

# **Risk, Protective & Behavioral Factors Associated with African American Female Adolescents' Educational Outcomes**

## **Family Level – Parents and/or Family Members**

- **School Behavior Expectations (+)**
- **Family Togetherness (-) \***
- Parent/Family Support (+)
- Home Academic Environment (+)
- Parent Monitoring- for those in high risk neighborhoods (+)
- Consistent Discipline (+)
- Parental Involvement in Education (+)
- Parental Guidance (+)
- **Emotional Support (+)**
- Family Cohesion (+)
- Parent Involvement in Education (+)
- Relatives who Graduate (+)
- Adult Role Models (+)
- Established Family Routines
- **Behavioral Support (+)**

## **School Level – Teacher Behaviors, Practices, & School Climate**

- Teacher Support (+)
- Teacher's Attitude (+) (-)
- Higher Academic Track Placement (+)
- Involvement in Extracurricular Activities (+)
- Teachers Who Encouraged Classroom Participation (+)
- Social Acceptance (+) (-)
- Sense of Belonging (+)
- **Tangible Support (+)**

## **Community Level**

- Contextual Risks (-)
- Utilization of Community Resources (+)
- Church Attendance – Family Members & Peers (+)
- Deteriorated Neighborhoods (-)
- Exposure to Community Violence (-)

### Peer Level

- **Peer Group Acceptance (-) \***
- **Friend Support (+)**
- Association with Negative Peers (-)
- Peer Network Segregation (+)
- Peer Group Social Capital (+)
- **Tangible Support (+)**
- **Emotional Support (+)**
- Peer Support – for those in low risk neighborhoods (+)
- Peer Support- for those exposed to multiple risks (+)

### Individual Attributes

- Academic Self Concept (+)
- Perseverance/Personal Initiative (+)
- Optimism (+)
- Future Outlook (+)
- Self-esteem (+)
- Self-efficacy (+)
- Educational Intention to Complete (+) (-)
- High Academic Future Expectations (+)
- Utilization of Community Resources (+)

**Predictors identified by Clayton (2008) are in bold.**