ABSTRACT


This ethnographic study examines the factors of educational settings that re-engage out of school males (16 – 25 years old) in learning. The research was conducted at a local learning center in Brooklyn, The Downtown Learning Center, and followed five key informants through the process of re-engagement in learning, obtaining a GED and admission into college. Because of the ethnographic nature of the study, additional data collection and analysis was completed with an array of stakeholders from the learning center. Cultural Historical Activity Theory, Communities of Practice and Critical Race Theory underpin the research design and analysis. The findings have wide implication for educational practice and learning center design at both the college and high school levels.