



MENTORING INSTITUTE

MENTORING TO REDUCE RACIAL DISPROPORTIONALITY OF AFRICAN-AMERICAN DISCIPLINE CITATIONS

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MILLERSVILLE UNIVERSITY OF PENNSYLVANIA

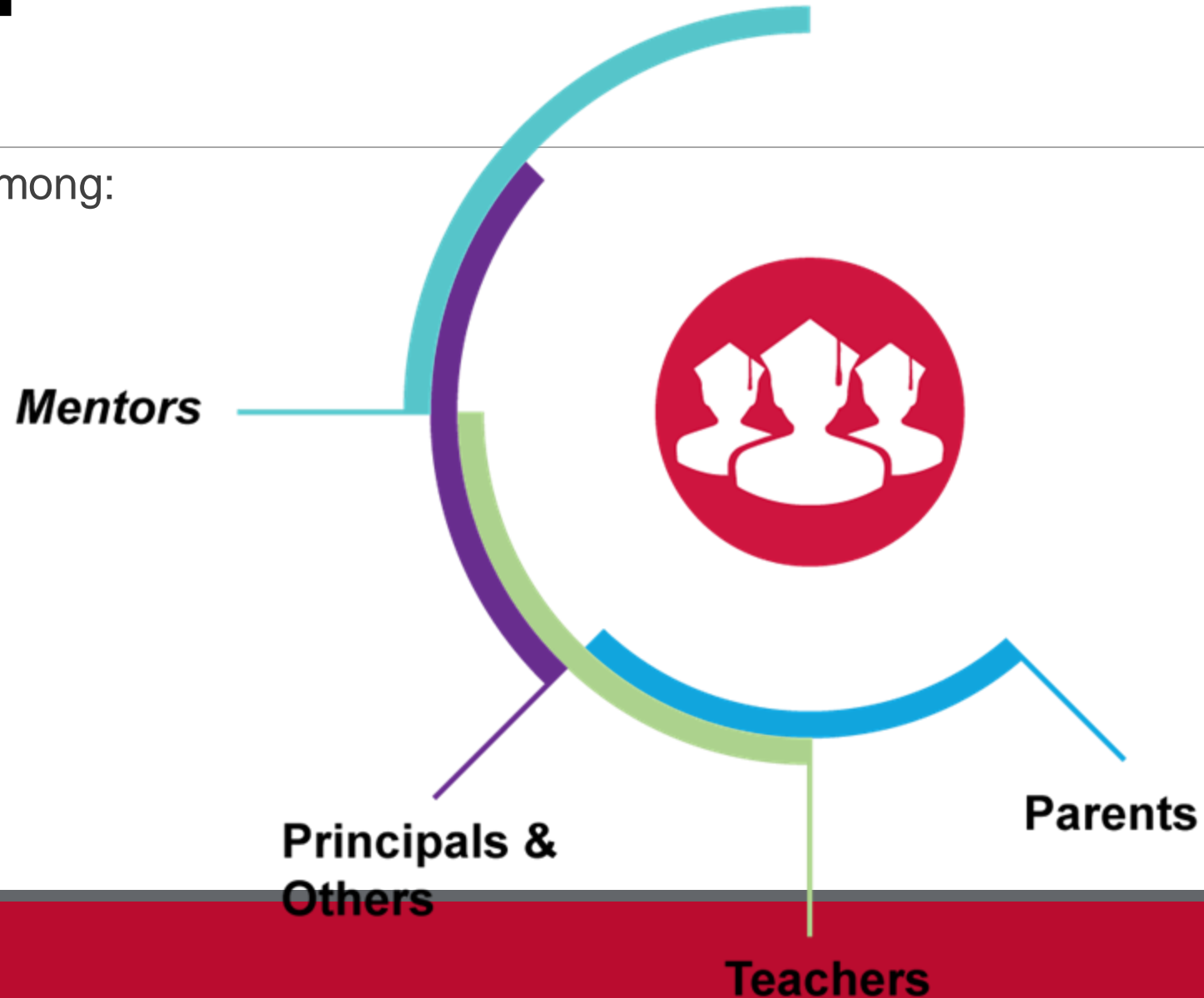
District Discipline Data

Dilemma: Overall Performance of Black Male Students in Middle School

- Disproportionate high rates of suspensions
 - A Black Male MS student is 4x more likely of being suspended than a white student
- Decline in achievement beginning in grade 6
 - Black Male MS students have the lowest achievement on PSSAs compared to other racial groups in MS
 - This trend was most pronounced in grade 6

Mentorship Pilot

Includes strengthening connections with and among:



Mentor Training

- ❑ All Mentors received 4 hours of training, completed all required clearances (11 mentors trained), and agreed to commit to one calendar year
- ❑ Mentors range from SDoL staff, entrepreneurs, business and faith leaders
- ❑ Common schedule: One hour of mentoring work and a half hour with parents and staff to occur twice a month
- ❑ Program focus to include: Confidence and self-advocacy building, college and career exploration, decision-making, growth mindset, habits of successful teens, and Black History
- ❑ Postponed- Culminating event: Trip to Museum of African- American History

Mentoring Logistics

Mentor/Mentee Commitment Form

Parental Consents

Background Clearances

Mentor/Mentee Commitment Form

In order to help build and maintain an effective mentoring partnership with my mentee, I commit to take the following steps:

1. During our first meeting, we will complete the Mentoring Agreement and will return a copy of this document to the Program Coordinator.
2. I will make a one-year commitment to the mentoring partnership, meeting **face-to-face at least twice per month** for 12 months and will contact him **at least once/week** to maintain the relationship.
3. I will ask the Program Coordinator for help when needed.
4. I will accept guidance from the Program Coordinator.
5. I will notify the Program Coordinator if I am having difficulty in the mentoring partnership with the understanding that there are alternative options if the match is not working.
6. I will attend all trainings and networking/cohort events and utilize best mentoring practices to the best of my ability.
7. I will engage in the mentoring relationship with an open mind.
8. I will keep discussions with my mentee confidential (except where the safety or well-being of my mentee or others is at risk, including psychological referrals). I will follow established protocol to share harmful situations with the Program Coordinator.
9. I will inform the Program Coordinator of any changes to my contact information while I am enrolled in the program.
10. I will participate in the assessment/research related to this mentoring program.
11. I will contact the Program Coordinator if I am unable to keep regular meetings with my mentee.
12. I will notify the Program Coordinator of any significant changes with my mentee.
13. I will work cooperatively with my mentee's family and his teacher advocate to provide the best environment for my mentee.
14. I will commit to meeting with and contacting my mentee within the parameters we establish in our Mentoring Agreement.

Mentor signature

Mentee Signature

Date

Mentor Program

A Typical Session for Mentor Program

Meetings twice a month

3:00 – 5:30 Art projects, physical activity, and homework help to keep students in school

5:30 – 6:30 Mentors and Mentees participate in whole group activities focused on curriculum

6:30 – 7:00 Parents and staff dine with mentors and mentees in the school library. This is a time to strengthen relationships among adults and mentees.



Session Content

Self- Advocacy

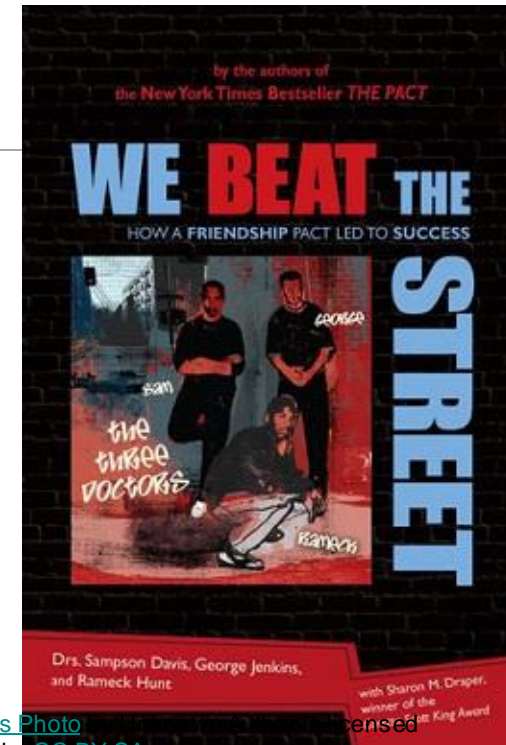
Self-Efficacy

Confidence

College and Career

Celebrating Local Black History

Social Activism



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Read We Beat the Street: How a Friendship Pact Led to Success

Planned Sessions

2/5/2020 Building our Community/Manners

2/19/2020 Power of Your Belief

3/12/2020 (THURSDAY) Making Good Choices

3/18/2020 Career and College Exploration

4/1/2020 Growth Mindset

4/15/2020 Self-Esteem, Self-Advocacy, Self-Efficacy (confidence)

5/6/2020 Black History

5/20/2020 Social Media and Our Reputation

6/3/2020 Celebration and Prep for summer mentor activities

Trip to the African American Museum in Washington, D.C. (all welcome)

Covid-19 Impact

Several modifications became necessary because of State-wide school closure.

- Program modifications
 - Communication between mentors and mentees- moved to online format
 - Pizza delivered to each mentee's home
 - Program curriculum was adjusted to meet the present lived experiences of mentors and mentees (i.e. Covid-19 and murder of George Floyd)

Revised Schedule

Session#1- Kickoff Event 1/24/20

Session#2- Building Our Community 2/6/20

Session#3- Be safe, responsible, and respectful & The Power of Belief-Paper Plane Project (TJ Griffin) 2/19/20

Session#4- Making Good Choices/Reputation (Troy Richardson) 3/11/20

Shift to remote sessions because of Covid-19

Session#5- African American Heritage (Tracy Brown) 5/6/20

Session#6- Growth Mindset 5/20/20

Session#7- Career Exploration (Dr. Powell) 6/3/20

Session#8- Black Lives Matter/Social Activism 6/17/20

Session#9- Power of Public Speaking (Toastmaster- Mrs. Jackee Olson) 7/1/20

Session#10- Police Officer Panel 7/15/20

Session#11- Celebration/Community Networking/New Lincoln MS tou



Black Lives Matter Impact

Focus group with mentors 10 days after George Floyd's death

- 9 mentors
- 4 school personnel (Assistant Superintendent, Community Liaison, Principal and Family-School Coordinator)
- Facilitated by university mentoring coordinator

- Photovoice Project: "Quarantined, Protestor, Artist, Killer? 2020"

Mission of Mentoring Program



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To empower and support Black male students to self-advocate by increasing their social, cultural, academic, and emotional self-confidence.

Goal #1

Sixth grade Black male students at Lincoln Middle School will progress successfully to 7th grade.

- Black males will demonstrate leadership skills including self-responsibility and self-regulation with positive guidance from mentors and other advocates.
- Black male students will demonstrate academic proficiency through completing their homework assignments and projects, having good attendance and good grades.
- Black male students will demonstrate an absence of or decrease in conduct referrals.

Goal #2

Black male students will have an increased sense of self-confidence and empowerment by the end of this program.

- Black male students in the program will demonstrate an increase in self-confidence.
- Trained mentees and mentors in the program will build trust in their mentoring relationship.
- Black male students in the program will demonstrate or report positive beliefs about their essential selves, coping selves, social selves, creative selves, and physical.



BROTHERHOOD

Mr. Dominique
Miller-Shell

Mentor Liaison



**I AM A KING,
I AM A LION,
I BELIEVE IN MYSELF.
I AM WORTHY!**

Methodology

Middle School enrollment

- Schools A & B (N=34)- Control Group
- School C (N=13)- Experimental Group
- Twelve Black men invited to be mentors
- Consent
- Background checks

Data Collection

Naturalistic, Case- Study Approach

Three interview prompts given to mentors 10 days after the death of George Floyd.

- How are you feeling?
- How do we respond to mentees regarding the BLM protests?
- What is next?

Video and audio were recorded with Zoom

Qualitative Themes

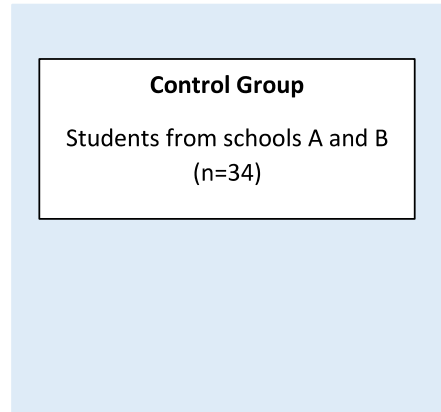
Minority Stress- unconscious teacher bias and actions towards Black students in part to lack of diversity in the teacher workforce.

- Chronic stress from experience and/or perception of unfair treatment based on belonging to a marginalized group.
- Heightened physiological response to chronological stress that impacts mental and physical health

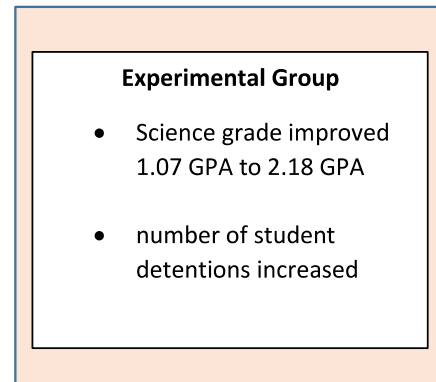
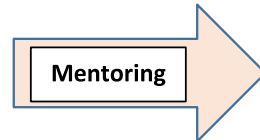
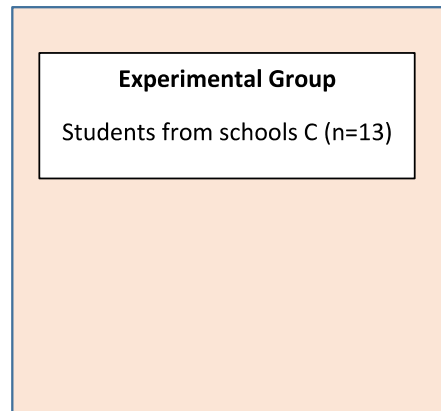
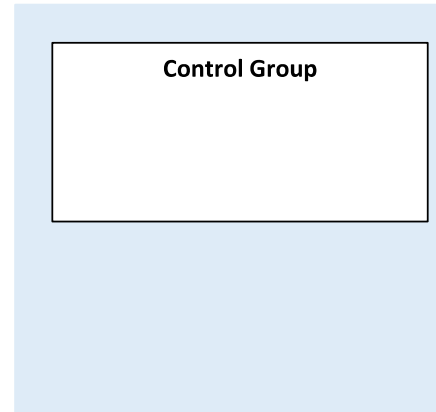
Social Activism- a strategy for change

- Peaceful protests to inform and change policy
- Self-Advocacy and Self-Efficacy

January 2020



April 2020



Design & Results

Attendance- could not be tracked because of school closure

Conclusion and Q&A



WHY THESE DIFFERENCES?



WHAT DO YOU THINK?



EFFECTIVE MENTORING
NEEDS TO BE FLEXIBLE
AND CULTURALLY
RESPONSIVE



RELATIONSHIP BUILDING
IS FUNDAMENTAL



OWNERSHIP OF THE
MISSION AND GOALS IS
PARAMOUNT

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