



The Othermothering Model™

A Research-Based Framework for Closing the Black Student Achievement Gap

The Problem

Black students continue to face disproportionate suspensions, belonging gaps, and strained family–school relationships. Traditional approaches have not closed these gaps or ensured sustainable cultural support in schools.

Research Background

In 2022, Dr. Wicondra Stovall conducted a dissertation study on the impact of Othermothering in K–12 schools. The study took place at two sites—one elementary and one junior high school—with three white teachers. Dr. Stovall herself served as the Community Mother at each site, embedding the five pillars of Othermothering: Advocacy, Care, Relatedness, Financial Commitment, and Commitment to Learning.

Key Findings

- **Improved School Climate:** Teachers reported stronger relationships with students and families.
- **Lower Discipline Issues:** Evidence of reductions in suspensions and referrals.
- **Cross-Racial Collaboration:** White teachers grew in cultural awareness and integrated the pillars effectively.
- **Student Belonging:** Students described feeling seen, cared for, and supported.

Implications for Schools

The Othermothering Model™ is both research-backed and practitioner-tested. It demonstrates success across diverse settings and can be implemented through community placements, professional development, or certification programs.

Pathways to Implementation

- Community Mother/Father Placement (\$90K/site/year)
- Professional Development & Certification (\$5K–\$10K/participant)
- District-Wide Partnerships (\$250K–\$1M+)

Conclusion & Call to Action

This research affirms the timeless cultural power of Othermothering as a lever for student success. Districts have an opportunity to adopt a proven, community-driven model that advances achievement and equity.

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