

## **APPENDIX 1**

### ***DEMOGRAPHICS***

Table 4. AGE DISTRIBUTION

<u>Ages</u>	<u>#</u>	<u>% rounded off</u>
28-38	5	18
39 - 48	7	25
50 - 60	10	36
61 - 70	4	14
71 - 77	2	7
Total	28	100%

Table 5. PROFESSIONAL ATTAINMENT

<u>Number</u>		
Church administrator		1
Lawyer		2
Architect		2
Pastor		2
Securities vice president Wall street firm		1
Securities director		1
Politics/chief of staff/legislative aide		2
Businessman		5
Real estate developer		1
Army colonel		1
Chief court administrator		1
Bank manager		1
Not-for-profit director		1
Building manager		1
District school superintendent		1
Psychologist		2
Community Relations specialist		1
Electrical Engineer		1
Total		28

Table 6. INCOME DISTRIBUTION

	<u>Number</u>	<u>% rounded off</u>
\$30 - 39,000	1	3
\$40 - 59,000	8	29
\$60 - 79,000	5	18
\$80 - 900,000	5	18
\$100,000+	9	32
Total	28	100%

*Table 7. EDUCATIONAL ATTAINMENT*

	<u>Number</u>	<u>% rounded off</u>
High School	4	14
2-3 years college	5	18
4 yrs. college	7	25
Masters Degree	5	18
Professional degree	7	25
(law, architect, psychology)		
Total	28	100%

*Table 8. CURRENT MARITAL STATUS*

	<u>Number</u>	<u>% rounded off</u>
Married	18	64
Single	7	25
Divorced	2	7
Widowed	1	4
Total	28	100%

*Table 9. ADOLESCENT NEIGHBORHOOD TYPES*

<u>Type Resided There</u>	<u># Men</u>
Northern Urban, Racially Mixed	6
Southern Urban, Racially Mixed	2
Northern Urban Segregated	8
Southern Urban Segregated	2
Southern Small Town Racially Mixed	3
Southern Small Town Segregated	5
Rural Other/Guyana	2
Total	28

Table 10. ADOLESCENT NEIGHBORHOOD LOCATIONS

	<u>Number</u>	<u>% rounded off</u>
<u>New York City</u>		
Bronx	2	7
Brooklyn	1	4
Manhattan (Upper Westside)	1	4
Harlem	9	29
Long Island	1	4
Total	14	48%
<u>Northern States</u>		
Connecticut	1	4
New Jersey	1	4
Kansas	1	4
Wisconsin	1	4
Total	4	16%
<u>Southern States</u>		
Georgia	1	4
Louisiana	1	4
Maryland	2	7
Mississippi	1	4
North Carolina	1	4
Virginia	2	7
Total	8	30%
<u>Other</u>		
Guyana	2	6%

Table 11. NEIGHBORHOOD TYPES BY AGE OF PARTICIPANTS

	Racially Mixed		Segregated	
	Urban	Small	Urban	Small
NORTHERN	29, 34, 38, 43, 44	43, 56, 61	29, 49, 50, 50, 50, 52, 60, 61	
Totals	5	3	8	8
SOUTHERN	45, 46, 51		49, 65	53, 54, 65, 12, 77
Totals	3	0	2	5
OTHER	0	0	38, 49 2	0
TOTALS	Racially Mixed 11		Segregated 17	

Table 12. HOUSEHOLD COMPOSITION BY LOCATION AND AGE OF PARTICIPANTS

NORTHERN	Racially Mixed				Segregated			
	Urban Father/Mother or HH	Single Parent HH or Other Rel.	Small Father/ Mother HH	Single Parent HH or Other Rel.	Urban Father /Mother or HH	Single Parent HH or Other Rel.	Small Father /Mother or HH	Single Parent HH or Other Rel.
	38,43,44	29, 34	43, 56, 67		49, 50, 50, 60	52, 61		
Totals	3	2	3	0	4	2	0	
SOUTHERN	45, 51	46			49, 51		53, 54, 65, 72	
Totals	2	1	0	0	20	4	1	
OTHER Totals							38, 49 2	
TOTALS	Racially Mixed (F/M HH)		Racially Mixed (Single Parent, etc.)		Segregated (F/M HH)		Segregated (Single Parent, etc.)	

\*\*Two men reared in northern, urban segregated communities \*; (1) by his grandparents, the other by loving foster parents.

Table 13. MEN'S PERCEPTIONS OF THEIR PREDOMINANT ADOLESCENT CHARACTERS BY RESIDENCE AND AGE

	<u>Northern Home Communities</u>		<u>Southern Home Communities</u>
	<u>From New York City</u>	<u>Other</u>	65
Shy/Quiet	34, 38, 44, 50, 51		
Totals	5	0	1
Competitive	28, 45, 49, 50, 50, 60, 61	38, 43, 49, 56	51, 61, 72, 77
Totals	7	4	4
Rebellious	29		46, 49, 65
Totals	1	0	3
Cheery			52, 52
Totals	0	0	2
Dreamer	52		
Totals	1	0	0

Table 14. FATHERS PROFESSIONAL ATTAINMENT

<u>Fathers</u>	<u>#</u>
Dry Cleaners	2
Farmers	2
Barbers	2
Truck Drivers	3
Park or Wash Cars	2
Store Clerk or Garment District	2
Factory Worker	2
Subway Motorman	1
Carpenter	1
Salesman	1
Police Officer	1
Dietician	1
College Professor	1
Engineer	1
Pastor	1
Unknown/Deceased or out of house	4
Total	28

Table 15. MOTHER'S PROFESSIONAL ATTAINMENT

<u>Mothers</u>	<u>#</u>
Draper/seamstress garment district	2
Housewife	10
Farmer	1
Beautician	1
Court Clerk	1
Domestic	6
Teacher	3
Realtor	1
Pastor	1
Dietician	1
On public assistance	1
Total	28

Table 16. FATHER TYPES

<u>Fathers</u>	<u>Number</u>
Stable workaholic, close to son and role model	17
Low work capability but loving care givers "dawdlers"	3
Hardworking authoritarian – not warm or close to son	3
Out of home by divorce, death or abandonment	5
Total	28

*Table 17. MOTHER TYPES*

	Number
Loving Taskmaster – very involved with son's future	7
Low key and loving involvement in partnership with her husband	18
Not involved and busy	3
total	28

*Table 18. MEN'S SELF PERCEPTION OF THEIR ADOLESCENT PERSONALITIES*

	<u>Shy/quiet</u>	<u>Competitive/enterprising</u>	<u>Rebellious/questioning</u>	<u>Socially cheery</u>	<u>Adventurer dreamer</u>
GM		X			
FB		X			
CC			X		
JHS			X		
FK		X			
RC	X				
TB		X			
KP				X	
WB	X				
MB	X				
JW				X	
JM		X			
DD		X			
RT					X
PD	X				
SA		X			
WAC		X			
JH		X			
CM			X		
LH		X			
RM	X				
MK		X			
KM			X		
RG	X				
BB		X			
TC		X			
JC		X			
JJ		X			

*Table 19. MULTIPLE SETTINGS USED BY THE YOUTHS*

<u>Settings Used</u>	<u># Youths Used It</u>	<u># Youths Did Not</u>
Non-school based sports group	10	18
Non-school based social setting	9	19
Church/Youth center activities	8	20
School based band, choir, orchestra	8	20
Neighborhood playground, play lot	8	20
Community-based youth center	7	21
School based informal setting	6	22
School based sports team	4	24
School based chess, debate or political club	4	24
School	2	26

*Table 20. FAVORITE SETTINGS USED*

<u>Setting Types</u>	<u># Men Used It</u>
Organized Sports Settings (school, church, or community sponsored)	8
Informal Sports Settings (neighborhood parks or racetracks)	2
Organized Youth Program Settings (ROTC, Naval Cadets, Minisink, Orchestra, Boys' Club, Community Center, Boy Scouts)	6
Church Youth Programs	6
School based Debate Club	1
Peer Cliques Informal Setting (music combo, meetings with friends in special places)	5
Total	28

*Table 21. WHAT ATTRACTIONS SETTINGS OFFERED*

	<u># Youths Using</u>	<u># Not Using</u>
Meet people like me	21	7
Opened new worlds	16	12
Learned new social structures	11	17
Place for nurturing	11	17
Place to prove themselves	11	17



*Table 22. ADOLESCENT SOCIAL CLASS OF FRIENDS*

Same class	12
Higher class	11
No information	5
Total	28

*Table 23. FRIENDS ADULT OUTCOMES*

	# Prospered
Yes	25
No	1
Somewhat	2
Total	28

*Table 24. MEN'S FEELINGS ABOUT SPECIFIC PLACES*

	# Yes	# No
Gave them social network and structure	28	0
Gave important bonding	19	9
Gave direction and inspiration	13	15
Gave a value system and structure	9	21

*Table 25. BEHAVIORAL CHANGES PERCEIVED BY THE MEN*

<u>Types of Behavior</u>	<u># Gained This</u>	<u># Did Not</u>
Developed a new sense of self to overcome obstacles and be a change agent	12	16
Opened up a new awareness of a society they wanted to be in	8	20
Gained new socialization and friendship skills	5	23
Recognized that the world had rules and gained respect for them	3	25

## **APPENDIX 2**

### ***FOCUS GROUP INSTRUMENTS***

**DRAFT COVER LETTER FOR SURVEY  
QUESTIONNAIRE**

March 28, 1996

Dear Sir:

Very little is known about the interrelationship between the Black male adolescent's use of group settings within his Black community and his subsequent goal directed behavior for high achievement as an adult?

I am currently conducting a research project that will examine the role, if any, that specific community settings play in the Black adolescent's adult success life path. That is, could these settings mold the Black male adolescent's norms to develop "potentiality" for his adult success? While Black men's stories are not the same, there may be many shared themes and outcomes.

My study is performed as a partial fulfillment of the requirement for my Ph.D. in psychology at the City University Graduate Center. Hopefully, it will offer insight into the opportunities for motivation that Black communities provide and help me document Black men's understanding of the role their African-American community settings played in motivating or discouraging their adolescent drive to achieve. The purpose is to be able to make policy recommendations for support of these positive, support settings for today's youth.

As an interviewee, you will be asked to discuss your recollections, experiences and opinions about important growing up places within your adolescent African-American community that will take approximately 90 minutes.

Participation is strictly voluntary. All information gathered will be confidential and used for research purposes only. And, data from questionnaires will be anonymous.

If you are willing to participate on this topic as an interviewee, your prompt reply will be greatly appreciated. Please return this form by mail in the return envelope to Sandra Griffin (address omitted), or call (number omitted) to leave a message; or fax your reply to (number omitted). Please write your name and phone number for contact.

Interviews are scheduled to begin within the months of April and May 1996 at a designated meeting place. I urge you to work with me and feel your involvement will make a difference.

Refreshments will be available.

Thank you for your assistance.

Sandra Taylor Griffin

FOCUS GROUP DISCUSSION  
QUESTIONS

Looking back over your life, were there community organizations (sport team, youth center, clubhouse, church youth organization) of which you were a member during your adolescence?

Could you list them?

Could you recall which of these organizations most strongly influenced you?

What organization was that? When? Why?

What usually happened in this organization?

Where was it located?

How would you describe how you feel about this place?

Were your experiences good? Why?

Why did this organization mean a lot to you? What made it important to you?

Who else was there?

What kinds of things did you do at this place?

How many (years, months) did you attend this place?

Why is this place still important to you? What did you learn from this place?

## **APPENDIX 3**

### ***PARTICIPANT INSTRUMENTS***

## Cover Letter for Recruitment of Participants

Date:

Dear Sir:

I am an African-American doctoral student working on my dissertation study. You have been recommended as a successful Black man and I am asking for your assistance. I am currently conducting a research project on how using certain community settings impact on the adolescent's successful adult life path.

My study is performed as a partial fulfillment of the requirement for my Ph.D. in psychology at the City University Graduate Center. While Black men's stories are not the same, there may be shared themes and outcomes between your experiences and those of other successful men. The purpose is to be able to make policy recommendations for support of these social support places for today's youths.

I am looking for high achieving men between the ages of 35-65 years old. As a participant, you will be asked to discuss your recollections, experiences and opinions about important growing up places within your African American adolescent community that will take approximately 90 minutes. I hope to develop insights into the role of the African American community in motivating or discouraging adolescents in their drive to achieve.

Participation is strictly voluntary. All information gathered would be confidential and used for research purposes only. And, data from questionnaires will be anonymous.

If you are willing to participate on this topic as an interviewee, your prompt reply will be greatly appreciated. Please return this form by mail in the return envelope to Sandra Griffin, 423 West 144th Street, New York, NY 10031; or CALL (212) 368-4677 to leave a message; or FAX your reply to (212) 866-6354. Please write your name and phone number for contact.

Interviews are scheduled to begin through the months of June and July 1996 at a designated meeting place. I urge you to work with me and feel your involvement will make a difference.

Refreshments will be available.

Thank you for your assistance.

Sandra Taylor Griffin

### Interviewee's Introduction Script

The idea of the study is to find out how Black men grew up and whether their being exposed to adolescent places in their African-American communities had any effect, if any. It's the kind of information that nobody except those who went through it has.

What I'm doing is talking to people like you because it is important for others, especially African American adolescent males to understand as well as they can. So, I'm going to ask you to help me to tell your story. And, that's what I'm doing.

Here is a consent form for you to read. It describes the study, and if it's okay with you, sign one copy and let me have it. You keep the other.

I will be taping if it's all right. Nobody will be listening to the tapes except for the people of the project.

## Adolescent Community Influence on Achieving Black Men

**QUESTIONNAIRE**

**NOW, I'D LIKE TO TRY TO UNDERSTAND THE EFFECT YOUR ADOLESCENT COMMUNITY HAD ON YOUR ADULT ACHIEVEMENT.**

**WE NEED TO ASK SOME QUESTIONS ABOUT YOUR ADOLESCENT LIFE EXPERIENCES. THE INTERVIEW SHOULD ONLY LAST ABOUT 90 MINUTES.**

**I'D LIKE TO BEGIN BY ASKING A FEW QUESTIONS ABOUT YOUR ADOLESCENT FAMILY SITUATION. COULD YOU THINK ABOUT WHEN YOU WERE AN ADOLESCENT? (14-17 YEARS OLD)**

**A: Adolescent Family Experiences: Questions 1 - 6)**

1. Tell me about your family: How many people lived in your family including yourself?
2. Did you have siblings? Yes \_\_\_ No \_\_\_  
How many sisters? \_\_\_ brothers? \_\_\_  
Where did you rank? (oldest, middle, youngest) \_\_\_\_\_
3. Did you live in?  
a) a private house \_\_\_ b) an apartment \_\_\_  
c) public housing \_\_\_ d) other \_\_\_\_\_
4. What was your parents or caretakers source of income? (Check all that apply)  
a) job \_\_\_ b) pension \_\_\_ c) SSI \_\_\_  
d) public other \_\_\_ e) other \_\_\_\_\_  
What was their profession?  
Mother \_\_\_\_\_ Father \_\_\_\_\_ Other \_\_\_\_\_
5. Would you describe your family's economic status as:  
a) wealthy \_\_\_ b) upper-middle class \_\_\_  
c) middle class \_\_\_ d) lower-middle class \_\_\_  
e) poor \_\_\_ f) very poor \_\_\_
6. Could you describe your relationship with your family while an adolescent?

**NOW I'D LIKE TO ASK SOME QUESTIONS ABOUT YOUR COMMUNITY AND THE SETTINGS YOU USED.**

**B: Adolescent Community Setting Memories: (Questions 7-12)**

7. Could you describe the community you spent your adolescent years? How satisfied were you with it? What were its worst aspects? Explain.



8. Do you remember how you spent your days? Could you walk me through a particular weekday? A weekend? Were there places you went to where you met with a group? Where did you go? Explain.

9. What were the feelings you had when you went to your community place? What was it like?

10. What exactly did you do at the community setting? How often did you go there? Who else was there? What were the most attractive aspects of it? How was your everyday life changed?

11. Did you ever discuss important concerns with any one of the people at the community setting? With whom? Tell me about that person. What exactly did they do for you?

12. Could you describe yourself as an adolescent? Do you feel you made any changes in your behavior or character after attending the community setting? How were your feelings and experiences there different than other places? Explain.

**NOW I'D LIKE TO ASK SOME MORE SPECIFIC QUESTIONS ABOUT YOU AND YOUR FRIENDS' ADOLESCENT CHARACTER DEVELOPMENT.**

**C: Adolescent: (Questions 13 -16)**

13. Tell me about your school life. Tell me about your relationships with teachers and friends.

14. Did you work as an adolescent? What exactly did you do? Explain.

15. Tell me about your relationship with your employer and co-workers. Tell me how you used your earnings.

16. What about your adolescent friends? What were they like? What kinds of things did you do together? Where did you go? What happened to them as adults? Explain.

**NOW, I'D LIKE TO KNOW A LITTLE BIT ABOUT YOUR ADULT EXPERIENCES.**

**D: Insights: (Questions 17 -18)**

17. Looking back, so you feel there were specific places that were helpful in your life path? Anything else?

18. When did you decide on your current career path? What choices did you make to get where you are today? Do you feel you achieved what you wanted to? Explain.

**BEFORE WE END, WE JUST NEED TO KNOW A LITTLE MORE ABOUT YOU. THESE QUESTIONS ARE SOMEWHAT PERSONAL BUT, ALL YOUR ANSWERS WILL BE KEPT CONFIDENTIAL.**

**E: Bio-Data (Questions 19 - 27)**

19. Where do you live now? (Borough) \_\_\_\_\_
20. What is your profession? \_\_\_\_\_
21. Are you currently employed? Yes \_\_\_ No \_\_\_
22. How much would you say you earned this year? Is it between?  
 a) Less than \$20,000 \_\_\_\_\_ e) \$60 - \$79,000 \_\_\_  
 b) \$20 - \$29,000 \_\_\_ f) \$80 - \$99,000 \_\_\_  
 c) \$30 - \$39,000 \_\_\_ g) \$100 or above \_\_\_  
 d) \$40 - \$59,000 \_\_\_ h) Decline to answer \_\_\_
23. How would you describe your present living arrangement? Are you?  
 a) married \_\_\_ b) divorced \_\_\_ c) single \_\_\_  
 d) living with a partner \_\_\_ never married \_\_\_
24. Do you have children? Yes \_\_\_ No \_\_\_  
 If yes, how many? \_\_\_\_\_ What are they doing now?  
 \_\_\_\_\_  
 \_\_\_\_\_
25. Did you graduate from high school? Yes \_\_\_ No \_\_\_  
 Year graduated: \_\_\_\_\_  
 private \_\_\_ parochial public
26. Did you attend college? Yes No  
 Year graduated:  
 What was your major? \_\_\_\_\_  
 What degree did you attain? \_\_\_\_\_  
 If you did not complete college, how many years did you complete?  
 \_\_\_\_\_
27. What is your age? \_\_\_\_\_

Thank you, I'm grateful for the time you spent with me. Of course, in case you have something else to say about this topic, you can call me. And, may I call you if I need further information regarding a particular area?

Before you go, do you know anybody else I should talk to? Thank you very much.

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