Ensuring Equity in Academic Achievement for Young Girls of Color through Positive Identity Development

Prepared by Ruhama Yared
Master of Public Policy Candidate

Prepared for:

SisterMentors
A Project of EduSeed

ACKNOWLEDGMENTS

I want to thank everyone involved with SisterMentors, especially their Executive Director, Dr. Shireen Lewis, for providing me with the opportunity to conduct this analysis and for being willing and eager to answer questions, provide insight, and offer advice.

I would also like to thank Professor Kirsten Gelsdorf for her support and guidance throughout the research and writing process for this paper. Her regular honest feedback and constructive criticism helped me improve this report throughout the semester. Additionally, I would like to thank my classmates for providing me with useful feedback in class and for being willing to read and edit several drafts of this report to ensure a much more polished piece of work.

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 ais 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 entity. Additionally, this paper does not represent an official position of SisterMentors.

HONOR STATEMENT

On my honor as a University of Virginia student, I have neither given nor received unauthorized aid on this assignment.

THE CLIENT

SisterMentors is a program under the nonprofit organization EduSeed located in Washington, D.C. SisterMentors' work has long been centered on the dignity and value of women and girls of color who they see as deserving of equity and inclusion. The program has a long-term commitment to the care and nurturing of the next generation of women of color leaders starting with girls from low-income families in elementary and middle school and following them through high school, college graduation, and beyond. The girls are mentored by women of color doctoral students who the program helps to complete their dissertations and earn their doctorates. SisterMentors has helped 71 women of color to earn doctorates including in Math, Science, and Economics. The program has helped 48 young women to go to college including to Duke, Goucher, Bates, the University of Virginia, Virginia Commonwealth University, Sweet Briar College and Northern Virginia Community College. The program has existed for over 20 years.

GLOSSARY

Ethnicity – refers to one's cultural heritage, traditions, languages that get passed on from one generation to the next

Ethnic-racial identity (ERI) – one's identity specifically in terms of one's ethnic-racial background

Girls of color – Black, Latina, Asian, Native American, Pacific Islander, and other immigrant girls

Race – historically-defined phenotypic distinctions based on skin color, hair texture, and other observable features

TABLE OF CONTENTS

EXECUTIVE SUMMARY

"Human intelligence is among the most fragile things in nature. It doesn't take much to distract it, suppress it, or even annihilate it" (Postman, 1988). Aronson and Steele (2005) argue that intelligence is not only fragile but also responsive to a host of factors. "How a student construes the way he or she is viewed and treated by others matters a lot: how welcomed or excluded, how respected, how tuned in to others' difficulties and triumphs – these perceptions can exert a profound influence on intellectual competence, on motivation, and ultimately upon a student's academic self-concept" (Aronson & Steele, 2005). They argue that academic competence is directly influenced by a web of social relations (Aronson & Steele, 2005). This paper analyzes specific social relations that impact the academic ability of girls of color.

First, this report identifies the problem that girls of color experience unique situations in school because of their gender and race (i.e., the racial disciplinary gap, underrepresentation in higher-level courses, etc.). Second, I discuss racial bias throughout American history and how that currently impacts girls of color. Third, I analyze relevant literature on the unique educational experiences of girls of color discussed in the problem statement. Next, I propose three possible alternatives to address the problem: (1) maintain the status quo, (2) educate mentors on racial bias, intersectionality, and positive identity development and dedicate mentoring time to discussing the concept with girls, and (3) collaborate with girls' school counselors and teachers to plan and implement a professional development program concerning racial bias. I also evaluate each alternative using a set of relevant criteria: (1) effectiveness, (2) acceptability, (3) equity, and (4) administrative operability and capability. Lastly, I recommend that my client educate mentors on racial bias, intersectionality, and positive identity development and dedicate mentoring time to discussing the concept with girls. I also provide some details on how to implement this particular intervention in a way that is beneficial to all parties involved.

PROBLEM STATEMENT

According to the Center for American Progress, women of color will comprise 53 percent of the United States female population by 2050 (Ahmad & Iverson, 2013). As they become a more significant share of the workforce, women of color will be vital to the economic future of America. Currently, there exists numerous alarming data on the state of minority girls' education that highlight the immediate need to remedy these issues. Although some of these readily available statistics are of all students of color and mostly African Americans and Latinxs, all girls of color are a part of this group and unquestionably a target population. For example, African American and Latinx students have less access to and are underrepresented in college preparatory courses ("K-12 Disparity Facts and Statistics", 2019). Black students are more likely to attend low-resourced schools with less qualified teachers. Additionally, there exists a significant lack of representation in school teachers and administrators; in 2016, 82 percent of public school teachers were White, while only 18 percent were teachers of color ("K-12 Disparity Facts and Statistics", 2019).

According to the National Center for Education Statistics (2017), in 2015, the high school dropout rate for Black girls is 6.5 percent and 8.4 percent for Hispanic girls, while only 4.1 percent for White girls. Additionally, between 2013 and 2015, over 60% of White women received a bachelor's or equivalent degree, while only 37% of Black women, 37% of American Indian women, and 53% of Latinas received a bachelor's or equivalent degree (Ginder, Kelly-Reid, & Mann, 2017). The National Women's Law Center (2017) released the most recent discipline data for girls; in the 2013-14 school year, Black girls were nearly 18 times more likely to be suspended than White girls. Given these statistics, the academic achievement of girls of color should be at the forefront of the national discourse on education. Specifically, the needs of girls of color are often overlooked by teachers, administrators, and policymakers. This lack of attention contributes to the absence of educational policies that adequately address the impact of racism and sexism on the individual educational experiences of girls of color. For instance, teacher-student racial mismatch harms Black girls – White teachers are more likely to have lower expectations for Black students and more likely to see behavioral problems (Gershenson, 2016; Startz, 2016). *Girls of color struggle through the inequitable education system and face significant challenges in an oppressive and discriminative White, male-dominated culture; additionally, they do not receive from teachers and guidance counselors the support they need to persevere through and succeed in school.*

INTRODUCTION

Racial Bias and Intelligence

There is great consensus among the scientific community that human beings are about 99 percent identical genetically (Rosenberg et al., 2002). Researchers agree that the concept of race has no biological foundation, is socially constructed, and matured in the 17th century in America to justify slavery (Skiba, 2012). In turn, racial bias in racial difference research has persisted for more than 200 years. Indeed, several respected scientists, academics, and political figures promoted the eugenics movement and its main foundations well into the 20th century. For instance, Thomas Jefferson argued against the intermixing of Blacks and Whites stating that Blacks are naturally inferior. Woodrow Wilson, a professor at Princeton at the time, wrote about the dangers of racial mixing. In 1905, G. Stanley Hall, a lecturer at the University of Virginia and a founder of the American Psychological Association, described people of African origin as "lazy, improvident, imitative, fitful" (Skiba, 2012). These widely held beliefs about the inferiority of Black people persisted through to scholastic abilities. Originating from Alfred Binet's first intelligence test in 1905, the concept of intelligence developed into something quantifiable and measurable using standardized tests (Tatum, 2008). Additionally, and detrimental to people of color, the idea that intelligence is primarily inherited and is unchanging became widely accepted in America. Many researchers and educators argued against any changes in social and educational policies because intelligence and well-being were ultimately determined biologically (Tatum, 2008).

Policies to Disadvantage People of Color

The first few policies that further disadvantaged people of color were established as early as the 1600s. The 1618 Headright System offered free land to any European willing to move and start a life in Virginia (Biewen, 2017). In 1705, a statute in Virginia required masters to give their White indentured servants fifty acres of land, money, and food. However, unlike the forty acres and a mule afforded to Black people in 1865, the property, money, and food given to White servants were never repossessed (Biewen, 2017). Because home ownership is the most dominant way to build intergenerational wealth, one of the most damaging practices was redlining – giving White people in predominantly White neighborhoods housing loans while refusing the same to Black people. Education policies also ensured that White people received the majority, if not all of the American educational benefits. For instance, most White men received higher education through the GI Bill

while Black men came home and were assigned to menial jobs such as dishwashers or cooks (Biewen, 2017). In recent years, such policies in testing, school choice, increased number of charter and private schools, and school closings have advanced racial inequality and widened the opportunity gaps within the education system (Kohli, Pizzaro, & Nevárez, 2017). Because homeownership is the primary mechanism for the transmission of wealth and education is a means for passing down opportunities, people of color were disadvantaged in the past and are still highly deprived.

Impact on Girls of Color

So how does all of this connect to the current state of girls of color within the education system? Unfortunately, not only is the achievement gap between White girls and girls of color centuries in the making, but girls of color are still facing significant discrimination in schools. Experiencing discrimination at a young age can have particularly negative consequences for the development of young girls' sense of self, resulting from internalized negative views of themselves. Research shows that early experiences can have significant impacts on future behavior and academic performance (Adair, 2015). Because discrimination and the mistreatment of minorities is deeply rooted in the making of this society, any possible solution to ensuring academic achievement for girls of color must focus on the individual girl and how she can effectively navigate through this society to reach academic success and, in turn, economic independence.

From my experience as a woman of color in the United States, I believe it is not one girl's responsibility to change the unequal construction of the society in which she lives. However, it is her responsibility to acknowledge her disadvantage and deliberately stay steps ahead of the system by developing a positive racial or ethnic identity and working toward improving herself in every aspect, even if every move is a fight with the dominant culture. Additionally, teachers, counselors, and mentors have the responsibility to acknowledge the role of racial injustice in the development of girls of color and to support and encourage these girls to reach their full potentials.

BACKGROUND

Because educational experiences are critical in shaping female minority students' interests and persistence in school, the next section will synthesize relevant literature specifically highlighting the various experiences of girls of color within the education setting. I focus on the importance of intersectionality when examining the experiences of girls of color in education. Intersectionality is the interaction between a person's social identities such as race, class, and gender, creating unique forms of discrimination and disadvantage (Jackson et al., 2018). Girls of color face several obstacles while in primary and secondary school. Some of the significant aspects of school that affect the experience of girls of color are the perceptions of counselors and teachers as well as the structure of the overall school system.

Teachers' and Counselors' Perceptions and Expectations of Girls of Color

School experiences of girls of color and White girls differ considerably as research shows that teachers focus more on minority girls' behaviors and physical appearances instead of nurturing their academic skills (Archer-Banks & Behar-Horenstein, 2012). A recent study looked at the experiences of eight high achieving Black high school girls who attended a predominantly Black high school. The school's academic magnet program comprised of 90 percent White students, 8 percent Asian/Pacific Islander students, 1 percent Black students, and 1 percent Latinx students. Data collected through individual and focus group interviews, journal entries, and field notes revealed that these girls not only noticed that White students dominated the magnet program but also voiced that they felt unhappy about the inequality in instruction and preparation for college (Archer-Banks & Behar-Horenstein, 2012). Participants reported that teachers held negative views of Black girls and one girl even reported an incident where a teacher made racist comments to a group of Black girls, saying that "many of [them] would get pregnant before the semester is over" (Archer-Banks & Behar-Horenstein, 2012). Another study conducted using data from the Early Childhood Longitudinal Study looked at eighth-grade girls and their teachers' perceptions of attentiveness and disruptiveness in class and found that Black and American Indian girls are significantly more likely to be viewed as more disruptive and less attentive (Francis, 2012). The researcher also found that White girls are 19 percent more likely to be recommended for honors classes than Black girls; additionally, she did not find a significant difference in the likelihood of Hispanic and American Indian girls being recommended for honors classes compared to Black girls (Francis, 2012). These findings suggest

that girls of color must navigate through racial and gender inequalities at school while receiving little to no support from the adults put in place to help them.

West-Olatunji et al. (2010) used the outcomes of a one-year qualitative counselor data collection to analyze the roles of school counselors and how they position African American girls as math and science learners. They found that some counselors were aware of the disconnect between cultural differences and the curriculum. Other counselors were unaware of these cultural differences and thus placed limitations on students' learning potentials. Hanson (2009) analyzed data from the National Educational Longitudinal Study (NELS) and found that more African American women report the importance of teachers and counselors in their decisions to pursue science education than White women. However, she indicated that White women are more likely to say that teaching is good at their schools and that teachers pay particular attention to their students (Hanson, 2009).

Through several interviews, Hanson found common themes on how African American women feel teachers, counselors, and their schools have influenced their interest or experience in science. Most African American women mentioned a lack of preparation and limited classroom resources (Hanson, 2009). The young women commented excessively on the absence of African American scientists in curriculums and textbooks. Furthermore, Hanson found that African American women mentioned being ignored by teachers and feeling isolated because of their race. They felt that their teachers and society held low expectations of them and did not feel rewarded for their efforts (2009). Campbell (2012) also examined nationally representative survey data and presented findings on the role of Black girls' behaviors on teachers' recommendations to place them in advanced courses. She found that teachers who expected Black girls to attend college were more likely to recommend them for advanced courses as compared to girls who were expected to finish only high school (Campbell, 2012). Multiple factors can affect how teachers subjectively judge the abilities of girls of color and lead to the proven underrepresentation of minority girls in advanced courses.

Girls of Color and the Disciplinary Gap

The racial disciplinary gap in the United States has significantly increased over the past forty years; the out-of-school suspension rate for Black students increased by nearly 200 percent from 1973 to 2012, while the rate for White students increased only by 12 percent (Bottiani, Bradshaw, & Mendelson, 2016). Years of research confirm that indeed Black males are suspended at higher rates

than their White peers; and while the absolute rates of suspension are higher for Black males, the gap between suspension rates of Black females and White females is much more significant (Carter, Fine, & Russell, 2014). Additionally, researchers report that students of color are most likely to be disciplined for subjective infractions such as disorderly conduct and talking back, while White students are usually disciplined for objective offenses such as drug use (Carter, Skiba, Arredondo, & Pollock, 2014). The racial disciplinary gap puts a spotlight on the racial stereotypes embedded in the making of the American society. Since the 17th century, discriminatory policies have painted an untrue picture of Black men as dangerous predators and Black women as hypersexual and less virtuous than White women (Carter, Skiba, Arredondo, & Pollock, 2014). A study released in 2017 produced findings that the average American views Black girls ages 5 to 14 as less innocent and more mature for their age, that Black girls need less nurturing and less protection (Epstein, Blake, & González, 2017). The researchers called this the "adultification" of Black girls and concluded that if people are more likely to view Black girls as less innocent, they will be more likely to administer and accept harsher punishment on this population.

Therefore, a significant aspect of Black girls' negative experiences within the education system is uneven disciplinary rates. Morris (2007) conducted a 2-year ethnographic study of a public middle school of approximately 1000 students. He found that teachers held certain perceptions about Black girls, especially that their femininity was somehow faulty. In the majority of the teachers' views, Black girls were too assertive, loud, forward, and unladylike. Therefore, teachers inadvertently were more likely to discipline Black girls and urge them to be more passive and withdrawn (2007). Blake, Butler, Lewis, and Darensbourg (2010) analyze a dataset of 9,364 elementary and secondary female students in an urban school district to determine patterns of discipline infractions and sanctions on Black girls. Blake et al. found that Black girls were twice as likely to receive in-school and out-of-school suspensions compared to all other females. They also found that Black female students were more likely to be disciplined than White female students for all but one infraction. Black girls were more often disciplined for defiance, inappropriate dress, using profane language, and physical aggression (2010). Morris (2007) points out the irony that this assertive and forward behavior was Black girls' way of showing interest and excitement in learning and contributed to their academic success. Researchers show that these same behaviors are encouraged continuously in middle-class and White students in attempts to produce critical learners (Morris, 2007). Uneven disciplinary rates lead to a variety of adverse outcomes including increased risk of contact with the juvenile justice

system, increased frequency of school dropouts, lower academic engagement, lower school commitment, and higher rates of adverse physical and mental health outcomes (Carter, Fine, & Russell, 2014).

Mentoring Interventions

To combat the highly adverse outcomes of the school experiences of Black girls and help them develop confidence and attain high academic achievement, individualized interventions are needed. Mentoring could be extremely useful in assisting girls to develop positive racial and gender identities. Clonan-Roy, Jacobs, & Nakkula (2016) use qualitative data to advance knowledge in the experiences of Black and Latina adolescent girls with an emphasis on development in social and educational experiences. Girls of color live in a world where both women and people of color are marginalized; this can lead to the feeling of constant attack on their confidence and self-esteem. For girls of color, their self-esteem and self-worth are connected to their sense of belonging and sense of feeling respected in schools and communities (Clonan-Roy et al., 2016). Research has proven that mentoring, specifically same-gender mentoring, can significantly increase the confidence and self-esteem of girls of color.

Dennehy and Dasgupta (2017) conducted longitudinal field experiment studies of 150 female students starting as they enter college as engineering majors. Fifty were assigned female peer mentors, 50 were assigned male peer mentors, and the rest were assigned no mentors. The results of this study showed that women with male or no mentors showed steep declines in the feeling of belongingness while women with female mentors showed the opposite (Dennehy & Dasgupta, 2017). Female mentors also reduced anxiety and increased belief that women could succeed in the field. Women with no mentors felt more threatened throughout the year. Women without mentors thought more about changing majors while women with mentors (female or male) didn't change minds about switching majors over time. Female mentors resulted in 100% retention while the rest resulted in approximately 80% retention (Dennehy & Dasgupta, 2017). Allen and Eby (2010) review critical literature on the benefits of mentoring and find that Latinx students who were matched with mentors of similar backgrounds and experiences perceived their mentors to be more effective in helping them further their personal and academic development. They also report that programs that have mentors who are trained in cultural and developmental issues produced more positive outcomes; mentees reported positive gains in their academic and personal lives (Allen & Ebby,

2010). These findings reaffirm the above consensus that girls of color usually have negative experiences in education; however, the feelings of hopelessness that come with those experiences can be reversed with the active presence of positive role models. Given the above findings, solutions should focus on addressing the girls' unique experiences within the education setting and helping them develop a positive racial/ethnic identity.

Gaps in Literature

Although there exists several in-depth research on the experiences of Black and Latina girls within the American education system, extensive research is needed on other minority girls such as immigrants, Muslims, and biracial girls. Additionally, most of the above analysis did not differentiate between income levels; doing so can shed light on the intersectionality of class, gender, and race.

EVALUATIVE CRITERIA

I will use the following criteria to evaluate each alternative.

Criterion 1: Effectiveness

This criterion will examine the effectiveness of each policy alternative in accomplishing the goal of making girls of color feel safe and confident in school. *Will the proposed alternative make the girls feel safe and encouraged to pursue high academic achievement?* This is an essential outcome for my client and is measured through periodical surveys administered to the girls. Some of the outcomes of my client's mentoring program include high self-esteem, critical thinking skills, strong communication skills, and creative expression.

This criterion is relevant to my client because my client would be implementing these programs and would need to assess their effectiveness and whether these programs are working as intended. The effectiveness of proposed alternatives will be evaluated using previous literature on similar programs.

Criterion 2: Political Viability: Acceptability

This criterion will evaluate the viability of each program. My client relies heavily on the support and work of volunteers and other stakeholders listed in Appendix A. *Will the program be accepted by key actors and clients?*

This criterion is relevant to my client because participants of the program SisterMentors will be working with people outside of the program to implement the proposed alternatives. Additionally, my client will have to gain access to schools to work with teachers and counselors. The acceptability of the proposed alternatives will be evaluated by information obtained from interviews with my client.

Criterion 3: Equity

While equality is treating everyone the same, equity is giving everyone what they need to be successful. This criterion will evaluate just that within each program. Does the program provide every girl with what she needs to be successful? Will the program disproportionately burden certain groups or individuals?

This criterion is relevant to my client because the girls in SisterMentors come from various backgrounds and experiences, including different countries. Therefore, it is essential that each girl is treated as an individual and given the support she needs without inadvertently making her feel left out or unheard.

Criterion 4: Administrative Operability and Capability

This criterion will evaluate stakeholders' abilities to be involved and committed to the implementation of the program, and to what capacity. *Do implementers have the necessary skills to implement the program successfully? Do they have the resources and physical facilities needed to implement the program?*

This criterion is relevant to my client because my client is reliant on all other actors to implement some of the program alternatives. For that reason, my client will need to know if my alternatives are operationally feasible.

Note: Cost and cost-effectiveness are not relevant criteria for my client given their limited budget.

EVALUATION OF POLICY ALTERNATIVES

Alternative 1: Maintain the status quo.

SisterMentors currently mentors 30 girls of color in the Washington, DC area. My client assigns each girl a mentor who is a woman of color working on her dissertation. The women and girls meet once a month as a group at a local library for about 3 to 4 hours. During this mentoring session, the group discusses relevant topics for that month. For example, a few months ago, they reviewed the issue of sexual assault and harassment. This discourse led to a lively discussion on racism and the negative impacts of racism on the girls' self-confidence and self-esteem. Some voiced that it makes them feel like "they have no importance in the world" (Lewis, 2018). The girls are then divided into groups by their mentors. Within the small groups, the girls get the opportunity to talk about their personal goals and challenges for that month. They discuss school subjects, grades, and social life.

Additionally, my client organizes college visits for these girls every spring. Last year, they spent five days on the road visiting Sweet Briar College, Goucher College, and American University. The girls usually experience a comprehensive visit at each college. They attend classes, eat in the dining halls, visit dormitories, and most importantly, meet with college and university presidents. Most of these girls would not get the chance to visit any colleges on their own. SisterMentors is busy all year long providing these girls with additional services including free SAT prep courses, tutoring, STEM sessions, and leadership and social skills training. It is important to note that all of the girls come from low-income backgrounds and most of them will be first-generation college students.

The unique aspect of SisterMentors is the long-term relationship with the girls starting in elementary and middle school and following them through high school, college, and beyond. The program stays in touch with college students to offer advice, helps them find jobs, and offers program activities during the summer and winter break. SisterMentors has existed for over 20 years and has helped 70 women of color earn their doctorates and 48 young women of color to go to college. Some of those young women are currently working on their Master's and doctoral degrees.

Encouraging girls of color to pursue high academic achievement and succeed in school is the core mission of SisterMentors. The root of the problem and the need for a program such as SisterMentors, as defined in the previous sections, is the structure of the education system and the

system's imbalanced influence on persons of color. Therefore, an effective solution to this overall problem will involve interventions that build the self-confidence and sense of belongingness of girls of color in school. SisterMentors already does a large part of this work through the services it provides currently.

Mentoring works because it is a relationship-based intervention that provides a person guidance from an unrelated adult; it is one of the most effective ways to build a girl's sense of personal worth. The concept of mentoring expands on the old African proverb, "it takes a village to raise a child," which holds the community in which a child grows up responsible for that child's evolution into a well-educated citizen. The women of SisterMentors view themselves as accountable for the girls, mentoring and guiding them toward positive identity development. SisterMentor's main reason for starting a mentoring program for girls is so that girls of color can see and interact with women of color who have experienced being a girl of color in America. The girls can not only see themselves in these women but also feel comfortable viewing them as role models and aspiring to be like them. Finding the right fit, as my client has, is critical to the positive outcomes and permanency of the relationship (Liang & Rhodes, 2007). Also, mentoring is an ideal intervention strategy for promoting positive results across various areas of a young woman's development (Dubois, Portillo, Rhodes, Silverthorn, & Valentine, 2011).

To measure the success of this intervention in promoting girls' interest and confidence in school, my client will have to administer a pre-program survey and a post-program survey after a given amount of time. The surveys should pose specific questions on girls' feelings toward academics. For example, one question could be, "Do you feel you can discuss issues you are facing in school with your mentor?" These questions will help my client understand its role in promoting meaningful discussions that lead to increased self-confidence and whether the girls are responding well to the intervention.

Criterion 1: Effectiveness

Will this alternative make the girls feel safe and encouraged to pursue high academic achievement?

Maintaining the status quo can prove to be effective in achieving the explicit goal of making the girls feel confident and develop a sense of belongingness in school settings. Research shows that same-gender, same-race mentoring is effective at producing positive outcomes for girls of color (Clonan-

Roy et al., 2016; Dennehy & Dasgupta, 2017; Allen & Ebby, 2010). This alternative has proven to be highly effective.

Criterion 2: Political Viability: Acceptability

Will key actors and clients accept this program?

Appendix A shows the key actors and clients of this program. The status quo is accepted by all key actors, including mentors, mentees, parents, employees, volunteer, and Board members. This alternative is highly accepted and sustained by all stakeholders.

Criterion 3: Equity

Does this program provide every girl with what she needs to be successful? Will this program disproportionately burden certain groups or individuals?

The status quo does provide mostly every girl with what she needs to be successful because mentors are committed to listening to each girl's concerns and view each girl as an individual. There have been a few girls throughout the years that have not found my client's services useful for unknown reasons. Since then, my client has been working on identifying specific explanations for why these girls left the program. This alternative has not helped all girls in the past and might make some girls feel left out or ignored.

Criterion 4: Administrative Operability and Capability

Do implementers have the necessary skills to implement this program successfully? Do they have the resources and physical facilities needed to implement this program?

Implementers of the mentoring program include the director, Shireen Lewis, one intern, and the mentors. These actors have organized and successfully executed these mentoring sessions for years and are cable of continuing to do so. They also have all the resources, including time and a physical meeting location, needed for this program.

Alternative 2: Educate mentors on racial bias, intersectionality, and dedicate mentoring time to discussing the concept with girls.

This alternative suggests that my client educate the mentors on intersectionality and positive racial or ethnic development. The mentors will then discuss these concepts with the girls during the mentoring sessions. This alternative is meant to be designed as a long-term program or intervention because intersectionality cannot fully be discussed in one session and because the girls will need ongoing support while developing their identity.

Young girls of color face several psychological and emotional difficulties as they develop through tumultuous adolescent years. Developmental theorists put great emphasis on teenage years as individuals experience physical, intellectual, emotional, and social changes on their paths to developing a sense of self (Comas-Díaz & Greene, 2013). Girls of color, however, must not only deal with developmental challenges but must also learn how to develop a sense of self in a White, male-dominated society. Research shows that when girls of color develop a healthy and positive racial or ethnic identity, they are able to connect with their culture and traditions and create a sense of pride in themselves, helping them create a barrier against the challenges they face as girls of color (Querimit & Conner, 2003). A positive sense of identity is crucial to developing a sense of belongingness in this society; girls who feel valued are more likely to be optimistic, open to other people, and do well in school. This alternative aims to use the expertise and experiences of the mentors to facilitate discussions that will help the girls develop positive racial identities.

In order for these girls to acquire strategies needed to navigate through this society effectively, "it is imperative that these young women become aware of and are given a place to discuss the social, cultural, and political systems operating around them, as this has the potential to free them from perceptions of personal 'deficits' and inadequacies and inspire hope that they are able to utilize their valued strengths and rise above the difficulties with which they are commonly confronted" (Comas-Díaz & Greene, 2013).

There are many different possible approaches to discussing positive racial identity development with the girls of SisterMentors. The simplest way is to dedicate mentoring time to this topic and to ease the girls into this discourse. This alternative gives the implementers much flexibility in terms of the structure of the discussions. However, there are key topics that must be discussed in order to

encourage the girls to explore their identity, "this provides them with a more profound understanding and enables them to develop confidence and self-assuredness regarding any given identity domain because their conception of this identity has emerged from their own exploration, rather than as a function of something that was simply provided to them and was accepted without any questioning" (Umaña-Taylor, Kornienko, Bayless, & Updegraff, 2017). There are plenty of guidelines on ways to start the conversation on racial identity; key topics to be discussed include various forms of prejudice, racism, discrimination, and stereotypes, the dominant culture, the history of racial discrimination, majoritarian narratives, which are constructed by the dominant group in a society and used to support beliefs of supremacy, and counter-narratives that challenge the dominant narrative and give voices back to members of minority groups. The idea is to get the conversation started so that these girls can actively participate in their identity development.

Phinney (1992) describes racial/ethnic identity as an aspect of a person's social status that is defined by that person's membership in a social group coupled with the value and emotional significance that come with that membership. Phinney also developed a model for ethnic identity development that can be used by members of all ethnic groups. She identified three stages focusing on ethnic identity formation. As shown in Figure 1 below, Stage one of the model is Unexamined Ethnic Identity, where individuals have not yet explored their ethnicity; Stage two is Ethnic Identity Search/Moratorium, a period of active exploration of ethnicity initiated by a specific event; Stage three is Ethnic Identity Achievement, where individuals accept, internalize, and clearly understand their ethnicity and differences between the majority culture (Phinney, 1989). This final stage is the ideal outcome because identity achievement "leads to a secure sense of oneself as a member of a minority group," where individuals feel good about their backgrounds and are happy with their membership to an ethnic group, replacing any negative feelings or self-images. (Phinney, 1992). Phinney's model is straightforward and most appropriate for my client since the mentees come from different ethnic backgrounds.

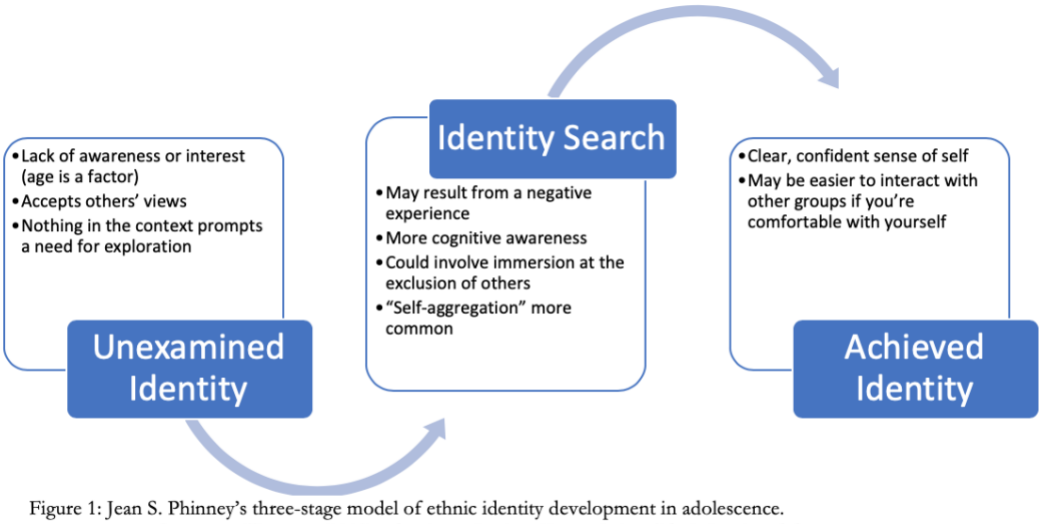

Figure 1: Jean S. Phinney's three-stage model of ethnic identity development in adolescence.
Source: Williams, J. (2019). Identity & Racism [PowerPoint slides]. Retrieved from https://curryvirginia.instructure.com/courses/2110/files/204497?module_item_id=55905

Tatum (2017) wrote that "racism increases the need for a positive self-defined identity in order to survive psychologically." Therefore, the core mission of this alternative, and my client, is not to remove the barriers these girls face but to arm the girls with the tools they need to get around those barriers and achieve high academic success.

Criterion 1: Effectiveness

Will this alternative make the girls feel safe and encouraged to pursue high academic achievement?

There is compelling evidence across multiple research areas that developing a positive racial or ethnic identity is vital to navigating through an unjust society. This alternative, if nothing else, will spark curiosity in these girls on how they see themselves within the American society. Even if these girls never reach Stage 3 of Phinney's model or develop a positive racial or ethnic identity, they will, nevertheless, learn about and understand the barriers they will face because of racial injustice. However, this alternative does not recommend that mentors only discuss relevant topics with the girls, but also help the girls examine and develop their racial or identity. Again, research proves that positive identity development produces positive outcomes in life, including high academic achievement (Querimit & Conner, 2003; Umaña-Taylor et al., 2017).

Criterion 2: Political Viability: Acceptability

Will key actors and clients accept this program?

The key actors that this program will affect are employees, mentors, mentee, volunteers, and parents. This program has a high chance of being entirely accepted by all actors because it does not significantly add to or change the existing program. This program adds a few discussion topics and activities to what my client is already doing in the mentoring sessions. This program is a natural next step for my client who is always seeking different ways to enrich the girls' lives.

Criterion 3: Equity

Does this program provide every girl with what she needs to be successful? Will this program disproportionately burden certain groups or individuals?

This program aims to identify the strengths in each individual girl's stories and sense of self. Identity development is a very personal process because the process builds on individual experiences. The developmental model developed by Phinney (1992) is for youth of all ethnic backgrounds and will serve these girls effectively. Girls of color cannot be grouped together and seen as a monolith during this process. If implemented correctly, this program should provide every girl with precisely what she needs to be successful in developing her identity.

Criterion 4: Administrative Operability and Capability

Do implementers have the necessary skills to implement this program successfully? Do they have the resources and physical facilities needed to implement this program?

The implementers have the necessary resources, such as time and place, because this program does not add much to the existing program. However, to gain the skills needed to implement this program effectively, the director, intern, and mentors need to work together to develop a schedule of structure for the meetings. Also, they all need to do relevant research to effectively facilitate these meetings and guide the girls toward positive identity development.

Alternative 3: Collaborate with girls' school counselors and teachers to plan and implement a professional development program regarding racial bias.

This alternative consists of two components that my client will need to communicate with school counselors and teachers at the girls' schools. The first component will highlight the organizational dynamics of schools that produce and reproduce racial inequalities within schools. The second component will suggest a form of antiracist training that counselors and teachers can implement to recognize their own biases and become advocates for change.

Teachers and counselors usually take on these jobs with positive intent and the desire to help all students achieve academic success. However, once the school year starts and to-do lists get longer for administrators and teachers, there is not enough time to stop and think about each action taken when interacting with students. Researchers studying organizational dynamics argue that all organizations operate through organizational routines, or everyday rules and practices. Organizational routines have two key aspects, the ostensive element, "the ideal of the routine," and the performative aspect, "the routine as practiced" (Lewis & Diamond, 2015). Sometimes these two aspects align, and sometimes they differ. For example, school dress codes are written in a way so that they apply to all students fairly; however, in practice, certain students might get called out more for dress code offenses than others. The disciplinary and opportunity gaps discussed in previous sections prove that these two aspects, what is written down and what is actually practiced, diverge significantly at most schools. More importantly, researchers prove that one of these aspects are often mistaken for the whole and used to justify malpractice (Lewis & Diamond, 2015). For example, because there are written rules that are meant to apply to all, administrators can justify actions by saying "this is how things work," when, in reality, certain groups of people are targeted more often.

Recognizing this contradiction between what is written or said and what is practiced is the first step to correcting certain injustices at school. School counselors and teachers must take time to reflect and ask themselves if what they practice is different from the written rules. Once counselors and teachers recognize this organizational mismatch, they can expose reasons for why this happens. One of the main reasons is that all counselors and teachers have implicit, or unconscious, biases that affect how they interact with students. Lewis & Diamond (2015) argue that "racial stereotypes shape whether a group of loud adolescents is understood as a minor nuisance requiring a verbal admonition or as threatening and requiring formal sanction from the safety department." Therefore,

this alternative recommends that my client holds meetings with counselors and teachers to first communicate with them about racial biases and then plan an antiracist training.

Previously, I mentioned that the majority of teachers in the United States are White females. Also, most of these teachers are raised and educated in predominantly middle-class, White communities with limited experience in teaching and interacting with students of color (Tatum, 2008). Thus, it is imperative that all teachers and counselors receive antiracist, multicultural education to effectively address this deficit in teaching experience. There are many different ways and different programs that can be implemented that do just that. Tatum (2008) gives an example of one professional development course that required participants to examine their own sense of racial identity and attitudes toward other groups and discuss topics such as "prejudice, racism, White privilege, and internalized oppression." Then teachers were encouraged to examine their perceptions of and interactions with students of color. Teachers also wrote out action plans for what they would do differently in their classes. More than half of the plans included some effort to make lessons more inclusive of people of color (Tatum, 2008).

The main goal of this alternative is for counselors and teachers to start engaging in racial dialogue and to recognize that racial inequalities do exist within schools and they do affect student's academic performance. Once they admit these realities, they can work on taking actions to correct biases and treat all students fairly.

Criterion 1: Effectiveness

Will this alternative make the girls feel safe and encouraged to pursue high academic achievement?

While it may take years to see the results of this alternative, this intervention will make girls feel safe and encouraged to pursue high academic achievement. Research has shown that the many daily interactions between students and teachers or counselors (i.e., time allotted to answer a question, type of feedback) communicate to students whether or not they are expected to succeed (Lewis & Diamond, 2015). As counselors and teachers reflect on their biases, they will likely examine their actions and refrain from treating students differently in any aspect. Additionally, teachers and counselors will be more inclined to help and guide girls of color through difficult situations, earning their trust and becoming allies.

Criterion 2: Political Viability: Acceptability

Will key actors and clients accept this program?

The key actors and clients for this alternative will be the director, intern, mentees, and school counselors and teachers at the girls' schools. This alternative is likely to be accepted by the participants of SisterMentors. However, my client might have a difficult time convincing counselors and teachers to take on an additional task.

Criterion 3: Equity

Does this program provide every girl with what she needs to be successful? Will this program disproportionately burden certain groups or individuals?

This program, if implemented correctly, will provide every girl with what she needs to be successful in school without burdening any individuals. This alternative is meant to address the structural injustices within the school system starting with counselors and teachers. Any aspect of this program should cause counselors and teachers to reflect on their racial identities and racial biases sincerely. In turn, counselors and teachers will identify improved ways of interacting with their students that will nurture them instead of discourage them.

Criterion 4: Administrative Operability and Capability

Do implementers have the necessary skills to implement this program successfully? Do they have the resources and physical facilities needed to implement this program?

This program consists of multiple parts: first, my client will have to meet with counselors and teachers, from different schools, to discuss the two components of the program. Then my client and school staff have to work together to develop and implement an antiracist professional development program. While the implementers do not need a specific set of skills to build this professional development program, they do need a considerable amount of time and research. For example, counselors and teachers may need to read several books and articles, which is time-consuming in addition to their duties and responsibilities at school. Additionally, because the mentees attend different schools, my client will have to go to several schools and try to coordinate with all counselors and teachers.

Note: Please note that this alternative will require little to no spending if my client is able to work with available volunteers. However, for long-term sustainability, it will likely require one full-time

employee and a consultant to work with counselors. According to my client, their salaries are estimated to be $60,000 and $50,000 a year respectively.

OUTCOMES MATRIX

Alternatives	***Criteria 1:*** *Effectiveness*	***Criteria 2:*** *Acceptability*	***Criteria 3:*** *Equity*	***Criteria 4:*** *Administrative Operability, Capability*
Maintain the status quo	Highly effective	Highly acceptable by all stakeholders	Has not benefited all girls in the past	Highly operable and easily implemented
Educate mentors on racial bias, intersectionality, and positive identity development.	Highly effective	Highly acceptable by all stakeholders	Has high potential to benefit all mentees	Highly operable and easily implementable
Work with girls' school counselors and teachers.	Highly effective	Low acceptability by counselors and teachers	Has high potential to benefit all girls	Low operability

RECOMMENDATION

Given the projected outcomes of each alternative, I recommend that SisterMentors pursue *Alternative 2 and educate mentors on racial bias, intersectionality, and dedicate mentoring time to discussing the concept with girls.*

The proposed alternative is very similar to what SisterMentors is already doing in their mentoring program. The alternative will help my client build on what they are already doing to guide the girls as they persist through school effectively. For example, one of the challenges my client is facing right now is persuading some of the girls to enroll in Advanced Placement (AP) courses. These are high-level courses that prepare high school students for the challenging content and demanding workload of college courses. My client is having a hard time convincing these girls to take these courses because, at most schools, White students dominate these classes and the girls feel isolated and alone

in those classrooms. The director of SisterMentors has started grouping the girls together and encouraging them to take these classes together, so they do not feel alone. This phenomenon that students of color do not feel comfortable in honors and AP classes is not new. Racialized tracking, or putting students in different tracks based on their perceived ability, has persisted for many years in schools (Lewis & Diamond, 2015). Over time, teachers, students, and parents have noticed that White students dominate honors and AP classes and students of color are overrepresented in basic or remedial courses. This signals to students of color that they do not belong in high-level classes. Instead of focusing on the material in those classes, students of color are usually uncomfortable and self-conscious. Claude Steele and colleagues studied the effects of stereotype threat, the threat of being viewed in light of a negative stereotype and the fear of inadvertently confirming that stereotype, and found that when in situations where stereotypes are relevant, students perform worse than predicted on standardized tests and other domains (Lewis & Diamond, 2015).

My client is currently confronting this exact situation with the girls. However, while the girls have voiced that they feel uncomfortable in honors and AP classes, they do not know the history behind these separate tracks put in place for White students and students of color. It is vital to these girls' academic competence that they learn about and understand the workings of these systemic injustices. Only then will they be able to maneuver through a system that has been historically oppressive to girls of color. My client should pursue the proposed alternative and help the girls develop a healthy and positive racial or ethnic identity so that even if they are the only student of color in an AP class, they will remain confident and secure in themselves and their academic competencies.

IMPLEMENTATION

There are many different ways of implementing the recommended program. In this section, I will detail one simple but effective method of implementing this program so that it accomplishes the goal of helping the girls develop their racial or ethnic identity and, in turn, "helping them form a more mature understanding of their ethnic-racial background, and promoting a sense of self-assuredness and clarity regarding their background that can help [them] make sense of ethnic-racial based threats (e.g., discrimination)" (Umaña-Taylor et al., 2017).

The curriculum I will detail below is borrowed from an intervention developed by Umaña-Taylor and Douglass (2017) called the Identity Project. This intervention was designed to target ethnic-racial identity (ERI) exploration and resolution based on Phinney's (1992) developmental model. The purpose of the intervention is to induce changes in ERI and lead to better psychosocial adjustment. Umaña-Taylor et al. (2017) administered this eight-week intervention to 116 ninth graders from various racial backgrounds. One year after the intervention, they measured outcomes in students' (a) global identity cohesion, how positively students perceived themselves in terms of their social identity, (b) academic engagement, (c) grades, (d) self-esteem, (e) depressive symptoms, and (d) other group orientations. The researchers found that "the changes observed in exploration and resolution positively informed adolescents' future psychosocial adjustment concerning higher global identity cohesion, lower depressive symptoms, higher self-esteem, and better grades one year later" (Umaña-Taylor et al., 2017).

Again, the goal is to provide the girls with a dedicated time and safe space within which to explore their ethnic-racial identity. Appendix B details an overview of the Identity Project 8-week curriculum. The curriculum includes sessions in which fundamental concepts such as race, ethnicity, stereotypes, and discrimination are defined and discussed (Umaña-Taylor et al., 2017). Then students are given assignments and activities in which they construct family trees, interview family members, and watch videos of interviews with people who discussed their individual journeys of ERI development (Umaña-Taylor et al., 2017). I advise my client to modify the curriculum in any way that will benefit the girls of SisterMentors. For example, this curriculum can be divided into more than eight weeks as each week can be a months' worth of lessons and activities that the girls can do at home and share during the monthly mentoring meetings. Additionally, the program does not have to be continuous and could very well accommodate other lessons and discussions my client might already have planned. I advise my client to build on the Identity Project curriculum in any way they see fit and make it more relatable to the girls with the primary goal of administering these developmental benefits to all mentees, regardless of their ethnic-racial background.

REFERENCES

Adair, J. K. (2015). *The Impact of Discrimination on the Early Schooling Experiences of Children from Immigrant Families*(Rep.). Migration Policy Institute. Retrieved from https://www.migrationpolicy.org/research/impact-discrimination-early-schooling-experiences-children-immigrant-families.

Ahmad, F. Z., & Iverson, S. (2013). The State of Women of Color in the United States. Retrieved from https://www.americanprogress.org/issues/race/reports/2013/10/24/77546/the-state-of-women-of-color-in-the-united-states-2/

Allen, T. D., & Eby, L. T. (2010). *The Blackwell Handbook of Mentoring: A Multiple Perspectives Approach*. Malden, MA: Wiley-Blackwell.

Archer-Banks, D. A., & Behar-Horenstein, L. S. (2012). Ogbu Revisited. *Urban Education,47*(1), 198-223. doi:10.1177/0042085911427739

Aronson, J., & Steele, C. M. (2005). Stereotypes and the Fragility of Academic Competence, Motivation, and Self- Concept. In A. J. Elliot & C. S. Dweck (Authors), *Handbook of Competence and Motivation*(pp. 436-456). New York: Guilford Press.

Biewen, J. (2017, August 9). White Affirmative Action [Audio blog post]. Retrieved from http://podcast.cdsporch.org/episode-44-White-affirmative-action-seeing-White-part-13/

Blake, J. J., Butler, B. R., Lewis, C. W., & Darensbourg, A. (2010). Unmasking the Inequitable Discipline Experiences of Urban Black Girls: Implications for Urban Educational Stakeholders. *The Urban Review,43*(1), 90-106. doi:10.1007/s11256-009-0148-8

Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2016). A multilevel examination of racial disparities in high school discipline: Black and White adolescents' perceived equity, school belonging, and adjustment problems. *Journal of Educational Psychology,109*(4). doi:10.1037/edu0000155

Campbell, S. L. (2012). For Colored Girls? Factors that Influence Teacher Recommendations into Advanced Courses for Black Girls. *The Review of Black Political Economy,39*(4), 389-402. doi:10.1007/s12114-012-9139-1

Carter, P., Fine, M., & Russell, S. (2014). Discipline Disparities Series: Overview. *The Equity Project at Indiana University*. Retrieved from http://www.indiana.edu/~atlantic/briefing-papers/

Carter, P., Skiba, R., Arredondo, M., & Pollock, M. (2014). You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Discipline Disparities. *The Equity Project at Indiana University*. Retrieved from http://www.indiana.edu/~atlantic/briefing-papers/

Clonan-Roy, K., Jacobs, C. E., & Nakkula, M. J. (2016). Towards a Model of Positive Youth Development Specific to Girls of Color: Perspectives on Development, Resilience, and Empowerment. *Gender Issues,33*(2), 96-121. doi:10.1007/s12147-016-9156-7

Comas-Díaz, L., & Greene, B. (2013). *Psychological health of women of color: Intersections, challenges, and opportunities*. Santa Barbara, CA: Praeger.

Dennehy, T. C., & Dasgupta, N. (2017). Female peer mentors early in college increase women's positive academic experiences and retention in engineering. *Proceedings of the National Academy of Sciences,114*(23), 5964-5969. doi:10.1073/pnas.1613117114

Digest of Education Statistics. (2017). Retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_219.70.asp

Dubois, D. L., Portillo, N., Rhodes, J. E., Silverthorn, N., & Valentine, J. C. (2011). How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. *Psychological Science in the Public Interest,12*(2), 57-91. doi:10.1177/1529100611414806

Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics(Rep.). (2012, February). Retrieved https://obamaWhitehouse.archives.gov/sites/default/files/microsites/ostp/pcast-engage-to-excel-final_2-25-12.pdf

Epstein, R., Blake, J. J., & González, T. (2017). *Girlhood Interrupted: The Erasure of Black Girls' Childhood*(Rep.). Center on Poverty and Inequality. Retrieved from https://www.law.georgetown.edu/poverty-inequality-center/wp-content/uploads/sites/14/2017/08/girlhood-interrupted.pdf.

Francis, D. V. (2012). Sugar and Spice and Everything Nice? Teacher Perceptions of Black Girls in the Classroom. *The Review of Black Political Economy,39*(3), 311-320. doi:10.1007/s12114-011-9098-y

Gershenson, S. (2016, July 29). The alarming effect of racial mismatch on teacher expectations. Retrieved from https://www.brookings.edu/blog/brown-center-chalkboard/2015/08/18/the-alarming-effect-of-racial-mismatch-on-teacher-expectations/

Ginder, S. A., Kelly-Reid, J. E., & Mann, F. B. (2017). *Graduation Rates for Selected Cohorts, 2007–12; Outcome Measures for Cohort Year 2007; Student Financial Aid, Academic Year 2014–15; and Admissions in Postsecondary Institutions, Fall 2015*(Rep.). U.S. Department of Education. Retrieved from https://nces.ed.gov/pubs2017/2017084.pdf.

Hanson, S. L. (2009). *Swimming against the tide: African American girls and science education*. Philadelphia: Temple University Press.

How Many Girls of Color are Really Pushed Out of School? It Could Be More Than We Thought. (2017, July 19). Retrieved from https://nwlc.org/blog/how-many-girls-of-color-are-really-pushed-out-of-school-it-could-be-more-than-we-thought/

K-12 Disparity Facts and Statistics. (2019). Retrieved from https://www.uncf.org/pages/k-12-disparity-facts-and-stats

Kohli, R., Pizzaro, M., & Nevárez, A. (2017). The "New Racism" of K–12 Schools: Centering Critical Research on Racism. *Review of Research in Education,41*, 182-202.

Lewis, A. E., & Diamond, J. B. (2015). *Despite the Best Intentions: Why Racial Inequality Thrives in Good Schools*. New York, NY: Oxford University Press.

Lewis, S. K. (2018). Nurturing the Next Generation of Women of Color Leaders. *SisterMentors*. Retrieved from https://gallery.mailchimp.com/3d10dd992699cb817df7bc1a4/files/4b1eb52c-9cb9-43b2-9ea7-dbb4cf4b1209/SisterMentors_FallWinter_2018.pdf

Liang, B., & Rhodes, J. (2007). Guest Editorial: Cultivating the Vital Element of Youth Mentoring. *Applied Developmental Science,11*(2), 104-107. doi:10.1080/10888690701384970

Love, B. J. (2004). BrownPlus 50 Counter-Storytelling: A Critical Race Theory Analysis of the "Majoritarian Achievement Gap" Story. *Equity & Excellence in Education,37*(3), 227-246. doi:10.1080/10665680490491597

Mayes, R. D., & Hynes, E. M. (2014). College and Career Readiness for Gifted African American Girls: A Call to School Counselors. *Interdisciplinary Journal of Teaching and Learning,4*(1), 31-42.

Morales, E. E. (2008). Exceptional Female Students of Color: Academic Resilience and Gender in Higher Education. *Innovative Higher Education,33*(3), 197-213. doi:10.1007/s10755-008-9075-y

Morris, E. W. (2007). "Ladies" or "Loudies"? *Youth & Society,38*(4), 490-515. doi:10.1177/0044118x06296778

Phinney, J. S. (1989). Stages of Ethnic Identity Development in Minority Group Adolescents. *The Journal of Early Adolescence,9*(1-2), 34-49. doi:10.1177/0272431689091004

Phinney, J. S. (1992). Multigroup Ethnic Identity Measure. *Journal of Adolescent Research,7*(2), 156-176. doi:10.1037/t00335-000

Postman, N. (1988). *Conscientious objections: Stirring up trouble about language, technology, and education*. New York: Knopf.

Querimit, D. S., & Conner, L. C. (2003). Empowerment psychotherapy with adolescent females of color. *Journal of Clinical Psychology,59*(11), 1215-1224. doi:10.1002/jclp.10212

Rosenberg, N. A., Pritchard, J. K., Weber, J. L., Cann, H. M., Kidd, K. K., Zhivotovsky, L. A., & Feldman, M. W. (2002). Genetic Structure of Human Populations. *Science,298*, 2381-2385.

Skiba, R. (2012). "As Nature Has Formed Them": The History and Current Status of Racial Difference Research. *Teacher's College Record,114*.

Startz, D. (2016, July 29). Teacher perceptions and race. Retrieved from https://www.brookings.edu/blog/brown-center-chalkboard/2016/02/22/teacher-perceptions-and-race/

Tatum, B. D. (2008). *Can we talk about race?: And other conversations in an era of school resegregation*. Boston, MA: Beacon.

Tatum, B. D. (2017). *"Why are all the Black kids sitting together in the cafeteria?" and other conversations about race*. New York: Basic Books.

Umaña-Taylor, A. J., Kornienko, O., Bayless, S. D., & Updegraff, K. A. (2017). A Universal Intervention Program Increases Ethnic-Racial Identity Exploration and Resolution to Predict Adolescent Psychosocial Functioning One Year Later. *Journal of Youth and Adolescence,47*(1), 1-15. doi:10.1007/s10964-017-0766-5

Umaña-Taylor, A. J., & Douglass, S. (2017). Developing an Ethnic-Racial Identity Intervention from a Developmental Perspective: Process, Content, and Implementation of the Identity Project. *Handbook on Positive Development of Minority Children and Youth,*437-453. doi:10.1007/978-3-319-43645-6_26

Umaña-Taylor, A. J., Douglass, S., Updegraff, K. A., & Marsiglia, F. F. (2017). A Small-Scale Randomized Efficacy Trial of the Identity Project: Promoting Adolescents' Ethnic-Racial Identity Exploration and Resolution. *Child Development,89*(3), 862-870. doi:10.1111/cdev.12755

West-Olatunji, C., Shure, L., Pringle, R., Adams, T., Lewis, D., & Cholewa, B. (2010). Exploring How School Counselors Position Low-Income African American Girls as Mathematics and Science Learners. *Professional School Counseling,13*(3), 184-195. doi:10.5330/psc.n.2010-13.184

Women, Minorities, and Persons with Disabilities in Science and Engineering(Rep.). (2017). Retrieved https://www.nsf.gov/statistics/2017/nsf17310/static/downloads/nsf17310-digest.pdf

APPENDICES

Appendix A: Stakeholders and Client Profile

STAKEHOLDERS AND CLIENT PROFILE

Our vision is to open the eyes of girls of color to college-educated women who look like them so the girls can see that they are heirs to a legacy of women of color who have persevered and achieved academic success despite the odds.
(Shireen K. Lewis)

Mission/Vision
SisterMentors' vision is "A world where women and girls of color are mentored to achieve academic and personal success through higher education resulting in economically independent and meaningful lives."

Mentoring girls: "Our vision is to open the eyes of girls of color to college-educated women who look like them so the girls can see that they are heirs to a legacy of women of color who have persevered and achieved academic success despite the odds." Managers, employees, and volunteers understand this vision in the same way that it is expressed and use their personal experiences and values to contribute to the mission.

Environment – Support/Opposition
SisterMentors has the support of multiple actors including, members Board of Directors, the women of color, donors, girls' parents, and school counselors. The organization works with multiple other organizations including different higher education institutes, Yogaville, The Allen Protocol & Leadership Institute, and SAT prep programs to expose and prepare the girls for a successful college experience. The environment is placid as SisterMentors has been doing somewhat of the same things for the past 21 years. The addition/subtraction of girls and women of color is continuously changing.

Performance Measurement
To assess SisterMentors' performance, my client uses two measures:

- **Output:** the number of girls who attend and successfully complete college with a bachelor's degree
- **Outcome:** high self-esteem, high academic achievement, critical thinking skills, strong communications skills, creative expression, compassion, conflict resolution, resisting negative peer pressure, being well-informed about people of different races/ethnicities, community involvement, aspirations for college, graduate, and professional school, stress management, self-discipline, STEM awareness

Production/Delivery Process
The production (producing mentors) process is finding women of color who are currently working on their dissertations and in the area. Commonly, the women seek out SisterMentors and indicate interest. The ED meets with them and determines whether they are a good fit for the organization and if the organization is a good fit for him.

The delivery (mentoring the girls) process is meeting with the girls one Saturday every month at the local library. All girls and all mentors meet together in the same room. They discuss a relevant topic as a larger group. Then they break up into smaller groups and girls will get a chance to meet with their mentors and discuss grades, assignments, part-time jobs, home/social life, etc.

Stakeholders
The key stakeholders are the founder, members of the Board of Directors, employees, volunteers, mentors, mentees, parents, and school counselors/teachers.

- Founders/Executive Director – Shireen Lewis, manages all program activities, main fundraiser
- Board of Directors – 4 members, usually volunteers at fundraising events, agents of increasing awareness of the program and the broader issue
- Employees – 2 members of staff including an intern
- Volunteers – help run and sustain the organization
- Mentors – 30 women of color doctoral candidates
- Mentees – 30 girls from 1st – 12th grade
- Parents – parents of the girls
- Counselors/teachers – teachers/counselors at the girls' schools

Appendix B: Overview of the Identity Project Curriculum

Overview of the Identity Project *8-Week Curriculum*

1: Unpacking identity
- a. Introduce the idea of identity as a multidimensional, fluid construct
- b. Identify and categorize different components of students' identities (e.g., personal, social)
- c. Emphasize how different components of students' identities can change across time and situations

2: Group differences: Within and between
- a. Introduce stereotypes as presumptions based on assumed similarities within groups; allow students to both acknowledge and distinguish themselves from stereotypes
- b. Introduce idea that there are more differences within than between "groups"
- c. Introduce idea that differences that do exist are continuous, not categorical, and also occur within groups

3: Stories of our past
- a. Increase students' awareness of ways in which various groups (e.g., ethnic, religious) have been marginalized throughout U.S. history by sharing true accounts of discrimination from people of different backgrounds
- b. Use the various stories to build a sense of community between students
- c. Review themes covered to date

4: My family history
- a. Increase students' exploration and knowledge of their own ethnic and cultural heritages
- b. Increase students' understanding of complex family systems, and how family members can have different degrees of influence on people
- c. Demonstrate similarities that exist between one another in terms of the diversity that exists in family histories

5: Symbols, traditions, and rites of passage
- a. Define symbols, traditions, rites of passage, and rituals—as they relate to ethnic/cultural heritages
- b. Increase students' understanding of symbols, traditions, rites of passage, and rituals as markers of culture for different ethnic/cultural groups
- c. Increase students' exploration and understanding of symbols, traditions, rites of passage, and/or rituals for one of their ethnic heritages

6: Photo processing and storyboards
- a. Facilitate students' processing of the photos they took through discussion with peers and the creation of personal storyboards
- b. Acknowledge differences in the individual content of students' storyboards, and commonalities in the general themes that students' storyboards represent
- c. Increase students' sense of clarity regarding the meaning that the various symbols have for them

7: Ethnic–racial identity as a journey
- a. Increase students' understanding that some family members' cultural experiences will be relevant to students but some will not; normalize and validate these contrasting experiences
- b. Increase students' understanding that ethnic and cultural heritage(s) can inform who one is, but this is just one part of identity and will vary in importance (across people and time)
- c. Students will learn that the meaning of ERI can change across time; and that there is no, single, "correct" ERI journey

8: Grand finale
- a. Review major themes covered in Sessions 1–7
- b. Celebrate and share the ethnic and cultural heritages that students have explored throughout the past seven sessions
- c. Provide an opportunity for students to teach visitors about the information they have learned in the past 7 weeks

Source: Umaña-Taylor, A. J., Douglass, S., Updegraff, K. A., & Marsiglia, F. F. (2017). A Small-Scale Randomized Efficacy Trial of the Identity Project: Promoting Adolescents' Ethnic-Racial Identity Exploration and Resolution. *Child Development,89*(3), 862-870. doi:10.1111/cdev.12755