



# Futures in Mentorship: The Green Beret Project in Wilmington, Delaware

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## Executive Summary:

This report aims to offer ideas to the Green Beret Project so they may grow the impact of their organization, particularly in Wilmington. Research shows that too many youth and young adults are exposed to violent trauma in their upbringing, and mentorship plays an important role in mitigating the long-term consequences of those experiences. However, there are too few mentorship resources available in Wilmington.

I offer three courses of action for the GBP to consider as they expand their mentorship platform to confront these community problems: (1) Re-emphasize Founding Principles of the Organization, (2) Implement More 1:1 Tutoring as Part of Broader Mentorship Goals, and (3) Hire More Subject-Specific Tutors. I assess these options using four criteria: (1) Cost, (2) Effectiveness, (3) Participation, and (4) Gender Equity/fairness. As an overarching recommendation, to be implemented with any course of action, I recommend the GBP hire more female mentors to involve girls and young women more equally in programming.

My final recommendation is for the GBP to bring more women into the organization on multiple different levels, but primarily in a mentorship capacity, while retaining emphasis on nutrition and fitness programming.

The underlying argument of this report is predicated on the notion that mentorship, and bridging the mentorship gap, can help set a course for a new generation of kids to be afforded opportunities not currently available to them, making the American Dream more realizable.

Honor Statement: *On my Honor as a student, I have neither received nor given any unauthorized information during the publication of this report.*



Disclaimer: *The author conducted this study as part of the program of professional education at the Frank Batten School of Leadership and Public Policy, University of Virginia. This paper is submitted in partial fulfillment of the course requirements for the Master of Public Policy degree. The judgments and conclusions are solely those of the author, and are not necessarily endorsed by the Batten School, by the University of Virginia, or by any other agency. Additionally, explicit permission was granted to use any GBP symbols, pictures, or affiliated names.*

## Acknowledgments

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I would also like to thank my peer-review group: Alyssa Candelmo and Diana Gaiter; and my Batten classmate, Katie Cox, for offering comments on short notice, as well as Matty Stanley, Matt Moore, and Victoria Nelson for providing great feedback during the fall semester. I am also grateful to Keri Mitchell, my friend in ROTC, for providing excellent input as well when finishing up this report.

Finally, and most importantly, I would like to thank my family for making education a possibility.

## Glossary

### **Key Terms—**

*Mentoring:* Broader developmental support, categorized by various interventions such as fitness/nutrition programming, job readiness training, and personal development through leadership opportunity.

*Tutoring:* Academic-focused support, categorized by 1:1 tutoring and subject-specific assistance; general homework help or that which requires further enrichment for the student outside of the classroom.

*At-risk:* The definition I will use states: “High-risk potential to engage in deviant behavior, either during childhood or later on during adulthood” (Poulson, 2020). “Deviant” is a term used by psychologists to describe behavior that is contrary to societal norms or expectations, behavior such as criminal activity (“Deviant Behavior,” 2008).

*DeITech:* Delaware Technical Community College

*Violent Trauma:* An experience of violence, either directly or indirectly.

*Direct:* Experiencing violence personally or witnessing someone else become a victim of violence.

*Indirect:* Living in a community with violence.

### **Key Acronyms—**

*GBP:* Green Beret Project

*CDC:* Centers for Disease Control and Prevention

*SBMP:* School-based Mentorship Program

*BGC:* Boys and Girls Clubs of America

*BBBS:* Big Brothers Big Sisters of America

*RCT:* Randomized Control Trial<sup>1</sup>

### **Key People—**

*Justin Downen:* Founder of the GBP and Green Beret

*Adam Kramer:* State Director of the GBP

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<sup>1</sup> Subjects are randomly assigned to the treatment and control groups. The gold standard for policy analysis.

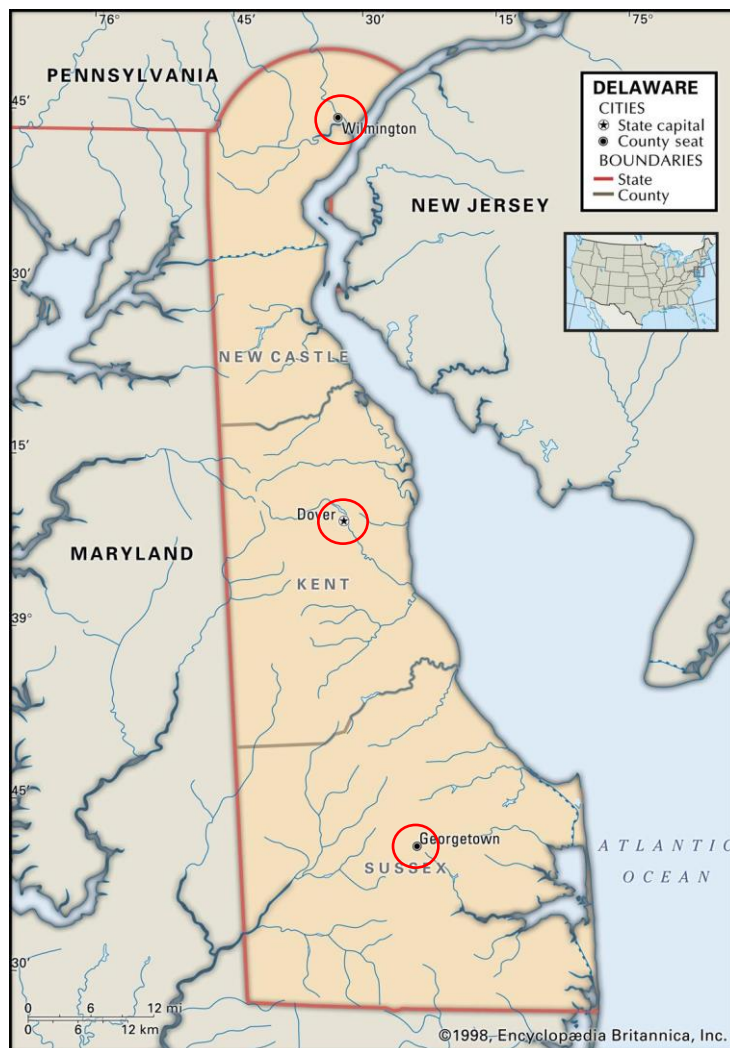
*Katie Nelson:* Former law enforcement officer and directs the community center in Georgetown. She is also a CrossFit Instructor and math teacher at Delaware Technical Community College (DeTech).

### Key Places—

*Thrive CrossFit:* Primary gym utilized by GBP team members in Wilmington and sponsor of the organization. It is also used as a venue to recruit mentors, volunteers, and participants.

*CrossFit Dover:* Primary Gym utilized by GBP team members in Dover, DE, and sponsor of the GBP. Mentors, volunteers, and participants also learn about the GBP here.

*Wilmington Community Center:* Located at Grace Church in the Brandywine Hills neighborhood



\*The locations of the three community centers. The community center in Dover was established first and acts as the primary HQ. Dover is also the state capital. The Georgetown community center is in the more rural part of the state ("State and County Maps of Delaware," n.d.).



*\*GBP participants after a workout at CrossFit Dover in 2017. Photographer unknown.*

## Introduction

The Green Beret Project was founded during the summer of 2016 as a CrossFit-oriented venture that opened a youth center in a Dover, Delaware public housing community. Its model was—and still is—to highlight the importance of nutrition and fitness as means of advancing and supporting academic achievement and personal development in youth and young adults.<sup>2</sup> Currently, there are 48 girls and young women and 72 boys and young men, for a total of 120 mentored youth and young adults in the state. Operating community centers in Wilmington, Dover, and Georgetown, Delaware, the organization also offers employment and college preparation, often in conjunction with local partners. GBP mentor and volunteers develop rapport and trust with

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<sup>2</sup> The popular branded fitness program, CrossFit, has been at the forefront of national discourse surrounding the importance of fitness and nutrition as it pertains to mental health, especially among those who have experienced trauma. GBP CrossFit programming aims for a similar end. Furthermore, one article revealed that fitness afforded those who experienced violent trauma an outlet to expel emotional energy productively (Chekroud et al., 2018 in Achauer, 2021). Thus, we believe such benefits can be experienced by the youth and young adults in Wilmington who have experienced violent trauma and who also participate in GBP fitness programs.

program participants and identify future leaders for the program—equipping them with skills needed to teach and mentor other community members. Mentors also encourage academic success, motivate positive behavior and familial relationships, and support parents/guardians in keeping their kids in a position to graduate high school.<sup>3</sup>



*\*Adam with a recent GBP high school graduate*

### **Problem Statement:**

85% of the nearly 20,000 youth and young adults in the city of Wilmington live in homes that receive some form of public assistance (“Accelerating Youth Violence Prevention and Positive Development: A Call to Action,” 2017). Additionally, over 60% of them have experienced violent trauma in their upbringing (2017). Growing up in these challenging circumstances leaves many youth in need of mentorship (Scanlon et al., 2019; Lee & Rugen, 2019). However, the Wilmington area does not have adequate mentorship resources to fill the mentorship gap that currently exists (*Connecting Generations*, 2019).

### *Overview—The Meaning of Mentorship:*

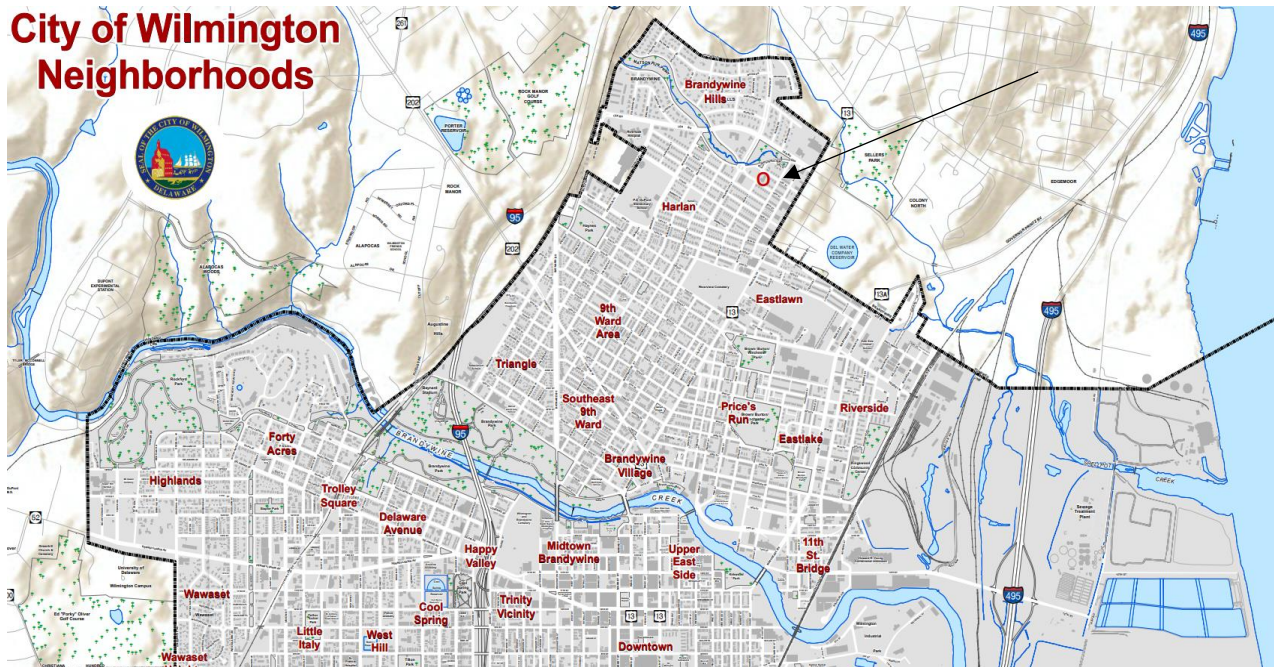
The definition of mentorship I will be using is the one advanced by the GBP that mentorship is any constructive activity that builds rapport and trust between a mentor (usually a cadre instructor/former or current member of the military) and a mentee (traditionally a boy or girl between the ages of 12 and 18). GBP mentoring provides value to the mentee in two key ways: the mentee learns to overcome challenges, and the mentee learns skills to lead a successful and productive life free from the harm they may face as a youth growing up in Wilmington.

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<sup>3</sup> GBP Mission Statement



## City of Wilmington Neighborhoods



\*Grace Church is in the Brandywine Hills neighborhood, on the north end of the city. Indicated by the red circle (“City Maps,” n.d.).

## Background

Violence in Wilmington negatively impacts youth and young adults in the city. Here I will detail the scale and scope of the problem, attempted solutions, and cover consequences. I will also explore broader mentorship gaps that exists in the U.S.

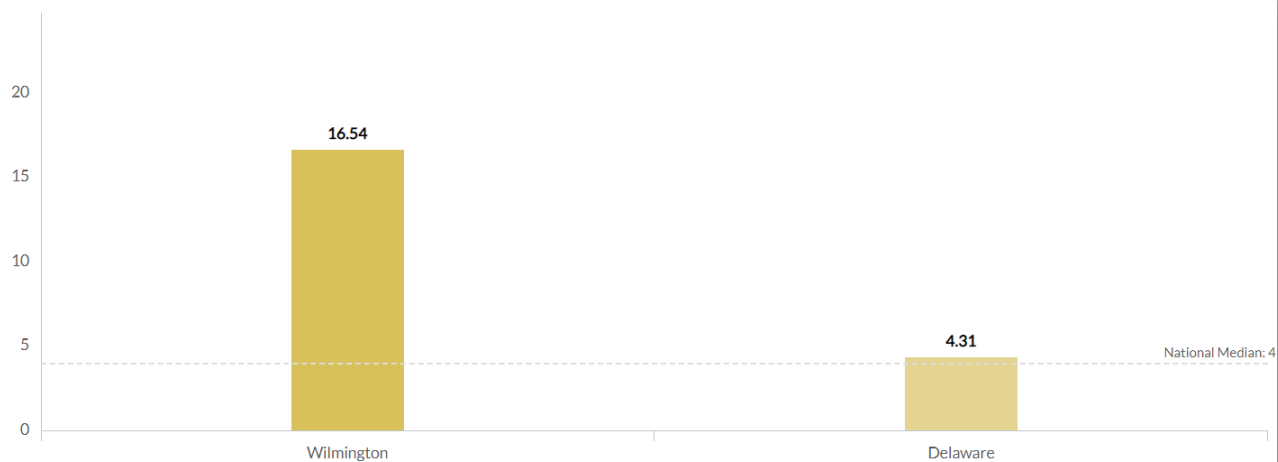
### Scale & Scope:

*Violence—*

Wilmington has been known as one of the most violent cities in America with a rate of over 16 violent crimes per 1,000 residents—more than four times the national average (*Neighborhood Scout*).<sup>4</sup> Organizations such as the GBP keep many youth away from sources of violence. However, despite work from other non-profits and grassroots community efforts, many concerned groups are holding the local government responsible.

<sup>4</sup> Neighborhood Scout derives its data from FBI statistics

## VIOLENT CRIME COMPARISON (PER 1,000 RESIDENTS)



### MY CHANCES OF BECOMING A VICTIM OF A VIOLENT CRIME

**1 IN 60**  
in Wilmington

**1 IN 232**  
in Delaware

## WILMINGTON VIOLENT CRIMES

POPULATION: [70,898](#)

	MURDER	RAPE	ROBBERY	ASSAULT
Report Total	32	22	295	824
Rate per 1,000	0.45	0.31	4.16	11.62

### *Institutional Support in Preventing Violence—*

In 2017, Wilmington City Council took stock of the violence occurring in their city. They commissioned the Centers for Disease Control and Prevention to obtain more precise data on the extent and nature of the crime occurring. The CDC published grim reports that highlighted resource challenges and other controversial, if not failed, political agendas and other programs that were meant to improve conditions in the city (Pizzi, 2015).

One such program was Cease Violence Wilmington. It was modeled after the national anti-violence initiative called Cure Violence, and it partnered with the Christiana Care Health System, a Delaware hospital network. One volunteer described its main function as such: “Every time there is a shooting in Wilmington, the hospital sends out a text or a call to a Cease Violence mediator. That person will then jump in the car and ride to Christiana to not only encourage the victim or victim’s family from retaliating but also help high-risk youth enroll in school or to help the individual seek employment” (Polston, 2015). A lack of support and therefore funding terminated the initiative (Horn et al., 2017). However, continued efforts to provide at-risk youth with resources to keep them safe and empowered will be a key driver in helping youth and young adults overcome challenges and avoid sources of violence.

In the end, former mayors, law enforcement officials, and other community leaders<sup>5</sup> coalesced around the need for collective political will to heed the data and establish norms of productivity for advancing more effective initiatives that last (“Accelerating Youth Violence Prevention and Positive Development: A Call to Action,” 2017). Promisingly, the FY22 adopted budget in Wilmington includes \$350,000 to establish the Gun Violence Prevention Program (\$300,000) and the Police Citizens Review Board Panel (\$50,000) (*Wilmington City Council*, 2021). However, given a 50% increase in violent crime<sup>6</sup> from 2019 to 2020, more funds may need to be appropriated (2021).

### **Consequences of Violence:<sup>7</sup>**

#### *Mentorship Gaps: Delaware and the Country—*

America’s mentoring capacity needs to expand to meet the needs of youth, and structured mentoring programs, such as the GBP, play a unique role in closing that divide (Pauk, 2016). In 2015, the Capital School District in Dover had almost 400 mentors, but personnel shortages diminished that number to 120 by 2018, a drop of 70% (Brown, 2018). These shortages are also felt nationally.

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<sup>5</sup> Perhaps the GBP, and the relationship they have established with the offices of Delaware Senators Chris Coons and Tom Carper, could lead the charge, and place these issues on the national agenda.

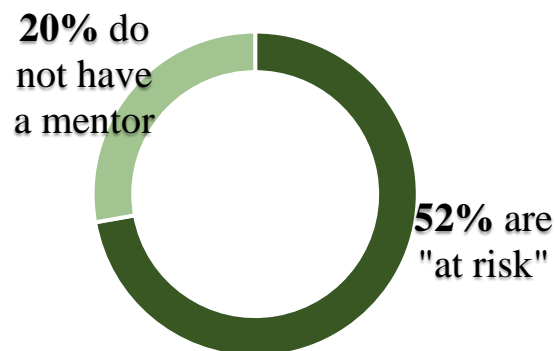
<sup>6</sup> That is, violent crime involving a firearm.

<sup>7</sup> There are economic consequences of violence as well. Wilmington Mayor Mike Purzycki cites the civil demonstrations during the 1960s (**See Annex C**) as leaving a legacy of discouraging businesses and restaurants from establishing themselves in the city (Horn et al. in “Delaware’s Economy Suffers from Wilmington’s Violence,” 2017).

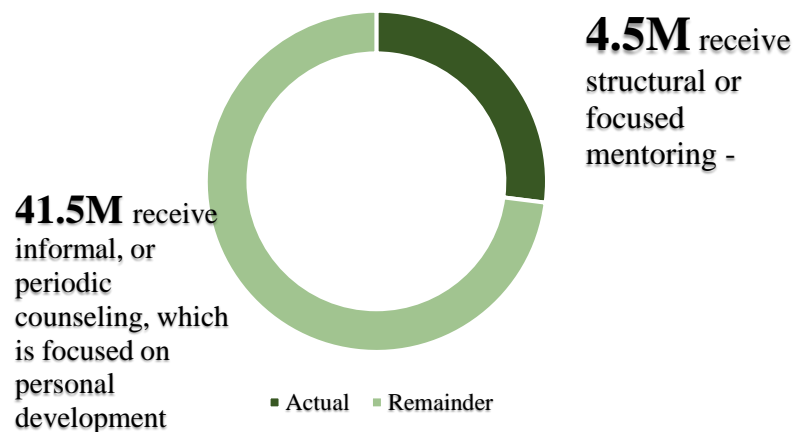
Through a broad research partnership, John Bridgeland<sup>8</sup> identified that the national mentorship capacity cannot support the 24 million at-risk youth and young adults, a third of whom never had a mentor (Bruce & Bridgeland, 2014).<sup>9</sup> The GBP's role in closing the mentorship gap in Delaware should be modeled throughout the rest of the country.

## The Scale of Mentorship Gaps

46M Youth & Young Adults in the U.S.



15M Youth who Receive Mentorship Among  
46M Youth & Young Adults in the U.S.



(Bruce & Bridgeland, 2014)

<sup>8</sup> UVA Law Alumnus

<sup>9</sup> Note: Youth & young adults refers to those who are between the ages of eight and eighteen, according to their work.

## Literature Review

### **Preface:**

This literature review will cover the research surrounding the use and efficacy of mentorship programs. More specifically, it will cover the nuances of mentorship both as a theory and in its application. Mentorship depends greatly on the proper methodology and delivery for it to be most effective. Research generally supports mentorship as a positive practice.

### **Scholarship Overview:<sup>10</sup>**

There is a large and persuasive body of research showing that “mentoring as an intervention strategy can serve both promotional and prevention aims. [Mentoring] affect[s] multiple domains of youth functioning simultaneously and improve[s] selected outcomes of policy interest, such as test scores” (DuBois et al., 2011). Most of the study of mentorship has been done in a school-based context utilizing School-based Mentorship Programs.

A Randomized Control Trial conducted by the Institute for the Study of Labor found “positive but modest effects, with the most disadvantaged or at-risk youth benefiting most” from mentorship programs. Further, such programs tend to improve youth’s “non-cognitive and social skills [rather] than their academic performance” (Rodríguez-Planas, 2014). The study also showed that mentorship effectiveness was heavily influenced by its length of time total—or how frequently mentors engage with their mentees (Rodríguez-Planas, 2014). Therefore, mentorship depends greatly on the proper methodology and delivery for it to be most effective.

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<sup>10</sup> *Historical Context:* The Young Men’s Christian Authority (YMCA) provided some of the first mentorship programs offered in the country. Although originally conceived in England, the YMCA established the first summer camps in the U.S., a tradition starting in the late 19<sup>th</sup> century. Some of the first sports instruction and fitness programs were also offered by the YMCA. Notably, Jackie Robinson hosted clinics for students in the New York City area (Weeks, 2015).

*Current Usage:* The National Mentoring Resource Center (NMRC), which operates under the Department of Justice, is a database that provides programming frameworks for establishing mentorship programs (“About,” n.d.).

Research has also sought to compare mentored and non-mentored individuals, noting that mentorship associated with positive “behavioral, attitudinal, health-related, relational, motivational, and career outcomes” was small. However, further research finds “larger effect sizes for academic and workplace mentoring” (Eby et al., 2008). Generally, these findings “point toward the flexibility and broad applicability of mentoring as an approach for supporting positive youth development” (DuBois et al., 2011). Benefits include heightened emotional intelligence, enhanced critical thinking skills, stronger relationships – especially with family and other adults, and academic achievement (DuBois et al., 2011).



*\*GBP youth on a visit to Charlottesville. See **Annex A** for more information.*

## **Mentoring Program Types—Current Usage:**

### *School-based Mentoring—*

Just in the past 15 years, researchers have explored how “social connectedness” supports healthy personal development. In 1997, National Institutes of Health researchers examined the differences in “self-reported connectedness” between students who participated in a SBMP and those who did not. The data suggests the SBMPs increased connectedness in a multitude of ways, whether it be between students, parents, or teachers. However, the study was limited in large part

because groups were not randomly assigned. Despite efforts to balance the control and treatment groups, distinct differences between the two groups consistently emerged, especially surrounding ethnicity and wealth, limiting the study's applicability to other similar contexts. Nevertheless, SBMPs are watched closely by legislative bodies, as they are often prioritized due to their cost-effectiveness (Wheeler et al., 2010). However, while SBMPs might be favorable at the policymaking level, one study found that student population, universal versus targeted services, resource availability, and size of school were important factors to consider before initiating an SBMP (Buttram, Cooksy, and Rubright, 2009).<sup>11</sup> Indeed, not all schools can implement SBMPs, especially in underserved communities, particularly in Wilmington.

#### *Community-based Mentoring in Wilmington—*

ReManned Project is an organization that assists men in need of employment and life skills, many of whom were formerly incarcerated. Members can attend group meetings and have access to behavioral health clinicians. June 1<sup>st</sup>, 2021, was named ReManned Project Day by the Wilmington City and New Castle County Councils to raise awareness for the organization and highlight its importance in the community (Eichmann, 2021).<sup>12</sup>

The Connecting Generations program provides a similar mental health counseling service. They operate mentoring programs in 97 schools surrounding the city and provide “on-call” mentors. Jen Marek, the mentoring director says, “It’s important to have someone a child can talk to. Maybe they’re shy or come from a single-parent home. There are students whose parent may be incarcerated or deployed, if they’re military. There are a thousand different reasons” (Brown, 2018). Since its conception in the early 2010s, Connecting Generations has mentored 1800 students in 87 schools, and has trained 2000 adults, achieving roughly 45,000 hours of service (“Our programs,” n.d.). Connecting Generations has effectively scaled its efforts, showing the potential for a broad reach of mentoring programs.

*Note:* See Annex B for more information on mentoring in Charlottesville

#### **Efficacy:**

A major study conducted by the *Chronicle of Evidence-Based Mentoring* compiled 70 intergenerational one-on-one mentoring programs that were assessed from data collected between 1975 and 2017. The results found that:

1. Mentorship programs are a “modestly effective” intervention for at-risk youth, especially when it comes to academic achievement.
2. Male targeted programs, or programs with greater than 50% male mentees, “had stronger effects.”

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<sup>11</sup> The study analyzed three in-school mentoring programs aimed at improving graduation rates.

<sup>12</sup> *Note:* The program targets men over the age of 25, slightly outside of the scope for this project. However, the skills it teaches members are skills applicable to many age groups, especially youth and young adults.



3. More mentors can grow program impact.

4. Program duration is important. The study found that “programs that had expectations for longer meeting times yielded fewer positive outcomes.” Furthermore, extended activities without break could “overtax” all involved, including the mentee’s family. Therefore, the study concluded, mentoring which occurs over the “course of just a few days or weeks, or spaced over large intervals of time” could be more effective by improving academic and behavioral outcomes (Raposa & Rhodes, 2020).<sup>13</sup>

The Boys and Girls Clubs of America BGC<sup>14</sup> argues that students who consistently participate in their programs graduate high school at a rate of 97% (“Club Impact,” n.d.). BGC programming was also found “to be associated with a statistically significant reduction in youth reports of initiating drug and alcohol use and antisocial behaviors,” in addition to “better relationships with parents [and] peers.” However, these impacts were small and the program “did not have a statistically significant effect on several other outcomes such as reported academic performance (grades and absences) or self-worth” (“Youth Mentoring and Delinquency Prevention,” n.d.). Additionally, many mentees “lived with one parent and were from low-income households with a history of family violence, substance abuse, or both” (“Youth Mentoring and Delinquency Prevention,” n.d.). The study’s conclusions are consistent with broader research findings and indicate that a multi-pronged approach and focused academic tutoring might yield more positive results.

Similar outcomes were observed in an RCT over a year and a half period involving Big Brothers Big Sisters.<sup>15</sup> The study involved kids between the ages of nine and sixteen who participated in BBBS programming in 10 cities across the country. Members of the treatment group, or those who were exposed to mentorship, saw academic improvements and greater perceptions of their own potential in the classroom. Consistent with foundational principles of the organization, kids were also more likely to say that they had a “special adult”—a “big brother” or “big sister”—in their lives. However, no significant increases in classroom effort, self-worth, or relationships were observed. In addition, kids improved academically only in the first year of the study when exposed to mentoring, suggesting that skills were not fully developed when they left the more structured setting (Herrera et al., 2011).

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<sup>13</sup> The GBP approach largely challenges the idea of excessive mentorship. Many involved youth have remained as mentees since the organization was conceived in 2016. Some have become leaders in the organization.

<sup>14</sup> BGC operates at the local level through community centers, which provide after-school and personal development programming similar to the GBP.

*Mission Statement:* “To enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens.”

*Vision Statement:* “Provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle” (“Our Mission and Story,” n.d.).

<sup>15</sup> *Mission Statement:* Create and support one-to-one mentoring relationships that ignite the power and promise of youth.”  
*Vision Statement:* “All youth achieve their full potential” (“About Us,” n.d.).



## Limits of Mentoring:

Mentoring programs can be costly; they require valuable resources in time and labor—a challenge the GBP acutely understands. Given this limitation, an important recommendation will be finding solutions to meet personnel demands.

Equity is also a necessary consideration. Scholars argue individual attitudes, which can impact academic achievement, might be more positively advanced through tutelage and leadership development, whereas long-term personal outcomes might be dictated more by systemic issues and uncontrollable factors such as gender and race, as biases might emerge during the relationship (Eby et al., 2008). For example, both the mentor and mentee could hold certain prejudices, which may be implicit or explicit in nature. These biases can hamper the “egalitarian quality of the exchange between the mentor and mentee” and stymie the relationship by introducing factors that compete with the objective of the relationship. They may also obstruct personal development, or even perpetuate long-standing historical divisions between different groups of people (Leck, 2012).

Additionally, it is worth pointing out that good mentorship programs require good mentors. For example, “a weak or poor performing mentor that is overused has the potential to duplicate their traits in their mentees” (Leck, 2012). Indeed, poor or uncommitted mentors can hinder a mentee’s long-term success and may be more detrimental than not having a mentor at all.

Finally, and as it pertains to gender equity, perhaps the limits of mentorship programs or mentoring as a solution lie not so much in the mentoring programming itself, but rather in the systemic barriers women face in the process of gaining a mentor. The earliest study to detail such barriers outlined three reasons why it is more difficult for women to integrate into mentoring programs. The first reason was that women may be hesitant to enter a relationship due to risk assessments of potential unwanted sexual intimacy. The second reason entailed uncertainty surrounding gender norms and expectations on how the relationship would unfold.<sup>16</sup> The third reason contended with more blatant gender discrimination. Women lack access to the forums in which mentor-mentee relationships can originate, such as clubs, sports, or other institutional or civic activities, which have historically been gender-exclusive (Ragins & Cotton, 1991).<sup>17</sup>

*Note:* For more information on gender equity, please see Annex D and E

## Broader Takeaways:

The effectiveness of local mentorship organizations is still being studied, but it seems to be the case that more formal mentorship programs, wherever they be implemented, are modestly effective at improving academic outcomes for participants. What perhaps is more telling of their efficacy is the personal development and emotional intelligence they can inculcate in youth. Thus, long-term benefits may be more behaviorally based.

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<sup>16</sup> Perhaps operating under the assumption that mentors are male since they are viewed as more likely to initiate the relationship as a product of a more “assertive” leadership style. Some perceive women to be more “passive” or hesitant to reach out (Ragins & Cotton, 1991). *Note:* The research was published in 1991, and perceptions have certainly changed in many areas of thought.

<sup>17</sup> For perspective, results of a more recent Wilmington University research study conversely found “overall beneficial and effective elements within gender-based mentoring programs,” that is programs that target men or women. The research estimated around 90% of participants had an “overall excellent experience” (Poulson, 2020).

I assess the research to be methodologically sound, though some studies are dated. However, enduring considerations of equity in all facets of demographic identifiers provide confidence in extrapolating such research to a present context.



*\*Christmas donation drive with soldiers in 2020, one of the many ways GBP is expanding its impact throughout Delaware. Photograph courtesy of the Dover Post.*

## Proposed Options

Here, I outline a broader recommendation for the GBP and ways to expand the organization's current footprint in Wilmington. The alternatives will be assessed against four criteria: (1) Cost, (2) Effectiveness, (3) Participation, and (4) Gender Equity/fairness. These categories were determined by assessing GBP values. Each criterion will be measured as Low, Low-Medium, Medium (Med), Medium-High, and High.

### **Broader Recommendation:**

No matter which alternative—or combination of them—is chosen, the GBP should take strides to acquire more female mentors to involve girls more equally in programming. New research considers the lived experiences of women as having significant implications for policy (Kanenberg,

Leal, & Erich, 2019).<sup>18</sup> Furthermore, integrating women’s experiences in policy deliberations “allow[s] for critical review of those who create the policy as well as those targeted by the policy” (2019). In pursuit of more equitable conditions, the GBP can set an important example and impact more people.

Acquiring more women mentors would help attract more girls and young women to the organization, especially in Wilmington. Research shows that women, especially those who maintain significant positions of leadership, tend to invest more time recruiting individuals from historically underrepresented groups, such as other women (Burns, et al., 2021). Katie Nelson, who maintains an active role in expanding the impact of the GBP, believed strongly in this initiative. She commented further that young men and women must learn to work together, especially as the professional landscape becomes more gender-inclusive.<sup>19</sup>

### **Options for Expanding the Community Center at Grace Church:**

#### *I. Continue to Expand Fitness and Nutrition Programming, Consistent with Founding Principles of the Organization*

This alternative would recenter focus on the original mission of the organization by growing the fitness and nutrition programs so they replicate the resources offered in Dover. Research shows that nutrition and exercise lead to improved academic performance, a key finding which supports the overall mission of the organization (Tompkins et al., 2012). Additionally, a seminal report by the Foundation for Young People’s Mental Health (YPMH) expounded on strategies to improve mental health and wellness for youth, especially given the current prevalence of depression. Proper nutrition and exercise were hallmarks of such strategies. More specifically, the authors wanted to link analytical frameworks between “researchers, practitioners, and policymakers” to close information asymmetry gaps, specifically between those who make observations on the ground (“practitioners,” like the GBP), those who espouse theories and provide intellectual rigor to the matter (“researchers”), and those who create policy and public narratives (*Changing Minds*, 2022). Through this alternative, the GBP can continue to shape the conversation about youth development and its positive connection to fitness programming.

#### *II. Implement More 1:1 Tutoring as Part of Broader Mentorship Goals*

Given supportive research and using the current pool of mentors, the GBP should focus more exclusively on 1:1 academic tutoring (Rodríguez-Planas, 2014; Boys and Girls Clubs of America). Research shows that SBMPs, which primarily help facilitate 1:1 tutoring, and which can be replicated in this context, are relatively effective, easy to implement, and cost-effective (Dubois et al., 2011). Adam might begin by asking mentees about areas in which they need help, or he could help detect problems by looking at their grades and teacher comments, or identify areas in which to focus through other interactions.

For many students, high school math is challenging. Evidence shows that algebra, a key metric in arithmetical literacy, is one of the most failed courses in high schools across the U.S.

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<sup>18</sup> Past research has tended to see policies as gender-neutral (Kanenberg, Leal, & Erich, 2019).

<sup>19</sup> See Annex E for more information on Katie.

(Strauss, 2017). However, research indicates that effective programming in math curriculums can induce positive effects on student performance. One study concluded that, in addition to textbooks and technology as learning tools, personal interaction—which can ultimately manifest as mentoring, was found to be more “promising” in cultivating positive effects in students “rather than textbooks or technology alone” (Slavin, Lake, Groff, 2017). This sort of programming has been most intently observed in SBMPs. Though analyzed in a different environment, such findings can be extrapolated and applied to fit this context, as conditions at a school can be replicated at the Wilmington community center.

### *III. Hire More Subject-Specific Tutors*

Hiring subject-specific tutors will ensure that commonly difficult school courses, such as math and English,<sup>20</sup> are sufficiently covered.<sup>21</sup> Clear tutor duties and expectations are needed to ensure effective mentorship. In addition to addressing individual needs, tutors will also be tasked with grouping kids based on common academic challenges to scale their efforts more effectively.

However, even in group settings, tutors must devote time to goal setting and speaking individually with each mentee about what he or she envisions for themselves. These goals should be tracked and referred to over the course of the relationship to monitor progress. As a result of this process, mentees demonstrate their confidence, have respect for their tutor, and contribute to a system that supports their success.<sup>22</sup>

I propose establishing a task force to grow the community center in Wilmington. While many mentors work full time, some have offered to recruit at work, through the University of Delaware, and places of worship such as church. Some mentors thought that three tutoring sessions per week at the community center would be sufficient.<sup>23</sup>

#### **Criteria:**

The alternatives will be assessed against four criteria: (1) Cost, (2) Effectiveness, (3) Participation, and (4) Gender Equity/fairness. The GBP seeks to empower participants to realize their potential. To achieve this, they recognize the importance of positive role models. To develop more effective programming, alternatives should be assessed under qualities valued by the organization.

Each criterion will be measured as Low, Low-Medium, Medium (Med), Medium-High, and High.

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<sup>20</sup> Adam identified English as a subject many GBP participants struggle in.

<sup>21</sup> For example, if there are five high school students in need of personalized instruction, and say they struggle in two subjects—English and math—I estimate we will need three tutors—two to teach English and math and one as a substitute in case of an unexpected absence. These figures are based on our best estimation of how effective the recruiting process will be given additional resources to execute such an initiative are high.

<sup>22</sup> There is also a need for special-education tutors, as some mentors have observed visible learning deficiencies in some of the kids who visit the community center.

<sup>23</sup> Some mentors noted that many workers in the healthcare space, a potential recruiting avenue, have recently experienced burnout due to the COVID-19 pandemic.

### ***Cost—***

This criterion is measured as (1) monetary cost—or the cost to pay a full-time tutor on a yearly basis, and (2) cost of implementation. For full-time employment with the GBP as a mentor, the organization looks to pay upwards of \$60,000 per year, made possible through donations and corporate support.

*Note:* Given inherent resource and space limitations, the GBP should assess the extent to which it can successfully utilize the current pool of mentors.

### ***Effectiveness—***

For the analysis, this criterion will be observed by assessing potential for academic achievement based on current conditions at the GBP and supportive research. I will measure “effectiveness” largely in the developmental sense, or how are students growing through the alternative.

### ***Participation—***

A sufficient number of mentors and mentees need to be invested in the alternative, and their duties must be clear. Further, mentees need to attend most of the tutoring sessions to be fully integrated into the mentorship program—exceptions will be granted on an individual basis for extenuating circumstances. This ensures a degree of fairness to other participants who are not receiving as much assistance. A mutually agreed-upon terms and conditions document could help establish clear expectations and guidelines for the relationship.<sup>24</sup> This criterion will assess the extent to which the alternative is accessible by GBP youth.

### ***Gender Equity/Fairness—***

Is the policy gender-inclusive? Does it advantage boys and young men over girls and young women? I define equity as equal access to boys and girls in all programs the GBP offers. The current ratio of male/female participants currently sits at 3:2 among staff (full-time mentors), 7:3 among volunteers (part-time mentors), and 3:2 for youth and young adult participants. Therefore, I will measure this criterion—and the success of the alternative—by assessing the potential for acquiring more male/female participants in a leadership capacity.

*Note:* An alternative might also induce favoritism if certain kids are obtaining more help than others.<sup>25</sup> However, mentors who provide tutoring services should be aware of the factors previously discussed such as “student population, universal versus targeted services, resource availability, and

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<sup>24</sup> These could be produced bi-monthly and detail courses of action should the mentorship relationship be unproductive. At this point, mentors may move on to other students who may need more help.

<sup>25</sup> Mentors should reach out periodically to other students (via meetings at the community center) not directly receiving more individualized support to see if they need academic help or other mentorship services. If that mentor cannot provide support even if the student does need it, he or she should steer the mentee toward someone who can, or point them toward other resources, say school guidance counselors, for example.

size of school” when considering resources that might be available to students if the GBP cannot provide support in a certain area or to certain individuals (Buttram, Cooksy, Rubright, 2009).<sup>26</sup>

## Findings

Here, I will evaluate each proposed policy option against the criteria established above to determine the most effective course of action for the GBP. The conclusion of this section will include an outcomes matrix that visually represents the evaluation of each alternative, its intended goals, and the criteria.

### **Analysis:**

#### Alternative I: Continue to Expand Fitness and Nutrition Programming, Consistent with Founding Principles of the Organization

*Cost*— **Low-Medium.** Many fitness procurements are already integrated into normal operations for the GBP, so this alternative is not intended to impose a significant financial burden. There might be some additional costs, such as new CrossFit/gym equipment and maintaining a supply of healthy snacks for GBP team members to consume during time spent at the community center. I estimate the additional costs will fall between \$1000 - \$1500, based on market values of high-demand fitness equipment such as power-racks, weights, and various powerlifting sets. However, knowing that the GBP partners with many CrossFit companies such as Rogue, most of these costs could be covered externally.

*Effectiveness*— **Medium.** Effectiveness of this alternative is predicated on using the limited pool of mentors and current techniques to foster a supportive environment for focusing on academics. Additionally, installing new gym equipment may induce kids to exercise more and not complete schoolwork. The effectiveness for this alternative is ranked Medium because of limited personnel, though incremental improvements may be seen through increased engagement.

*Participation*— **High.** This kind of programming is easily accessible because it is already largely being implemented. Another goal in the creation of the GBP was to make CrossFit and similar fitness programs more accessible, particularly among those who were unable to pay for a gym membership (Clark, 2020).<sup>27</sup> In addition, Justin, as a Green Beret, empowers other veterans and current service members to assist with workouts, effectively expanding supply thereby allowing more youth to participate. Finally, Adam, perhaps the most strategic player in this endeavor given

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<sup>26</sup> This consideration might lead some mentors to pursue alternative means of resource acquisition to best support the student. Organizations with limited resources and many non-profits, like the GBP, must often think creatively and do more with less, especially in this case of how best to support a student if a school cannot.

<sup>27</sup> CrossFit Dover and Thrive CrossFit offer free CrossFit classes to GBP participants (Smith, 2017). The community center in Wilmington also has a gym and Jiu-Jitsu mats.

his role as the State Director, competes competitively in CrossFit and works full-time for the GBP, meaning that he has the most interactions with the youth who utilize GBP programming. For all these reasons, we believe many GBP team members will be compelled to partake.

*Gender Equity/Fairness*— **Medium.** Equity is expected to remain constant unless a deliberate effort is made to increase female participation. By expanding programming to more gyms, the GBP may increase the likelihood that female participants will join the workouts. Many women in the organization are certified CrossFit instructors, so they can lead workouts and promote the organization to a wider audience from a larger platform.<sup>28</sup>

#### Alternative II: Implement more 1:1 Tutoring

*Cost*— **High.** This alternative will require additional desks, chairs, and tables. Based on current market values, I estimate a cost of \$500 - \$1000 on top of the \$60,000 yearly salary for full-time GBP employees, acting as tutors. This criterion constitutes a High ranking because it constitutes the most significant monetary investment.

*Effectiveness*— **Medium.** Evidence suggests that 1:1 tutoring is effective in supporting positive academic outcomes, especially in those relationships which are managed over an extended period. One study found that mentorship relationships that lasted greater than three months saw positive development in the mentee. Additionally, relationships with a predetermined end helped the mentee adjust to the forthcoming change and be able to develop personal strategies to sustain their productivity in the absence of external support (DuBois et al., 2011). The estimated impact of this alternative is significant, as most kids, based on observations and conversations with GBP leadership, tend to view GBP programming as part of their daily lives, which is why setting pre-determined termination points for the relationship can help develop self-sufficiency in GBP participants. Further, this alternative is ranked Medium as it might be hard to enforce the predetermined termination point, especially if students become attached to their tutors, as has been the case with many relationships, especially those which grew from the organization's early years.<sup>29</sup>

*Participation*— **Low-Medium.** Youth and young adults participate in GBP programming for a multitude of reasons. Participation could be a challenge if kids come to the community center and choose to play sports or otherwise decompress after a long day instead of completing school assignments (DuBois et al., 2011).

*Gender Equity/Fairness*— **Medium.** For this alternative to be effective, more female mentors must be brought into the organization so there is more equal support provided. This ensures that newly acquired mentors can be more easily accessible to female participants. This alternative is listed

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<sup>28</sup> In January 2022, the GBP sponsored a CrossFit tournament and entered a team in the competition, which expanded the reach of the organization regionally. Thus, GBP increased its operational impact, thereby expanding opportunities for women to participate.

<sup>29</sup> Again, GBP challenges the idea that extended mentorship relationships are unproductive or lose their effectiveness.

as Medium because it exhibits potential but is reliant on other factors, such as heavy investment in female recruitment, for maximum effectiveness.

### Alternative III: Hire More Subject-specific Tutors

*Cost*— **High**. In addition to potentially covering salaries, the GBP would need to invest in marketing and outreach efforts to attract more specialized tutors to the organization. As a result, they will need to utilize multiple channels to cultivate interest. My interviews suggested that current mentors may have difficulty reaching those who could teach challenging courses previously identified, such as English and math, because their places of work may not provide a sufficient number of potential tutors with such expertise.

*Effectiveness*— **High**. Subject-specific hiring ensures tutor expertise so that students are learning the correct material consistent with their school curriculums and personal needs. Survey-based evidence and personal testimony point to the psychological power of tutors, especially those who provide support on individual academic subjects that are challenging. Many of those surveyed feel the long-term positive impacts of such an experience, especially as they navigate the professional world (Reichenberg et al., 2013). A High ranking constitutes the most potential for increasing grades over the period of the intervention.

*Participation*— **Low-Medium**. This alternative makes the key assumption that more potential students (especially girls and young women given the presence of more female tutors) will join the organization if more tutors are acquired. Evidence limitation disallows for a more concrete conclusion. However, we are confident, based on survey evidence detailed earlier, that the psychological benefits are our greatest analytical asset, as we believe that personal testimony is a powerful driver of program effectiveness if it leaves such a lasting impression (Reichenberg et al., 2013).

*Gender Equity/Fairness*— **Medium**. We reason this alternative to be as equitable as acquiring more female mentors. We reach this conclusion because by acquiring more women to fill leadership roles within the organization, there will be more female tutors who can provide 1:1 support.



## Outcomes Matrix

**Impact Category:** Describes the larger area of influence that the GBP can occupy in the non-profit/youth mentorship space.

**Goals:** Describes the more internal changes that will occur if the alternative is pursued.

Impact Category	Goals	Alternative	Cost	Efficacy	Participation	Equity
Current spheres of influence	Continue to grow national influence in the CrossFit industry	<i>I: Continue to Expand Fitness and Nutrition Programming, Consistent with Founding Principles of the Organization</i>	Low-Med	Med	High	Med
	Emphasize the importance of academics as equally as fitness and nutrition	<i>II: Implement More 1:1 Tutoring</i>	High	Med	Low-Med	Med
New frontiers of influence	Ensure youth and young adults are learning the right material that is consistent with school curriculums	<i>III: Hire More Subject-Specific Tutors</i>	High	High	Low-Med	Med

*Note:* Colors indicate points of emphasis. Green denotes a positive effect, red negative. Blue shades indicate a medium effect, or that it is inconsequential. Lighter tones of all colors indicate the effect is weaker, but not necessarily less important. I choose this coloring scheme to help focus attention on critical areas of the matrix to support efficient decision-making.



*\*Justin interacts with GBP youth in Dover. Photograph courtesy of Jason Minto, The News Journal*

## Recommendation

I propose pursuing the recruitment of more female mentors<sup>30</sup> while continuing to emphasize founding principles such as nutrition and fitness programming.

There is value in continuing, and indeed strengthening, the GBP's physical infrastructure to accommodate more participants for wellness programs. The goal ultimately is that more participants will yield more involvement from girls and young women, especially when more women join the organization's leadership, especially in a mentorship capacity. However, research is thin as to the precise causal link between hiring more females in an organization and females who join as a result.

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<sup>30</sup> While recruiting female mentors, it is important to keep in mind that evidence shows the “positive effect of psychosocial mentoring on resilience” in female-to-female relationships more so than cross-gender mentoring (Kao et al., 2014). To that end, “Homogeneous male relationships also offered less psychosocial support than female mentors in diversified relationships with male protégés.” This further adds to the importance of having female mentors, as they can be beneficial to male mentees as well (Sosik & Godshalk, 1999).

However, evidence shows that women drive outreach to new groups, particularly those traditionally underrepresented, such as other women (Burns, et al., 2021).<sup>31</sup>

There is also growing evidence of the positive benefits of female mentors on career outcomes for mentored women. Development Dimensions International (DDI), a human resources consulting firm, published a report detailing the need for female mentors and the positive impacts they have on other women, in addition to business productivity and equity, especially at the executive level (Neal, Boatman, & Miller, 2013). Potential for success corresponds to this context as similarities can be observed between the GBP's structure and a corporation's, especially in a leadership sense.

Another study analyzed unemployment rates for young women in Saudi Arabia. Researchers found that strong mentorship services helped Saudi females navigate the workforce, especially those from disadvantaged backgrounds, and helped ease burdens associated with job searching (González, Macias-Alonso, & Peck, 2020). We can reason that “disadvantaged background” provides an accurate parallel to this context,<sup>32</sup> especially given the constraints on women in Saudi Arabia.

In the long-term, the GBP could also explore one of the tutoring models proposed. To facilitate implementation, I recommend establishing training timelines to plan and prioritize what needs to be taught either to individuals or groups. Some ideas include internet safety, personal hygiene, driver's education, gardening, sustainable living, and trades—such as carpentry and plumbing.<sup>33</sup> Mentors should also compile as much information as they can on a mentee's family life, and detail to select family members—often the mother—how often they will meet. Following individual sessions, mentors should compile feedback to improve the next time. Conveying these steps to the parent(s) is imperative, especially the amended course of action moving forward.

I acknowledge that these procedures require significant investment in resources for a limited staff. However, as the GBP's impact continues to grow, the tangible and measurable benefits gained, such as grade and behavior improvements, will present a greater opportunity for outside investment. Increasingly robust grant seeking and marketing/outreach opportunities may also be more feasible, both of which can cultivate even more precise mentor-mentee engagement strategies to help the community center offer more similar services to that of a school, where most of the research has been performed and benefits observed.

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<sup>31</sup> However, scholars also found that gender homogenous mentoring relationships “may provide youth with opportunities to explore gender-specific experiences and challenges.” Research finds further that “program effectiveness is enhanced by matching based on shared interests” (DuBois et al., 2011 in Kanchewa et al., 2014). Explaining these benefits will be an important incentive, as female mentoring goes beyond purely academic support.

<sup>32</sup> Mentors note that many mentees come from single-parent homes and having positive female role models is important, especially as career—or workforce—interests are discussed.

<sup>33</sup> Several GBP participants have joined trade unions.

## Implementation

Here, I will discuss courses of action to implement my final solution. They include operationalizing CrossFit instructors, ideas for hiring, teacher support services, measuring growth in students, and broader considerations. Broader considerations will assess how GBP uses military frameworks to make current decisions.

CrossFit certified instructors and other mentors should highlight GBP programming during fitness sessions, either at personal gyms or Thrive CrossFit. Adam, who works full-time for the GBP and spends considerable time at the community center, might dedicate more than three days (the initial desired limit) out of his week for recruitment.

CrossFit certified instructors and other mentors should foster a competitive environment that empowers mentees to do their very best. Competitive environments mean that mentors must develop credibility when they encourage mentees to perform better. In conversations with Justin, he finds that many kids often struggle to find their self-confidence while retaining humility. Other organizations also value this approach.<sup>34</sup>

### **Next Steps:**

#### *Hiring—*

Research supports tutors demonstrating their basic proficiency in standard high school courses such as English and math before being hired. Adam might construct and facilitate such an assessment, the content of which would be sourced from information on report cards and teacher comments to determine areas of particular subjects that need to be emphasized. Prospective tutors would have limited knowledge on what precisely would be on the assessment and would instead need to think quickly and critically and pull from their broad understanding of high school subject material.

#### *Develop Terms of Reference (TOR) for Mentors—*

\*A job description that details support resources available to inform effective teaching.

As Mentors obtain data on their mentees, they should integrate such findings with Neon One.<sup>35</sup> Pertinent details about the relationship, such as the extent of family engagement, and topics addressed should also be included. Seeking quality and enforcing standards ensures that all mentored youth are taught fairly. For example, collecting data on who participates, their demographic information, frequency of participation, and conducting satisfaction surveys of mentees and mentors with the intent to summarize and discuss findings annually, will lead to more effective dissemination of any changes that need to be implemented.

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<sup>34</sup> See **Annex B**.

<sup>35</sup> Administrative software the GBP uses to manage participant data, such as place of residence and family background.

Additionally, in the early stages of the relationship, tutors should lead by example. For instance, if a tutor is teaching a class, say something as simple as cleaning the community center, he or she should demonstrate proper techniques. As the relationship grows, they can provide oversight or engage in more nuanced activities such as completing Algebra problems and a process for solving them. Additionally, tutors may need to triage mentees based on need, and utilize the support of other mentors. For example, while Katie teaches reading or a class on driving, someone else might teach personal hygiene.<sup>36</sup>

#### *Measuring Growth in Students—*

To assess improvement by reviewing grades, the GBP could analyze the term in which the student was first exposed to 1:1 or subject-based tutoring, looking at grade development from the beginning to the end of that period.

The GBP could also review teacher comments and report cards as means of measuring personal growth, as they might indicate improvement more so than grades—which might be more incremental and less telling of visible changes in the classroom, such as attitudes, which can be ascertained more effectively through writing.

Finally, to support these courses of action, the GBP should enlist legal support from qualified attorneys for the formation of organizational policy, governing documents, and simple waivers/release forms when participants engage in various activities.

#### **Considerations:**

These frameworks and the larger processes by which the GBP operates are guided by Force Multiplication and the idea that one should invest in people most intently. Justin approaches the hiring process for potential mentors just as he did overseas building foreign forces as a Green Beret. While deployed to Iraq, Justin helped train and develop the Iraqi Counterterrorism Force (ICTF), which was highly effective at quelling the effects of terrorist cells operating in the country.<sup>37</sup> The process by which members were selected for that organization (acquiring, vetting, and selecting) largely reflects the practices the GBP uses today. In a greater respect, however, the GBP develops their approach from other successful Special Forces operations throughout history, and consistent with conditions in the area to which they are assigned, their method is more personalized and less reflective of a documented or doctrinal procedure.

*Note:* Adam and Justin see some of the issues differently than researchers, so framing is important. As detailed previously, researchers for YPMH sought to link analytical frameworks between “researchers,” or those in academia, and “practitioners,” like GBP staff, to help broaden information sharing (*Changing Minds*, 2022). In the spirit of this effort, I encourage the GBP to engage across disciplines, and with those who study the same issues, to shape the conversation about

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<sup>36</sup> *Note:* Courses must be tailored to meet the individual needs of the kids participating.

<sup>37</sup> “The Best Thing America Built in Iraq: Iraq’s Counter-Terrorism Service and The Long War Against Militancy” written by Michael Knights and Alex Mello and published in *War on the Rocks* provides more information on this topic.

youth development based on their experiences working with youth and young adults in very personal capacities.

As previously discussed, the GBP provides goal-oriented mentorship methods to motivate mentees. This notion is predicated on the opportunity for advancement in the organization – holding a leadership position. As youth mature through the program, they are offered part-time jobs—two to ten hours per week, a condition that yields more developmental opportunities, and often occurs when participants can demonstrate their leadership potential. Further, some may be offered full-time positions if they demonstrate outstanding proficiency.

*Note:* Classroom dynamics are important, especially when women are teaching boys. Emphasizing positive interpersonal skills is just as important as stressing (and instructing) individual academic subjects, especially when it comes to cultivating respect and humility.<sup>38</sup>

### Conclusion:

Justin and I spoke at length about the broader impacts the GBP could have. We discussed the book, *Heart of the Nation: Volunteering and America's Civic Spirit* by John Bridgeland, and how the GBP could reignite enthusiasm for civic engagement and national service in low-income communities around the country. Similarly, in early 2020, Representative Michael Waltz (R-FL), the first Green Beret elected to Congress, introduced The National Service GI Bill Act. It requires public universities to charge in-state tuition rates for volunteers who participated in national service programs for one year, such as AmeriCorps. The bill offers family benefits as well. It is listed as “introduced” and has yet to be deliberated (Waltz, 2020).

We acknowledged that what makes the GBP unique and distinguishes it from other programs is that it offers opportunities for youth to engage directly with leaders in civic, military and law enforcement, and corporate settings. Often this is manifested in youth attending meetings and participating in tours of businesses—such as the Under Armor headquarters—and corporate facilities. These occasions can spur organic interest in making a positive impact, not only in the community, but also in service of the country. These opportunities highlight the untapped potential we believe resides in underserved communities. As the GBP expands its footprint in the state, there is increased opportunity to unite communities, especially urban and rural ones. The Georgetown Community center recruits largely from Sussex County, an agricultural region. Addressing resource shortages requires mentors to take a more holistic approach in assessing where such gaps exist in the state.

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<sup>38</sup> However, as Katie notes, girls need to be in the presence of supportive men, as often many grow up without a father figure.

## Annex

### **Annexes:**

A: Recently Completed Initiatives

B: Mentoring in Charlottesville

C: Historical Legacies

D: Gender Equity at the Gym

E: Katie's Work

### **Annex A:** *Recently Completed Initiatives*

*GBP Field Trip:* While the broader purpose of this initiative was to grow the impact of the program by establishing connections in new places, it also helped strengthen my relationship with the GBP and allowed me to better understand the GBP ethos so I could publish a more informed report. During the weekend of October 23<sup>rd</sup>, 2021, six members of the GBP traveled to Charlottesville. The weekend included hikes throughout the Shenandoah Valley.



*\*GBP team members atop Humphack Rock, October 2021.*

Most pertinent to this topic, the boys received a lesson on leadership and personal development from a senior Army ROTC cadre instructor. An ROTC scholarship can fund a college experience and presents an enormous opportunity that often is not highlighted enough.

*Community Engagement:* In mid-December, I conducted a ride-along with the New Castle County Police Department.<sup>39</sup> The purpose of this initiative was to put myself in a position to witness first-hand the types of traumatic events youth and young adults in the Wilmington area experience. It allowed me to acknowledge the challenges law enforcement authorities face and deepened my understanding of their relationship with the community and how they engage with policy at the law enforcement level.

#### **Annex B: Mentoring in Charlottesville**

The LoveNoEgo Foundation (LNE) is another non-profit youth mentorship organization that is similar to the GBP because it emphasizes personal fitness as instrumental in positive youth development. It hosts speakers, holds group workshops, and conducts individual mentoring. LNE also offers an eight-week curriculum that can be implemented in schools, businesses, or other organizations. It offers staff/team counseling sessions once per week, in either 45 or 90-minute time blocks. In many settings, these sessions can work to combat the long-term effects of traumatic experiences. Like Justin, the organization also believes in the importance of self-confidence without ego, and values spirituality as means of developing humility.

*Note:* I plan to name a rising Fourth-year Cadet in the Army ROTC program to maintain communications with key members of the GBP, including Adam Kramer and Justin Downen, after I graduate. My hope is that future engagement by the GBP in Charlottesville could open doors to connect with similar non-profits like LoveNoEgo.

#### **Annex C: Historical Legacies: Why is Wilmington experiencing so much trauma?**

##### Systemic Inequities—

In 1967, the Lyndon Johnson Administration published the Kerner Commission Report in response to a wave of national protests, many in Wilmington. President Johnson concurrently established the Kerner Commission as part of his National Advisory Commission on Civil Disorders to investigate the underlying reasons for the civil unrest (George, 2018). James Baker, a former mayor, attributed the issue largely to “stagnant [neighborhood] borders,” which prevent the tax base from expanding, meaning the city lacks the financial means to address pressing issues such as violent crime. Temple University professor Jerry Ratcliffe agreed, arguing, “Wilmington's tight borders may skew violence rates because they don't include affluent neighborhoods surrounding the city that experience far less crime ... If suburban communities were part of the larger municipalities... officials would have more funds to properly police the city's most dangerous neighborhoods and increase prevention programs for teens” (Horn et al., 2017). Whether the city is suffering due to civil demonstrations, stagnant neighborhood borders, a lack of suburban community, or a combination of the three, historical trends in Wilmington may have positioned the city to possess concentrated poverty and high crime rates.

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<sup>39</sup> Which includes Wilmington.



Case Study— *The Origins of the Urban Crisis* by Thomas Sugrue—

In the 1960s, during this tide of civil unrest in American cities, Wilmington's part in the broader national theme was captured in other cities such as Detroit, Michigan. The unrest was often tainted by violent bursts from white homeowner groups, who stood against black homeownership and were beginning to leave the city when industrialism lost its manufacturing fervor following WWII. They used language such as a colored "invasion" to justify their violence against Black residents. Sugrue argued that such a relationship formed a "social ecology of white resistance," categorized as either "fight or flight." Largely blue-collar neighborhoods either banded together to block Black homeownership or simply fled toward the city periphery. This vignette illustrates the damage that racism caused in urban areas, Wilmington included (1996).

**Annex D:** Gender Equity at the Gym

Fitness habits between men and women can vary, and gym facilities may favor one form of exercise over the other. According to researchers at Pennsylvania State University, often gym equipment focuses on the physiological qualities of men (Bohn, 2020).

However, CrossFit might break down this barrier. CrossFit gyms frequently have open floor plans, so equipment is more accessible because it is all in the same place. Barriers might exist instead surrounding the word CrossFit, as some people may think they need to be a certain body type or at a certain fitness level to participate. This could not be further from the truth. CrossFit by definition focuses on all elements of strength and conditioning, and it is tailored for all body types and fitness levels.

**Annex E:** Katie's Work

When she opened the Georgetown Community Center in April 2020, the first participants were eight girls and most of the volunteers were women. However, Katie also believes in the importance of male recruitment so both genders can learn to work together in professional settings at a young age. By the fall of 2020, the ratio of girls to boys in Georgetown was almost 1:1, with slightly more girls.

Additionally, as a teacher at DelTech, she is actively involved in the school's Upward Bound program, which provides college preparatory support to high school students ("TRIO – Classic Upward Bound," n.d.). Through Upward Bound, she can recruit participants, but because DelTech still largely operates remotely, it is more challenging to recruit subject-specific mentors in that space virtually. However, a recent community service day allowed Katie to promote the GBP more thoroughly.

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