). Pillow (2006) identifies three areas of discourse in her study: first, the contamination discourse assumes the “sexually active female student, as a pregnant student or as a mother” (67), who will ultimately influence the student body thus evoking immoral and promiscuous behavior among the school population. Second, according to Pillow (2006) the “discourse on education as a responsibility” (74) has impacted what the education matriculation of a parenting student should look like i.e. emphasis on vocational job training, pregnancy prevention, and retraining in values and responsibility. Under this discourse schools take on the responsibility of providing a career track they find acceptable for the pregnant and parenting student based on the fact of the teen’s circumstances. Third, Pillow (2006) described pregnancy as like a cold , where the situation is not viewed as serious, and will only temporarily “affect the students' normal life as a student” (74). Under this discourse it is the student’s responsibility to find the resources, such as childcare and transportation, in order to remain in school. According to Pillow (2006) this “discourse reinforces the idea that education is the pregnant/mothering student's responsibility” (75); and she is obligated “to negotiate with each of her teachers individually rather than the school's

responsibility to implement policies to standardize and protect the rights of the pregnant/mothering student” (75). Similarly, according to Pillow (2006) school administrators have “held views consistent with pregnancy as a disease” (77), and rarely questioned or challenged the school’s practices or treatment toward the pregnant or parenting students. The assumption was pregnant or parenting students do not fit into the traditional school environment, thus separation and removal were justified for the pregnant teen student (Pillow, 2006). The cold or disease discourses have deeply influenced how school personnel have made decisions and policies regarding how to serve pregnant and parenting students (Kelly 2003; Pillow 2006).

Luttrell (2003) a sociologist committed to social justice research, especially in the field of education, conducted an ethnographic study focused on the double crisis of representation, and who has the right to speak about the young mothers as students/sexual beings/ mothers; and how can the teenage parents point of view in regards to culture and adolescent pregnancy be expressed without it being viewed as a stereotype. Luttrell (2003) analyzes her five year ethnographic study into three parts: doing, knowing, and telling. In the doing phase the author realizes she strayed from her original design of learning how the young parents felt about the cultural phenomenon and social problems of adolescent pregnancy in the school setting. The author used self-representation activities to allow for trust and open dialogue between the author and the adolescent parents to occur.

The knowing section of the ethnographic study focused on the authors’ interpersonal interactions with the teenage parents. The author chronicled how her view of money and value of possessions were extremely different from the teenage parents, and how the adolescent parents viewed her as a bearer of goods and a mother figure based on class and status within their school setting. There were times when the author expressed mixed feelings on topics the adolescent

parents discussed involving race, i.e. light vs. dark skin complexion of African Americans/Blacks; and remained silent during these discussions due to her feelings of white privilege, and wanted to avoid racial tension between her and the adolescent parents. The author used the ethnographic research as a form of human relationship between her and the adolescent parents, and as a social art form to bring the science of research and life stories of the participants closer together.

The telling section of the ethnographic study focused on the double crisis of representation, and how the author wanted to tell the stories the adolescents parents shared without misrepresentation. As a result of this study Luttrell (2003) identified three themes that are missing from the current school social justice discussion. First the force of institutional discipline and punishment, second the power of personal feelings, and third the search for respect and responsibility; these themes allowed for open discussions on how to better prepare teachers within the school environment, and allowed for creative expression and thought among the parenting students. Luttrell (2003) used research methodology to cultivate trust and understanding of both sides, the teacher and student, to occur and sparked fundamental changes in the educational practice and curriculum.

Cultural Relevant Educational Framework and Adolescent Parent School Based Program Studies

Ladson-Billings (2009) summarizes culturally relevant education as a curriculum which “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes” (20). Ladson-Billings (2009) used narrative examples, historical facts, and study participant profiles, outlining the differences in the culturally relevant vs. assimilationist teacher. Within this study, Ladson-Billings (2009)

investigated the teachers' conceptions of themselves and others regarding instructional technique, social approaches toward students, and beliefs on how knowledge was disseminated. Ladson-Billings (2009) used literature references and the culturally relevant framework to study how culturally relevant education practices are implemented by the study's participants; specifically looking at teaching ideology and common behaviors, not at individual instructional styles.

Culturally responsive education encompasses the following: "when academic knowledge and skills are situated within the lived experiences and frames of references of students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly" (Gay 2002, 106; Gay 2010). Gay (2010) theory examines how schools address the educational needs of its students, administrators, and the community (Roxas 2008); and Gay (2010) summarizes why it is critical for educators to utilize culturally responsive education by stating:

If educators continue to be ignorant of, ignore, impugn, and silence the cultural orientations, values, and performance styles of ethnically different students, they will persist in imposing cultural hegemony, personal denigration, educational inequity, and academic underachievement upon them (27).

Culturally relevant and responsive practices are critical to student success as evidenced by Ladson-Billings (2009) and Gay (2010, 2002) in order to create pathways of success for adolescent parents.

Critical Feminist Theory and Adolescent Parent School Based Program Studies

Critical feminist theory is a "methodology for reconsidering how educators might understand and rework or reframe their current practices in aiming towards true emancipatory education. Critical feminist theory calls on us to reconsider our existing understandings of knowledge, power, and spaces of empowerment" (De Saxe 2012, 183). Kelly (2000) begins this discussion with the foundation of her study performed in two separate high schools with mostly

working class and poor populations during the time frame of 1992-1995. The critical feminist lens/stance is explained and found most useful during this study, which recognizes people can simultaneously be oppressed and the oppressor in the context of motherhood and adolescent pregnancy. Using the feminist lens, the author challenges political and social views of how the young mother's actions are intentional, and deserving of political/public wrath. Within this view point she determines that teen moms are scapegoats for the social ills that plague society; that being poor is not a direct cause of poverty, welfare does not entice pregnancy nor is it the prime cause, and the decrease in the number of young moms would not reduce the amount of welfare spending (Kelly, 2000, 2003).

Kelly (2000, 2003) reviews the dilemma she encountered conducting, analyzing, and writing in a critical feminist ethnography. She reviews the subject of bias, which potentially affects the credibility of the study. She acknowledges studying up/down/across research groups being useful when performing ethnographic research. The author explains how her study involves multiple directions as she studied the teens/administration/teachers/culture, and how the challenges of doing this endangered the quality of the study at times, and affirmed her views regarding adolescent pregnancy. The author acknowledges using a critical feminist stance challenges assumptions and current policy, and is not easily heard; the issue is who counts as a good mother, worker, and citizen within the school environment and in the end, who counts as a good student (Kelly 2003; Pillow 1997). Kelly (2003) reviews the stereotypes mentioned through the lenses of gender, sexuality, class, and race. Gender and sexuality and societal/religious moral standards are used to define young mothers; and how pregnancy places a spotlight on women's sexuality, which has been used to devalue their place in society; how social class/status can alter the definition of adolescent pregnancy from a negative to a positive; and how race can determine

a negative or positive connotation toward the young mothers. This framework allows for individualistic viewpoints/conversation about choices and responsibility, and challenges social norms and current policy.

Previous Studies of Adolescent Parent School based Programs

Previous studies of adolescent parent school based programs reviewed are based on design/ methodology, implementation, and outcomes. Pillow (2004) addresses the need of reform for school based adolescent pregnancy programs, stating school based programs are necessary but are insufficient. This is based on defining of the young mother in regards to race, type of educational practices, and lack of best practice research. The Roxas (2008) qualitative study concludes comprehensive support services are required in the areas of social service and academics for adolescent parents and their children. If these structures are not in place within the adolescent parent school based program, teachers and administrators should utilize creativity and inventiveness regarding program planning, local resources and community agencies, and local community members to become a part of school in order to help adolescent parents succeed. Creative thinking and inventiveness is critical in program planning for school based adolescent parent programs as highlighted by the Smith Battle (2007) study, the “gap between teen mothers’ aspirations and the support to achieve them suggests that educators and other professionals are missing a critical opportunity to promote teen mothers’ school progress and their long-term educational attainment and success” (369). Also, encouragement and social support as highlighted in the Williams and Sadler (2001) study contributed to a successful school based adolescent parent program; “overall, the encouragement, opportunity for continuing education, and child care assistance the adolescent parents received while enrolled at Celotto Child Care Center most likely contributed to the high percentage of student parents either continuing in

school or graduating” (50). The Zachry (2005) study also confirmed a positive, supportive, and organized school environment is linked to educational achievement of pregnant and parenting students; the “women emphasized that the support and encouragement they received from their teachers was an important factor helping them to remain in school” (2594). In summary, the historical and theoretical information has provided a context for the teenage parent school based program infrastructure.

Chapter Three - Methods

The organization of this methodology chapter includes the research design, the participant selection process, the instrumentation, and a description of the case study's qualitative approach use and rationale; a description of the qualitative content data analysis and narrative themes used within a social justice/cultural responsive framework. The objective and purpose of my specific study is to examine the policies and procedures, implementation, effectiveness, and outcomes of PIIP, through a social justice and culturally relevant framework. I have explored how educators implement policies and practices to deliver a comprehensive school based adolescent parenting program.

Research Design

I chose to use a qualitative case study approach to provide a holistic in depth study which included the utilization of historical information, demographic information, in depth interviews, and focus group sessions. The case study approach (Miles and Huberman 1994) was used to understand the meaning, structure, and process of how this particular program has worked and impacted adolescent parents. This design is appropriate for this study because it contributes toward the understanding of adolescent parent school based programs by providing a description of how PIIP students, directors, administration, and teachers within the SLPS district have created and/or participated in a pedagogy that is socially and culturally aware, and invested in the academic and social emotional needs of adolescent parents and their children. To increase the trustworthiness of the study's findings; I used triangulation to verify and cross check multiple sources of data; and provided an audit trail (Merriam 2002; Yin 2009), which is a detailed explanation of the data collection and analysis methods and how decisions were made throughout the study.

This study could potentially provide school based adolescent parent program administrators and school administrators avenues to understand and positively impact pregnant and parenting students' high school careers through a culturally and socially responsive pedagogy. Specifically, this study answers the following question: What specific strategies have been used to overcome barriers and challenges, and accomplish desired outcomes within the Parent Infant Interaction Program (Wolf 1999)? This research question will further investigate the following:

- How were the policies and practices designed and implemented within a public school setting to support pregnant and parenting students?
- What were the measurable goals and expected outcomes regarding PIIP pregnant and parenting students and their children?
- What general lessons have been learned through in house policy implementation and from the education field regarding comprehensive school based teenage parent programs?

Selection of Participants

PIIP directors were chosen using a convenience sampling approach; all of the past PIIP directors currently reside within the St. Louis community based on pre study investigation. The study took place within the St. Louis Region and only past PIIP directors were included in this study. The Principal Investigator's contact information and consent form was provided, and further information to participate in the focus group interview was also provided. All identification of participants within this study has been kept in confidence, and the transcripts and informal questionnaires have been kept in a password protected electronic file.

Data Sources

I used historical documentation and archives from public resources during the collection. Next, I used the information from Phase I and adapted questions from the Mills et al. (2012) study to inform Phase II- individual interviews and questionnaire items. Finally, I used the individual interviews and the Behavior-Determinant-Intervention (BDI) Logic Model for Working with Young Families (Healthy Teen Network 2014) to inform the questions used in Phase III –focus groups of my study regarding this phenomenon; thus enhancing the validity of my case study through triangulation (Miles and Huberman 1994).

Individual Interviews

Phase II consisted of individual interview questions for the past PIIP administration which focused on the level of support for the program, the school environment, and issues regarding pregnant and parenting students. Also, their relationships with the PIIP participants and school personnel were addressed. Use of a Contact Summary Form: Salient Point in Contact with Theme Codes Assigned (Miles and Huberman 2004) was used to document the type of interviewee, key excerpts from the interview, and the social and cultural themes assigned to key excerpts chosen. Each individual interview was approximately 30-60 minutes in length and was audio taped. I utilized adapted questions from the Mills et al. (2012) study to investigate PIIP administration's perceptions and experiences with supporting young parents engaged in a multicomponent parent support program. The set of preliminary questions are as follow:

Question Set 1: Describe your previous experience working with teenage parents? How have you engaged teenage parents into the group/program? Once they were engaged, what strategies did you use to keep them engaged? What were the key issues for teenage parents in relation to their parenting? What was your approach during parenting issues?

Question Set 2: What were the engagement strategies utilized during your tenure as director – what was the outcome? What strategies used to establish and maintain trust? How, and does the length of time you have known these teenage parents affect your relationships with them? What were the topics/issues discussed? How have you introduced/ implemented parenting education information? How was flexibility used when working with the teenage parents, what strategies were utilized? What kind of relationships have developed between the teenage parents and their importance?

Question Set 3: What strategies have supported learning? What were the structured and unstructured approaches to learning? How have the teachers/instructors supported, or not, PIIP participants within the school environment? How has administration supported, or not, the PIIP personnel at the school level? How has administration supported, or not, the PIIP program overall at the district level?

Focus Group Format

Phase III consisted of one group session conducted by the principal investigator with the PIIP directors, after individual interviews were conducted. The group consisted of two PIIP directors and was audio taped for 61 minutes; the other directors could not participate in the group due to scheduling conflicts. The list of questions was based on the initial themes that emerge from the individual interviews, and the Behavior-Determinant-Intervention (BDI) Logic Model for Working with Young Families (Healthy Teen Network 2014), in the areas of self-sufficiency outcomes and developmental outcomes for children and young mothers and fathers. This is a normed survey which focuses on the administrative task of educators who serve pregnant and parenting students and their families. I transcribed the individual and group

interviews and coded for themes that emerged based on Gay's (2000) framework of culturally responsive education; other emergent codes were also noted and investigated within this study.

Data Collection

The main sources of data collection include PIIP documentation and SLPS district documentation specifically- archived data, and past grant and federal reports. Other sources include the individual interviews and focus group session. The collection period was held from December 2014- April 2015.

Data Analysis

My qualitative content analysis involved use of Emerson's (1995) open coding, and memo-writing to analyze and elaborate on the analytic themes through a social justice, critical feminism, and culturally relevant education framework (Glaser and Strauss 2009). I utilized the Contact Summary Form: Salient Point in Contact with Theme Codes Assigned (Miles and Huberman 2004) which included excerpts from the interview with the social/cultural themes assigned to excerpts based on framework of culturally responsive education (Gay 2010). My data analysis included an interpretational content analysis using Emerson's (1995) open coding and memo-writing to elaborate on the analytic themes through a social justice /culturally relevant education framework. A time line of my data analysis process (Schamber 2000) consisted of: step 1: collecting/transcribing the data, step 2: defining the unit of analysis, step 3: coding the text, Step 4: analyzing my coding consistency, step 5: drawing conclusions from the coded data, step 6: reporting my methods and findings. I conducted my qualitative content analysis using the NVivo 10 computer software, this particular software was chosen by its' user friendly attributes.

By using Sensoy & DiAngelo's (2009) definition of social justice and Gay's (2000) framework of culturally responsive education I have analyzed the policies and procedures,

implementation, effectiveness, and outcomes; exploring how educators implement its policies and practices to deliver a comprehensive school based parenting program. I also emphasized Gay's (2010) culturally responsive education creates a bridge to students' cultural knowledge, life experiences, and learning styles; and how it is the responsibility of educators to cultivate their classrooms and programs to reflect the communities which their students develop and grow. I have used the six characteristics as described in Table 1. (Gay 2010; Roxas 2008); the table is based on Gay's (2010) culturally responsive pedagogy and adapted from the Roxas (2008) study. It has been used as a framework to identify and organize the different themes of PIIP practices and themes within this study. By using this framework adapted from the Roxas (2008) study I have demonstrated how each PIIP administrator member has drawn upon one or more of the elements of culturally responsive pedagogy in the PIIP teen parent school based program.

Table 1.

Framework of culturally responsive education (Gay 2000), adapted from the Roxas (2008) study.

Characteristic	Description
Validating	The PIIP administrators use the cultural or prior knowledge and experiences of the pregnant or parenting student to give relevance to their academic and social learning.
Comprehensive	The development of social and academic learning by utilizing cultural/social curriculum to impart knowledge and skills regarding parenting and academic expectations. Encompasses all facets of the school environment.
Multidimensional	The development of the pregnant or parenting student- PIIP administrator relationships, along with programmatic goals, and outcome assessments.
Empowering	PIIP administrators use problem-solving, situated, cultural scenarios to incite active/ value driven learning among adolescent parents.

Transformative	PIIP administrators use academic success as a mandatory and accessible goal requirement for all adolescent parents. Emphasis placed on skill development in the areas of household and community responsibility.
Emancipatory	PIIP administrators unveil the conceptions of what a pregnant or parenting student role is in the school environment. Encourages pregnant or parenting students of their legal rights and how they can become or remain an active participant in their academic high school career.

Source: Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, (New York: Teachers College Press. 2000). Kevin Roxas, "Keepin' It Real and Relevant: Providing a Culturally Responsive Education to Pregnant and Parenting Teens." (*Multicultural Education* 15, no. 3: 2-9. 2008).

By using a qualitative case study design I have a detailed description (Geertz 1973), with the use of elements within the culturally responsive framework, of how this particular adolescent parent school based program has operated highlighting the impact and challenges (Roxas 2008). Specific attention during the analysis demonstrated how PIIP practices within the SLPS district exemplified Gay's (2010) components of culturally responsive education as defined in Table 1. (Roxas 2008). Also emergent themes (Emerson 1995) have been included based on the data sources and collection materials used throughout the study.

Chapter Four - History of PIIP

In 1968, the SLPS district initially addressed the issue of teenage pregnancy by developing, and partnering with the City Health Department to create the Maternal Infant Care (MIC) pilot program entitled Continued Education Project which was funded by the Danforth Foundation (SLPS 1992; Danforth Foundation 1968). This Continued Education Project in the Meda P. Washington Education Center building provided services and facilities for 120 girls and served as an alternative educational setting for pregnant middle school students and high school students who preferred or did not oppose an isolated self-contained educational setting. Ms. Washington was a continuing education teacher in the school for 15 years and established the curriculum and direction of the school during her tenure that was instrumental in establishing this school in 1968 with the assistance of funding from the Danforth foundation (Danforth Foundation, 1968; SLPS 1992). However, this school did not address the needs of pregnant and parenting students who wanted to remain in the comprehensive middle and high school setting which offered various electives and extracurricular activities (Danforth Foundation 1968; SLPS 1992; Wright 2002).

In 1976, the Danforth Foundation further developed the Continued Education Project by bringing together additional health and educational agencies and organizations to work together to develop a model, the Parent Infant Interaction Program, to be implemented within the SLPS district (SLPS 1992; Danforth Foundation 1976). The Community Schools within the SLPS district were schools open to the community before, during, and after normal school hours, typically seven days a week. Classes at the community schools were offered all year long with strong partnering with the community, they were the ideal facilities for the inception of the

Parent Infant Interaction Program; as identified by the Danforth Foundation and the Continued Education Project (SLPS 1992, 1997; Danforth Foundation 1978).

The original Parent Infant Interaction Program was modeled from the Infant Stimulation /Mother Training Program developed at the University of Cincinnati Medical Center sponsored by a grant from the Charles L. Mott Foundation. The Parent Infant Interaction Program began operation in 1978 at Sigel and Washington Community Schools (SLPS 1992). In spring of 1978, the Danforth Foundation awarded grants to the five additional community middle schools to assist in their pilot plans for the PIIP, additional funding from the Danforth Foundation continued until 1984 (Danforth Foundation 1979,1980,1981,1982,1983, 1984). The program initially targeted pregnant students in order to teach these students prenatal and parenting skills, and provide these students' academic credit at the same time while remaining in school.

Vashon High School was the second high school built for African-American students within the SLPS district in honor of two African-American educators: George Boyer Vashon, the first black graduate of Oberlin College, and his son, John Boyer Vashon (Bosenbecker 2005). Vashon High School became the permanent location for PIIP in August 1978, through a grant from the Charles Stewart Mott Foundation; with outreach satellites at Sumner, Northwest, Health Careers, and Southwest high schools (SLPS 1992). The initial focus of PIIP within the SLPS district consisted of addressing the needs of pregnant and parenting students and their children. In the beginning the program operated during after school hours twelve months a year, developed support groups, encouraged the completion of high school and connected the parents with existing community resources (Mott Foundation 1985). Strong emphasis was placed on pre and postnatal education, parenting skills, the primary care of infants, and the provision of emotional and environmental support for the PIIP parents their infants (SLPS 1992). PIIP began

with three basic program components; Project CORE: Challenging Opportunities, Resources and Experiences, Project Redirection, and the CRIB infant care components. Project CORE: Challenging Opportunities, Resources and Experiences component, offered educational classes for pregnant and parenting students in the areas of prenatal care, child development and parenting skills at the comprehensive high schools within the public school district. The CORE component addressed child development and personal growth, pediatric health care, child safety, discipline vs. punishment, nutrition, choosing a quality day care, and utilizing community resources (SLPS 1991).

In 1981, the CRIB/Infant-Toddler Child Care Center was established as the individualized child care component of PIIP. This component allowed the pregnant and parenting students to attend classes in the comprehensive high school setting while childcare was provided at the same educational site. The Danforth Foundation grant funded this first and only public school in-house child care center for parenting students; which remained the only program in the State of Missouri. In 1983, this center became licensed and was adopted by the SLPS district, and in the 1990's became accredited in the state of Missouri (SLPS 1997).

In addition to the establishment of the CRIB/Infant-Toddler Child Care Center, in 1981-1983 the Ford Foundation and the Manpower Research Demonstration Corporation funded PIIP's Project Redirection component. Project Redirection established a comprehensive volunteer/ role model program and the school instruction component for the pregnant and parenting students at Vashon High School and the other comprehensive high schools within the district. The volunteer/ role model program utilized the Individual Participation Plan (IPP), a multidimensional and comprehensive agreement that takes into account the pregnant and parenting student's individual needs established within the parameters of the broader program

structure. The IPP was drafted collaboratively by the PIIP parent educator, the PIIP student participant, and the role model volunteer; this served as an agreement among all parties regarding the activities, support and academic and parenting goals to be undertaken on behalf of the teen parent. The IPP incorporated both short term and long-range goals and projected program graduation date, and was sensitive to the need of the modification of those goals based on the progress and/or outside factors affecting the student's participation (SLPS 1992). The Project Redirection school instruction component included practicum classes taught by a PIIP parent educator addressing child development and management strategies divided into high school courses: Career Education, Childbirth Education, Family Life Education, and Volunteer Role Model sessions (SLPS 1991). The Career Education class was designed to cover the topics of career descriptions, career readiness, career goals and objectives, time management, and job retention. The Childbirth Education Class was designed to provide pre and postnatal intervention strategies which prepared the student for pregnancy and labor and delivery, while providing education on parenting skills after childbirth. The Family Life Education class was initially designed to explore marriage customs and family life through various cultures regarding family structure, attitudes, and values (SLPS 1992).

Two support groups were established in the 1990's which provided support and guidance for the program; first, the extended family support group, incorporated the teen parents families and the parent educator and focuses on how to assist the teen as a parent and student in high school. Also, a PIIP advisory council consisted of members from the community and the school district to provide leadership and guidance for all of the PIIP components.

In 1992, PIIP sought funding through the state Department of Health and Human Services to design and implement Male Adolescent Parents Project (MAPP), which was

renamed the Male Involvement Component (MIC) in 2000, this component supported and mentored adolescent male parents (Adams 2011; SLPS 1992). This component provided peer counseling and counseling support groups, individual and group counseling sessions; a role model program; parenting and family life classes; and referrals to community based agencies (SLPS 1997; Adams 2011). The Prenatal Literacy and Adolescent Nurturing (PLAN) component encompassed services designed to meet the individual needs of prenatal and parenting students, including: Parents as Teachers (PAT) group meetings, child development screenings, and developmentally appropriate parent/child activities” (Adams 2011).

Through the cooperative funding efforts of the Danforth Foundation, Charles Stewart Mott Foundation, The Manpower Demonstration Research Corporation and the SLPS, PIIP has continued to expand its services and has increased the number of pregnant and parenting adolescents from 60 in 1978, to over 200 students annually served district wide during the 1990’s. Also, during the 1990- 2000’s PIIP sought grant funding from other sources to supplement their program, SLPS and the state childcare subsidies were the foundation, however grant funding provided a tremendous opportunity to fund initiatives within the program, adding at least one hundred new participants in between the CORE and Project Redirection components every school year (SLPS 1992, 1997). First, the Urban League, a non for profit civil rights organization, in 1997 sponsored the PIIP role model program to positively influence the growth of the student mothers and fathers. Second, the Human Development Corporation sponsored the implementation of PIIP core initiatives through a summer project involving data collection and analysis services to keep track of the pregnant/parenting students (SLPS 1997). Third, the PIIP Safe Futures Programs in the St. Louis region was funded by the Department of Health and Human Services for five years to assist at risk children and adolescents in SLPS

(Curry and Decker 1996; SLPS 1997). Fourth, the Missouri Department of Secondary Education Child Care Development Fund Grant for the PIIP child care center and ongoing core component projects (SLPS 1997). Fifth, in the early 2000's the Dollar General and Barbara Bush foundation grants funded PIIP's literacy goals building on existing PIIP core components for the pregnant and parenting students district wide. Lastly, PIIP was selected as a winner of 1995 Outstanding Achievement award by National Organization on Adolescent Pregnancy, Parenting and Prevention, Inc., currently known as the Healthy Teen Network.

PIIP utilizes a case management model (SLPS 1992) which includes the PIIP staff (director, parent educator, and child care employees), the teachers, counselors, social workers, and community agencies to assist the pregnant and parenting students. A pregnant or parenting student may be referred to PIIP services by any school district employee, an organization or agency, or the student can also require about PIIP independently. In summary, PIIP has an extensive history in the community utilizing grant, agency, and state resources. The information presented in this chapter chronicles the highlights and instrumental changes of the program; chapter five will provide additional historical information from the directors' point of view.

Chapter Five - Results and Findings

This chapter is organized to first introduce the professional background of the study participants and their individual career trajectory. Next, the study participants described their perceptions and experiences as a PIIP director in the in-depth interview in response to the following research questions which informed this study (Mills et. al 2012):

Question Set 1: Describe your previous experience working with teenage parents? How have you engaged teenage parents into the group/program? Once they were engaged, what strategies did you used to keep them engaged? What were the key issues for teenage parents in relation to their parenting? What was your approach during parenting issues?

Question Set 2: What were the engagement strategies utilized during your tenure as director – what was the outcome? What strategies used to establish and maintain trust? How, and does the length of time you have known these teenage parents affect your relationships with them? What were the topics/issues discussed? How have you introduced/ implemented parenting education information? How was flexibility used when working with the teenage parents, what strategies were utilized? What kind of relationships have developed between the teenage parents and their importance?

Question Set 3: What strategies have supported learning? What were the structured and unstructured approaches to learning? How have the teachers/instructors supported, or not, PIIP participants within the school environment? How has administration supported, or not, the PIIP personnel at the school level? How has administration supported, or not, the PIIP program overall at the district level?

Also, I used the adapted group research questions, which informed this study from the Behavior-Determinant-Intervention (BDI) Logic Model for Working with Young Families

(Healthy Teen Network 2014) and Mangino (2008) study, in the areas of teen parent self-sufficiency outcomes and developmental outcomes for children and young mothers and fathers along with follow up questions from the individual interviews: What were the participants' goals for the future when they were high school? Did those goals change after becoming a parent, if so how? As a collective, did the PIIP participants' think they were able to complete high school and succeed after becoming a parent, if so how? What did PIIP suggest or instill in the teens?

Because the school district was predominately African American how did you use the aspects of African American culture in the PIIP program? Was there any other in school or district programs that were supportive to the participants' needs? If so, who and how? Were there any other programs or agencies outside of the school district that were supportive to the participants' needs? If so, who and how? How has PIIP survived since 1978? What were some of the challenges as an administrator during your tenure? What skill set education/experience is required to be an effective director in PIIP?

In the Batten and Stowell (1996) policy brief, in which the PIIP program was mentioned, states:

Education programs should include a mix of program and delivery strategies including a practicum or learn-by-doing teaching method, observation of parent/child interaction, peer support, recreational programming, and activities that include and support the adolescent parent's family (19).

I will present the findings of this study, which exemplifies this multifaceted school based parenting program (Batten and Stowel 1996) along with the success and challenges of the program through the lens of a culturally relevant framework.

Background of the Participants

The participant's names have been changed to adhere to the confidentiality of the study. There were seven potential participants who fit the criteria for this study; however two directors were not available for the study. The directors ranged in age from 38 to 85 years old, and all were African American women. One participant reported two years as a PIIP director, and four PIIP directors had four to eleven years of service. The two non-participants had a combined total of eight years of experience as a PIIP director. All five administrators had previous experience working with adolescent parents: two directors served as previous PIIP parent educators, one director served as an assistant director of PIIP, two directors worked for non for profit agencies prior to being at PIIP director; three of the directors served in prior roles in the school district as a social worker, a psychologist, and a retention program director within SLPS.

Initially, the participants were asked if they were advising an incoming PIIP director currently, what they would emphasize to that director in order for them to have a successful, or an effective presence as a director, their statements are as follows:

..... I would say to a future director that you have to have compassion. I would say the compassion, the commitment, the willingness to hear, to listen and not to judge, don't jump into judgment. Listening and willing to be that outstretched hand to each and every young woman that they encounter, to believe that teen mothers can succeed, that their lives are not doomed. Every young mother that comes their way, you have to paint that picture, and then create that vision with them because for some of them that's all they have. Helping them envision a life of success, you have to be committed to that. (Diane Phillips, personal interview, February 26, 2015)

Listen to your teen parent listen to your staff, be very supportive, have that open door policy but make sure you maintain that confidentiality. (Destiny Johnson, personal interview, February 08, 2015)

Just make sure that you are accessible to the students. They understand that you are there to assist them, and making sure that there are goals for them to complete high school and be successful parents. That you are consistent, I think we cannot not have expectations for them in terms of what they need to do. I don't think that we should be in there to do everything for them, and not have any expectations for them. You have to talk to them

like you would talk to any mother you are working with just like anywhere else. If you are still having problems with them then you need to refer them or something, but do not talk to them like they are stupid, and incompetent. This is a learning process for them, and we should model appropriate behavior. (Harolyn Baker, personal interview, January 29, 2015)

I will just say always present a friendly attitude and that the attitude that you know you are helping someone, your emphasis should be on making sure that this young lady gets their high school diploma and is prepared to go to college. Have the attitude that education is good, *this is good for me and is good for my child and something I want to pass on to my child*. Always keep it in a positive attitude and everything that you say, everything that you do should be on the positive side of supporting education for this young lady and for her child and for her parents and for her man or the person in her life. (Naomi Alexander, personal interview, February 12, 2015)

It has to be about the students it's not about you, that's what I have to tell my staff it has to be about the students if the students weren't here then there would be no job. So it's got to be about what's in the best interest of not just the little kids but the teens and a lot of the times they (the staff) wanted to focus on little kids and forget about the teens, and it's got to be about the teens. (Nicole Hamilton, personal interview, January 21, 2015)

The directors brought a unique perspective regarding what skill set or focus would benefit a director, which has been critical to the continuation of the program and frames their own individual case story presented in this chapter. The findings of this study exemplified this multifaceted school based parenting program (Batten and Stowel 1996) along with the success and challenges of the program through the lens of a culturally relevant educational framework. Each case study was primarily based on the analysis of interview transcripts, reviewed historical school district documents; and theoretical frameworks used to supplement interview conversations as well as formal and informal conversations.

Case Studies

Diane Phillips

Diane Phillips, when interviewed, was a director of a not for profit agency, who had over 30 years of experience working with young parents and families. She shared her experience of supervising the program's child care centers at the comprehensive high school with 30 children

enrolled, overseeing the Project Redirection component classes district wide with 200 students enrolled annually, and managing a staff of 17 people. She provided a unique perspective as an assistant director and director of various non for profit agencies within the St. Louis Region; she also has been an associate minister for over 20 years. Her leadership as a PIIP director was significant, where funding and integration of the CRIB childcare facility was established in the comprehensive high school setting. She states the following regarding her experience overall as a PIIP director:

What we were attempting to do was provide a broader and much longer range of services for young women. Some of the strategies that we put in place were pretty numerous, and we also were making sure that we were able to establish peer support groups after school and at all of the major high schools. Between that and the special activities that we have on the ground, that kept them (the students) attracted, we were able to establish relationships and that was the importance of having the advisory group, which was different from the typical advisory group at the high school. (Diane Phillips, personal interview, February 26, 2015)

The advisory group she mentioned was instrumental in providing and connecting the PIIP program with resources such as grant opportunities, community alliances, and volunteer services. This was part of the comprehensive culturally responsible practices which involve “teachers, counselors, administrator, and support staff, the classroom, the school, and the district, formal and informal dimensions of schooling, and teaching through cultural diversity across the entire school curriculum” (Gay 2010, 32)

Comprehensive practices (Gay 2010) were also demonstrated in the PIIP program by Ms. Phillips where “students are engaged in caring relationships, shared resources, and worked closely together with the teacher to obtain learning outcomes” (32), Phillips stated the following:

I would say, that was the only way we could make the program successful, was to build in flexibility, that was the only way we could keep them in high school and to help them to finish high school was to be a little more flexible than the typical faculty member or typical school based program. Given the situations that they were living in, given the

situations, many of them were far behind in school. They could come to the infant care center and our space, our entire space was open for them, where they can come and study. The role models that we had in that program, volunteered for our program, and there were tutors as well, if tutoring was needed. We kept up with their grades which means that we had to have relationships with their teachers, their teachers have to know that they were in our program. (Diane Phillips, personal interview, February 26, 2015)

Ms. Phillips emphasized personal responsibility to the pregnant and parenting students during her tenure as director, this emancipatory instruction (Gay 2010) used in the PIIP career education class gave the students an active voice in their academic career, Phillips states the following:

There was the career education class, they were a part of, and I think that was the most structured besides what we did in the advisory groups.... It was more than just a gathering and in the morning of the students and taking attendance for the day or that kind of thing. There were topics that you had to discuss and naturally such as: the school calendar, test taking time, when you can change your courses. All of those kinds of things we kept up with so that we were their advisors. We can advise them on when they needed to change a course if they saw themselves failing and so on. Then from that, to our career education class, that was tied to their academic performance. That was the way to keep us plugged in on the academic side, so that we can help them prepare for careers that were more appropriate for them at that given time, whether it was community college, going into college, getting in a trade, and all of those kinds of things. (Diane Phillips, personal interview, February 26, 2015)

Ms. Phillips used the emancipatory process along with the resources within PIIP to encourage insightful thinking among the students (Gay 2010). Along with this, the concept of empowerment to assist students with the belief that they can succeed as a parent and student (Gay 2010) once given the tools needed, thus as a director Ms. Phillips began speaking about the issues they had to address as a program and the infrastructures they put into place to assist the students achieve success:

The key issues were ... lack of child development knowledge, lack of parenting knowledge. We know that they were at an age where they were transitioning and changing, even the whole brain development at that time. You have brain development going on at the same time as the child's brain development. Those were issues that created confusion within the adolescent mother. Then there was the issue of peer pressure. The non-parenting, if there is a friendship with non-parents then there was always pressure to want to keep up with the friends. That was always a problem. Those

were really the issues, and then the balancing parenting with school. (Diane Phillips, personal interview, February 26, 2015)

Ms. Phillips continued with the issues they had to address as a program specifically speaking about the issues with the grandparents, a few directors mentioned the influence of the parenting students' parents on their decision making:

Also, the grandparents were very influential over what happened with the grand baby. The young mother could not parent her own child because of the grandparent interfering in it. We had young women who lived in a home where there was four generations. So when you also have a great grandparent, you have all of these parents trying to tell this young woman what to do, which was part of my concern. (Diane Phillips, personal interview, February 26, 2015)

Ms. Phillips continued with the issues they had to address as a program specifically targeting issues of child development and the parenting students' knowledge of how to appropriately care for their infant or child:

Another key issue was the failure to thrive, I think this just goes back to probably parenting and child development and just understanding how to take care of a child but really in the infant care center we had to teach them basic things about nurturing and bonding with the child, talking with the child, knowing when the child was not getting enough milk. Another thing, because of where we sat at the time with Vashon and where the young women lived, many times, I'm not exaggerating, this is, I remember this like it was yesterday, babies would come with roaches in their diapers or would come with roaches in their bottles, all because they lived in infested areas. (Diane Phillips, personal interview, February 26, 2015)

Ms. Phillips addressed these issues through a multidimensional and transformative lens (Gay 2010), multidimensional by setting the tone of the management of the program, and the relationship between the PIIP staff and the pregnant and parenting students:

...a lot was needed in terms of strengthening the program, keeping funding coming to the program as well as having the program being institutionalized within the St. Louis public schools. At that time it was receiving yearly funding from the Danforth Foundation. When I was brought onboard there was the Crib/Infant Care Center that was a little fledgling center about seven or eight babies. A lot of things, when I think of strategies, I quickly looked at merging the Crib with PIIP, so that it was one entity... The topics, the curriculum and the discussions we divided up for the entire semester, per every month for every week, and it was broken out. I'm trying to think back then how we broke that down, it's like, if you considered the fact that we had young women who were pregnant,

young women who were already parents and had just come into the program, so they were all over the place, they did not start at the same time of pregnancy or time of parenting. Everything was designed because that was the only way that we could be legitimized and approved by the school was to have a way of curriculum with the syllabus that had to be followed, that grades could be given and grades recorded, and then graduation, their credits in high school would be honored through what we were doing... (Diane Phillips, personal interview, February 26, 2015)

Ms. Phillips also met the management challenge of expanding the child care component of the program; their state license kept increasing for the number of children and the physical space kept increasing along with it due to the number of young women who were asking for services. However, the only transportation was the school bus at that time, which posed a problem because the parenting students could not take the school bus with their children. Ms. Phillips recalls purchasing public bus vouchers for the young mothers to come to school with their babies, washing machines and dryers for the child care center; and soliciting help from local agencies to ensure that the children in their care were nourished, clean, and thriving while in their care. Ms. Phillips in conjunction with other allies of the program accomplished obtaining the support of the board to institutionalize the program. She recalled allies like the coalition of 100 Black Women which helped establish the role model program and the Ford Foundation, which subsequently started the project redirection component. Both program components which assisted and equipped the young ladies with the ability to make healthy choices and wise decision making in their school and personal lives.

Ms. Phillips, through the transformative lens, used engagement strategies and flexibility to keep the students motivated to excel and become productive members of their community and society (Gay 2010):

We kept them engaged by a number of ways. First of all, we were included, and we were asked to be included in all faculty efforts, which means, that we were noted as part of the faculty. With that, we kept up with the activities of the school and we were able to work with social workers and counselors to support these young women. Some of the

professionals have been teen moms themselves and they would share with our young women the struggles that they had, and how they survived. How they weathered the storm, and arrived at where they are, and what it took to do that. So, that one-on-one, that consistency, we were always there, the trust that we were listening to them, that we cared about them, we went to bat for them. When I say that, I mean talking to teachers, talking to counselors, finding resources for them, and just being available. When you establish relationships with these young women and their families, you know what is and what isn't. That helps along with being a little bit more flexible. (Diane Phillips, personal interview, February 26, 2015)

Ms. Phillip's tenure was in the early years of the program and with her leadership she was able to establish and solidify two of the components that are still in use presently. She reminisced fondly over her tenure as director and stated she was proud of the work she accomplished then and since being a PIIP director.

Destiny Johnson

Destiny Johnson was one of the younger former PIIP directors, she had been a parent educator for over ten years prior to becoming the director of the program, and she is currently a director of a not for profit organization. She shared her unique experience of supervising the program with child care centers at the three different comprehensive high schools with 80 children enrolled, overseeing the Project Redirection component district wide with 300 students, and managing a staff of 17 people.

Ms. Johnson emphasized addressing the whole student using academic, social, and cultural aspects to teach skills and values to the pregnant and parenting teens and establishes trust (Gay 2010; Ladson- Billings 2009):

We would provide food and different gifts...around the holidays I would try to make sure I would give a little basket, like the mothers from one year, my first year on mother's day we did mother's day baskets, like buckets actually, and we made bath salt, and we put different little finger nail polish and lip gloss and things like that and that made them feel good, and we noticed that the more we gave to them the more they came and they would spread the word and let their friends know *hey they take care of us*. If the babies needed milk and they were out I would go buy milk, if they were out of diapers for the month I've gone out and bought necessities for them and it made them feel like somebody cared

and that was a big part of our recruitment showing them that *hey she cares about us let's go, she's going to take care of our babies*. (Destiny Johnson, personal interview, February 08, 2015)

Ms. Johnson spoke in depth about the establishment of the open door policy with her students which she believed establish trust with the parents:

We had an open door policy and the open door policy was a big help to let them know that they could come and talk to us anytime they wanted to. Now with the open door policy I made it clear, don't just come in and talk to us because you want to get out of class they respected that they knew that PIIP was not a hangout spot. If you're coming to the PIIP, if the teacher allowed you to come, you had to come with a hall pass to let me know that you have permission to be here not just hanging out. We also provided hall passes for them to go to class once they brought their babies in they go to class they could come and sit down at lunch and sit down with their babies, if their babies were awake they could come and sit with their babies. But I think the open door policy is really what helped in addition to providing them with the necessities that they needed. (Destiny Johnson, personal interview, February 08, 2015)

Johnson uses a comprehensive lens (Gay 2010) to challenge preconceived beliefs of what PIIP's role was in the school setting:

I think from a district stand point the focus was on the daycare and having the daycare, even though we had this available they weren't understanding the fact that we have they're other child care facilities out there and grandmothers, aunts, uncles also caring for these children. And they (the administration) felt that if there was a pregnant teen in our school they should be bringing their child to the day care and you couldn't I couldn't force anybody to bring their child. They weren't understanding that, and I think it just became about the day care and only the daycare, not yeah you (administration) want your attendance to come up but... we have to also look at yes we are a daycare yes we are in a school but we are providing the academic support we are providing the moral support for these young ladies, but we have to be understanding to their needs and what they're going through and I don't think they (administration) fully understood that. (Destiny Johnson, personal interview, February 08, 2015)

She used her roles as a PIIP director and former parent educator to address the students' progress academically and serve as and liaison:

I would pull grades, I would also have them bring in report cards when progress reports came out I would have them bring in their report cards so we could see them. If I saw somebody struggling in an area I would go with them to the teacher to see what we could do to help bring their grade up. I provided a studying space if they needed to use the computer they could come down to the PIIP and use one of the computers to do their

work on. I would go to the counselor with them to see where they stood credit wise and look at what classes they needed to take if they didn't need to take it we would rearrange their schedule. (Destiny Johnson, personal interview, February 08, 2015)

Ms. Johnson also provided extended services which allowed students to focus closely and concentrate more thoroughly on learning tasks (Gay, 2010) and the high school experience, Johnson offered after school care to her students to allow for participation in sports and other extracurricular activities, she states the following:

We had the after school hours so if they needed to meet with a teacher if they had any extracurricular activities: cheerleading, track, basketball. Because we did have athletes and we did have childcare for them and it was up until they were finish with their sport even if we have had instances were some of them would go to a track meet and they didn't have anyone to come and get their child and we knew that it would be pass 5:30 or 6:00 we still would have someone to keep the baby. I even if a staff member wasn't able to stay I would stay I had no problems with being flexible and pitching in with the staff. (Destiny Johnson, personal interview, February 08, 2015)

As a young mother herself Johnson emphasized the importance establishing a support system, she expresses:

I saw they needed a moral support, they needed emotional support, being young and being in high school just going through the hormonal changes of being pregnant their emotions were all over the place and they needed somebody to help them work through that so I found myself being a support system to discuss parenting with them because sometimes they couldn't get past knowing where they were going to sleep when they left school that day or they were not knowing how to feel about the fact that the father was no longer in the picture. Or trying to deal with their mother wanting to take over and wanting to run their lives them being pregnant and the decisions they wanted to make with their babies so I wanted to help them balance out and figure out how to handle those situations and try to be as stress free as possible...we would just talk to them based off of our experiences because the majority of the staff, I think I may have had only one staff member that didn't have any children, all of us were mothers that had teenagers and our experiences with raising children, we shared that with them. (Destiny Johnson, personal interview, February 08, 2015)

Also, Ms. Johnson was one of the few directors that spoke on child development and engagement of the pregnant and parenting students in age appropriate activities for their child:

We would talk about child development we would do activities, the classrooms were set up where each classroom would have an activity set up based on the age of that classroom and they would, the teachers would provide child development information based on that child's age, and so they would do those activities with the children we would discuss, when we were together without the children, we would discuss real life situations, everyday life they were going through, how to deal with a teacher they felt was mistreating them sort to speak. (Destiny Johnson, personal interview, February 08, 2015)

Using a multidimensional framework (Gay 2010), Ms. Johnson was proactive in the referral process; her management style focused on engagement of the parent and non-parent as a way to inform the whole student community on parenting information.

We would send information out to the students to their homes we would look at the information we received from the nurses letting us know who we had that were expecting and we would send them information on the PIIP program we would do parenting sessions even if they didn't have a baby that was in PIIP they could still be a part of the group meetings we provided for them. (Destiny Johnson, personal interview, February 08, 2015)

Ms. Johnson met challenges within the district as far as increasing the number of students in the program and the number of children in the child care centers:

The funding that was being provided for the two new centers it was for a certain number of years when it came time to it, I guess they were looking for renew the funding they were asking for certain things to meet as far as attendance, and I just felt like those committee of people that were giving those guidelines did not have a clear understanding of our teen parents. (Destiny Johnson, personal interview, February 08, 2015)

She saw the program through the lens of being a PIIP parent educator and director and knew what was necessary to engage pregnant and parenting students. District restructuring moved Ms. Johnson out of her position abruptly, however she has taken her experience and skills set to another not for profit to assist other young parents.

Harolyn Baker

Harolyn Baker, was a PIIP role/model volunteer, parent educator, and held an administrative position prior to becoming a PIIP director. She spoke heavily about community

engagement and advocacy, which she believed was the foundation of the program. She recalled an average of 300 students using PIIP services district wide through the Project Redirection component classes, supervising the program's child care center at the comprehensive high school with 30 children enrolled, and managed a staff of 15.

Through a comprehensive lens Ms. Baker looked at the participants as "members of an extending family, assisting, supporting, and encouraging one another" (Gay 2010, 33), Baker described how she engaged the participants in PIIP males and female participants through the various programs used:

The programs that we offered, we tried to make sure that we involved the parents, there could be fathers and they were offered support. We tried to have monthly activities. That was part of the curriculum. Provide monthly exposure, everything like we would always have something that involved the family oriented activity for Christmas... That's part of creating a curriculum that you engage the families in the activities. Some of the girls had never heard of some of the things we celebrated like Mardi Gras and things like that. We did Kwanzaa also and they got to do some research on the activities, and presented at the program meetings. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker describes the challenges she faced with the school district ranging from transportation, where the program had to set aside funding for the young mothers for cab fare to and from school; because it was a liability, the school district prohibited the young mothers to ride the school bus with their small children. Baker also utilized her relationships with other school personnel as a former social worker in the district to advocate for the parenting students:

I worked closely with the counselors, and I had a special relationship with them because I worked in the same office as they did for years. I made sure that they had whatever, because at many times there were girls who were just kind of left out, they were out of the loop in terms of, things that were available to them, like if they were planning on going to college or something. ((Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker filled in the gap in the parenting student's home life to assist with achieving the next steps after high school graduation, as she recalls:

They really didn't have anybody that would help them with the paperwork, they didn't. I typed essays; I have hand carried stuff to the post office. I'd call grandparents, and go on a job interviews, I'd pick up forms. I have set the meetings; I have gone to do things with them. I've taken them to college... I will do things for them, but I don't like to take over, and overstep their parents. (Harolyn Baker, personal interview, January 29, 2015)

Essentially using a culturally relevant education lens (Gay 2010), Ms. Baker created a bridge between student's home and school lives, while still upholding the expectations of the school (Ladson- Billings 2009). "I try to involve them as much as I can but I have done just about everything in terms of making sure they get those applications in, and they get what they need, I researched scholarships for them." (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker reflected on the success of the PIIP interventions upon the students' behalf. "They have gone on to college and been very successful, down to the people who are special education students who just really were so low that their skill level is minimal, that they could barely take care of themselves, ...we have been there as representatives for those kids when their families were unavailable." (Harolyn Baker, personal interview, January 29, 2015) It became apparent to Baker that curriculum was needed to validate and impart a sense of pride in the parenting students (Gay, 2010). She gives an example of the morale amongst some of the parenting students regarding the parenting student's outlook on their future:

...initially they had not thought about what they wanted to do. Nobody helped them to establishing any goals. They just kind of live day-to-day and parents didn't have a lot of expectations for them, so the baby interrupted nothing. I'll never forget that, and I thought how sad that was. That they had nothing in their life that the baby stopped them from doing, because they hadn't planned of going to college. If they graduate okay, but they didn't okay, because, a lot of their mothers, grandmothers maybe graduated, maybe they didn't, and they had babies and their life went on, there is nothing that really interrupted anything for many of them. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker began to change the culture of the program by imparting responsibility and challenging the young mothers to invest in themselves and their children. There was a monetary

amount of \$20 monthly young ladies were asked to pay prior to Baker's tenure to establish responsibility amongst the young parents; however she changed this policy based on the following:

We knew a lot of them (students) didn't have \$20 a month because the mother got the money (government assistance). They could either work it off or do stuff like learn new words (vocabulary words) and use them. . . . or stay after school, and read a story to their child, and they would get credit for that kind of stuff. It's important that they be participants in this, and not enable these children, they feel like this was something they were entitled to, or this was a way of life. Yeah, we always felt it was important that they make an effort to try to pay something, we were telling them like, it's like a bag of chips and soda or something. You sacrifice that, because you are supporting your child. (Harolyn Baker, personal interview, January 29, 2015)

Also, Ms. Baker noticed a lot of the young ladies goals were in her words "minimal and temporary like wanting an apartment" (Harolyn Baker, personal interview, January 29, 2015), however she realized that was a big goal for a lot of the girls due to the fact that their living situations included living with their parents and siblings which posed a challenge for a lot of the parenting students. "They wanted an apartment, and wanting to have some place of their own, and that was what they looked forward to" (Harolyn Baker, personal interview, January 29, 2015). Baker challenged the participants of the program through the curriculum, "like, in the family life class, where they would have to go and buy an apartment, and furnish the apartment, and we had pretend jobs and stuff. They had to figure out the wages, how to write checks, and all that kind of stuff." (Harolyn Baker, personal interview, January 29, 2015)

Empowering cultural responsive education "allows students to be better human beings and more successful students" (Gay 2010, 34), Ms. Baker demonstrated this in her leadership, she assisted the parenting student by bringing in area resources from health centers to talk about navigating the healthcare system, how to make an appointment for their children. Also Ms. Baker provided career exploration and learning through the curriculum taught in the PIIP classes:

.... we tried to provide support to the young ladies, and young men that were having family issues. We tried to work things out with having conferences with parents, conferences with the children and the students; and sometimes you just have to teach them how to survive. I talked to them about life skills, what their plans were after they graduated, if they graduated. About the options that were available to them, just goal setting. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker also covered sensitive topics of discussion in the PIIP program; “we brought drug counselors in, and they talked about different drugs with the kids and talked about STDs and all that, we always provide that type of information. We brought graphic photos in what you look like when you get gonorrhea” (Harolyn Baker, personal interview, January 29, 2015)

Overall, Ms. Baker’s philosophy was summarized by the following: “I think we brought in people and helped them along the way, where maybe if they had just been out there on their own I don’t think they would have gotten the attention that we provided for them.” (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker emphasized that trust was key to building relationships with the parenting students:

I’d always make sure they understood that whatever we discussed was confidential. I was a trained social worker, a lot of them over time I built that relationship with being in that setting for so long, I worked with many of the families in that area. I worked at the elementary school, feeder school.” (Harolyn Baker, personal interview, January 29, 2015)

She utilized her relationships from the days she worked as a social worker and could draw upon that experience to connect with the parenting students, “I had people where I knew their whole families sometimes. I worked in the Blummeyer at the old Vashon and Carver schools...I felt that they knew they could trust me. That I was always about the students and that I would be there for them. I would stick up for them at school.”(Harolyn Baker, personal interview, January 29, 2015) Ms. Baker expressed how it was critical the program was multidimensional (Gay 2010) in order to meet the need of the pregnant and parenting students academically outside of the school environment and within the school environment:

That was one thing that we did, when they were out for delivery, we tried to work out where they could follow their assignments through us, and make sure that they were able to keep up and we contacted them, call them and make sure they got back to school, that was a biggie sometimes. They had conflicts, and a lot of conflicts revolved around the classroom teacher with their children and the other girls, and sometimes staff at the high school was just... I would have to intercede for them a lot of times with the classroom teacher. (Harolyn Baker, personal interview, January 29, 2015)

Transformative culturally relevant education addresses the development of social consciousness and personal efficacy (Gay 2010). Ms. Baker acknowledges this in her explanation of dual development where “they are growing and they are children, they are still children even though they are parents; we are dealing with them growing up, going through all the things that teenagers go through, and being heavily responsible for a child.” (Harolyn Baker, personal interview, January 29, 2015) Ms. Baker emphasized the understanding a child development, what their child needs:

They are on those teen years, they are always self-centered and they are all about themselves, and that’s the developmental stage they are supposed to go through, but we try to make sure that they understand that they are responsible for their child. Yes they have things with their parents, their role in the family now that they are a mother and they are still living with their moms, and getting along with classmates and the staff. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker is now retired from SLPS; she reflected on her time as a PIIP parent educator, assistant director, and director as a meaningful time within her career. She continues to work with young people within a local school district as a teacher.

Naomi Alexander.

Naomi Alexander served as teacher and an administrative leader within SLPS prior to taking on the role of PIIP director, Ms. Alexander had the longest tenure of all of the PIIP directors. She emphasizes the history of the school district, and emphasized grant funding and the expansion of PIIP services such as the Male Involvement component as some of her top priorities while

serving as director. She recalls serving 20-40 children at the one child care center, servicing an average of 200 students through the Project Redirection component classes, and managing a staff of 10 employees during her tenure as a PIIP director.

Ms. Alexander viewed her responsibility of teaching the whole child and she used a comprehensive approach by “putting out the information into the school system, I would talk to principals, talk to teachers”. (Naomi Alexander, personal interview, February 12, 2015) Through this approach she learned that everyone was not an advocate of the program:

That’s how I found out about the attitudes that some of the teachers had toward a program like this and even in the building of Vashon attended meetings and asked them to be put on the program so that I could talk to teachers. Because you really had teachers who objected to us doing this type of service, because they didn’t understand what your values were and why you were doing it. Your concern was for the child and for the education of that mother and you were just trying to make sure that this girl received their high school education. (Nicole Alexander, pers. comm.)

Ms. Alexander used empowerment to build a community where the pregnant and parenting teen voices would be heard and validated by their peers; “what I would call peer counseling, peer training and allowing students to sit with their classmates or promoting that type of thought that they could sit together and talk out their problems. I found that young people really enjoyed and became involved in that type of thing.” (Naomi Alexander, personal interview, February 12, 2015) She also provided a unique perspective on the consciousness of African Americans, this also mentioned in the literature review; where the sociocultural context of teen pregnancy in the African American/Black community was tolerated and accepted more than in Caucasian/White communities. Ms. Alexander states:

Abortion in black communities just was not a big concern. Because parents, our parents, black parents now it is kind of a social issue, they didn’t believe that you should abort a child, they hid it and really every family has secrets. You don’t know what the real reason was but most grandparents accepted the child and just said, *well it was better to have the child than to abort the child.* (Naomi Alexander, personal interview, February 12, 2015)

She continued by providing her unique perspective on the consciousness of African Americans in terms of spiritual beliefs and schools:

I am just saying that prayer was a big part of teaching, when I started teaching and I remember that was way back in the '50s. I never stopped prayer and I said that they can say what they want to say, but you don't have to, you can pray I would have my kids about it in the morning and you can say a prayer to yourself, you're not saying it so loud so anybody else can hear your prayer. Nobody can tell you not to pray. (Naomi Alexander, personal interview, February 12, 2015)

She went on to express how the culture expanded to allow a program like PIIP to exist and thrive within SLPS:

In that school (Meda P. Washington) the girls were kind of isolated from their classmates. But I think in our program we said, well not only will the girls attend school, but somebody will take care of that baby and that was the new concept, to actually take care of the baby in the school. That's what we were all about trying to love and take care of that baby and accept the baby in the school, while the girl would get their education. That's how we started with that kind of concept and it was new and it was going on all over the United States and we even belonged to an organization concerning continued education. (Naomi Alexander, personal interview, February 12, 2015)

Ms. Alexander mentioned PIIP was a member of the National Organization on Adolescent Pregnancy, Parenting and Prevention, Inc., founded in 1979 which is now the Healthy Teen Network which "fosters a national community where all adolescents and young adults, including pregnant and parenting teens, are supported and empowered to thrive" (Healthy Teen Network 2015). Ms. Hamilton was instrumental in obtaining numerous grant funding under her tenure and she solicited grants from the department of education, the Danforth Foundation, and various local agencies. Ms. Alexander gave vivid examples the culture and attitudes during her tenure as director; she used broad descriptions that chronicled her overall career working within SLPS.

Nicole Hamilton

Nicole Hamilton was a former PIIP director who previously served as director of a dropout prevention program, Ms. Hamilton emphasized community relationships, literacy and

graduation as some of her main priorities while serving as director. Ms. Hamilton recalls PIIP servicing district wide an average of 200 students through Project Redirection component classes, serving 15 children in the one child care center, and managing a staff of 15 employees. Ms. Hamilton believed in a comprehensive program; she used community and academic resources collaboratively to service pregnant and parenting students, she states:

So trying to find things that can engage them beyond the scope of the school, I took them on a field trip one time to see For Colored Girls and they had to write a short reflection ... so trying to do things like that that engage them beyond and give them some natural teen experiences. We they had a resource (agency) where they would come and pick them up it was called moms night out ... they would come pick them up and take them and they would do activities and things while someone would watch their kids. We just tried to connect them to all kinds of resources. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton made the PIIP child care facility and staff resources available to the parents to match their academic careers, she believed in:

Giving them opportunities to be as normal of a student as possible, so getting them involved in groups and having those kind of opportunities so they can be involved in sport so they can be involved in a choir or something after school.(Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton saw the importance of involving the teen father however she noted “dads were a little more difficult so I engaged Father Support” (Nicole Hamilton, personal interview, January 21, 2015), Father Support is a not for profit that directly works on positive outcomes for families and children (Father Support, 2014). Ms. Hamilton used this community resource as part of the Male Involvement Component of PIIP:

So we did monthly meetings for father support with them I had on the best time frame seven or eight of them (males) that participated on a regular basis ... I started a book club for moms and dads, and one of the teachers that facilitated it was really good. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton emphasized how the book clubs served as an outlet for the young parents. The books chosen in PIIP book club included *Absolutely Maybe* by *Lisa Yee* which emphasizes how

life doesn't always work out as planned and how you must utilize the resources you have ; *Names Will Never Hurt Me* by Jaime Adoff where teenagers from different backgrounds must learn to work together within their school environment; *First Part Last* by Angela Johnson which chronicles a teenage father who is raising his daughter alone; and *Who Am I Without Him* by Sharon Flake which delves into the complexities of being a teenage girl and. Ms. Hamilton shared that she initiated the book club to promote increased engagement of the pregnant and parenting students in PIIP, and sought funding through the Dollar General and Barbara Bush grant foundations to sponsor this endeavor; she provides some examples of how the club transformed the students:

So the one story I remember was about a young father who was struggling, he was pissed and struggling with the relationship with the mom, and wanted to be a good dad. He read those stories (the books) and had those hard conversations with someone and it really helped. They (the students) really enjoyed it (book club), and I got a grant to do that. So I did that in all four of the high schools and the other schools librarian facilitated it and they got a stipend for coming to the sessions and we fed them and things like that...what I found in two or three of the students, that it really improved their attendance. There was one girl in particular ...she didn't come to school one day, but she showed up after school (of the same day) and I said *what are you doing here?* She said *I'm here for the book club*, so it was really starting to make an impact on them. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton used empowerment lens (Gay 2010) to give the pregnant and parenting students a voice in their decision making in their personal and academic life, the dilemma was according to Hamilton the adolescent parent had a child but “still living at home, so you want to be grown, but I'm not really grown and the struggle that comes with that” (Nicole Hamilton, personal interview, January 21, 2015); she went on to state:

You feel like a parent and you feel like you should have more autonomy than what you (student) have, but you're still in your parents' house or whoever you're living with and there are still rules. So often times they (student-parent and grandparents) would bump heads *my mom doesn't agree with me, my dad said I need to get out of there, or I need to be out of there at some point* and I'm listening to both parents (of the teens) and the students yeah this might be bad so we help them resource and find places alternatives and

by the time we work through that process they resolve their issues. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton emphasized that PIIP was a multidimensional program (Gay, 2010) that relied extensively on the parent educator who acted as PIIP course instructor; and as a liaison between the teachers and the pregnant and parenting students she states the role of the parent educator and her role as the director:

So their (parent educators) responsibility was to hold parent meetings depending on what kind of issues they had, to do screenings with the kids so they did those on a monthly basis. We also had our own meeting within PIIP ...I had those meetings just to give voice to the girls to figure out what was going on and what kind of support they needed and things like that. And then I also, while I was there, went beyond and try to do more of the academic piece, so check grades them and their teachers so that really became my role I became a liaison between them in their teachers so I could advocate for them when they were struggling. We provided tutoring for them or gave them opportunities to have tutoring they would come into my office and I would help them with homework, so when we started to do those types of things they sustained better. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton utilized the school social worker and established a relationship with Almost Home and Haven of Grace. She was able to call them and work with them, to provide the students a home when the pregnant and parenting students were in transition or needed intervention within the home. Almost Home provided a safe, structured, compassionate environment for teenage moms to live (Almost Home 2014); and Haven of Grace provided a home for young pregnant parenting students providing an environment for young mothers to heal and bond with their infants (Haven of Grace 2014). Both agencies provided the pregnant and parenting students with the skills needed to become self-sufficient outside of the school environment.

Ms. Hamilton also utilized PIIP students to recruit other pregnant and parenting students throughout the district; “we built a relationship with them so they made referrals.” (Nicole Hamilton, personal interview, January 21, 2015) She also mentioned that time management was difficult for the students, issues such as: getting to school on time, being up all night with their

baby, not being able to complete their homework because they were watching their child. Ms.

Hamilton decided to provide the following:

We started providing them with a space where they can stay after school and do their homework and I had some students in particular that took advantage of that all the time that, and that became their process, they stayed after school and did their homework. School let out around 3:30 and they stayed around 5:30 to get their homework done, then they go home. (Nicole Hamilton, personal interview, January 21, 2015)

Another dimension of being a PIIP director for Ms. Anderson was advocacy; she believed that advocating for them went a long way:

For me going to bat for them and even just little things; like at the end of the day because we provide a cab and things like that so at the end of the school day if the weather was bad we provide a cab I made sure that myself or one of the staff was up there to make sure that nothing happened if they didn't get into any kind of trouble or if anything would break out we were there to facilitate that, so those type of things I think helped with trust. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton recalls a core group of students in the program that could trust her, and she began to notice those same students defending her:

I've had students that's say *nah that's not Ms. Nicole or Ms. Nicole wouldn't do that*; or one young lady tried to go off on me and they were *like nope you're not going to do that to Ms. Nicole*. So once you have a core group of students they're really saw and develop a trust or feel that support they kind of advocated for me and the other staff and like I said I gave them opportunities to give them a voice if they looked like they were getting frustrated or thing weren't working or they were starting to drop off. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton demonstrated flexibility when working with her students offering in kind services to her students similar to the other directors. "I think that they saw when we were working with them and not trying to make it really hard for them, and that we were only there to support them really made a difference." (Nicole Hamilton, personal interview, January 21, 2015). She continues on with another example:

Another example of flexibility and engagement once the girls graduated we continued services so long as they were in school or working then we provided services (child care). I looked at it as a retention model because we extended the services. We also had adopt a baby but I had a scale that back because they (the adopters) were doing way too much.

Yeah we had a lot of community support, and there was a Parent Advisory Board so there was a lot of community support. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton upheld personal responsibility within the program and expanded the conduct agreement as a participant in the PIIP program further by creating a culture for the PIIP that the students could visually see and abide by:

Yeah it (conduct rules) was displayed on the wall and we also had a contract when they come in they had a sign that they would adhere to, and one of those things was respect and attendance those kind of things. The contract was in place before I started, however the culture was something we came up with on our own. And when there was a conflict I would just try to be an intermediary and speak to both parties individually and try to bring them together to resolve the conflict and I did that with staff too. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Hamilton made instrumental changes to the child care component of the program. Emphasis on instruction was in the three-five year old age range and licensing regulation for the center was no longer necessary, since the district had a preschool program. The zero-three year old curriculum and licensure requirement became the main focus of the PIIP child component under Ms. Hamilton's leadership. She states "We do more with infant and toddlers, so the staff learned developmentally appropriate things to do." (Nicole Hamilton, personal interview, January 21, 2015) Ms. Hamilton expressed her dedication as director of the program; her unique leadership connected the funding resources for the program with the curriculum and the meaningful relationships formed within the program. Before she moved on to another position in the district she was responsible for writing the proposal that opened the other child care centers at the other two comprehensive high schools which were approved and funded by the school board and implemented the following year.

History of PIIP from the Directors Perspectives

The PIIP directors spoke about the history of PIIP within SLPS; they gave accounts of the struggles and success of the program throughout the decades. Ms. Phillips was the director in

the beginning stages of the PIIP program; she recalls the struggle the program had with the alternative high school for pregnant women, Meda P. Washington. Meda P. Washington school was the only option for pregnant and parenting students before PIIP came along (SLPS 1992), Ms. Phillips recalls overcoming the mindset of those in the school district in terms of how and where pregnant and parenting teens could receive an education:

When PIIP was formed out of a demonstration that you can keep young women in school by having peer support groups, that became a successful concept but it still had to be sold to the board, because as long as this was the little program that was sitting here, tucked away in a high school that the vast majority people wanted hands off because this high school had some of everybody coming to it, and was known for an wonderful athletic program. (Diane Phillips, personal interview, February 26, 2015)

Ms. Baker also observed and took an active role in the earlier years of PIIP. She remembered the following about the transitional period from the Washington School and the beginnings of the PIIP program:

We (PIIP and Meda P. Washington) were going two different directions. They wanted students to come there to keep that school afloat and we were encouraging them to stay in their home schools with support. So, they (staff at Meda P. Washington) wouldn't share a lot of information with us we tried to keep all the data in one bank, because that was our responsibility of our program, was to have all the data for the district on parenting students and Meda P. wouldn't share their data with us for years and even when they tried opening a daycare I don't think they ever got off the ground because of transportation. The girls didn't want to stay there because they were kind of isolated and we always encouraged them to stay in their home schools because we felt that they get everything they needed at their home school and Meda P. had limited staff and we were telling them that they didn't have a Spanish class or advanced math class they needed. They don't have those people in place (staff at Meda P. Washington) because they never knew who was coming in, they just had the basics. So, after a while they had kind of a little bad reputation, it was said the girls were fighting over there and all that stuff. So, they (the pregnant and parenting students) wanted to stay in their home schools, some schools allowed it, some schools just automatically shipped them off to Meda P. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Alexander reflected on the Meda P Washington school and the beginnings of PIIP and the culture of the school district during her tenure:

We had the trust of our parents but then trying to change the attitudes some of them (the school staff) was not that good, but we talk and help people to understand what you were trying to do here was difficult sometimes, and was difficult sometimes within a school building. You found out a lot about how principals accepted the concept and teachers and just getting them to see that this is a human and this person has a right to an education without stigma, without name calling, without categorizing. (Naomi Alexander, personal interview, February 12, 2015)

Funding was a constant issue over the years in the program, which two of the directors recall advocacy being instrumental in the saving, the program:

I heard that we were on the chopping board every year that the budget came up for review. We were on the chopping block, but everybody had a program that they were able to put their neck out for, and I think at every budget meeting somebody knew that we were about the good of the district that we had people advocating for us and that's what saved us. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Hamilton reflects on the current changes in the program in relation to the budget:

So, now since that time (district budget review) it's (shutting down PIIP services) come back up again, but they are not the same, the conversation now is not about closing it but it's about making it efficient because we don't have the students. So, what can be done where we can still offer these services to these students ... You have some people that want to kill the program and you got people (PIIP staff) that don't want to do what they are supposed to do, things like that so there are challenges. (Nicole Hamilton, personal interview, January 21, 2015)

The directors agreed the budget and survival of the program over the years depended on the advocacy of key administrative leaders which was mainly the director of pupil personnel services in the school district and various principals throughout the school district on behalf of PIIP. The survival of the program also depended on the collaboration with community agencies and academic programs who were long time supporters of the program such as National Coalition of 100 Black Women, Father Support Center, Human Development Corporation, Danforth Foundation, Urban League, Parents As Teachers, Almost Home, Haven of Grace, Family Resource Center, St. Louis University School of Nursing, Harris Stowe State University, and the George Warren Brown School of Social Work (SLPS 1997).

Evolution of How the Students used the Program

Initially PIIP was only designed for one comprehensive high school and students had to transfer into the school, and for the middle school students they had to remain in their middle school setting, thus the higher numbers of participants in Project Redirection district wide participated in the PIIP classes only. Also, initially there was the challenge of the young mothers who would typically catch two public buses in order to bring their baby with them to school because they couldn't take the school bus due to liability issues. Thus the young mothers struggled with being participants in PIIP and meeting all of the requirements versus leaving their children at another daycare or with their parents with no other obligations. Hamilton expressed that is one of the reasons she wrote the proposal to expand the child care component of the program to the other comprehensive high schools within the school district; in order to address the accessibility of the child care component within the district. She explains the history in the following passage:

Originally it was written to do all of the comprehensive high schools when the proposal actually went through it was actually for three schools but they ended up closing Meda P So at first it was Sumner, Meda P., and Roosevelt, and we were moving to Meda P. (from Vashon) to service the adult families ... when it (approval for expansion) actually went through they closed Meda P. So it ended up being Sumner, Roosevelt, and we stayed at Vashon. (Nicole Hamilton, personal interview, January 21, 2015)

The directors also recall that when the late 1990's/ early 2000's came around the state changed the guidelines where the grandparent or caregiver of the child could be reimbursed for in home child care services. This placed a direct line of competition between PIIP child care services and in home child care; the directors expressed some of the following thoughts on the change of the state guidelines regarding child care providers:

So, when the economy changed and people were able to start getting paid to watch the kids at home that impacted numbers. So, whereas before they were kind of coming in and

we were getting them. They (the parenting teen's parents) started getting paid, and they wanted the money, then that's when the numbers started decreasing so that's when it made it harder to get them in. (Nicole Hamilton, personal interview, January 21, 2015) We felt it (decrease in enrollment) when we moved into the new building. And we used to have two waiting lists, we'd have people just calling constantly trying to get in but it all changed when the state started allowing family members to get reimbursed. (Harolyn Baker, personal interview, January 29, 2015)

Advances Made in PIIP

The directors' noted the resources changed as the program approached the 2000's. Now the students could go to the Community College for half a day and start working on their college credits. Also, the child development class in the comprehensive school setting used the day care center as a lab so all students, PIIP students and non PIIP students, had an opportunity to observe and complete internships. Ms. Hamilton accredited this change to the building leadership during the time she was director; she felt they showed and supported PIIP's academic efforts. Ms. Hamilton noted the program during her tenure evolved towards where counselors were really supportive, along with other staff members who would take the time to have conversations help, or just observe. Ms. Hamilton recalls the assistant principal reading to the children on a consistent basis in the center and engaging people from the community and the schools to come in and read to the children throughout his tenure. Overall the directors noted there was increased engagement between them (PIIP) and the community, and the high schools within the district.

The directors noted significant improvement in academic tracking; initially in the 1980's the program had a grant funded position in that grant for someone to track all pregnant and parenting students. However, directors noted during the relocation from the old Vashon High School building to the new Vashon building, and various personnel changes within the program, the paper records and documents were misplaced over the years. It took a collaborative effort with the school district's technology office to develop a code and a system to ensure the tracking

accuracy of pregnant and parenting students, their gender, or and number of children they have had throughout their k-12 tenure, however this did not happen until the 2000's.

Professional Presence

The directors felt they were on the forefront of professional conferences for years and would go to those conferences such as the National Organization on Adolescent Pregnancy Parenting, currently known as the Healthy Teen Network. PIIP received different awards in throughout the 1990's and 2000's within this organization. However they have noticed a shift in programs in their program and programs like PIIP. There were fewer standalone school based programs because cost, lack of flexibility, and the unrealistic outcomes expected from the program.

I think the district sometimes has a hard time with that flexibility piece or keeping up with the times. They don't want to listen to you and when you tell them beforehand this is where we really need being that it will catch up to them, it's not until it's obsolete when they finally get on board with it and they should be doing something different before that time. The directors recall that there were only two other programs in the local area that were similar to theirs, however they are no longer in existing due to financial restrictions of that district and lack of participation. (Nicole Hamilton, personal interview, January 21, 2015)

In summary, I have explored how the policies and practices designed and implemented within a public school setting to support pregnant and parenting students. Through the case studies the directors provided a detailed narrative of their personal encounters as a PIIP director and how they achieved and impacted the PIIP participants through a social and culturally relevant pedagogy.

Chapter Six - Analysis of Data

This chapter explores the analysis of the data, uncovering the themes represented in this study regarding pregnant and parenting students and the intent to explore the PIIP infrastructure within SLPS, which is the primary purpose of this inquiry. Through the comparison of the five case stories and the review of historical documents, several thematic concepts emerged under the frameworks of critical feminism and social justice. Each theme and emergent findings are discussed below in greater detail.

Critical Feminism

Gender Roles

Kelly (2003) reviews the stereotypes mentioned through the lenses of gender, sexuality, class, and race; gender and sexuality and societal/religious moral standards are used to define teen mothers (Pillow 2006; Lutrell 2011; Kelly 2000,2003). In Hetherington, Parke, & Locke (1999) concluded that gender-based beliefs and stereotypes are learned in adolescence and reflected in gender roles throughout adulthood. The PIIP directors were challenged when counteracting the double standard gender-role behavior where males are expected to be independent and competitive; and females are expected to be more passive and supportive (Hetherington, Parke, & Locke 1999); the directors give the following examples of gender bias:

I had an article of this guy who was and he's still is a boxer...well-known boxer, and he was still in high school. He would go, and train in Las Vegas. They talked about having him in the paper, and his teacher gave him all this work and he was an A/B student and he went to the school... I kept that article, and we had his girlfriend and their baby in our program. They (the teachers) didn't want to give her any work so I was like, it's funny that you all give this boy his work supposedly, while he is in Las Vegas training for a boxing match. But you have his girlfriend sitting over here, and you have all kinds of excuses. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker continued to challenge the stereotypical views and presented an example of gender bias to the teachers and administration in the following passage:

I would tell them, just pretend he was the quarterback for the football team and he broke his leg. Tell me you won't give him some homework. Look me in the eye and tell me that the quarterback of the winning football team here in Vashon that was going to college you won't give him his homework. *That's different.* How? Some way that boy would not to lose his scholarship, and get his homework. He probably wouldn't have to do the homework. He'd just come back, after his leg healed, and he would go straight to class and you never would think about it. Then they would say, *I don't think they should be here, we put them out blah blah.* I'd say that's fine as long as you put her boyfriend out too. Both can go if you kick both of them out, then she'll go home too.you just had to advocate like this sometimes. (Harolyn Baker, personal interview, January 29, 2015)

Sometimes it worked, then the girl still wouldn't do her homework, but sometimes you just had to really step up, and be forceful about it because they (the teachers) had all kind of crazy ideas, and they didn't feel those girls were worthy of that (getting their education). (Harolyn Baker, personal interview, January 29, 2015)

There were clear gender stereotypes in the school environment however there were variations in cultural gender-role standards, for example in the African American culture were African American families are less likely to adhere to gender-role distinctions (Hetherington, Parke, & Locke, 1999), since the Saint Louis Public School district was over 80 percent (SLPS 1992, 1997; Missouri Department of Elementary and Secondary Education 2015) African Americans at time the PIIP directors encountered the following:

Many of the fathers, if they were teen fathers, were committed to co-parenting. We knew that and I probably can count on one hand, or I would just say two hands. But one of the critical situations that we used to deal with all the time was the fact that these were young women who had older boyfriend or men who were much older than they were. We didn't necessarily see those men. (Diane Phillips, personal interview, February 26, 2015)

We were talking about roles, what do mothers do in the family, what do dads do? They were getting stumped on what dad's role was. He (a student) had a dad, and he was a big fan of his dad. His mom and dad were married, he was saying, *My Dad does this and this.* His classmates kept saying, *well my mom does that...* It was really interesting, but a lot of things that we take for granted that they didn't understand. We talked about just simple things like family meals and talking to your children at the table, and knowing how important it is when you are. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Hamilton as a director directly challenged gender stereotypes and established an in-kind service where teachers who had small children of their own could bring their children to the care

center at a discounted rate if they provided services for the PIIP students outside of their normal job teaching duties such as tutoring. She explains why she to directly targeted male teachers in the following passage:

We provide daycare for the adult staff; it started off with fathers at first. We just had the male teachers there and that was so they could model appropriate behavior with their children and let the dads (PIIP participants) see the fathers do that...the fathers bringing their children to school or to work or whatever, and it was all to model the kind of behavior (parental behavior) and then it kind of took off and they let other people into it, but initially it was just for the fathers at Vashon. (Nicole Hamilton, personal interview, January 21, 2015)

Through this effort Ms. Hamilton was able to assist students academically and socially; she recalled this sub component of the program becoming very successful.

Abuse

Two PIIP directors mentioned of the abuse of pregnant and parenting young women. In the Boyer and Fine (1992) study, it was noted that incidences of abuse of the child were more common with young parents; and issues stemming from sexual victimization of young parents was another critical component which needed to be addressed when working with pregnant and parenting students. From the literature, parenting programs with intervening strategies regarding pregnant and parents students who may be at higher risk of child maltreatment or physical abuse themselves has shown to be an effective intervention (Coley and Chase-Lansdale 1998; Boyer and Fine1992; Osofsky, Hann, and Peebles 1993). Ms. Johnson emphasized that abuse was one of the topics discussed along with other topics discussed in the following passage:

Personal hygiene to our (PIIP staff) personal concerns around failure to thrive, child abuse, child abuse prevention and trying to counsel and make them (students) aware, outside of the group, what is being observed but not only child abuse but on the other side as well. Abuse that had been expressed to us coming from grandmother, and then abuse being expressed by the man. (Destiny Johnson, personal interview, February 08, 2015)

In the Britner and Reppucci study (1997) “mothers who were enrolled in the 12-week parent education program, despite demonstrating a higher number of risk factors than controls, were less likely to have any founded reports of abusing or neglecting their children” (171). When asked if there was a protocol to report abuse Ms. Jackson stated her staff was trained through professional development efforts on how to notice it if a child may be being abused; also a trained professional would speak to the teens about child and domestic abuse. She stated the following on the subject abuse and domestic issues:

We used the Parents as Teachers curriculum, Parents as Teachers has a teen curriculum it addressed those issues they (the students) were dealing with domestic violence, co-parenting and that was a big issue with a lot of the girls trying to figure out how to co parent with the father and them not being with the father. They felt like he didn’t have any rights, and trying to explain to them he has just as many rights as you do. So those were the main things, and bringing in speakers, I saw we needed that. (Destiny Johnson, personal interview, February 08, 2015)

Preprogram to post program intervention through school based programs have been shown to increase concrete learning in parent constructs surrounding appropriate behavior and the prevention abuse (Weinman, Schreiber, and Robinson 1992; Letourneau, Stewart, and Barnfather 2004).

Social III

As reviewed in the literature, society views the ultimate responsibility of learning and succeeding in school should be placed solely on the young mother. This disability and discursive policy, commonly used in racialized spaces, places a limit on educational opportunities for the pregnant and/or parenting student, labeling the student as defiant/socially immoral, and removes the pregnant and/or parenting student from the regular school setting (Pillow 2004; Pillow 2006). In the following statements, the PIIP directors recall situations during the years of their tenures where the attitude of the school staff toward the pregnant and parenting students reflected this

discourse. Ms. Johnson recalls having staff members telling her it shouldn't be daycares in the schools and could not understand why the student should get special treatment if they had a baby; her thoughts and response to those with that mind set was to ask the simple question of "at what point do we just support them?" (Destiny Johnson, personal interview, February 08, 2015)

Ms. Hamilton recalls the challenges of the parenting student who was being removed from the comprehensive high school setting which had a ripple effect of how PIIP served incoming participants, she stated, "so I think one of the big challenges, was not being able to get information because people conform to that stereotype that we need to keep them hidden and so that made it difficult to get information." (Nicole Hamilton, personal interview, January 21, 2015).

Ms. Alexander recalled some fathers taking responsibility, however she stated following:

The responsibility in my day for having a baby was totally on the girl, this was this girl's fault you opened your legs, you are to blame and then it began to change a little bit and it became the boys responsibility too: *do you have protection, do you always use protection, this the manly thing to do to use protection.* There was a time when a man didn't feel like a man if he had to use protection and I think that concept is changed through the years. There was this other issue that came up at the end of my working with the young people that wasn't there in the beginning and that's the issue of man wearing condoms and how do you talk to young men about that and responsibility but also diseases. Again, with the STD these sexually transmitted diseases in my day it was the woman's fault, *I got this syphilis from a woman*, that's what the man would say but then it began to change and I hope today it's everybody's responsibility to protect. And in my day you couldn't ask the man to put on a condom, you couldn't say those words, but today you can. (Naomi Alexander, personal interview, February 12, 2015)

The critical feminist lens is used during this study, which recognizes parenting students can simultaneously be oppressed and the oppressor in the context of motherhood and teen pregnancy (Kelly, 2000). Ms. Baker recalls numerous times when people had problems with parenting students and how difficult it was for them:

They (school staff) just didn't buy into the whole concept, they didn't want those kids, and they are at school. They had to deal with that and many of them have a long way in terms of travel, catching buses, and hop in buses just to get there. (Harolyn Baker, personal interview, January 29, 2015)

Also, through the same critical lens there are examples of how the parenting student was opposed or taking advantage of due to their circumstances. Ms. Baker recall the parenting students who had issues with their parents not wanting them to participate in PIIP because financially that was main source of income for some of the grandparents, as in home daycare providers through the state; however they would not provide be at home when the parenting student needed to leave for school, or provide the child care needed for the parent to stay in school and be successful.

Ms. Baker recalls they were not as understanding, she gave an account of a female teacher who did not support the program:

As a female that surprising but she was a former teacher there, and she did not care for the program. I remember she wouldn't send her kids down, she would know they were pregnant, they'd be playing sports and stuff, and we just found out accidentally, she didn't have much use for the program. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker recalls receiving a lot of backlash from female teachers recalling their statements of "all those girls are too grown, they don't need to be here, they think they are women." Ms. Baker recalls more of a conflict with the female teachers than the males, challenging some of the female teacher's narrative of "they don't deserve special treatment". (Harolyn Baker, personal interview, January 29, 2015)

Ms. Johnson also observed the parenting students becoming the oppressor in their situation (Kelly, 2000, 2003), she recalls the reasons why "the ladies did not bring their babies, not wanting a teacher or somebody to look down on them.... You already in school you're pregnant and now you're bringing your baby, they didn't want anybody to look at them." (Destiny Johnson, personal interview, February 08, 2015)

Redemption

While there were instances of discrimination there were periods of time where instrumental change happened, where the pregnant and parenting students had allies of outside of the PIIP structure Ms. Baker recalls:

I think that it (PIIP) really has come a long way. I think when they first started they had a lot of support from the principal at that time, he envisioned from what I understand, school being like a resource for the community. So, he welcomed the program and that's how PIIP ended up here (Vashon High School). Nobody else really wanted pregnant girls in their building. It was like *no I don't want those girls here* and at every opportunity they would ship them off to continued education or Meda P. Washington. I heard that he (the principal) got, the daycare part started, because he was like, *these girls need to have somewhere to bring these babies; they're staying out of school too long.* (Harolyn Baker, personal interview, January 29, 2015)

Using critical feminist lens the PIIP directors challenged political and social views of how young mother's actions are intentional, and deserving of political/public wrath (Kelly 2000, 2003). Ms. Baker uses an example to of how she confronted the views of a lead administrator at her school:

I had one assistant principal, after we were featured one time in USA Today and had one of the pictures that came out from a project we did, and they had a picture, and they mentioned the program. Then she was like, we were *showing out* with the picture, and she was like, *How did they get that, why do they pick them? I don't think that's right to reward that behavior because they had sex in the back of a car and got pregnant.* (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker response challenged the administrators' point of view in regards to progressive thought and addressing domestic issues, she states the following:

That shows how *fifties* you are; they didn't have no sex in the back of a car. You don't know what some of these girls have been through, a lot of horrendous things in their lives; everything is not about them having sex. I bet you 80 percent of them were molested at very young age, and a lot of them come from very unstable households. You can't just generalize like that, like they are just having sex. A lot of them were molested. (Harolyn Baker, personal interview, January 29, 2015)

Social Justice

Within the social justice framework the assumption is pregnant or parenting students do not fit into the traditional school environment, thus separation and removal were justified for the pregnant teen student (Pillow 2006). The cold or disease discourse views pregnant and parenting students as somehow having the ability to negatively influence the remaining student population, this discourse has deeply influenced how school personnel have made decisions and policies regarding how to serve pregnant and parenting students (Kelly 2003; Pillow 2006). The PIIP directors observed this as well, Ms. Baker noted, “nobody welcomed those girls in their building, and they didn’t welcome pregnant girls staying in school. They didn’t want to see them that had a negative connotation for them their building.” (Harolyn Baker, personal interview, January 29, 2015) Ms. Hamilton recalls they couldn’t really promote anything because that would have been like promoting the program like you were advocating for the students to become pregnant; she continued by stating “they didn’t want you to come into the other schools to give out information about the program or encouraging the girls to stay at their home schools while they were pregnant or coming to Vashon.” (Nicole Hamilton, personal interview, January 21, 2015) Ms. Hamilton recalls the challenging task for getting homework for them while on maternity leave and when the students returned to school:

We are getting homework for them so that we can keep them engaged and in school; even getting the information from the nurses about who was pregnant, so that we could provide the services, was just not given to you. I mean even things like when we were trying to help them with school work or stuff like that, the teachers might not have wanted you in the class or we were interfering. If we tried to help with an assignment or something like that we were interfering, how dare we come to that class. We had a lot of that in the beginning and I was part of that. (Nicole Hamilton, personal interview, January 21, 2015)

Ms. Baker recalls some administrators and teachers basing their actions on their own personal beliefs on how the pregnant and parenting students should receive their education:

They had a lot of power and a lot of it stemmed from their personal beliefs about pregnancy and teen pregnancy ... When I was there, there was one who eventually became the principal. I fought her tooth and nail about those girls because she didn't like them. She didn't want them go there and she didn't want to see them, and all we were doing is helping them with their babies and being there for them. Then when one of her girls on the basketball team got pregnant and she didn't even tell us. We even took a girl out in an ambulance one time because she was in labor and we didn't know she was pregnant. She had only shared it with the coach, and the coach didn't like our program. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Baker recalls pregnant students disappearing for a little while and no one knowing if they were healthy or if they had problems; she contributes this course of action those students took to how some the school staff and non-parenting students felt about teen pregnancy. Ms. Anderson recalled the teachers who objected to her and others doing this type of work, because they didn't understand what her values were and why she was doing it. Her concern was for the child and for the education of that mother who she wanted to ensure received the high school education:

I have the attitude that education is good... Always keep it in a positive attitude and everything that you say, everything that you do should be on the positive side of supporting education for this young lady and for her child and for her parents and for her man or the person in her life. (Naomi Alexander, personal interview, February 12, 2015)

Title IX

According to the Title IX federal law, it is the student's legal right to choose their educational options between and alternative or mainstream school environment, and education alternatives cannot be placed on the teen parent based on the gender of the parent (Wolf, 1999). "Lack of knowledge of the law is a major hurdle to overcoming discrimination. Measures such as training school officials to understand the rights and needs of pregnant and parenting students and tracking compliance are important for ensuring equal access to education" (NCWGE 2012, 56). Ms. Baker recalls in the 1980's Vashon high school was one of the few places that wanted the pregnant and parenting students at their facility:

The others (high schools) didn't want those girls there. They wanted them to go Meda P., and they always had the option after '72 of staying in their home schools. They couldn't be forced to go to an alternative school, but they forced them anyway, and nobody stood up and protected those girls. Nurses would send them over there because they didn't want them in the building, because that meant they would have to keep up with them, and follow up. They would talk to them like; *you need go to go over there to Meda P.* Some schools were notorious for sending the girls over there. Then it just got to the place where Meda P. was down to a few students, that they (students) refused to go and just stood their ground; and in the later years, they just wouldn't go. Initially they would just go, because they didn't have a choice at a lot of schools, but at Vashon they had a choice, because we had a program here. (Harolyn Baker, personal interview, January 29, 2015)

According to Title IX teen mothers had to voluntarily choose an alternative program, if not the school had to create accommodations for the teen mother within the school environment

(NCWGE 2012). The PIIP directors would inform the parenting students of their rights with the

Title IX of the Education Act of 1972:

We would catch them early (saying) you don't have to go if you don't want to, you can stay here at your home school, and keep up with your work. They don't have French, and they don't have chemistry over there. They just have the basics and if you've already taken that and you are a junior or senior, they might not have the class that you need to graduate. I think the whole basic premise of the program (PIIP) was good, that we were there to make sure that this population of students received the education which they were entitled to and that we were there to support them and it wasn't like we were going out and doing something that was crazy. We were giving them what they were entitled to as students within school, same with any public schools. (Harolyn Baker, personal interview, January 29, 2015)

Ms. Hamilton states how Title IX was instrumental in the longevity of the program:

When Title IX came through, that helped, because it gave us some leverage to work legally. Legally they had to include pregnant, parenting and married students. They could not make married folks not go to school because you might contaminate somebody. (Nicole Hamilton, personal interview, January 21, 2015)

In summary, the PIIP director's persistence to tackle discrimination against their program and its' students within SLPS demonstrates the linkage of effective teen parenting program in compliance with the Title IX federal policy, which has implemented comprehensive school

policies and practices to address and assist pregnant and parenting students on multiple academic and social levels.

Leadership and Program Structure

The directors demonstrated leadership in the areas mentioned in this analysis chapter: gender roles, abuse social ill, redemption, and social justice. The themes the PIIP directors addressed in this chapter echoes the viewpoints and themes discussed within the literature review. Based on the literature and subsequent articles, there were only a few studies that addressed leadership and program structure of pregnant and parenting student programs. Other studies addressed randomized trials of participants and non-participants, or focus solely on the initiation or evolution of the school based parenting program, or the study strictly focused on the voices of the pregnant and parenting students as a participants of school based programs. In the few studies that addressed the administrators point of view the following areas were identified as topics that were commonly addressed by administrators of parenting programs: advocacy, home environment, subsequent pregnancies, funding resources, engagement of young fathers, mental health and abuse issues, parenting skills, cultural and developmentally appropriate curriculum, employment, and case management (Kjenstad 2011; Letourneau et al. 2004; Stephens et al. 2003).

Chapter Seven - Conclusions, implications, and recommendations

The data gathered within the historical documents and through the in depth and group interviews explore how the PIIP directors assisted pregnant and parenting students. Through the use of the culturally relevant and social justice frameworks, and literary sources I will summarize the findings and outcomes in chapters four through six which exemplified the PIIP directors' compassion and interest in working with pregnant and parenting students and their role as an agent of change. In conclusion I will answer the initial question raised at the beginning of this study. What specific policies and practices have been used to overcome barriers and challenges, and accomplish desired outcomes within the Parent Infant Interaction Program (Wolf 1999)?

- The policies and practices designed and implemented within PIIP to support pregnant and parenting students included Project Redirection, an established comprehensive volunteer/role model program and the school instruction component for the pregnant and parenting students at comprehensive high schools within SLPS.
- The volunteer/role model program utilized the Individual Participation Plan (IPP), which was a multidimensional and comprehensive agreement that accounted for the pregnant and parenting student's individual and academic needs. The IPP was a collaborative effort by the PIIP parent educator, the PIIP student participant, and the role model volunteer; serving as an agreement among all parties regarding the activities and support needed to address the academic and parenting goals to be undertaken on behalf of the pregnant and parenting student.
- The support groups established in the 1990's provided support and guidance for the program, the groups incorporated the pregnant and parenting student's families and the parent educator; focusing on how to assist the students academically and socially. Also, a

PIIP advisory council was established consisting of members from the community and the school district who provided leadership and guidance for all of the PIIP components.

- “PIIP’s primary goal is to provide support and educational services for these adolescent students and their families” (SLPS 2015), which are: the PIIP Early Childhood Center, Male Involvement Component (MIC) - which focuses on counseling and maintaining teenage fathers’ involvement in the lives of their children, PIIP Tracking System, Prenatal Literacy and Adolescent Nurturing (PLAN), Project CORE -Child Outreach/Referral Endeavor, and Project Redirection (Adams 2011; SLPS 2015).
- Both short term and long range goals, anticipated graduation date, and factors affecting the student’s participation in PIIP were established early to achieve optimal success among the participant (SLPS, 1992). The directors through their own recollection of challenges and successes, during their tenure, outlined how they used the PIIP components to empower the pregnant and parenting students.

General lessons have been learned through in house policy implementation, and from the education field regarding comprehensive school based adolescent parenting programs which involved flexibility and the use of a cultural sensitive and relevant approach when working with the pregnant and parenting students and families. The directors had the following responsibilities during their tenures:

- Becoming advocates for the program, the pregnant and parenting students, and their children: using and seeking grant funding to expand the program; forming and maintaining community alliances; and forming positive relationships with the school administration and staff, however using policy when needed to advocate and seek fair treatment for the pregnant and parenting students.

- Addressing the social aspects of the program which included addressing the transitional students and being charged with the task of finding stable and safe housing for the student parents and their children. Also, being a liaison for the students and assisting them with the next level of their lives regarding either a college education or a skill or trade.
- Acting as a bridge for the pregnant and parenting students, the directors: navigated relationships in school or at home whether it was connecting them to resources within the school to assist with their academics; or addressed relationships between the parenting students and their families to provide assistance with cultivating safe and encouraging environments.
- Acting as a bridge which connected SLPS to the mission of PIIP to assist the pregnant and parenting students: first, as a liaison to resources (monetary or other) through educational and not for profit agencies; second, as a bridge within the school district, consistently keeping PIIP in the forefront of the district's agenda through the solicitation of advocates for the program. The directors continually emphasized the importance of the program within school district to ensure the program's success.

Contributions of this Study

The overall contributions of this study provide detailed insightful information from the directors spanning from the 1980's to 2012. The directors chronicle how to: engage pregnant and parenting students within a school based program, engage the school personnel and district personnel to support the values and mission of the program, navigate through a school system to service students in need, and manage personnel within the school and program. Along with the programmatic insight, the directors outlined how they used a cultural and social justice

framework to encourage and uplift their students in a responsible way while empowering them to make healthy decisions through curriculum based instruction and role model influences. The directors also used this framework to address stereotypes and unjust treatment within the school environment.

There are few studies in the literature that chronicle the experiences of the education professionals working within school based parenting programs. This study provides a detailed and comprehensive analysis of the administrators' experiences working with pregnant and parenting teens. Also, this study outlines the history and evolution of the parenting program and the key elements needed for longevity: i.e. various grant funding sources, implementation of the program into the school infrastructure, alliances with community agencies, and advocacy of the program within school district and community. A final contribution of the study was provided by the data analysis which highlights the emerging themes that occur within a school based program; and the issues the administrators and the pregnant and parenting teens faced, through an administrators point of view, within the program and school environment.

Implications

Based on the case studies presented in this project, parenting and pregnant students need far more assistance and support than they currently receive in completing their high school education within the St. Louis region and nationally. Many pregnant students face challenges in staying in school until they deliver, and are being given inaccurate advice from counselors, teachers, and other staff who encourage them to take their maternity leave early or stop participating in their classes when there is no medical indication for them to discontinue either. School districts with the St. Louis region should incorporate programs similar to the PIIP model

to assist the student parents with decisions regarding school, parenting, contraception, etc.; establishing concrete ways through curriculum to make healthy decisions within these areas.

Data from the National Survey of Family Growth, conducted by the Centers for Disease Control and Prevention's (CDC) and National Center for Health Statistics (NCHS), have concluded that increase use of contraceptives has led to a decrease in birth rates among adolescents parents (Martin et.al, 2011; Centers for Disease Control [CDC], 2015). Births in Missouri for mothers ages of 15 -19 years reduced from 29.4 percent in 2012 to 26.5 percent in 2013 per every 1,000 births (Martin et.al 2015). A report from the CDC (2014) in 2013 concluded that African American teen birth rates were more than two times higher than the rate for Caucasian teens. This fuels the stereotype of the single teenage mother who is seen as poor and only African American; which is disputed statistically by the greatest number of adolescent mothers being Caucasian rather than African American, and women the mid thirty age range are the highest number of single mothers (Luttrell 2003; Martin et.al 2015). The PIIP directors have demonstrated that the PIIP participants, which consisted of predominately African American/ Black students (SLPS 1991, 1992) can succeed with an effective academic and culturally relevant program in place to address their needs as a high school student.

Poverty, unemployment and low self-esteem are other factors understood to be negative outcomes also contributing to early childbearing (Luttrell, 2003; Smith-Battle, 2007; Wolf, 1999). The leading reasons why adolescent females drop out of high school is due to pregnancy, 50 percent of adolescent mothers graduate from high school by age 22 in comparison to 90 percent of students who do not give birth during adolescence (Perper, et al. 2010). In the Crean, Hightower, and Allan (2001) study, significant differences were observed in the graduation rates of parenting mothers who participated in a school based program with 70 percent of the

participants graduating, and 28 percent of the non-participants graduating. Also, in the Key, Gebregziabher, Marsh, and O'Rourke (2008) study showed subsequent pregnancies in an intensive school-based intervention program for pregnant and parenting students in a 99 percent African American student population was effective in achieving a 50 percent decrease in the rate of subsequent births during adolescence "which resulted in a cost savings of "\$19,000 for each birth that was postponed until adulthood, for a total of cost saving of approximately \$60,000 for each year of implementation"(398).

As shown in the Baytop (2006) meta-analysis "clinic-based and home-based programs showed no effect in increasing educational attainment" (473), due to the lack of formal and consistent academic support services. Thus there is still a need for programs like PIIP, a school based program, to ensure access to the education of the pregnant and parenting students are lawful entitled to. The literature confirms a positive, supportive, and organized school environments is linked to educational achievement of adolescent parents (Zachry 2005; Williams and Sadler 2001; Martin et.al 2015); and it is imperative that school personnel like the PIIP directors have a permanent place in the school structure to assist with successful outcomes for pregnant and parenting students.

Recommendations

Further research is warranted on this topic study with a possibly a qualitative and/or quantitative inquiry of the PIIP student participants from 1981-2012 and their academic and social outcomes. Also, further research is warranted in this area of study. It would be worthwhile to replicate this study nationally to investigate the issues that are most critical to pregnant and parenting students and how administrators are addressing those issues to empower students to succeed. A national organization such as the Healthy Teen Network would be an ideal agency to

organize this nationally. I think this would provide a thorough database of the policies and administrative paths other directors and programs have used, and how it may benefit other school based programs.

Summary

My main delimitation and assumption was PIIP has policies and practices that empower and/or liberate adolescent parents to excel academically and socially. By analyzing historical records and interview data I have provided solid evidence on how PIIP graduates were empowered to complete high school through a culturally and socially responsive manner and how PIIP directors and staff successfully guided the pregnant and parenting students through their academic careers. It is the intent of this study that other school personnel and administration will use this information to inform and guide their policy and decision process when serving pregnant and parenting students within a school system. This study has contributed to the literature that is needed to support and educate pregnant and parenting students within the Saint Louis Public School district.

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Appendix A

Informed Consent for Participation in Research Activities

Division of College of Education



One University Blvd.
St. Louis, Missouri 63121-4499
Telephone: 314-516-5953
Fax: 314 516-5942
E-mail: selena.eunice@mail.umsl.edu

Informed Consent for Participation in Research Activities

Empowerment of the Teen Parent: Policies and Practices of an Urban School Based Teenage Parent Program

Participant _____ HSC Approval Number 658506-1

Principal Investigator Selena Eunice PI's Phone Number 314-494-2740

1. You are invited to participate in a research study conducted by Selena Eunice. The purpose of this research is to explore the administrative policies implemented within a teenage parent school based program. You were selected as a possible participant in this study because of your past administrative role within this teenage parent school based program.
2. a) Your participation will involve taking part in an individual interview and focus group session(s) which will be conducted by the principal investigator of this study. Approximately 1-8 people may be involved in this research; the principal investigator will use a convenience sampling approach where the participants will be selected because of their convenient accessibility and proximity to the principal investigator.

b) The amount of time involved in your participation will be 5-10 hours total. The individual interview and focus group session(s) will be audio taped by the principal investigator of this study, and should range between 1-2 hours per individual interview and focus group session(s). The individual interview and focus group session(s) will take place at a time and location as agreed upon by the principal investigator and participant(s).
3. There are no anticipated risks associated with this research.
4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about teenage parenting school based support program.

Also, this study could potentially provide administrators and other members of the school community, avenues to understand and impact pregnant and parenting teen outcomes.

5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. If you want to withdraw from the study, you can contact me at: [selena.eunice@mail.umsl.edu or 314-494-2740]. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.
6. By agreeing to participate, you understand and agree that your data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your identity will not be revealed. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data. In addition, all data will be stored on a password-protected computer and/or in a locked office, and will be destroyed in two years after the completion of the study.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, (Selena Eunice, 314-494-2740) or the Faculty Advisor, (Matthew Davis, 314-516-5953). You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature

Date

Participant's Printed Name

Signature of Investigator or Designee

Date

Investigator/Designee Printed Name

Appendix B

Introduction Letter

January 05, 2015

Name

Address

Dear XXXX

I am currently completing my doctorate in the University of Missouri-St. Louis Community College Educational Leadership and Policy Studies Program, working with my graduate advisor, Dr. Matthew Davis. My research study will focus on the identification of socio-cultural influences on the administrative policies implemented within a teenage parent school based program. You were selected as a possible participant in this study because of your past administrative role within this parent school based program. As we discussed on the phone, I would like to invite you to be a member of my research project.

I asked 5 out of 6 past PIIP director to participate in this study. The amount of time involved in your participation will be 5-10 hours total. The individual interview and focus group session(s) will be audio taped by the principal investigator of this study, and should range between 1-2 hours per individual interview and focus group session(s). The individual interview and focus group session(s) will take place at a time and location as agreed upon by you and I.

I will forward a list of general question I will ask you if you decide to participate. If you could return the consent form to me in the enclosed envelope, I will get started on setting up the interviews, you during the month (s) of January- March 2015 or you can sign the documents in person prior to our interview. Please feel free to contact me by email at selena.eunice@mail.umsl.edu with some dates that will work best for you during the month(s) of January- March 2015. I am sure you receive many requests to participate in dissertation work, and I thank you in advance for your consideration. I am very excited about my research study and its' development, please respond to my request at your convenience.

Sincerely,

Selena Eunice
UMSL Graduate School PhD Candidate

Dr. Matthew Davis, PhD
UMSL Graduate School Dissertation Advisor

Appendix C
Audit Trail

- May-August, 2013 Began research of topic, archive review, literature review, and IRB documentation.
- August– December, 2013 Began thesis proposal writing, made methodological determinations through the dissertation seminar course; and continued archive review, literature review, and IRB documentation process.
- March 2014 Began phone contact with the past PIIP directors to inquire about their interest in study participation.
- April 2014 Continuation of thesis proposal writing.
- August 9, 2014 Presented dissertation proposal to dissertation committee. Proposal approved by committee.
- August 23, 2014 IRB proposal approved by advisor.
- October 14, 2014 Received IRB approval to conduct research.
- December 24, 2014 Received Graduate School approval to conduct research.
- December 29, 2014 Conducted follow-up conversation with the five participants confirming their willingness to participate in the study.

- January 21, 2015 Explained the introduction letter and informed consent form and study process to participant one; conducted face-to-face interview.
- January 29, 2015 Explained the informed consent form and study process to participant two; conducted face-to-face interview.
- February 7, 2015 Explained the informed consent form and study process to participant three; conducted phone interview on February 12, 2015. Obtain archived documentation from this participant.
- February 8, 2015 Explained the informed consent form and study process to participant four; conducted face-to-face interview.
- February-April, 2015 Numerous contact with participants to schedule an group session.
- February 26, 2015 Explained the informed consent form and study process to participant five; conducted face-to-face interview.
- February 28, 2015 Focus group session cancelled due to weather conditions.
- April 20, 2015 Focus group session held with two administrators.
- March–April 2015 Data analysis through transcript review and triangulation with archived documents.
- May 9, 2015 Received archived documents from participant one, continued data analysis.

Appendix D

Framework of Culturally Responsive Education

Table 1.

Framework of culturally responsive education (Gay 2000), adapted from the Roxas (2008) study.

Characteristic	Description
Validating	The PIIP administrators use the cultural or prior knowledge and experiences of the pregnant or parenting student to give relevance to their academic and social learning.
Comprehensive	The development of social and academic learning by utilizing cultural/social curriculum to impart knowledge and skills regarding parenting and academic expectations. Encompasses all facets of the school environment.
Multidimensional	The development of the pregnant or parenting student- PIIP administrator relationships, along with programmatic goals, and outcome assessments.
Empowering	PIIP administrators use problem-solving, situated, cultural scenarios to incite active/ value driven learning among adolescent parents.
Transformative	PIIP administrators use academic success as a mandatory and accessible goal requirement for all adolescent parents. Emphasis placed on skill development in the areas of household and community responsibility.
Emancipatory	PIIP administrators unveil the conceptions of what a pregnant or parenting student role is in the school environment. Encourages pregnant or parenting students of their legal rights and how they can become or remain an active participant in their academic high school career.

Source: Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, (New York: Teachers College Press. 2000). Kevin Roxas, "Keepin' It Real and Relevant: Providing a Culturally Responsive Education to Pregnant and Parenting Teens." (*Multicultural Education* 15, no. 3: 2-9. 2008).

