

All Hands On Deck: Fostering Resilience in the Brotherhood during Protests, Politics, and a Pandemic

MR. DOMINIQUE MILLER-SHELL

DR. JEFFREY WIMER

DR. MIRIAM MARGUERITA GOMEZ WITMER

PA-NAME MARCH 5, 2021

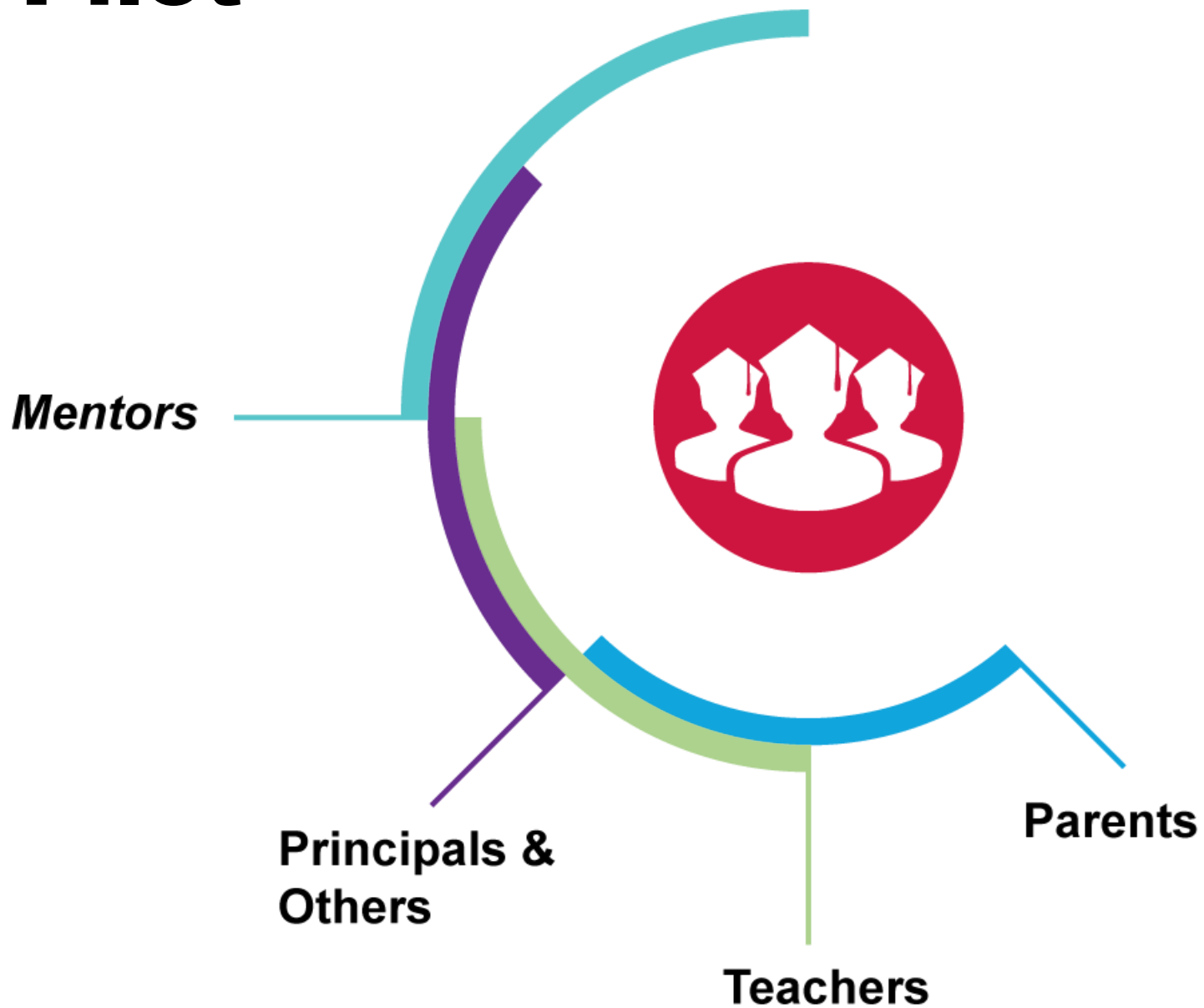


District Discipline Data

- 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

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

Mentoring Logistics

- Mentor/Mentee Commitment Form
- Parental Consents
- Background Clearances

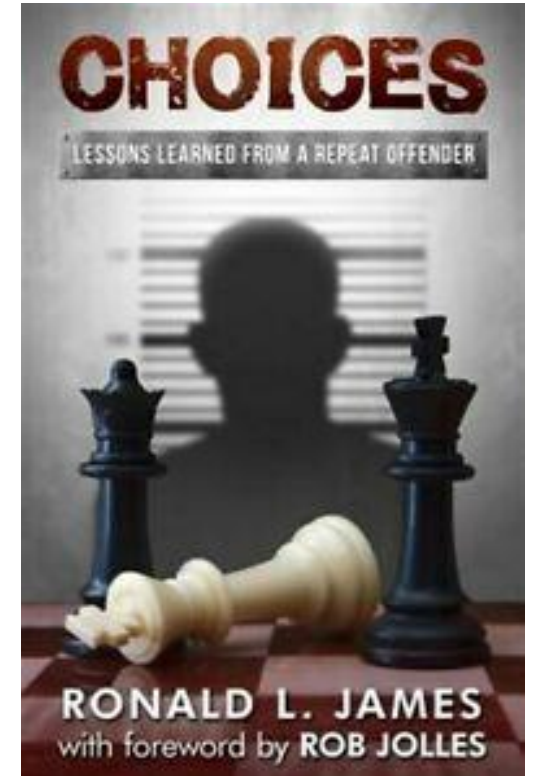
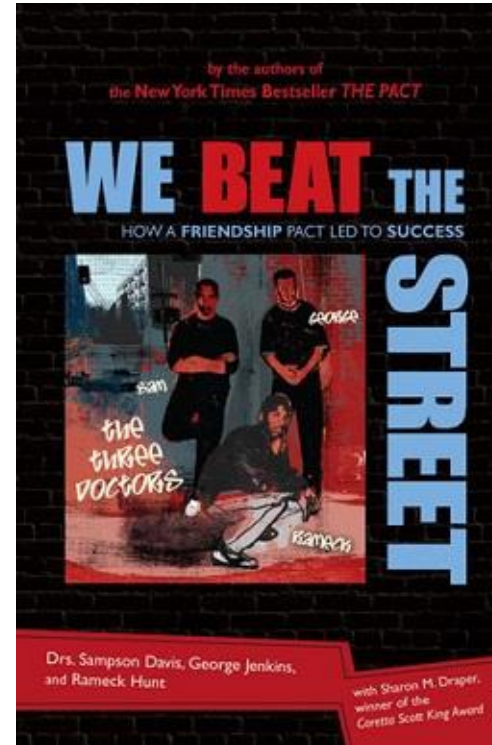


Mentor Program

- **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.

Learning Outcomes

- Self- Advocacy
- Self-Efficacy
- Confidence
- College and Career
- Honoring Local Black History
- Social Activism



- Reading ***We Beat the Street: How a Friendship Pact Led to Success***
- ***Choices*** movie and workbook

Pre-Pandemic 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)

Pandemic Impact

- Several modifications became necessary because of State-wide school closure:
 - 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)
 - All hands on deck!



Revised Schedule

- **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
- **Session #12-** Black Military Veterans 11/12/20
- **Sessions #13-** Choices movie and discussion 1/27/21



Future Plans for Mentoring Sessions

- What is a Black man?- Black History project in school
- Tru2You Creativity Workshops
- “Secure the Bag” Summit- Financial Literacy
- Service Project



Pandemic, Protests and Politics

- **No in-person school March 13, 2020-February 8, 2021 for Mentees**
- **Response to return to school**
 - **Leadership in school**



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

- 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.

1

Black males will demonstrate leadership skills including self-responsibility and self-regulation with positive guidance from mentors and other advocates.

2

Black male students will demonstrate academic proficiency through completing their homework assignments and projects, having good attendance and good grades.

3

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.
Dominque
Miller-Shell

Mentor
Liaison



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



Methodology

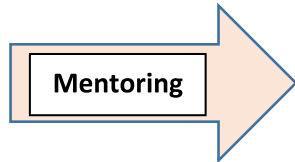
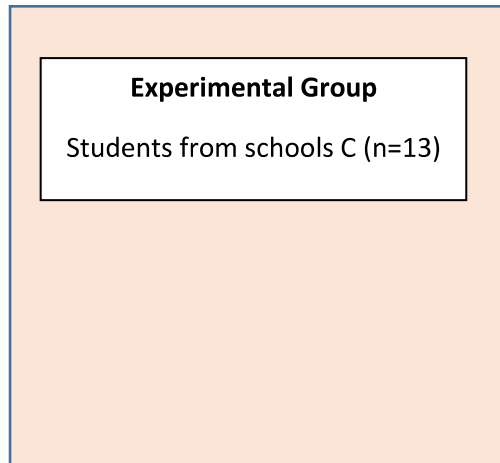
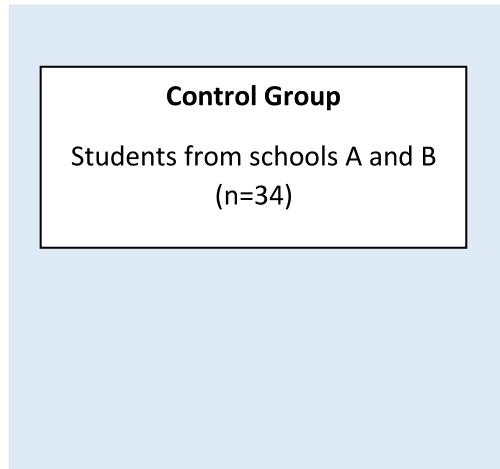
- Middle School enrollment
 - Schools A & B (N=34)- Control Group
 - School C (N=13)- Experimental Group
 - Twelve Black men invited to be mentors
 - Consent
 - Background checks



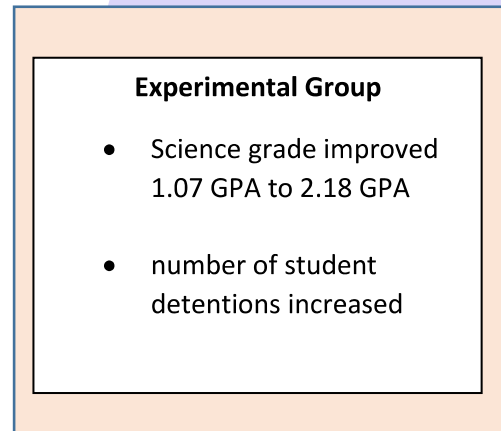
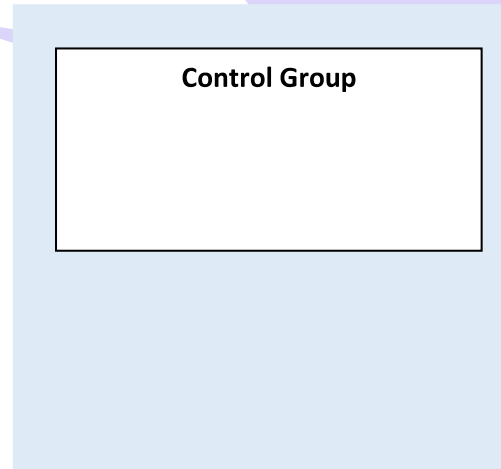
Data Collection

- 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

January 2020



April 2020



Pre-Pandemic Design & Results

- Attendance- could not be tracked because of school closure

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

Revised Design and Results

- No attendance data
- No discipline data

Preliminary Results

Grades

Dialogue 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

Contact Us:

DJMILLERSHELL@SDLANCASTER.ORG

JWIMER@MILLERSVILLE.EDU

MWITMER@MILLERSVILLE.EDU