



**BLACK YOUTH MENTORSHIP AND
LEADERSHIP PROGRAM**

ANNUAL REPORT 2023



Government
of Canada

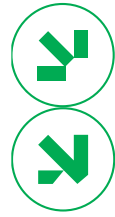
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ABSTRACT

Black youth experience social, economic, and health inequities in Canada, and are less likely to attain post-secondary qualifications. Black-focused education can improve economic outcomes for Black youth. Strong evidence indicates mentorship is effective across behavioral, social, emotional, and academic domains of youth development.

The Black Youth Mentorship and Leadership Program (BYMLP) used a participatory approach aimed at improving community belonging and leadership skills as well as fostering a positive cultural identity in Black youth. A total of 41 youths completed the program, of which 20 were based in each of Calgary and Edmonton, Alberta and one youth participated remotely from Winnipeg, Manitoba. The program activities took place between July 4 and August 11, 2023.

The youths were selected through a competitive process that began with the completion of an online application form, a one-page essay explaining why they wanted to participate in the program, and submission of their high school transcript. The 2023 BYMLP received funding from: Canada Summer Jobs; Careers; The Next Generation; the University of Calgary Cumming School of Medicine; the University of Calgary O'Brien Institute for Public Health; the Alberta Children's Hospital Foundation; as well as CIHR hired the youths as research assistants to various research projects.

PROJECT TEAM

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BACKGROUND

In 2021, a total of 1.5 million individuals in a certain country identified as Black, making up 4.3% of the nation's total population and 16.1% of the racialized population (1-2). While more than half (52.4%) of this population was historically based in Ontario, the Prairies are now home to the fastest-growing Black population in Canada; the five-fold growth between 1996 and 2016 was driven by migration mainly from African countries. With a median age of 29.6 years, the Black population in the Prairies is younger than the overall Canadian population (median age 40.6 years) (2).

The same 2016 census found that young Black males and females who were aged 13 to 17 in 2006 were less likely than their counterparts in the rest of the population to have a post-secondary certificate, diploma, or degree in 2016, while young Black males were nearly twice as likely as other young males to be not in employment, education, or training (NEET) (2). This is a cause for concern as student achievement predicts economic outcomes (e.g., higher salaries) and non-economic outcomes (e.g., citizen activity, life satisfaction, better health, and avoiding criminal behavior) later in adulthood (3), and a post-secondary degree is associated with better jobs, health, and social access (2).

Among Black boys aged 13 to 17 in 2006, just over half (51%) had a postsecondary degree 10 years later compared to 62% of other boys (4). Data from the General Social Survey reveal that, in 2016, although 94% of Black youth aged 15 to 25 said they would like to get a bachelor's degree or higher, only 60% thought they could (4). Participatory action research shows Black youth face a slew of deterrents related to pursuing higher education, positive self-development, and resilience. Many of these obstacles directly stem from the failures of key institutions that shape their development and prospects for healthy futures. For example, African, Caribbean, and Black (ACB) youth have a heavy history of mistrust and perceptions of teacher bias, considering the educational sector is dominated by white teachers (3).

This is combined with implicit and explicit biases against ACB youth. Across two studies examining predominantly white educators' perceptions of student misbehavior after a student had committed two infractions, educators were significantly more likely to feel troubled by this misbehavior when the student was Black—and more likely to recommend harsher disciplinary action (5).

Notably, Black youth face the cudgel of systematic anti-Blackness that promotes the message that racialized young people are less capable while also limiting opportunities for advancement of Black and racial minority children with disproportionate use of exclusionary discipline (6–8). Consequently, disproportionately lower educational achievement, coupled with higher grade retention, suspensions, expulsions, and lower school bonding make educational success among Black adolescents a major public health concern (9). These occurrences result in a vulnerable population of ACB youth and impacts on dimensions of health and well-being (e.g., mental health, social health). Recent evidence suggests Black-focused education can improve the social and economic outcomes of Black youths (10–13). Furthermore, strong evidence indicates mentorship is effective across behavioral, social, emotional, and academic domains of youth development (14,15).

Black education is essential because it centers the historical and social experience of the Black diaspora in educational initiatives and pedagogy. For instance, it acknowledges racial socialization or racial-ethnic socialization, a parental practice or developmental process by which children acquire the significance and meaning of their race and ethnicity as it pertains to behaviors, perceptions, values, and attitudes (16).

Empirical studies demonstrate that racial socialization practices play an important role in preventing the negative effects of living in a society where racist attitudes and discrimination can occur (17–19). Researchers have identified that targeting primary racial socialization themes (i.e., cultural pride, preparation for bias, egalitarianism, self-worth, and responding appropriately to negative messages) are associated with better youth academic and cognitive outcomes, including increased classroom engagement, developing ethnic identity, and much more (20–23).

Access to role models, awareness of college programs, and specific academic guidance, especially for those in underrepresented groups, are critical for these individuals to be adequately prepared for post-secondary opportunities and have the required information for choosing a career (24). Mentoring is described both as a process and a relationship, involving a more experienced teacher or senior professional that guides, advises, and imparts wisdom and instruction to someone who is less experienced in the hopes of leading them to greater success (25).

Mentoring can be specifically effective in three major areas that are critical to young people's success in life: educational achievement, health and safety, and social and emotional development (26). There is, however, a broad gap in mentoring for Black youth. Studies indicate Black adults, men in particular, face multiple barriers to volunteering as formal mentors for Black youth, such as time constraints, concerns about making a long-term commitment, and lack of information or misinformation about formal programs. Unfortunately, this lack of mentors and role models in the community and racialization contributes to the poor social and health outcomes in Black youth. Black youth would potentially benefit from a mentoring relationship that is able to cultivate and foster their strengths (27). The positive outcomes from retaining a mentor range from improved socio-emotional health to strongly identifying with academics (28,29), while supportive relationships with adults, including mentoring relationships, contribute to positive development and provide significant psychological protection to adverse life circumstances common to Black children in Canada (30,31). Both formal and informal mentoring have the potential to benefit Black youth in a range of areas, including academics (e.g., grades), social-emotional well-being (e.g., relationships with others), mental health (e.g., alcohol use), and preventing risky behaviors (e.g., sexual activity). In general, Black youth mentorship programs have been found to increase confidence, enhance awareness of academic opportunities, and increase college matriculation rates and representation in competitive programs where Black individuals have been historically underrepresented. The impetus of this program is based on data gathered by members of our team from Black parents, community leaders, and service providers in Edmonton, Alberta.

In 2016/2017, we completed a participatory action research project on parenting and mental health promotion of African children. We interviewed and completed focus groups with 75 stakeholders including parents, service providers, community leaders, and policymakers. Fourteen community leaders and 32 African parents identified that parents value respect, religion, and education. However, their ability to instill their value of education in their children is limited by racism experienced by Black children, the lack of Black mentors, teachers often encouraging Black children to go into certificate or diploma programs rather than university degree programs, and bullying of Black children in schools. Participants identified the need to capitalize on the strengths of the community, including successful Black professionals, and to create opportunities for mentorship. Upon completion of the research project, we held a stakeholder engagement day that was attended by over 150 stakeholders including members of the Black community, religious leaders, community leaders, teachers, professors, researchers, doctors, nurses, and other professionals. The stakeholder engagement day emphasized the need to create mentorship opportunities for both parents and youths and also capitalize on the resources within the community. With respect to improving Black child and youth well-being, African communities prioritized improving the economic outcomes of Black youths.

METHODS

A Steering Committee made up of Black faculty members was set up. The Steering Committee met once to discuss the recruitment process and contribute to the development of the curriculum for the mentorship program. The 6-week mentorship program took place from July 4 to August 11, 2023. The youths were selected via a competitive process based on the completion of an online Google form, which required them to submit their high school transcript as well as a one-page essay explaining why they wanted to participate in the program. Eighty applications were received. A recruitment committee was created made up of the Project Coordinator and two Research Assistants. The two Research Assistants assessed the applications independently and assigned scores based on pre-designed evaluation criteria.

The Project Coordinator then compared the resulting assessments and prioritized the applicants from most to least qualified. A final meeting was held with all three assessors and the Project Lead, Dr. Salami, for the final selection of candidates to be invited for an interview. Sixty (60) candidates were invited for interviews and 48 were sent acceptance letters. A total of 41 mentees completed the program. The attrition was due to several factors. Some applicants were not permanent residents in Canada (i.e., were children of individuals with work permits), and so were ineligible to participate in a government-funded program. Some opted out due to summer school and other personal commitments. Of the 41 participants, 10 were hired through Canada Summer Jobs, with matching funding from Careers NEXT Generation, with the remaining 31 youths hired by the University of Calgary.

Twenty youths were based at the University of Calgary (Cumming School of Medicine, Health Sciences Centre), 20 youths were based at the University of Alberta (Henry Marshall Tory Building, Political Science Department), and one youth was based in Winnipeg and attended the program online via Zoom.

Each youth was hired as a temporary full-time research assistant and was paid \$15.20 per hour. These 41 mentees graduated and received completion certificates. The program involved attendance at workshops that were held on the first day of the week during the 6-week summer program.

All workshop sessions were held concurrently at the University of Alberta and University of Calgary. A Zoom link was shared with all invitees, and speakers had the option of attending in person in Calgary or Edmonton. The online student, based in Winnipeg, attended via Zoom, as did any mentee who found themselves unable to attend in person on a workshop day. Each mentee was assigned two mentors: a Faculty Mentor and a Community Mentor. The Faculty mentor was a university professor in one of their three identified fields of interest. These professors were from the University of Calgary, University of Alberta, University of Lethbridge, and MacEwan University.



Throughout the 6-week program, students worked on a project assigned by their Faculty Mentor and were required to meet with their Community Mentor for one hour a week for one-to-one mentorship. The Community Mentors were professionals and members of the Black community, living in Edmonton or Calgary, and successfully working in one of the youth's chosen fields of interest.

Before the start of the program, the BYMLP was approved for high school work experience credit by the Edmonton Public School District, Edmonton Catholic School District, Calgary Public School District, and Calgary Catholic School District. Youths who were interested applied through their respective schools and the Project Coordinator, in liaison with their school's Work Experience Coordinators, supported them to obtain high school credits for their participation. Two youths applied for high school credit for their time spent on this program.

To evaluate the program, surveys were administered to mentees on the first day, halfway through, and on the final day of the mentorship program. Responses to survey questions were used to determine if the short- and medium-term objectives of the program were being met. The survey was also used to obtain feedback on aspects of the program that require improvement.

SUMMARY OF WORKSHOP ACTIVITIES

WEEK 1: JULY 4, 2023 Orientation Day and Opening Ceremony

Moderator: Dr. Myra Kandemiri, BYMLP Program Coordinator

1.	8:45 - 9:10	Completion of Pre-program Evaluation by Mentees - BYMLP Evaluator
2.	9:10 - 9:15	Introduction by Program Coordinator, Dr. Myra Kandemiri, BYMLP Program Coordinator
3.	9:15 - 9:30	Welcome by The Honorable Sharif Haji, MLA for Edmonton-Decore
4.	9:30 - 9:40	Testimony by BYMLP Alumni, Anastasia Urheme Ogbeni, Lillian Osborne High School Graduate, BYMLP 2022 Alumni (CALGARY)
5.	9:40 - 9:50	Testimony by BYMLP Alumni Abel Zeleke, Edmonton Christian High School, BYMLP 2022 Alumni and Research Assistant, Department of Political Science (EDMONTON)
6.	9:50 - 10:05	Overview of the Black Youth Mentorship Program by Professor Bukola Salami, RN, MN, PhD, Program Founder and Lead
7.	10:05 - 10:15	Welcome Remarks by Dr. Jared Wesley Professor, Professor Faculty of Arts - Political Science Dept. University of Alberta and Faculty Lead of BYMLP at University of Alberta
8.	10:15 - 10:45	Overview, Introductions & Ice Breaker, Professor Bukola Salami, RN, MN, PhD
9.	10:45 - 11:00	Break / All guests will leave the meeting now. Mentees and mentors of the program will return after the break
10.	11:00 - 11:30	E-Class and ZOOM Orientation Session, Dr. Myra Kandemiri, BYMLP Program Coordinator
11.	11:30 - 12:10	Human Resource by Elizabeth French, Research Coordinator, College of Social Sciences & Humanities, University of Alberta AND Jennifer Wong, Recruitment Advisor, People Processes & Solutions, Human Resources, University of Calgary
12.	12:10 - 12:30	Introduction of Mentors, Dr. Myra Kandemiri, BYMLP Program Coordinator and Science Education
13.	12:30 - 1:30	Lunch Break
14.	1:30 - 3:00	Career Panel of Faculty Members <ul style="list-style-type: none"> Elizabeth Onyango, PhD, MPH, BSc. Env Assistant Professor, School of Public Health, University of Alberta

		<ul style="list-style-type: none"> ● Patrina Duhancy, PhD Assistant Professor – Faculty of Social Work, University of Calgary ● Janet Kemci, PhD Assistant Professor - Centre for Professional Nursing Education, MacEwan University ● Victor Ezcugwu, PT, MSc, PhD Assistant Professor - Department of Physical Therapy Faculty of Rehabilitation Medicine - College of Health Sciences, University of Alberta ● Dr. Regine King, PhD Associate Professor - Faculty of Social Work, University of Calgary
		<p>Career Panel of Faculty Members Guiding Questions</p> <ul style="list-style-type: none"> ● Please describe your program of research and your educational background (All: 5 mins each) ● What is your advice for Black high school youths who are planning to attend University? What can they do in high school to position themselves for success at the University of Alberta? ● What opportunities exists at the University of Alberta/ University of Calgary for Black students, including research experience and support services? ● Any other questions from BYMLP mentees
15.	3:00 - 3:15	Break
16.	3:15 - 4:30	<p>Doing a Literature Search</p> <ul style="list-style-type: none"> ● Allison Sivak, MLIS, PhD; Librarian (Health Sciences) J.W. Scott Health Sciences Library, University of Alberta ● Caitlin McClurg, MLIS, Associate Librarian for Medicine, Psychology, Libraries and Cultural Resources, University of Calgary

WEEK 2: JULY 10, 2023 Leadership and Professionalism

Moderator: Dr. Myra Kandemiri, BYMLP Program Coordinator

1.	9:00 - 10:15	<p>“I can’t breathe.” A short film on Racism by Dr Love N Nwigwe, Writer, Director and Producer Funded by TelusStoryHive</p>
2.	10:15 - 10:30	Break
3.	10:30 - 1:00	<p>Leadership, Professionalism and Conflict Resolution</p> <ul style="list-style-type: none"> ● Lisa Dublin, MBA, MA, Optimum Success Strategies
4.	1:00 - 1:30	Lunch Break
5.	1:30 - 4:00	<p>Professional Career Panel</p> <ul style="list-style-type: none"> ● Dr. Arit Asamudo

		<p>Case Manager - Workers Compensation Board, Edmonton, Alberta</p> <ul style="list-style-type: none"> • Uduak U. Akpan, BSc., M.Tech., M.Sc. Senior Licensing Engineer, GE Hitachi Nuclear Energy, Ontario • Ekua Agyemang MBChB MPH FRCPC Public health physician - Smart Clinic, Calgary, Alberta • Sandra Dixon, PhD., Associate Professor Education University of Lethbridge • Oluwatobiloba Obatusin – Pharmacist Former President of the Black Pharmacist Students Association • Adom Bondzi-Simpson, MD, MSc General Surgery Resident PGY3 Surgeon Scientist Training Program Graduate Student Clinical Epidemiology & Health Care, Research Institute of Health Policy, Management and Evaluation, University of Toronto • Andrea Chambers Director, Finance and Operations - Black Opportunity Fund <p>Some Panel Guiding Questions</p> <ul style="list-style-type: none"> • What is your current position and what educational background and/or experience do you need to get to your current position? • What personal attributes or characteristics are necessary for your profession? • What does a typical day or week look like on the job? • What are some of the pros and cons of working in your profession? • What can high school students do to prepare themselves for a job in your field?
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Week 3: JULY 17, 2023 Study Skills and Student Career Panel

Moderator: Dr. Myra Kandemiri, BYMLP Program Coordinator

1.	9:00 - 10:30	<ol style="list-style-type: none"> 1. Self-regulated learning 2. Time management and procrastination <ul style="list-style-type: none"> • Steve Mason BA, Manager, Learning Support Programs, Student Success Centre University of Calgary • Tram Nguyen - Academic Development Specialist, University of Calgary • Alyssa Mamenta - Co-op student, University of Calgary
2.	10:30 - 10:45	BREAK

3.	10:45 - 12:30	<p>1. Effective Study Strategies (Study Smarter not harder)</p> <p>2. Effective Note Taking Strategies</p> <ul style="list-style-type: none"> • Steve Mason BA, Manager, Learning Support Programs, Student Success Centre, University of Calgary • Tram Nguyen - Academic Development Specialist, University of Calgary • Alyssa Mamenta - Co-op student, University of Calgary
4.	12:30 - 1:30	LUNCH BREAK
5.	1:30 - 3:30	<p>Student Career Panel</p> <ul style="list-style-type: none"> • Joannic Fogue Mgamgne Former Vice-President Student Life and former president of Faculty Saint-Jean Students Association • Oluwakanyinsola Bello Medical Student, University of Alberta • Eyasu Yakob President of Canadian Nursing Students Association(CNSA) • Shana Cesaire Juris Doctor Candidate 2025- University of Calgary, Faculty of Law • Sarah Daniel Vice president University of Alberta Black Students Association <p>Some Panel Guiding Questions</p> <ul style="list-style-type: none"> • Please introduce yourself and tell us how you chose what to study at University? What did you consider? (5 mins each) • Did you have any reservations about entering university and in what way did you overcome them? (5 mins each) • Have you ever regretted the decision to go to university? Please explain your answer. (4 mins each) • What three things account for your success in university thus far? (4 mins each) • What future education or experiences do you need to reach your professional goals? (4 mins)
6.	3:30 - 4:30	<p>Doing a Literature Review</p> <ul style="list-style-type: none"> • Kendell Heydon Ph.D. - Coordinator, Writing Support Services, Student Success Centre, University of Calgary

WEEK 4: JULY 24, 2023 Black History, Mental Health, and Other Opportunities

Moderator: Dr. Myra Kandemiri, BYMLP Program Coordinator

1.	9:00 - 11:00	<p>Black History</p> <ul style="list-style-type: none"> • Mr. Feisal Kirumira - Public Safety Lead, Antiracism
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		Program, Community Services, City of Calgary
2.	11:00 - 11:15	Break
3.	11:45 - 1:00	<p>Promoting Mental Health for Black Youths</p> <ul style="list-style-type: none"> • Sandra Dixon, PhD., R. Psych., Associate Professor, EDI Scholar (2021-2022), Faculty of Education, University of Lethbridge
4.	1:00 - 1:30	Lunch Break
5.	1:30 - 2:30	<p>CAREERS programming and internship opportunities in Health Services and ICT</p> <ul style="list-style-type: none"> • Sharon Thach - Careers NextGEN Program Coordinator, Greater Edmonton Metropolitan Area • Sherry Huang - Careers NextGEN ICT Lead, Calgary • Nathalie McKean - Careers NextGEN Student Engagement, Calgary <p>Support for you to:</p> <ul style="list-style-type: none"> • Learn how to further your career development now. Apply labour market research to in-demand sectors, pursue paid internships, and build your network all before graduating high school. • Learn the importance of navigating in-demand career pathways, how internships can help youth build experience in various career interest areas, and provide tips and resources geared to the upcoming generation of professionals
6.	2:30 - 2:45	Break
7.	2:45 - 4:30	<p>Edmonton Campus Tour</p> <ul style="list-style-type: none"> • Precious Majekodunmi Nursing Student, University of Alberta, Research Assistant, HIPP, Nursing Student Counsellor – Policy, University of Alberta Student Union <p>Calgary Campus Tour</p> <ul style="list-style-type: none"> • Vanessa Dang Student Recruitment Specialist, Community Engagement Student Recruitment Team, Office of the Registrar, University of Calgary

WEEK 5: JULY 31, 2023 Admissions, Finances, and Academic Skills Building

Moderator: Dr. Myra Kandemiri, BYMLP Program Coordinator

		University Admissions
1.	9:00 - 10:00	<ul style="list-style-type: none"> • Judith Odhuno Were Acting Assistant Registrar and Director, Admissions, University of Alberta
2.	10:00 - 10:15	Break

3.	10:15 - 12:00	<p>Awards, Scholarships & Financing</p> <ul style="list-style-type: none"> Christine McManus Financial Support Coordinator, Office of the Registrar - Student Financial Support, University of Alberta Kristen Darling Financial Support Coordinator, Office of the Registrar - Student Financial Support, University of Alberta
4.	12:00 - 1:00	Lunch Break
5.	1:00 - 3:00	<p>Improving your Writing and Academic Skills</p> <ul style="list-style-type: none"> Kendell Heydon PhD. Coordinator, Writing Support Services, Student Success Centre, University of Calgary
6.	3:00 - 3:15	Break
7.	3:15 - 4:30	<p>Budgeting</p> <ul style="list-style-type: none"> Mahir Selimbegovic, Assistant Branch Manager/ Senior Digital Advisor, RBC on campus, University of Calgary Brian Wong, Assistant Branch Manager / Advisor, RBC on Campus, University of Alberta

WEEK 6: AUGUST 10, 2023 Final Presentations and Graduation Ceremony

Moderator: Dr. Myra Kandemiri, BYMLP Program Coordinator

1.	8:30 - 9:00	Arrival and Final Evaluation
2.	9:15 - 9:35	Jon Conish - University of Calgary Chancellor
3.	9:35 - 10:30	Mentee Project Presentations
4.	10:30 - 10:45	Break
5.	10:45 - 12:30	Mentee Project Presentations
6.	12:30 - 1:15	Lunch and Final Evaluation
7.	1:15 - 2:45	<p>Mentee Project Presentations</p> <p>Closing Ceremony and Presentation of Certificates - Calgary</p> <ul style="list-style-type: none"> Bukola Salami, RN, MN, PhD Professor, Cumming School of Medicine, University of Calgary Jared Wesley, PhD Professor, Faculty of Arts Political Science Dept, University of Alberta <p>Parents Mentors</p>
8.	2:45 - 3:00	Break
9.	3:00 - 3:45	<p>Presentation of Certificates - Edmonton</p> <ul style="list-style-type: none"> Jared Wesley, PhD Professor, Faculty of Arts Political Science Dept, University of Alberta
10.	Close and Dismiss	

MENTORSHIP PROGRAM IN PICTURES





After this room, the mentees moved to another classroom where they were invited to test out manikins that demonstrated how to perform manual ventilation (as shown in the pictures)!



The Student Wellness Centre, University of Calgary - July 21, 2023

The next location that the group toured was the Student Wellness Centre. The centre was very calming, and the receptionist greeted the group nicely and provided some information about the Wellness Centre.

Students can book an appointment for free and for an unlimited amount of time with a counselor. This is a very important resource, especially with how stressful schooling can be.

What most of the group definitely found most memorable was the free candy that students can have at any time (just don't take too many!).

“Our tour of these two facilities was very informative and an amazing change of pace. Thank you to Dr. Love Nwigwe for putting it together because overall, we all enjoyed ourselves”!







Youth BYMLP 2023 Projects
University of Calgary

Mentee	Faculty Mentor	Peer Mentor	Community Mentor	Project Name
Emmanuel Oti	B. Muandy	Jessica Corpuz	Enea Emmanuel	Foundations of Electronics
Fopefoluwa Matilda Awosusi	Anna Lund	David Enoma	Dorathy Thompson	The Safer Communities and Neighborhoods Act
Mofe Omolade	B. Muandy	Diana Changirwa	Kemi Ajayi	Foundations of Electronics
Deji Williams	Dr. Bukola Salami	Kyle Nickel	Dr. Briggs	Environmental Scan of Mental Health Standards
Kishi Sowunmi	Dr. Ajwang Warri	Daniel Le	Dr. Arit Asamundo	Child Trafficking in South Africa and the Criminal Justice System
Kamilah Giwa	Dr. Bukola Salami	Karys Hildebrand	Dr. Victor Ezcugwu	Environmental Scan of Mental Health Standards
Muna Umezurike	Dr. Domale Keys	Jessica Revington	Chineye Nwoke	Black Female Students Violence
James Edomwonyi-Otu	Irene Cheng	Gracyn Kerfers	Arit Asamodu	Agricultural Automation
Josh Awosusi	Irene Cheng	Anjali Kapilan	Uduak Akpan	Agricultural Automation
Atarah Briggs	Dr. Bukola Salami	Daniyya Chaudhry	Dr. Chineye Nwoke	Vaccine Hesitancy in Black Communities
Wclam Adda	Dr. Bukola Salami	Kirsten Bott	Dr. Kemi	Youth Hub proposal
Ezinne Nwachukwu	Dr. Bukola Salami	Oyinda Obigbesan	Dr. Cindy Kalenga	Environmental Scan of Mental Health Standards

Precious Igbiki	Uche Adiele	Emily Garcia-Volk	Onyekachi Nwoke	Analysis of Visa Annual Report 2022
Joshua Enechukwu	Dr. Bukola Salami	Tanya Cherppukaran	Dr. Briggs	Environmental Scan of Mental Health Standards
Eniola Anifowose	Dr.Duhaney	Ini Adeboye	Csaba Szepesvari	Anti-Black racism Courses
Sophia Itulua	Dr. Regine King	Chelsea Wong	Csaba Szepesvari	Racial Justice & Anti Racist Work in PSIs
David Oluwafemi	Dr. Regine King	Alyshia Skurdal	Dr. Folajimi	Presentation on the EDI Offices for the Universities in Canada
Semilore Olafare	Dr. Uchechukwu	Asim Ahmed	Dr. Cindy Kalenga	Self-Diagnosis of Mental Health Disorders in the Social Media Space: A Literature Review
Tolani Raji	Dr. Uchechukwu	Kristen Tran	Kemi Ajayi	Anxiety -- The Effect it Has on Teens
Victory	Josephine Godwyll		Sophie Mokah	Marijuana's Impact on Physical Activities

University of Alberta

Mentee	Faculty Mentor	Community Mentor	Project Title
Fisayo Adebisi	Lili Mou	Csaba Szepesvari	(Large Language Models) LLM for Human Evaluation
Lorraine Sumbah	Dr. Janet Kemei	Dr. Deng Mapor	Mental Health in Black Women: Perinatal Care
Alcie Ogwang	Janet Kemei	Uduak Akpan	Mental Health in Black Women: Perinatal Care
Dorothy Kowe	Bisi Oyelana	Ekua Amponsah Agyemang	Integration of Cultural Safety
Yann Yvan	Dr. Bukola	Sheila Obi	Environmental Scan of Mental Health

Kamga kuate	Salami		Standards
Lerato Mrisa	Dr. Jared Wesley	Chinenye Nwoke	Common Ground
Ngozi Onah	Dr. Jared Wesley	Sophie Mokah	Common Ground
Victoria Rojugbokan	Anna Lund	Dayrai Kapfunde	The Safer Communities and Neighborhoods Act
Jideofor Ukaigwe	Josephine Godwill	Deug Mapiour	
Nathaniel Hamidu	Dr. Olubukola Alimi	Dr. Ibiye Briggs	Microplastics Research
Selatiel Russom	Dr. Bukola Salami	Dr. Cindy Kalenga	Vaccine Hesitancy in Black Communities and Improving Vaccine Confidence
Aliyah Salami	Dr. Olubukola Alimi	Uduak Akpan	A Comparison of Quantitative Analysis Methods of Detecting Microplastics
Mandla Muchekeza	Dr. Ubaka Ogbogu	Udi Oluebubechukwu	Policy Instruments Regarding a Wide Variety of Topics
Naher Hailemariam	Dr. Sandra Dixon	Dayirai Kapfunde	The Impact Social Media has on Black Canadians' Mental Health
Nobuntu Mbuya	Dr. Sandra Dixon	Anthonia Anowai	The Impact Social Media has on Black Canadians' Mental Health

POST-PROGRAM-EVALUATION ANALYSIS

Evaluation Completion

The students completed evaluations at three key points of the program: at the beginning of the program before the workshops had started, at the midterm evaluation point, and on the last day of the program. The completion rate of the program evaluation surveys varied, at 40% for pre- program evaluation, 80% for mid-program evaluation, and 56% for post-program evaluation. Mentees were given time during workshop days and on the last program day to complete the evaluation.

Education

At the beginning of the program, 59% of responding youths had 100% confidence they would go to university and 35% had between 70 and 90% confidence they would go to university. By the end of the program, these proportions had increased to 65% of youths having 100% confidence they will go to university and 35% of youths having between 80 and 90% confidence that they will go to university. Similarly, at the beginning of the program, 24% of youths were 100% confident that they would be accepted into their desired program in university, while 60% were between 70 and 90% confident they would be accepted. At the end of the program, these proportions had increased to 39% and 46%, respectively.

Overcoming Challenges

Before the program, 58% of youths agreed or strongly agreed that they were confident in overcoming challenges, whereas 29% expressed a neutral stance. Those who agreed or strongly agreed increased to 69% by the end of the program. At the start of the program, 90% of youths agreed or strongly agreed that they were able to successfully overcome many challenges. By the end of the program, this proportion had increased to 96%.

Increasing Self-Esteem

The proportion of youths who agreed or strongly agreed that they felt good about themselves when compared with others at the beginning of the mentorship program was 12%, with 47% being neutral on the question, and 41% strongly disagreeing. At the end of the program, these proportions had changed to 27%, 46%, and 5%, respectively.

Confidence

The confidence levels of the students were already quite high prior to the mentorship program. The post-program results demonstrate an increased level of confidence that was self-reported by the students. One of the starkest changes was in the assessment of whether they believe they'll become a leader in their field. This increased from 6% to 37% in the strongly agreed category. Neutral to 'disagree' assessments tended to decrease, possibly indicating the influence of the program on students' confidence in their abilities and skills. In the post-program responses, 50% of the youths strongly agreed with the statement "I can change the way society views Black people," versus 24% of pre-program respondents.

In the same category under "I can break the barriers that limit Black youths", the confidence levels of the youths increased from 12% before the program to 50% after the mentorship program, representing a nearly 40% jump.



Career Aspirations

There was a significant increase in the career aspirations of the youth post survey. Initially, 64% of students agreed or strongly agreed that they were likely to become a leader in their chosen career field, but by the end of the program this value had increased to 91%. Similarly, the proportion of youths who reported that they agreed or strongly agreed they were likely to devote energy to getting promoted to a leadership position in an organization where they choose to work increased from 71% pre-program to 82% post-program.

Over the course of the program, the percentage of youths that agreed or strongly agreed that they will be among the very best in their field increased from 87% to 89%. In addition, those who agreed or strongly agreed that becoming a leader in their field was important to them increased from 53% to 73%. The proportion of youths that believed being outstanding in their work was important remained at 92% from the beginning to the end of the program.

General Evaluation

At the end of the program, 100% of the participants reported that the program had positively impacted their lives in general. The overall results show a positive influence of the program across different categories (confidence, ability to affect change, and position within the community). However the question of why nearly 22% of the respondents felt less pride in being a Black youth in the post-test group is troubling. It could however be explained by the comparative response rate, which was 40% for the pre-program evaluation and 56% post-program. Otherwise, the overall impact is almost entirely positive for Black youth.





EVALUATION OF KEY PERFORMANCE INDICATORS

We tracked the number of youths who applied to our mentorship program, the number who participated in our mentorship program, the attendance rate of youths in workshops, and the number of youths who indicated satisfaction with our mentorship program. We also evaluated other key indicators of success for our program. The evaluation of key indicators of the success of this mentorship program is summarized below:

1. Indicator: Achieve an 80% attendance rate in the mentorship program, above 80% attendance rate at each workshop, and above 80% completion rate for mentees.

Evaluation: A total of 80 youths applied to our program. 60 candidates were invited for interviews and 48 were sent acceptance letters. A total of 41 successfully completed the program. There was an average of 40.5 youths at each workshop. We had a 95% completion rate, with 41 youths attending the graduation ceremony and receiving completion certificates.

2. Indicator: Youths were surveyed on their confidence in starting and finishing university before and at the end of the program; a pre-and post-test measured of changes in knowledge (e.g., related to financing education, thriving in university, and leadership). Indicators of success include a 10% increase in confidence to start and finish university, and a 30% increase in knowledge related to entering and succeeding in university.

Evaluation: The mentorship program increased the youths' confidence in starting university by an average of 6%, and it increased their confidence in completing university by 18%.

3. Indicator: The number of youths who begin university (collected one year and two years after program completion) and the number of youths who complete university (collected five years after program completion). Indicators of success include 80% of youths beginning university and 70% completing university.

Evaluation: This outcome will be measured one, two, and five years after this program.

COMMENTS, SUGGESTIONS, AND RECOMMENDATIONS

The BYMLP 2023 involved Black youths from Edmonton, Calgary, and Winnipeg. Feedback provided by mentees and project personnel on the strengths, challenges, and opportunities for improvement in a future program is summarized below.

Strengths

1. The program contributed to a stronger sense of community, friendship, and community belonging among Black youth.
2. The workshops are a fountain of knowledge, empowerment, and networking. Youths acquired skills that will help them prepare for university and beyond, including literature review, research, group engagement, professionalism, and conflict resolution.
3. A notable strength was the location within a university campus, and especially giving the youths employee status.
4. Receiving one-on-one mentorship and participating in research was valuable. Youth positively contributed to scientific knowledge and discourse through their research and presentations.
5. The opportunity for youths to network with professionals/professors who had similar ethnic backgrounds was very empowering for the mentees.
6. The involvement of a graduate research assistant to help with program implementation every day was valuable. Youths consider this person a good middle ground between them/their peers and program staff and mentors.

Challenges

1. Mentorship: some mentors were on vacation during the program, and some did not respond until late. More variety in the mentors is required for certain occupations.

Recommendations

1. Broaden the range of professions included in the mentorship.
2. Mentors should accept and sign an agreement 6 months prior to the onset of the program. They should also submit a proposed project(s) early and youths can have the opportunity to choose a project prior to the mentorship program start date.
3. Schedules for the program should be done further in advance.
4. More interactive and hands-on workshops should be offered with no extended hours.
5. Technical difficulties need to be addressed, and the appropriate audio-visual equipment for hybrid conferencing acquired.

6. A dress code should be included in the recruitment criteria.
7. The BYLMP website needs to have updated information and easier navigation.
8. Each campus should do their own closing and opening ceremony.
9. The program would benefit from more engagement and movement, as youths find it challenging to sit down for a full day of workshops, i.e., plan for some sports activities but make these optional.

CONCLUSION

In conclusion, this program increased youths' confidence that they would go to university, be accepted into a program of their choice, and complete university. It increased their overall confidence that they were able to do well in their chosen field and attain leadership positions. Their feelings of resilience improved as evidenced by increased confidence that they were able to overcome challenges that come their way. The program increased youths' sense that they could be effective change agents and break barriers that limit Black youths, to the extent that a group of them have put forward a proposal for expanding this mentorship program to primary and junior high schools in the city.



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