



Mentoring Mentors

Exceptional
Black Men Leading, Living, and Loving.

Creating Affirming Spaces for Students to Belong & Thrive
Higher EDquity Symposium
November 14, 2019

Who's in the Room?

Please share the following:

- Name
- School & role at your school
- One thing you hope to get out of our session today.



Judy Touzin

Educator for past 16 years

Founder & Lead Organizer of
The ExceptionAL Project

CBMA & U of L Leaders in
Residence Fellow



Alphonso Mayo

Founder of Mentoring Mentors

10 years of Youth Development
and Early Childhood Education

Husband and Father of 5

CBMA & U of L Leaders in
Residence Fellow

Session Outcomes

Participants will:

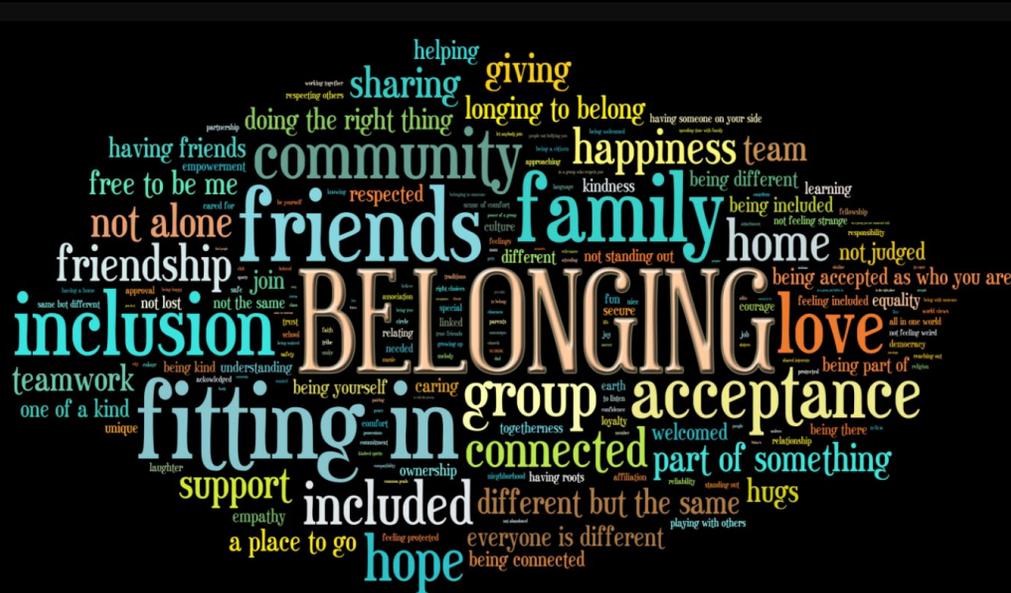
- Establish a shared definition for belonging
- Share best practices they are currently using at their respective campuses
- Select one or two strategies to strengthen belonging at their campuses

Community Agreements

- **Share your insight and perspective**
- **Ask questions**
- **One mic** (*refrain from side conversations*)
- **Cell phones away** (*please feel free to step out if you have an emergency*)
- **Others??**

Creating Affirming Spaces for Students to Belong & Thrive

Defining Belonging : What does it mean to belong? Jot down the sentence or phrase that comes to mind for you. We will use your personal definitions to help establish our shared working definition for this session.



Moments of Belonging (or not...)

What's Your moment?

- What one moment or experience stands out as a time when you felt like you truly belonged or did not belong?

Process:

- Take a few minutes to think of one or two key moments to share. Jot down notes if helpful.
- We will then take the time to share our personal moments with others



Affirm Defined

Affirm- af·firm /ə'fərm/

to offer (someone) emotional support or encouragement; the action of giving someone support, confidence, or hope

Creating Affirming Spaces for Students to Belong & Thrive

Strategies

- Asset Framing
- Engaging Student Voice
- Affinity Groups
- Cultivating Competence & Confidence

Strategy 1: Asset vs Deficit Framing

Framing	Defined	Sounds like
asset-framing	defining people by their aspirations and contributions	“We help young people overcome obstacles and achieve their dreams.”
deficit-framing	defining people by their problems	“We help at-risk youth in high-crime neighborhoods”

Strategy 1: Asset Framing

Who do OUR educators believe
our students are??

Who do OUR students believe
THEY are??



Asset Framing: Sharing Best Practices

What steps do you and your colleagues take to ensure you **define your students by their aspirations** and not by their problems?



Strategy 2: Engaging Student Voice

Students need genuine opportunities to:

- Voice their aspirations
- Be involved in decision making
- Develop leadership skills
- Be meaningfully engaged in community life and make real contributions

(US Dept. of Ed. Mentoring Fact Sheet, January 2007)

Strategy 2: Engaging Student Voice

At The Future Project, part of our mission is to ensure students understand and own their purpose through the power of their voice. One cohort of students at a partner high school felt like their needs and concerns were not being heard. We helped students organize a student led town hall where they gathered and recorded their ideas so they could share them with school leadership. The meeting was effective. Students felt heard and valued. The school now has a student led town hall each quarter.

Russell Harris, Chief Director of The Future Project, Detroit

Engaging Student Voice: Sharing Best Practices

What steps do you and your colleagues take to **engage student voice** on your campus?



Strategy 3: Affinity Groups

Affinity group - a group formed around a **shared interest** or **common goal**, to which individuals formally or informally belong.

Examples of affinity groups include:

- fraternities
- hobby clubs
- identity based affinity groups
- groups engaged in political activism

Affinity Groups: Sharing Best Practices

- What affinity groups can students join on your campus?
- What steps do you take to encourage students to explore what is available and find a group or two to join?



Strategy 4: Cultivating Competence & Confidence

- **Competence**-the ability to do something successfully or efficiently.
- **Confidence**- the internal sense of overall positive self worth; belief in one's ability to figure it out.

Why is it important for students to possess both a sense of competence and confidence?

Strategy 4: Cultivating Competence & Confidence

- What academic supports exist for students on your campus?
- What strategies or initiatives are in place to help incoming freshman successfully transition from high school?





Mentoring Mentors

Two Major Societal Institutions

- Family
- School

Children from low income, underprivileged and underrepresented homes lack positive role models that would typically provide the psycho-social skills necessary for them to become productive members of society.(Holland, 1996).





Formative Years

Many children from urban communities spending their formative years struggling to attain basic skills relating to literacy, writing, finances, technology, mathematics and relationship building.

- Roughly 80 percent of Americans live in urban areas, according to the U.S. Census Bureau.

Major Urban Communities

Top Ten cities with the highest percentages of blacks or African-Americans

1. Detroit, Michigan
2. Jackson Mississippi
3. Miami Gardens Florida
4. Birmingham Alabama
5. Baltimore Maryland
6. Memphis Tennessee
7. New Orleans Louisiana
8. Flint Michigan
9. Montgomery Alabama
10. Savannah Georgia

Top Ten cities with highest percentages of blacks or African-Americans murders

1. Detroit, Michigan
2. New Orleans Louisiana
3. Newark NJ
4. St. Louis MO
5. Baltimore Maryland
6. Birmingham Alabama
7. Jackson Mississippi
8. Cincinnati, OH
9. Oakland, CA
10. Baton Rouge, LA

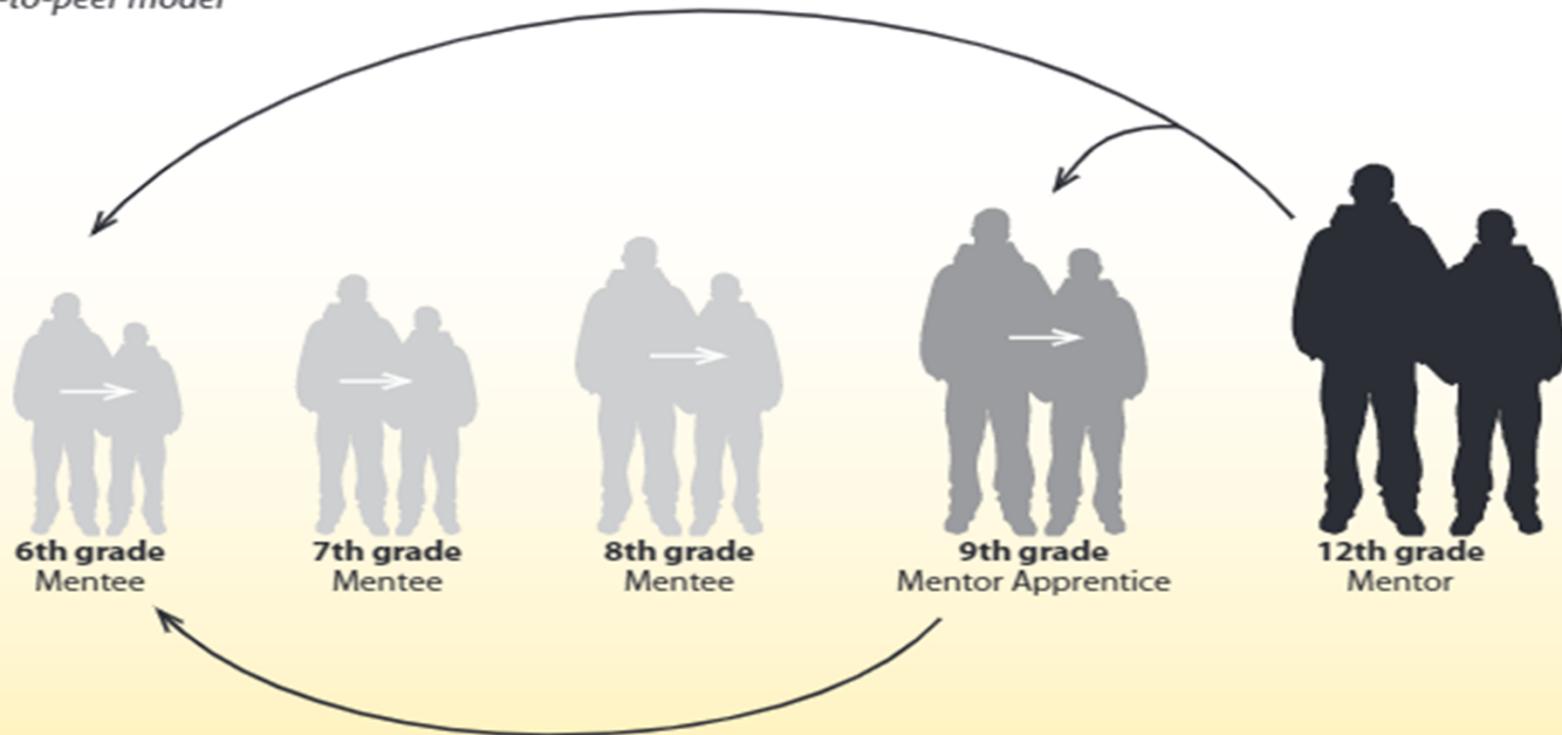


Black elementary school students who have black teachers are significantly more likely to enroll in college, according to a research paper co-authored by a Johns Hopkins University professor.

- National Bureau of Economic Research found that black students who have one black teacher by third grade are 13 percent more likely to enroll in college.
- Those who have two are 32 percent more likely.

Recruiting and Retaining

*Intergenerational mentoring
near-to-peer model*





Core Ideas

- We are all in the position to create affirming spaces that allow our students to belong and thrive.
- Your peers are doing this work and can serve as a powerful resource to help you better support and encourage young men across the Kentucky Higher Ed Space.



Session Reflection

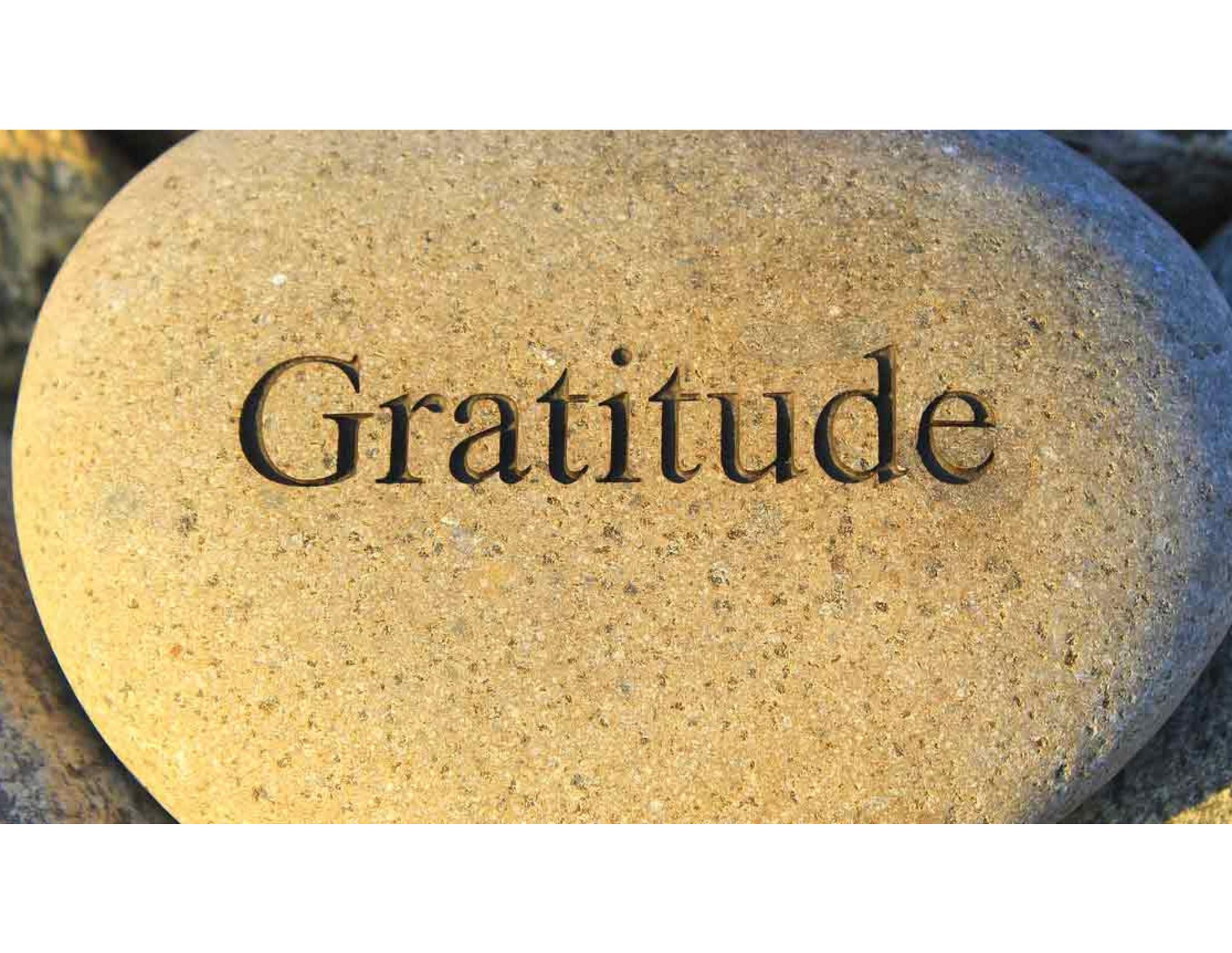
- What is your biggest takeaway from today's session?
- What is the number one thing you will apply in your practice moving forward?

Session Feedback

Please take 2 minutes to provide us feedback on a post it. Please share:

1. What was most helpful about this session?
2. What can we do to improve this session?
3. Any additional suggestions, comments, or concerns.

Feedback
is a Gift 

A close-up photograph of a smooth, rounded stone. The stone has a warm, golden-brown hue with a slightly textured surface. The word "Gratitude" is engraved in a dark, serif font across the center of the stone. The lighting is soft, highlighting the natural grain and texture of the rock.

Gratitude

Thank You!

Please hand us your feedback as you transition to the next session